

Wawne Primary School Behaviour Policy and Procedures

Updated June 2026

Be Ready, Be Respectful, Be Safe

Purpose

At Wawne Primary School, we want to create an environment that is safe, where everyone feels respected and where pupils come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Wawne Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. We adhere to the rules of being: ***'Ready, Respectful and Safe'***.

Aims

- School staff use a consistent and calm approach, modelling desired responses at all times
- The school provides a safe, comfortable and caring environment where optimum learning takes place
- All staff provide clear guidance for children, staff and parents of expected levels of behaviour
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches and appropriate consequences when dealing with incidents of negative behaviour

Our School Expectations

Expectations of Adults:

- Meet and greet every child, every morning
- Refer to being 'Ready, Respectful and Safe'
- Promote our school values: **Curious, Independent, Kind, Resilient, Respectful**
- All school staff are expected to model positive behaviours and build respectful relationships with pupils
- Teachers use a whole class recognition system, to promote ownership of behaviours and reward positive behaviours seen throughout the school day
- All school staff challenge inappropriate behaviour and use a consistent and calm approach when managing behaviour.
- All school staff use consistent language to recognise and promote positive behaviour
- All school staff use restorative approaches when managing behaviour

The Headteacher and The Senior Leadership Team:

- Provide a visible presence around the school, modelling expected strategies and responses, to promote appropriate conduct
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, Dojos, stickers and certificates
- Support teachers and staff in managing children with more complex or challenging behaviours
- Make sure that 'restorative conversations' are completed
- Regularly monitor behaviour management to ensure that this behaviour management policy is consistent delivered across the school
- Ensure that staff training needs are identified and met by providing:
 - o behaviour management training as part of new staff induction
 - o regular whole school behaviour management training
 - o individual behaviour management coaching and/or mentoring

Members of staff who manage behaviour well:

- Are calm and consistent
- Promote and acknowledge positive behaviours by deliberately and persistently identifying children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build and model mutual respect
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Keep calm and help others keep calm
- Have a sense of humour

We recognise that clear structure, support and a safe environment will have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely, children are praised publicly and reminded in private.

The school has 3 simple **rules 'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children, following our behaviour expectations are beyond their developmental level. Where this is the case, individual children will have a bespoke behaviour plan that is regularly reviewed.

Context

In order for the behaviour policy to be effective, a clear relationship with other school policies has been established. This policy should be read in conjunction with the following:

- Health & Safety Policy
- SEND Policy
- Child Protection Policy
- Attendance Policy
- Anti-Bullying Policy
- Home-School Agreement
- Online Safety Policy

Our Rules	Visible Consistencies	Over and Above Recognition
Be Ready Be Respectful Be Safe Follow our school values of being: Curious Independent Kind Resilient Respectful	• Daily meet and greet • Persistently catching children doing the right thing • Picking up on children who are failing to meet expectations • Accompanying children to the playground at the end of every day • Praising in public • Reminding in private • Consistent language • Escort children to and from the playground at playtimes.	• Recognition boards • Silver and Gold Awards • Certificates in assembly • Communication with parents • Headteacher praise

Positive recognition at Wawne Primary School

Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- Name on the recognition board in the classroom.
- Dojos
- Class based rewards- an emphasis on everyone working together to achieve a class reward
- An individual token award e.g. Sticker.
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- Silver and Gold Awards for acts that demonstrate going over and above.
- School Certificates and awards, formally presented in the Celebration Assembly.

Class Recognition Boards

Good behaviour is recognised sincerely through Class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The target behaviours are linked to the Wawne Primary School Values. The aim should always be for the whole class to get on the board. In order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise.

Our simple school rules and values are further explored and explicitly taught in class, assemblies and other school experiences.

Dojos

Positive behaviour will always be praised publicly at Wawne Primary School. All positive behaviours demonstrated by children on an individual basis are rewarded by staff with Dojo points. These can be given in class or around school. Dojos are issued 1 at a time in order to avoid behaviours being ranked in value. Dojos are displayed with the Class Dojo online system.

At the end of each day if a child has been placed on the Class Recognition Board for demonstrating the school value during the day, they will receive 1 Dojo.

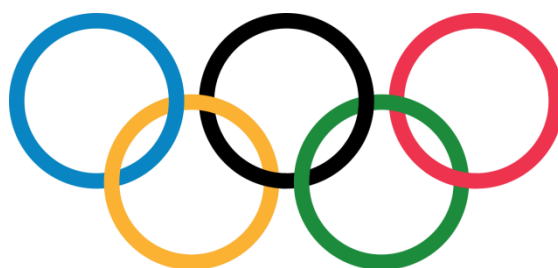
Children who read at least 3 times during the week will receive 3 Dojos at the end of the week. This is to encourage pupils to carry out their reading practice at home to become more confident, fluent readers.

Where homework has been set by a teacher, children will receive 2 Dojos for the completion of this.

School Teams

Every child and member of staff will be put into a team. Siblings will be in the same team.

The titles of the teams will be the colours of the Olympic rings



Blue, Yellow, Black, Green, Red

- Each group of staff and pupils will wear their team's colours on chosen days and events where they will be working together as a team. The team colours will be used for events like sports day, whole school events, PSHE etc.
- The number of Dojos earned per child each day will be added to their team score. A running total will be kept and the team scores will be announced in the weekly Celebration Assembly. At the end of each half term the team with the most Dojos will get to wear what they like to school on the last day.

Silver and Gold Awards- Over and Above Recognition

Children who demonstrate particular effort to go above and beyond in their learning or through a specific act will receive a silver or gold award.

For a Silver Award, the child will receive 10 Dojos for their team and a letter will be sent home from the class teacher.

For a Gold Award, the child will receive 30 Dojos for their team and a letter will be sent home from the Headteacher.

Silver and Gold Awards will be awarded during the weekly Celebration Assembly.

Parents/carers will be invited to attend the assembly by the school office.

Children who achieve a Silver or Gold Award will be invited to sit on the Top Table during Friday lunchtime time where they will be able to dine in style.

Celebration assembly

Each Friday the Headteacher will hold an assembly where the following achievements will be celebrated:

- Worker of the week
- Star of the week
- Headteacher Award
- Silver and Gold Awards
- Personal success (Outside of school achievements)
- Lunchtime Sports/Activity Awards

- Half termly reading cups
- Half termly outstanding achievement cups
- Half termly Courtesy Trophy

Restorative Approach

‘Punishment doesn’t teach better behaviour, restorative conversations do.’ Paul Dix.

Pupils are taught that every adult in our school has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by the lunch time supervisors who use the same approach as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. In order to reduce the impact on teaching time, support staff and leaders will be expected to release the class teacher if a restorative meeting is required.

Restorative Meetings and Conversations

‘The positive relationships you form with pupils depend on a restorative approach being your default mode.’ Paul Dix

At Wawne Primary School, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with the tools they need to avoid similar incidents occurring in the future.

Restorative Questions (See Appendix 2)

Restorative questions are used to support post-incident meetings and conversations. Pupils are coached and encouraged to take responsibility for their behaviours. They work with a member of staff to understand why their behaviours are not positive, then decide how the pupil can put things right and react differently the next time. School staff can use the appendix questions as a guide, depending on the child and the situation, using their professional judgment to lead the restorative conversation.

Consequences

At Wawne Primary School we encourage positive behaviour that reflects our school vision, aims and values. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

If a child is not responding to these strategies, there are clear, consistent consequences chosen by the adult dealing with the specific incident. These are designed to hold the child accountable to our high expectations. Pupils are reminded that after every incident it is a 'fresh start' and they are coached and encouraged in how to put things right and respond differently next time. Consequences always encourage the child to reflect on their behaviours and, through a restorative approach, encourage the child to make good choices in the future. Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

2 minutes owed – a reflective time where the child and the class teacher privately discuss their actions and how it has impacted on others. (A restorative approach) This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

Pay it back time – is an appropriate action linked to the incident and the value that has not been modelled by the child. For example, if a child has not completed their work in class due to a failure to respond to positive strategies, work could be completed during break times.

Reflection Time in another classroom- if deemed necessary, a further reflection time will be given but the child will go to another classroom with another member of staff present. This gives both the child, staff and other pupils the opportunity to reset.

Parental involvement – We feel that it is important for parent to be aware of repeated and more serious incidents. We will communicate through a phone call or an informal/formal meeting.

Steps for dealing with poor behaviour

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Stepped boundaries:

Redirection, Reminder, Caution, Reflection Time, Repair, Formal Meeting

1. Redirection	Gentle reminder/encouragement- non-verbal cue Eg: Drawing the child's attention to their book to begin writing
2. Reminder	Given privately/quietly where possible: <i>'I noticed you chose to(noticed behaviour). This is a REMINDER that we need to be (Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening.'</i> Eg: - 'I notice that you haven't opened your book yet. You are not following our school rule of being ready to learn. Please open your book and start your work. Thank you.'
3. Caution	(Includes 2 minutes owed after the lesson) I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Eg: - 'I have noticed you are still not ready to do your work. You are breaking the school rule of being ready. If you fail to complete your work now, you are choosing to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.'
4. Reflection Time	(Includes Pay it back time after the lesson) If the child hasn't engaged after the third reminder he/she needs 5 minutes reflection time for the child to think about his/her behaviour and to calm down. I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)

	Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in five minutes. Eg: - 'I have noticed you chose to not complete your work. You are breaking the school rule of being ready to learn. You have now chosen to go and stand in the corridor and pay back that time at the end of the lesson. I will come and speak to you in five minutes. Thank you.'
5. Reflection Time (out of class) KS2 children only	If the child continues to not engage, they will be sent to another classroom to reflect on their behaviour and to calm down.
6. Repair	A restorative meeting between the child and adult. • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • How have you felt since? • Who has been affected by what you have done? • In what way have they been affected? • What do you think you need to do to make things right? • How can we do things differently in future?
7. Formal meeting*	If reconciliation is unsuccessful, a formal meeting will be convened with child, adult and Headteacher or member of SLT. Targets will be agreed and monitored over the next 2 weeks. Parents will be informed. Recorded on CPOMS
*Remember it is not the severity of the consequence, it's the certainty that this follow up will take place that is important.	

Parents will be informed when their child has had to receive reflection time and repair.

Parents will also be informed and will receive a phone call for serious behaviour.

Extreme Behaviour

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke behaviour plans / behaviour contracts.

The school will record all serious behaviour incidents using school

Exclusions will occur following extreme incidents at the discretion of the Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Serious Behaviour Incidents

Any of these behaviours will result in an instant move to Reflection Time as well as an additional consequence specific to the child and behaviour which will be decided by the class teacher in conjunction with the Headteacher.

These behaviours include;

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Derogatory language or behaviour
- Intended damage to property
- Absconding (leaving or attempting to leave the school site without permission)

These serious incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT) All incidents should be recorded on CPOMs.

Physical Attacks on Adults

At Wawne Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with the DfE guidelines on Physical Intervention and Use of Reasonable Force and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher and they should be recorded on CPOMs. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

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

Suspensions and Exclusions

Suspension and exclusion is an extreme step and will be used: In response to serious breaches of a school's behaviour policy; Where allowing the child to remain in school would seriously harm the education and welfare of that child or others in the school. Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

The Headteacher's Power to Use Exclusion

Only the Headteacher can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. The Headteacher will decide if a fixed term exclusion is appropriate and Parents/Carers will be informed. It is the Headteacher's judgement whether or not a fixed term exclusion is appropriate and it is almost always based upon the safety and well-being of the child and of others in the school.

If a teacher has a pupil who is exhibiting extreme behaviour and will not leave the classroom when asked to do so, they will send for a senior member of staff who will come and collect the child and escort them to their office. The child's Parents/Carers will be contacted and if necessary the incident will be recorded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion. The Headteacher should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred.

The Headteacher will use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. However, this list is not exhaustive and is intended to offer examples rather than be complete or definitive:

- 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
- Persistent disruption or defiance which impacts the education or welfare of others

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that forms part of our school's behaviour policy. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single 9 academic year). A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

The Headteacher will take steps to ensure that work is set and marked for suspended pupils during the first five days of suspension. Where possible, this will align with the curriculum content missed, however, the school may set work which is more appropriate to be facilitated at home. This can include utilising any online pathways such as Oak National Academy, BBC Bitesize or other school-specific subscriptions.

The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the Headteachers will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Reintegration

The school will support pupils to reintegrate successfully into school life and full-time education following a suspension. The pupil will be offered a fresh start, be helped to understand the effect of their behaviour on themselves and others, and be helped to understand how to meet the high expectations of behaviour in line with the school culture.

A reintegration meeting will be held before or at the beginning of the pupil's return to school. During this, the Headteacher will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting will include the pupil's parents, however the pupil will not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.

Where necessary, the school will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, social workers, educational psychologists or the behaviour support team, to identify if the pupil has any SEND and/or health needs.

Restrictive Interventions, Including the Use of Reasonable Force

Wawne Primary School is committed to maintaining a safe, respectful and inclusive environment for all pupils and staff. The school seeks to prevent the need for restrictive intervention through positive relationships, effective behaviour support, adaptive practice, early intervention and de-escalation strategies.

Definitions

Restrictive intervention will only be used where necessary, proportionate and lawful, and only when there is no reasonable alternative available to prevent harm.

Restrictive intervention refers to any action that intentionally limits a pupil's movement, liberty or freedom of movement in order to prevent harm to themselves or others.

Reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain a pupil.

Restraining a pupil means physically preventing a pupil from continuing what they were doing after they have been instructed to stop.

Seclusion refers to a situation in which a pupil is prevented from leaving a room or area.

Time out, withdrawal and the use of calm or regulation spaces are not considered seclusion where the pupil is free to leave.

Guiding Principles

The school will ensure that:

- restrictive interventions are used only as a last resort
- any intervention is reasonable, necessary and proportionate to the circumstances
- the minimum force for the shortest possible time is used
- restrictive intervention is never used as a punishment
- restrictive intervention is never used solely to secure compliance
- pupils are treated with dignity and respect at all times
- staff prioritise prevention, regulation support and de-escalation strategies.

The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments for pupils with SEND or additional needs.

Prevention and De-escalation

The school aims to reduce the likelihood of restrictive intervention through:

- positive relationships and relational practice
- clear routines and expectations
- adaptive teaching and reasonable adjustments
- trauma-informed approaches
- emotional regulation support
- use of individual behaviour support or risk reduction plans where appropriate
- early intervention and de-escalation strategies.

De-escalation strategies may include:

- calm verbal reassurance
- distraction and diversion
- offering choices
- reducing demands
- providing processing time
- movement or sensory breaks
- support from trusted adults
- use of safe or calm spaces.

Legal Framework

Under Section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force where necessary to prevent a pupil from:

- causing injury to themselves or others
- committing an offence

- damaging property
- causing serious disruption to the good order and discipline of the school.

Reasonable force may also be used to prevent a pupil from leaving a classroom or safe area where doing so would risk their safety or the safety of others.

The degree of force used must always be the minimum necessary and proportionate to the level of risk presented.

Use of Restrictive Intervention

Restrictive intervention will only be used where:

- there is an immediate risk of harm or serious disruption
- de-escalation strategies have been unsuccessful or are judged inappropriate due to the urgency of the situation
- the intervention is necessary and proportionate.

Staff will:

- act in the best interests of the child and others
- use the least restrictive option available
- continually assess whether the intervention remains necessary
- stop the intervention as soon as it is safe to do so.

The school will not use:

- corporal punishment
- deprivation of basic needs
- pain-inducing techniques
- interventions that restrict breathing
- humiliation or degrading treatment.

Seclusion

The school does not use seclusion as a behaviour management strategy.

Pupils may be supported in calm or regulation spaces where this is voluntary or where appropriate supervision and safeguarding arrangements are in place.

Recording and Reporting

Any significant incident involving restrictive intervention will be recorded as soon as possible after the incident.

Records will include:

- date, time and location
- names of pupils and staff involved
- antecedents and triggers
- de-escalation strategies attempted
- nature and duration of the intervention
- any injuries or distress caused

- outcome of the incident
- follow-up actions taken.

Parents/carers will be informed of significant incidents involving restrictive intervention as soon as reasonably practicable.

Records will be monitored by senior leaders to identify patterns, trends or disproportionate impact on particular groups of pupils.

Training

The school will ensure that staff receive appropriate guidance and training in:

- behaviour support and de-escalation
- safeguarding
- lawful use of restrictive intervention
- understanding SEND and communication needs
- trauma-informed practice.

Some staff may receive enhanced training in approved restrictive intervention approaches.

Training does not remove the legal right of any member of staff to use reasonable force in an emergency situation where necessary and proportionate.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention;
- Ways of avoiding 'triggers', if these are known;
- Involvement of parents to ensure that they are clear about the specific action the school might need to take;
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);
- Identification of additional support that can be summoned if appropriate;
- The school's duty of care to all pupils and staff.
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Reasonable adjustments

It is recognised that all children are individuals and that some children have additional needs which may mean they need more support than others in managing and modifying their behaviours. The Headteacher and SENDCo will always work with parents/carers, staff and the pupil to ensure a consistent and supportive approach. Reasonable adjustments will be made where necessary to support the child.

Monitoring and Review

This policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is **May 2027**.

Appendix 1- Wawne Primary School Behaviour Blueprint



Behaviour Blueprint

Adult Behaviour	Over & Above Behaviour	The Wawne Way
- Calm, consistent and fair - Model positive behaviours and build respectful relationships - High expectations - Recognise 'Over & Above' behaviour	- Praise - Recognition Boards - Silver & Gold Awards - Certificates in assembly	Be Ready Be Respectful Be Safe

Our School Values

Curious, Independent, Kind, Resilient, Respectful

Stepped Boundaries	Microscript
1. Redirection 2. Reminder- Think carefully about your next step 3. Caution- use micro script and 2 minutes owed 4. Reflection Time- includes pay it back time after lesson 5. Repair- Restorative conversation 6. Formal meeting- between child, adult and <u>headteacher</u>.	I noticed you are You are not showing our school value of You have chosen to Do you remember when..... That is who I need to see today. Thank you for listening.

Serious Behaviours

Violence, Defiance, Persistent behaviours, Stealing, Spitting, Swearing, Derogatory language or behaviour, Intended damage to property

Phone call home, face to face conversation with parents.

Headteacher involvement

Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.

Appendix 2- Restorative Questions

1. What happened?
2. What were you feeling at the time?
3. How have you felt since?
4. Who has been affected by what you have done?
5. In what way have they been affected?
6. What do you think you need to do to make things right?
7. How can we make things go differently in the future?

Appendix 3- Restorative Practice Sheet for pupils

Restorative Practice

Reflect on your behaviour...



What happened?



What were you thinking about at the time?



What have your thoughts been since the incident?



Who do you think has been affected by your actions? In what way were they affected?



What do you need to do now to put things right?

