Positive Behaviour Policy September 2026

"Relationships First: Regulation, Reflection, and Restoration"

Policy Vision and Ethos

At Branton Primary School, every child has the right to feel safe, valued, and respected. In line with our core expectation of **Head (Be Ready), Heart (Be Kind)** and **Hands (Be Respectful)**, bullying of any form is unacceptable and will not be tolerated. We recognise that bullying can severely impact a child's emotional wellbeing, physical safety, and educational progress. We adopt a proactive, trauma-informed approach that prioritises early intervention, empathetic support for victims, and restorative resolution.

Our approach is rooted in **relational practice** and **trauma-informed support**. Instead of using control or punitive discipline, we focus on connection, proactive regulation, explicit boundaries, and restorative resolution.

Core Principles

- **Behaviour is Communication:** Unmet needs or emotional dysregulation often manifest as challenging behavior.
- **Connection Before Correction:** Children need to feel safe and connected before they can reflect, learn, or regulate.
- **Consistency in Empathy:** High expectations for behaviour go hand-in-hand with high levels of care, warmth, and support.
- **Predictable & Fair Boundaries:** Clear, consistent routines and boundaries provide safety and structure.

Key Roles & Responsibilities

Staff Commitments

All staff will:

- Model positive, calm, and respectful interactions at all times.
- Prioritize unconditional positive regard for all learners.
- Use emotion coaching and relational strategies to assist dysregulated learners.
- Refuse to take behaviour personally, maintaining professional emotional distance and empathy

Learner Expectations
Learners are supported to follow three clear, positive expectations that they were part of decision-making process and agreed with the school council. These link to our motto of Head, Heart and Hands.

1. **Head - Be Ready:** Ready to learn, listen, and participate.
2. **Heart - Be Kind:** Help each other.
3. **Hands - Be Respectful:** Respectful of themselves, others, and the environment.

Be Safe all the time.

<u>The Relational Model: Regulate, Relate, Reason</u>
When support is required—particularly during times of distress or dysregulation—staff use the **3 Rs**

Framework:

1. REGULATE Safety & Calm Environment	—>	2. RELATE Empathy & Validation	—>	3. REASON Reflection & Restoration

Regulate (Body and Mind)
- Lower tone of voice and body language; offer physical space.
- Provide calming tools, quiet spaces, or movement breaks (e.g., regulation corners, sensory tools).
- Prioritize physical safety and de-escalation over discussion.

Relate (Connection and Empathy)
- Validate feelings without necessarily validating harmful behaviours (e.g., *"I can see you're feeling really overwhelmed right now, and that's okay, but kicking the chair isn't safe."*).
- Communicate presence and safety (*"I'm here to help you when you're ready"*).

Reason (Reflection and Learning)
- Engage in problem-solving only once the brain is back in a calm, receptive state.
- Use open-ended, non-judgmental questions to help the learner understand what happened and explore alternative strategies for the future.

Recognising and Celebrating Positive Behavior

Our ethos is designed to highlight and encourage positive behaviour. This is present in the way we interact with each other and our children and also through the role of pupils within the school. We believe children rise to the challenge of being given meaningful responsibilities and that this supports positive behaviour. Children will be given responsibilities within their class, and as they get older,across the school.

In addition, good behaviour is encouraged and reinforced by a variety of other positive methods:

- Descriptive praise
- Class reward system
- Positive feedback to parents (verbal, via dojo or written).
- Visits to other teachers/staff
- Visits to Headteacher
- Class Dojo and school value certificates
- Promote and celebrate successes
- Class Dojo points

Reward systems

All staff award dojo points to children for excellent work, positive behaviour, showing kindness, making a special effort or other positive characteristics we wish to encourage. The pupil with the most dojo points are celebrated every week in assembly. At the end of the half term dojo points are spent on activities that the pupils have identified.
Our Star, Rainbow and cloud behaviour system is used throughout school to highlight positive behaviour and provide a warning system/reminder.

Responding to Incidents & Restorative Practice

When expectations are not met or harm is caused, we utilise **Restorative Practice** to repair relationships and learn from mistakes, rather than imposing isolation or shame-based sanctions.

Restorative Questions

Restorative conversations are guided by neutral, reflection-focused prompts:

1. What happened?
2. What were you feeling or thinking at the time?
3. Who has been affected by what happened, and in what way?
4. What needs to happen now to make things right?

Natural and Logical Consequences
Where consequences are necessary, they are directly connected to the behaviour and aim to repair harm or support skill-building:

- **Repairing Harm:** Writing an apology letter, helping repair damaged property, or restoring a relationship.
- **Restoring Safety/Structure:** Temporary loss of a privilege directly linked to unsafe choices (e.g., practicing safe play during break time).

Escalation Guidelines
If unacceptable behaviour occurs, steps can be escalated at any time if deemed necessary by the Leadership Team, and the decision is final. Steps may be escalated:

- For regular offenders where prior steps have not supported change.
- When a child displays physical harm or verbal abuse to another child.
- For assault or verbal abuse to staff.
- At any time when deemed necessary to keep children and staff safe.

An intervention can be initiated at any time—each child is unique, and every intervention is implemented in the best interest of the child. If all strategies have been exhausted, the Senior Leadership Team will request that parents/carers come into school to support the implementation of behaviour strategies.

The Stepped Response Framework

Step	Action	Description & Procedures	Reasonable Adjustments / SEND Provisions
Step 1	**Normal Strategies** *(Classroom Teacher)*	Use normal strategies: polite but firm requests, warnings. Consider repositioning or separating pupils.	Adaptations to task matching, sensory breaks, or timetable pacing.
Step 2	**Final Warning** *(Classroom Teacher)*	Give a final warning using the agreed phrase: *"This is your final warning. Do you understand?"* Move child to	Ensure processing time is provided. Reference

Step	Action	Description & Procedures	Reasonable Adjustments / SEND Provisions
		the cloud. Children should be fully aware of what this means and the consequences of continuing.	bespoke plan and classroom strategies.
Step 3	**Time In A** *(Classroom Teacher)*	Move child to the thunder cloud. Time out on a chair/area in class for to reflect and calm down. Restorative conversation/ reflection. Repeating behaviours in the same session moves to Step 4; unrelated behaviours restart system. Possible loss of break/lunch; Informal chat or dojo with parents/ carers.	Bespoke plan, reflection (ordinary provision), loss of break/lunch adapted to need.
Step 4	**Time In B** *(Teacher Colleague)*	Child sent to work with another colleague. Removal of playtime Restorative conversation / reflection Recorded on CPOMS Notify Parents/Carers.	Removal from class to regulate as ordinary provision until end of lesson. Adult monitors/reviews to identify hidden situational triggers.
Step 5	**Time In C** *(Head)*	Child sent to work with Headteacher.	Removal from class with adult support. Adaptations to

Step	Action	Description & Procedures	Reasonable Adjustments / SEND Provisions
		Removal of playtime Restorative conversation / reflection Recorded on CPOMS Parents informed of isolation by letter following contact from Headteacher. Discussion with SENCO (outside agency referral) and closer monitoring (frequency sampling). Meeting with parents to explore causes/alternative strategies (e.g., parents working alongside child, reduced day).	timetable and break times.
Step 6	**On Report**	Parent/child meeting to agree up to 3 realistic behaviour targets with clear rewards/ consequences. Daily feedback to child, weekly feedback to parents. Reports last 2–8 weeks, reviewed weekly. Explore behaviour concerns with HINT behaviour team and Educational Psychologists.	Review of plans and provision mapping.
Step 7	**Internal Exclusion** *(Headteacher)*	Parents informed. Child has no contact with own class/classmates and no access to playground	Individualized regulation plan during internal exclusion.

Step	Action	Description & Procedures	Reasonable Adjustments / SEND Provisions
		If behaviour improves, return to class On Report; if not, move to Step 8.	
Step 8	**Fixed Short-Term Suspension**	Half a day to 5 days suspension (built upon each time if necessary). Parents, Governing Body, and LA Officer informed by letter. School sets work for first 5 days. Re-integration meeting after 5 days suspension.	Plan targeted re-integration support and review EHCP/SEND provisions.
Step 9	**Permanent Exclusion**	Parents, Chair/Clerk of Discipline Committee, and LA Officer informed. Discipline Committee meets to consider representations and decide to reinstate or uphold. Parents notified of right to appeal. If reinstated/successful appeal, child stays On Report for a maximum of 16 weeks.	Full compliance with statutory guidance regarding SEND and EHCP requirements.

These steps can be delivered in order or if the following applies pupils can be moved straight to step 5, 6, 7or 8. Removal is a serious sanction used to achieve the following:

- **To Maintain Safety and Order:** To safeguard the physical and emotional well-being of all pupils, and to restore stability following severe or high disruption.
- **To Protect the Right to Education:** To ensure teaching and learning for the rest of the class can continue without ongoing interruption.
- **To Provide a Managed Learning Alternative:** To relocate the pupil to a structured, supervised environment where education continues productively under staff guidance.

- **To Support Pupil De-escalation:** To serve as a supportive measure (a regulatory break), allowing the pupil space to regain calm, regulate emotions, and prepare for a successful return to class.

Behaviour, SEND, and Vulnerable Pupils

The School is committed to ensuring that behaviour expectations are clearly communicated to all staff, and that sanctions are applied fairly, proportionately, and consistently without discrimination. In accordance with our duties under the **Equality Act 2010** and the **Children and Families Act 2014**, full consideration is given to pupils with Special Educational Needs and Disabilities (SEND), as well as vulnerable pupils.

Key Principles for SEND & Vulnerable Learners

- **Reasonable Adjustments:** The School will diligently fulfill its statutory duty to make reasonable adjustments. Making reasonable adjustments does not mean lowering expectations; it means giving each pupil a fair, clear route to meeting them.
- **Contextual Assessment:** While a pupil's behaviour will always be assessed in the context of their specific needs, it does not automatically follow that every incident of misbehaviour is a direct manifestation of their SEND. Where a disciplinary infraction is determined to be unrelated to a pupil's disability, or where reasonable adjustments have been exhausted, appropriate sanctions will be applied. A SEND diagnosis does not provide a blanket exemption from the behaviour code.
- **Preventative Measures:** Staff are provided with SEND-friendly strategies and pupil information. Where behaviour is linked to an unmet need, we seek to address that need using pastoral teams, SEND teams, and external agencies (e.g., Educational Psychology, CAMHS, Local Behaviour Support).
- **Specialist Approaches:** We use specialist approaches and trained staff (e.g., de-escalation, **PACE**, and **Zones of Regulation**) to support pupils whose behaviour is challenging.
- **EHC Plans:** If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured, anticipating triggers and putting support in place to prevent misbehaviour.

Safeguarding & Child-on-Child Abuse

Safeguarding Lens

All behaviour is considered through a safeguarding lens. Staff are alert to the possibility that behaviour may be a sign of unmet need, harm, or risk, and respond in line with *Keeping Children Safe in Education (KCSIE)* and the school's Safeguarding Policy. Concerns are reported immediately to the Designated Safeguarding Lead (DSL).

Child-on-Child Abuse (Bullying)

Children can abuse other children; this can happen in and out of school and online, and it must **never** be downplayed as 'banter' or 'part of growing up'.
Child-on-child abuse includes:

- Bullying, cyberbullying, and harassment.
- Abuse within intimate relationships.
- Physical abuse, sexual violence, and sexual harassment.
- Causing someone to engage in sexual activity without consent.
- The sharing of nude or semi-nude images and upskirting.
- Initiation or hazing practices.

All such concerns are managed as safeguarding matters under Part 5 of *KCSIE*, with a risk and needs assessment carried out by the DSL.

Definitions of Bullying

Bullying is defined as the **targeted, repetitive, and intentional** physical, verbal, or emotional harm inflicted on an individual or group by one or more persons, where there is a real or perceived **imbalance of power**.
Bullying is distinct from one-off relational conflict, peer disagreements, or accidental harm.
It can take many forms, including:

- **Physical:** Hitting, kicking, pushing, damaging property, or theft.
- **Verbal:** Name-calling, threats, taunting, teasing, or spreading harmful rumours.
- **Relational/Social:** Deliberate exclusion, isolation, gossiping, or manipulation.
- **Cyberbullying:** Misuse of technology, social media, messaging apps, or gaming platforms to harass, intimidate, impersonate, or share explicit/nude images without consent.

Prejudice-Based & Discriminatory Bullying

In accordance with our duties under the Equality Act 2010, Branton Primary School strictly prohibits discriminatory abuse or harassment targeting any protected characteristic. This includes, but is not limited to:

- Racist or faith-based bullying
- Homophobic, biphobic, or transphobic (HBT) bullying
- Disablist or SEND-related bullying
- Sexist bullying or sexual harassment

All prejudice-based incidents are logged centrally on CPOMS and monitored.

Serious Misbehaviour & Reasons for Exclusion

Grounds for Suspension and Permanent Exclusion

A decision to exclude a pupil—either for a fixed period (suspension) or permanently—is a **last resort**. It will only be taken by the Headteacher in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Explicit grounds for suspension or permanent exclusion include:

- Physical assault against a pupil or member of staff.
- Verbal abuse or threatening behaviour directed toward a pupil or adult.
- Use or threat of use of an offensive weapon or prohibited item.
- Bullying, harassment, or cyberbullying.
- Discriminatory abuse targeting any protected characteristic under the Equality Act 2010 (racist, homophobic, biphobic, transphobic, sexist, or ableist language).
- Sexual misconduct, abuse, or non-consensual sharing of explicit images.
- Drug and alcohol-related incidents (possession, use, or supply of illegal substances, vapes, psychoactive substances, or alcohol).
- Malicious allegations against staff.
- Serious damage to property (arson, vandalism).
- Theft.
- Persistent, ongoing disruptive behaviour that flouts school rules and interferes with teaching and learning.

Note: Senior Leaders may involve the police at their discretion if a pupil's behaviour is suspected to constitute a criminal offense.

Exclusions Management

- **Lunchtime Exclusions:** Consistently disruptive behaviour at lunch may lead to lunchtime exclusion (counting as half a school day towards the statutory 45-day limit). Parents assume full responsibility during this window.
- **Informal "Cooling Off" Removals are Unlawful:** Sending a child home to "calm down" without a formal suspension letter is an unlawful informal exclusion. Any direction to leave premises for disciplinary reasons will be formally processed as a legal suspension.
- **Education Provision:** For the first 5 days of exclusion, school sets and marks work remotely. From day 6, full-time alternative education is arranged by the school (suspensions) or Local Authority (permanent exclusions)

Statutory Interpretations, Legal Definitions & Boundaries

Standard of Proof

When making disciplinary decisions and assessing evidence, Senior Leaders apply the civil standard of proof: **"on the balance of probabilities."** A sanction will be upheld if it is determined more likely than not that the incident occurred.

Jurisdiction: Off-Premises and Online Conduct

The school reserves the right to impose disciplinary sanctions (up to and including permanent exclusion) for non-criminal misbehaviour, bullying, or harassment outside school premises and hours if:

- It has direct repercussions for the orderly running of the school.
- It poses a threat or causes distress to a pupil, staff member, or member of the public.
- It occurs while the pupil is wearing school uniform, traveling to/from school, or identifiable as a student of the school.
- It brings the reputation of the school into disrepute.

Use of Restrictive Interventions and Reasonable Force

All staff in Branton Primary School and Nursery recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being.

Legal Framework

The DfE 'Restrictive interventions, including use of reasonable force, in schools' Guidance for schools in England 2026 allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children.

The right for school staff to use reasonable force is further set out in the DFE document Behaviour in Schools, which states that members of staff have the power to use reasonable force to prevent or stop a pupil from:

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

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where possible.

Reasonable minimal force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by the Department for Education's Teacher Standards.

Staff who are **likely to need** to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

Communicating the school's approach to the use of force

DFE guidance states:

Schools do not require parental consent to use force on a pupil

Schools should not have a 'no contact' policy.

- There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil from causing harm.

There are circumstances when it is appropriate for staff to have some physical contact with pupils, which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include:

- to administer 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

<u>Determining when the use of restrictive interventions is appropriate</u>

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

To make this assessment, the member of staff should consider the following:

1. **Is it necessary?**

a. Staff should consider whether there are other more effective, less restrictive ways to manage a situation and assess whether a restrictive intervention is likely to successfully reduce the relevant risks.

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

3. **Have you considered the pupil's welfare?**
    a. Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken.
    b. Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
    c. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.
    d. For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

NB: This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. We will always look to minimise the need to use restrictive interventions, such as through prevention, de-escalation, and approaches for individual pupils.

Whole-school measures include:

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- training staff in effective communication strategies, such as using an appropriate tone of voice and empathy to aid de-escalation
- development of working staff-pupil relationships and trust
- recording and analysing data on the use of restrictive interventions to inform improvement planning and individual risk assessment/support plans

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for "legally prohibited items."

Searches will be conducted in line with the statutory Searching, Screening and Confiscation in Schools guidance - linked here.

Risk assessment/support plan

Some children with SEND or additional needs may require an individual risk assessment/ support plan/ behaviour plan/ positive handling plan. This will be communicated to parents/carers and reviewed and updated accordingly. We will attempt to reduce risk by managing:

- The environment, including reducing stimuli or triggers that may be causing stress
- Staff approaches including
    - Body language
    - Communication
    - De-escalation strategies
- Medical factors, if relevant

Where there is an identified risk, such as an increased likelihood of the need to use reasonable force and/or other restrictive interventions, we will have a specific risk assessment/plan in place and, where possible, to mitigate risks such as through staff training and prevention strategies.

Reporting and recording

Statutory guidance states that those with a governance responsibility must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

We will contact parents/carers to share incidents as appropriate and for every significant incident (statutory). This includes when physical force is used to implement a non-physical restrictive intervention. Parents/carers should be contacted as soon as possible following a significant incident, and the incident should be explained to them. This action will also be recorded.

In deciding what a serious incident is, school leaders will use their professional judgment and consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

A report of the incident made to parents should include the following details as a minimum:

- The time, date, location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary in that instance
- A brief account of what type of force was applied, and the degree of force
- The details of any physical injuries sustained, if applicable

The school will communicate this verbally wherever possible and follow up in writing (statutory) via email. This includes any child who required seclusion or restraint as part of a behaviour support plan or risk assessment.

Where necessary and appropriate, we will invite parents/carers into school to discuss significant incidents so that we can look at any potential warning signs/triggers or actions that may be done differently in the future.

Staff will record all incidents of reasonable force in accordance with school procedures and report these to the Headteacher.

Seclusion

We may use seclusion as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.

NB: Seclusion will not be used by staff through the threat of punishment.

The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting'.

Pupil and staff support

As a school, we will evaluate all incidents involving restrictive intervention and seclusion as soon as practicable after an event to understand why it was used and the impact on pupils and staff. We will also look for any patterns or trends and identify how the use of restrictive interventions may be avoided in the future.

If appropriate, the pupils and staff members involved should receive a medical assessment and treatment for any injuries as soon as possible. Injuries will be recorded in line with our Health and Safety policy.

The school will also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be part of the debriefing process and will look to understand what happened during the incident and why. This will aim to bring closure to the incident.

As a school, we will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Approval and Authorisation

Policy Location:	Review Completed:	Review Due:	Person Responsible:
On website and in main school office.	October 2026	September 2027	Emma Miller Academy Committee