



Everybody; every moment; every idea counts.”

Behaviour and Relationship Policy 2026 - 27

Approved by the Local Governing Body on: 13th October 2026

Next review date: October 2027

Policy statement

At Stephen Freeman School, we strive to create an environment where positive relationships are formed in order to create a climate of mutual respect and openness. We believe that the way children and adults behave and respond depends on the way they feel about themselves therefore all members of our school community deserve to be treated with respect and show respect for others. We promote a tolerant, fair and restorative approach to support this.

We embrace a whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children are provided with repeated relational opportunities with emotionally available adults, so they feel safe, able to trust and become help seeking when needed. Time is given to repair relationships and learn from this process.

We believe that children can learn to improve how they communicate their feelings and words. Learning new behaviours is a task, just like learning to read and write. Children need a personalised approach to support them to manage their feelings and communicate their words respectfully. The more challenging pupils' behaviour becomes, the more personalised an approach the pupil requires. Mistakes are part of the learning process and we recognise that all of our children are at different stages of the developmental process. We do not make a judgement about it; instead, we support and guide our children to get it right.

Therefore, this policy aims to promote a positive ethos of good behaviour so that children can effectively learn and play well together. There is a high expectation of behaviour in all aspects of the school day, which places the needs of the child at its centre. Our school will support all children particularly those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable everyone to access learning.

Our Relationships and Behaviour Policy is based on consistent and secure relational and restorative practices.

At Stephen Freeman, we work together, to ensure our learners, staff and parents benefit from a culture which promotes self-esteem, trust, compassion, mutual respect, and which recognises rights and responsibilities of our learners.

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

Aims of this policy

Through this policy, we aim to:

- Provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. We believe the whole school community working in partnership can achieve this.
- Create an inclusive school environment where children feel happy and secure and where positive and trusting relationships are forged. Implement mental health and trauma-informed approach to behaviour in our school so that pupils feel safe in our school. Ensure that there are consistent nurturing practices across the school.

- Provide a consistent approach to behaviour management. Ensure that incidents are reflected upon and learnt from within a firm, fair and consistent manner whilst also taking the individual's behaviour support needs into account.
- Develop self-regulation skills and a sense of responsibility in each school member. Teach children, through co-regulation and a restorative approach, about taking responsibility for their own decisions and actions
- Help children, by following our school code, to respect the environment, property and personal space. Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences. Ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.
- Foster positive attitudes towards themselves and others that recognises and values achievements at all levels. Encourage increasing independence and self-regulation so each child learns to accept responsibility for their own behaviour and choices. Enable pupils to recognise and appreciate appropriate behaviour.
- Provide an interesting, appropriately adapted, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Support every child to engage positively in their learning and reach their potential by developing meaningful behaviours for learning across the curriculum, including helping children to overcome any obstacles to learning.
- To help children to grow up to become kind and responsible people who can enjoy successful relationships, better mental health and lives that are more meaningful.

Our school code:

Listen to each other
Follow instructions
Show respect to each other and the environment
Always try your best
Be proud and positive

Expectations and routines are explicitly taught to the children to ensure consistency of approach. In our school, all pupils are expected to be aware of and follow the school code. These expectations are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies, through assemblies and restorative conversations.

Staff Responsibilities

The staff will implement the school Relationships and Behaviour Policy consistently throughout the school.

Staff will:

- Ensure that the school rules and behavior policy are followed in their class and the wider school and help everyone to follow them.
- Always model expected/desired behaviour in all their dealings with pupils and with other adults.
- Give children opportunities and time to restore and repair relationships.
- Liaise with the Phase group leader and/or SENCO to seek support when needed. Work with external agencies, as necessary, to support and guide the progress of each child in relation to self-regulation and behavior support.
- Share responsibility for behaviour and teach, by example, positive interactions. Model positive behaviours and relationships at all times including promoting and providing

unconditional positive regard. Implement the Relationships and Behaviour Policy consistently in line with the school values and code.

- Keep parents informed and work in partnership with them. Offer open door discussion communication where positives and support can be shared.
- Ensure that classrooms are as inclusive as possible in order to meet emotional and behavioural needs. Provide adaptive teaching and a personalised approach to the specific emotional and behaviour needs of particular pupils.
- Plan and deliver engaging lessons that stimulate and challenge pupils to learn. To regularly reflect upon questions such as 'Is my lesson worth behaving for?'
- Supervise and monitor the behaviour of all pupils in the classroom, the playground and around school. Follow guidance from the senior leadership team who will support them in promoting and recognising desired behaviours.
- Record behaviour and emotional related incidents on CPOMs.

Head teacher

The Head teacher will implement the school Relationships and Behaviour Policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher will also:

- Support the staff by implementing the policy by setting standards and expectations of behaviour.
- Keep records of all reported serious incidents of behaviour.
- Follow the Exclusion Guidance.
- Approve the behavior policy.
- Ensure that the school environment encourages positive behaviour and that staff deal effectively and appropriately with behaviour incidents and needs, and will monitor how staff implement this policy.
- The Head teacher has a legal duty to ensure its Relationships and Behaviour Policy is available for parents on the school website and as a hard copy if required.

Parents

The school works collaboratively with parents to encourage consistent messages about how to support their child to behave positively at school.

Parents will:

- Work with school to address concerns raised in relation to behaviour and welfare.
- Support their child in adhering to the school code and values.
- Working closely with and support the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour/emotional needs. Discuss any behaviour concerns with school staff promptly
- Be familiar with the contents of the Relationships and Behaviour policy and associated expectations.
- Share concerns by initially contacting the class teacher in the first instance.
- Be available to attend behaviour support meetings and parent courses etc should this be necessary.

Governors

The Governing Body of Stephen Freeman School is responsible for reviewing and approving the Relationships and Behaviour Policy.

The Governing Body will review this Relationship and Behaviour Policy in conjunction with the Head teacher and monitor the policy's effectiveness.

Governors will:

- Approve the general guidelines on managing behavior and review its effectiveness.
- Support the Head teacher in carrying out these guidelines.

The Head teacher has the day to day authority to implement the Relationships and Behaviour Policy, but the governors may give advice to the Head teacher about particular disciplinary issues.

Children

Children are expected to engage with our of the school code, strive to develop effective learning habits and show respect for the rights and needs of all children and adults in our school community.

Mobile phone use in school

Pupils must not bring mobile phones into school. However, we acknowledge that some older children may bring phones with them to support their growing independence in walking to and from school. Where this is the case, these must be handed in to the class teacher at the start of the day, stored safely during school hours, and collected at the end of the day. A small number of children in school may need to keep mobile phones for medical purposes – for example, where these have blood sugar scanning apps for children with diabetes. In this situation, the headteacher will agree with parents, the pupil and class teachers where this phone is stored during the day, and who is able to access this.

Implementation

We have high expectations of behaviour standards for all, in line with the school code. A whole school, positive approach to behaviour management including a personalised and tiered approach is promoted throughout our school community.

Through training, supervision and monitoring, we ensure all staff are clear about what is expected and approaches to behaviour management are consistent across the school.

We use a graduated approach to behaviour support and adopt an assess, plan, do review cycle to ensure needs are fully met just as we would with a learning or physical need.

Early identification of specific issues which may impact on emotions and behaviour is important to us. Support needs are identified in phase group, progress, bi-weekly Inclusion Team and annual handover/transition meeting. CPOMs is monitored regularly to ensure incidents are actioned appropriately to provide maximum support.

All children who need it have access to emotional and nurture support **Appendix 1 Tiers of Support**, either with class staff or with the wider nurture team where necessary (ELSA (Emotional Literacy Support Assistant), Forest School, **Appendix 2 Zones of Regulation** We also provide evidence-based interventions and emotionally regulating adult-child interactions. Talk based interventions enable children to feel safe enough to share thoughts, if they wish, about feelings and experiences.

Our Child and Family practitioners adopt a relational approach between school, pupil and home to support a positive behaviour ethos. We promote the provision of skills and resources to support parents in meaningful empathetic conversations with their children. This is to empower children to better manage their home situations and life in general.

We promote kindness and unconditional positive regard in our school environment. Children are welcomed positively from the moment they step into school by staff who are emotionally ready to support them throughout the day.

Through Jigsaw(Personal, Social and Health Education) and our whole school use of Zones of Regulation, we enable our children to make informed choices about how they regulate, relate to others, live their lives, and how they treat their brains, bodies and minds.

Social, Emotional and Mental Health Needs

Children with Social, Emotional and Mental Health Needs will have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult.

School staff adjust expectations around SEMH children to correspond with their developmental capabilities and experience of trauma etc. This includes guiding children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into heightened states can access calmer, safe spaces with emotionally regulating adults). All staff working with a child who has one are familiar with behaviour plans, scripts and de-escalation techniques. Staff ensure that interactions with children are socially engaging, to decrease likelihood of children relating defensively (flight/fright/freeze).

A 'flexibly consistent' approach to behaviour support and natural consequences is implemented when supporting children to repair and restore relationships and negative incidents.

Pupil profiles for children on the SEN register identified as having SEMH needs will have targets that relate directly to their need.

Staff will use the Oxfordshire Ordinarily Available Toolkit (OAT) and Inclusive Support Series for further guidance. <https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/sen-support-providers/guidance-and-procedures>

Supporting behaviour

All behaviour is a form of communication and reflects the emotions a child is experiencing. At Stephen Freeman Primary School, we believe that children can be supported to develop the ability to self-regulate their emotions and behaviour through co-regulation from adults within school. Staff development and training helps children to move from 'behaving' their experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversations and addressing children's negative self-regard.

All staff use positive language when dealing with behavior incidents that is easily understood by all children and offers them the chance to make a more appropriate choice.

We ensure that school rules are kept to a minimum, are positively phrased and are concerned with general safety and the well-being of both adults and pupils.

Undesired and unsafe behaviours are addressed through support systems involving reinforcement of desired behaviours and the teaching of self-regulation. Consequences are used to repair and restore. When needed, plans for behaviour support will be created and actioned in collaboration with parents/carers.

Possibilities for putting things right and opportunities for making amends should be afforded to all children using the restorative approach. Children should be given the time to reflect on the consequences of their actions for themselves and others.

In order for incidents to be dealt with effectively and for pupils to re-engage positively with others, pupils will not be expected to discuss incidents when emotions are running high. Instead, once the situation has calmed down, pupils will be supported to revisit the incident using a restorative approach or social stories.

Behaviour support steps

Step 1 **Non Verbal reminder**

- Children are given a non-verbal signal to help them to self-regulate or correct their choices.
- Class teachers will ensure children are aware of this signal.

Step 2 **Verbal reminder**

- A reminder of rules and expectations delivered privately. Making the child aware so that they can manage their feelings and communicate their words in a positive manner.

Step 3 **Individual Reminder**

- Where appropriate, a private conversation, giving a final opportunity to engage. Positive choice offered and reference to previous examples of managing feelings and communication in a positive manner.

Step 4 **Regulation Time**

- Children are given take up time to process the reminders. They are encouraged to use safe/calm spaces and calming, resources within the classroom.

Step 5 **Time in**

- Short time in with another adult. Children can go for a quiet reflection time with the Phase Lead. This is a time to calm down, breath and reflect. A restorative conversation is needed at this stage with a discussion about consequences.
- Parents will be informed of times when a child has spent time in another classroom or office. This will be recorded on CPOMs.

Step 6 **Escalation**

- If a child's behaviour is persistently unsafe a member of the Core Senior Leadership Team (CSLT) or Inclusion Team should be called to support and enforce natural consequences and next steps. This could include further time away from class or time in to complete missed learning.
- If step 5 or 6 are reached then a more formal meeting is needed. A consequence is agreed and further restoration if needed.

Step 7 **Parents/Carers**

- If step 5 or 6 is reached repeatedly, parents and carers will meet with school staff for an Inclusion Support meeting to formulate a combined plan for support.
- If negative behaviours continue, then a very clear A (antecedent), B (behaviour), C (consequence) record will be kept. **Appendix 3 The ABC logs** will then be analyzed to identify triggers etc. In conjunction with this, a clear individual behaviour plan will be written with the class teacher, parents and SENCO/Phase leader. These are used to inform personalized behaviour support plans and further guidance and support may be sought from external professionals if required.
- Children will also be provided with a personalized **Appendix 5 Behaviour passport** and / or **Appendix 6 Behaviour flowchart** to help them see clearly behavior expectations and consequences and to remind them to make positive choices or use strategies or resources available to them.

Everyone within our school has the right to feel safe and secure, and all incidents of violence are dealt with bearing this in mind. Physical and verbal aggression, and bullying is challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly. Parents/carers will always be informed if their child has been

physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (see Anti-Bullying Policy).

For children with high level SEMH needs that affect both their learning and that of others, we offer timetabled access to our enhanced SEMH provision, the Comfort Zone. The Comfort Zone has consistent staffing and is a calm and safe place where children can learn supported by a team of trusted and familiar adults. The classroom is also a place where children can have nurture and therapeutic support. It is also available to help children to be positively reintegrated back into the school setting following suspension or transitions from other settings.

The Comfort Zone also operates as a lunchtime ELSA room for children who find unstructured times overwhelming.

Consequences

At Stephen Freeman, we teach pupils about the consequences of their actions – both positive and negative. We believe that pupils need to understand the possible effects of their actions for themselves and others and work with them to help ‘put things right’ as part of the **restorative process** **See Appendix 4**. Instead of focusing on who is to blame, we focus on what can be done to repair the situation and move forward. We do not use punishments or sanctions where the goal is to bring shame, guilt or impose authority or harm as this can be damaging. Instead, we focus on natural and logical consequences which involve pupils.

- **Natural consequences** are those which happen automatically without anyone taking action. Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it.
- **Logical consequences** may be used where adult intervention is necessary. Any consequences that are initiated by an adult are explained in a non-threatening manner and are linked directly to the incident. Adults have conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child is calm and able to rationalise, which may not be immediately after the incident.

Reporting and recording incidents

Behaviour incidents are recorded on our internal monitoring and recording system, CPOMs, where possible, by the member of staff immediately involved. Each incident is categorized and prioritized according to urgency of response.

The incident must be assigned to a senior leader or member of the Inclusion Team. Following this, actions are implemented and monitored.

More prevalent or high level incidents are discussed and actioned in a bi-weekly Inclusion Team meeting attended by SENCo, Deputy Head teacher and Child and Family practitioners. Where needed, greater support or intervention is provided to meet need.

Physical Contact whilst managing behaviours

Pupils may be held gently by the hand or carefully guided and encouraged to move to an alternative position when dealing with lower level situations. De-escalation techniques should be used before physical contact is considered.

For higher level/unsafe situations, see DfE guidance on the **Use of Reasonable Force**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Use of Reintegration Timetables

When a risk assessment of children’s behaviour has been carried out and they are still displaying high risk and persistent unsafe behaviours, a reduced timetable may be implemented. Reintegration

Timetables will be reviewed with the parent/carer, child and relevant staff every two weeks. A reintegration timetable cannot be put into place without signed parental consent. They are used whilst the school ensures other measures are put in place to further support the child or whilst a statutory assessment is taking place. The school feels strongly that the use of a Reintegration Timetable is preferable to the risk of permanent exclusion. A Reintegration Timetable Plan must be completed and shared with all parties involved, and submitted to the Attendance Team on a two weekly basis for a maximum of six weeks.

Suspensions and Exclusions

When serious incidents occur or persistent negative behaviour is evident over time, suspension or exclusion may be necessary. In most cases this will take the form of an internal exclusion within school. This is where the child has time, away from the class in a safe place, i.e. The Head teacher's office.

If a suspension or permanent exclusion is deemed necessary by the Head teacher, the school will follow the Department of Education guidance and will seek support from the Local Authority.

The following behaviours may warrant suspension:

- Physical assault
- Prolonged verbal abuse
- Persistent Bullying
- Racist abuse
- Damage or theft of property
- Persistent disruptive behaviour

Suspensions of over five days in duration need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the Head teacher's decision to exclude.

If the above behaviours are persistent over time, or an incident occurs that seriously endangers the health and safety of others, a permanent exclusion may be needed. A managed move to another school may also be sought before a permanent exclusion.

A permanent exclusion will only take place when all other outcomes have been explored and exhausted. A permanent exclusion would need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the Head teacher's decision to exclude.

Details of all exclusions will be made available to the Chair of Governors; an anonymised report on exclusions will be made by the Head teacher to the governors so that they are aware of any trends and the general use of this sanction.

The school will also have regard for the Disability Act 1995 which states that it is unlawful to exclude a disabled child for a reason related to their disability without justification.

Tier 1

Universal Support

Children at universal level will have available:

An SEMH inclusive classroom	SEMH descriptors
Whole school approach to communication friendly classrooms	Group nurture support
Modelled and taught language for thinking and learning	Restorative conversations
Pictures and visuals including a class visual timetable	TA support in class where needed
Resources to support SEMH needs ie stress ball, mindful colouring, calm bags	Attachment/Trauma informed staff
Whole school wellbeing offer	Pre teaching vocabulary and content.
Routine, structure and predictability	Zones of Regulation check ins
Appropriately adapted work	Calm corners
Daily Meet and Greets from staff.	Flexible consistency
Unconditional positive regard	Restorative conversations

Tier 2

Targeted Support

Children at targeted level will be have available:

<p>School planned interventions to support positive behaviour for learning</p> <p>Pupil Profile for SEMH</p> <p>Nurture support- ELSA, Drawing and Talking, Thrive, Lego therapy, social stories</p> <p>C and I needs identified and assessed</p> <p>Hand of trust – key staff</p> <p>SDQ/QCA assessments</p> <p>Interventions to support positive social interaction : Spirals, Talk about, Language for Thinking, Colourful Semantics, Talk boost</p> <p>ELSA lunchtime provision</p> <p>Well-being Forest School</p>	<p>Restorative conversations</p> <p>Safe Space/Worry Monster/Calm Box</p> <p>CPOMs analysis via Inclusion Team</p> <p>Zones of Regulation group work</p> <p>Inclusion Support Plans/Meetings with parents</p> <p>Behaviour Passport</p> <p>Support groups provided for parents ie SWIFT</p> <p>Planned movement breaks</p> <p>Lego therapy</p> <p>SCERTs Social Communication (SC), Emotional Regulation (ER) and Transactional Support (TS)</p>
---	--

Tier 3

Bespoke Support

Children at the Bespoke level will have available:

<p>Point 5 Behaviour consultancy support and reports/ Hidden Chimp</p> <p>Educational Psychology support</p> <p>EHCP for SEMH needs</p> <p>1:1 C and I intervention</p> <p>Reintegration Timetable Action Plans</p> <p>Involvement from SEN/Inclusion team</p> <p>Individual Provision Tracker supporting behaviour related needs</p> <p>Individual Timetable</p> <p>1:1 support and identified key workers</p> <p>Risk assessment</p> <p>CAMHs outreach support</p> <p>Weekly review of CPOMs entries</p> <p>Alternative provision- Soft Landings/Comfort Zone</p> <p>Social stories/ Individual visual behaviour support steps</p>	<p>1:1 nurture/therapy support</p> <p>ABC recording for analysis</p> <p>CAMHs/C and I counselling</p> <p>Individual therapies and programmes of support.</p> <p>Individual programme of support taking into account sensory profile</p> <p>Strengths and Needs assessment/Team around the Family</p> <p>Individual workstations with clear organisation and visuals</p> <p>Calm boxes, Safe Spaces and behaviour support resources ie weighted dolphin, ear defenders</p> <p>1:1 support during unstructured times</p> <p>Three Houses</p> <p>1:1 Zones</p> <p>Reintegration timetable</p>
--	--

Appendix 2 Zones of Regulation

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The ZONES of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

© 2011 Think Social Publishing, Inc. All rights reserved.
From The Zones of Regulation™ by Leah M. Kuypers • Available at www.socialthinking.com

Zones of Regulation is designed to help students learn to identify their feelings and emotional reactions and learn strategies to encourage better self-regulation across different situations. A simple colour-coded, four-zone format encourages learning, with optimum learning happening when students are in the Green Zone. Children also learn how to use strategies or tools to stay in a zone or move from one zone to another.

Appendix 3 ABC

Stephen Freeman Draft incident log

Developed with Bryony Landsbert, Educational Psychologist (November 2018)

Name of child.....

Adult reporting	Day and date	Time	Antecedent <ul style="list-style-type: none">What was happening before the behaviour occurred?	Behaviour <ul style="list-style-type: none">What did the child do?	Culmination <ul style="list-style-type: none">What happened next? (not necessarily what was the punishment)	Deliberation/discussion <ul style="list-style-type: none">What might the child have been seeking to get/avoid through using this behaviour?What about this situation might have contributed to the behaviour?What could I change to help make this kind of situation more manageable for the child?	To be logged?	Logged

Appendix 4 Restorative Practice rationale

Restorative Practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

‘In a rules-led system, the tendency is for the teacher to tell the child what they’ve done wrong, and how they’re going to pay for it – for instance, by sending them out of the classroom if they’re disrupting the lesson. The problem with this system is that children don’t learn about the responsibility they had in that situation and how it affected other people, because an adult has intervened and told them what they’ve done is wrong.’

Restorative Conversations include:

- A chance to tell the story from their perspective and express their feelings
- A chance to understand the perspectives of others
- Space to think about how to stop it happening again
- An opportunity to accept responsibility for harm caused
- Space to identify everyone’s needs
- A chance to come up with a plan and to explore issues of reintegration

Structure for Restorative conversation:

- What happened? What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Restorative Conversation
Introduction Introductions & Context Purpose of the Meeting – we are here to talk about what happened when Role of facilitator – Impartial, not there to blame or take sides Expectations – Confidentiality – explain exceptions
Step 1: Hearing the narrative What happened? And then? What happened next? Go on? Tell me more? (hearing the whole story, minimal encouragers, body language, the echo, etc.)
Step 2: Thoughts and feelings – Suggested key moments for person Key Moment 1: If I could take you back to when _____, what were you thinking at that moment? What were you feeling? Key Moment 2: ‘And when _____, what were you thinking about then?’ ‘What were you feeling?’ Key Moment 3: ‘Right after _____ what were you thinking then?’ ‘What were you feeling?’ Key Moment 4: ‘Looking back on what happened now, what are your thoughts about what took place?’ ‘How do you feel about what happened now?’
Step 3: Ripples of harm Who’s been affected? How do you think they might have been affected? What’s been the hardest thing for you?
Step 4: Needs What do you need to feel better? It sounds like you need.....? (What is it about that would help you to feel better?- only if needed)
Step 5 Ways forward What needs to happen to move things forward/put things right? Facilitator clarifies a SMART agreement Clarify sharing of information & permissions Offer choice /clarify that what happens next is voluntary

Appendix 5 – Behaviour Passport

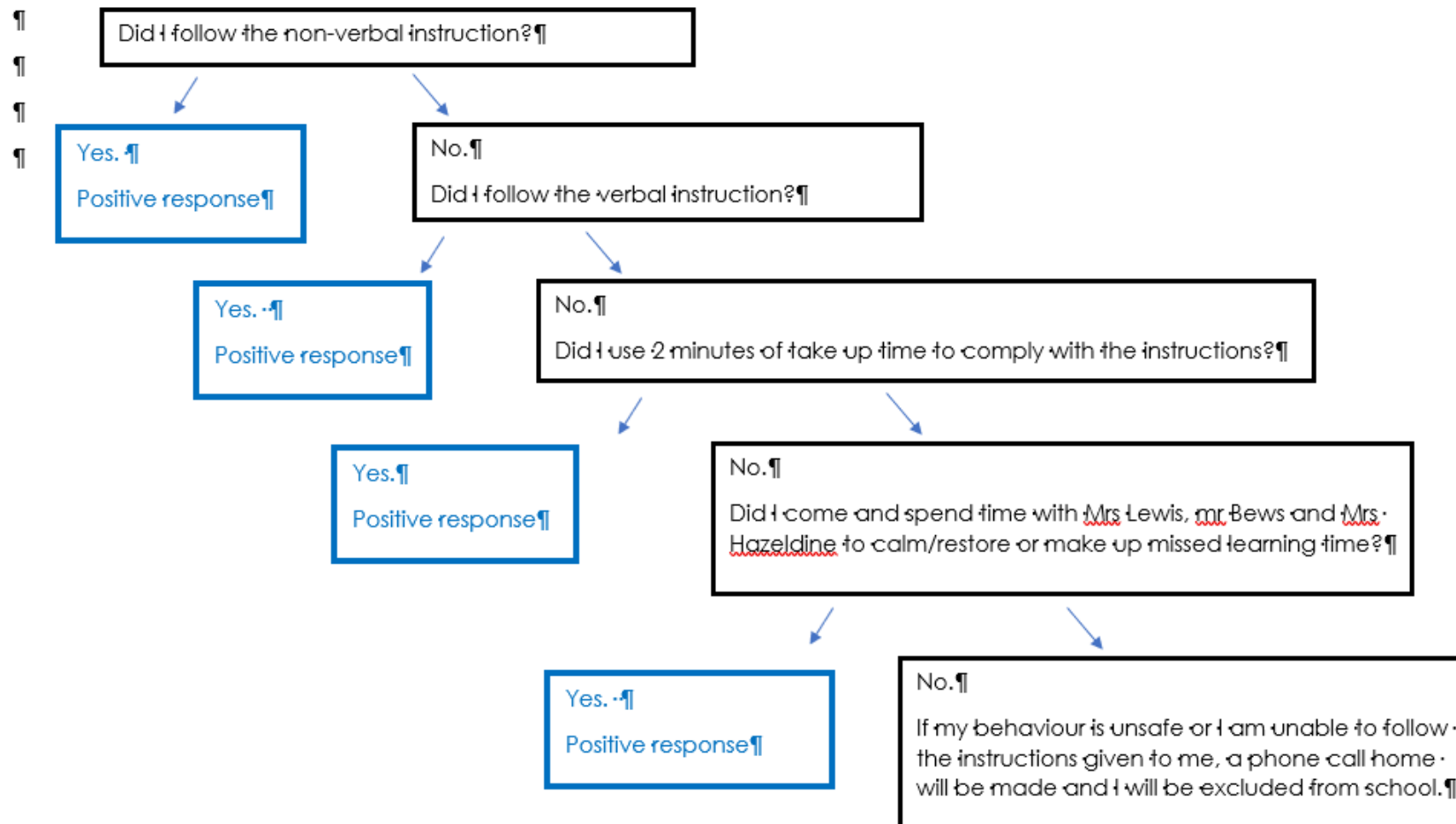
Stephen Freeman Primary School
Positive Behaviour plan
(Childs Name)

Snapshot		De-escalation	
What helps	What hinders	Potential triggers	Techniques to try
	<ul style="list-style-type: none"> → 	<ul style="list-style-type: none"> → 	<ul style="list-style-type: none"> →

Appendix 6 – Behaviour Flowchart

Stephen Freeman Primary School Behaviour Support Flowchart (Enter Name Here)

Have I followed the instructions given to me?



Appendix 7 Restrictive Interventions and Use of Reasonable Force

In line with statutory DfE guidance Restrictive Interventions Including use of Reasonable Force in Schools, April 2026.

1. Definitions

Restrictive interventions include reasonable force, physical restraint and seclusion. These are only used when necessary to prevent harm, serious disruption or damage, and must be proportionate to the risk presented.

Reasonable force: actions to control or guide a pupil using minimal physical contact.

Physical restraint: holding back or bringing a pupil under control to prevent injury, serious disruption or damage.

Seclusion: confining a pupil alone and preventing them from leaving a space; used solely to maintain immediate safety, time-limited, and never used as punishment. The pupil is monitored throughout, and arrangements for safe exit are made clear. Every use of seclusion is recorded and reported as a significant incident.

Significant event: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described on p7 of DfE Restrictive Interventions guidance. This includes where physical force is used to implement a non-physical restrictive intervention.

2. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power also applies to individuals temporarily put in charge of pupils by the headteacher (for example, volunteers on school visits).

Where possible, staff should alert a senior member of staff if they anticipate that physical intervention may be required.

3. When can interventions be used?

There are some circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to question over the use of reasonable force or other restrictive interventions – for example, giving first aid, offering comfort or praise, demonstrating musical instruments or other equipment, or guiding / escorting pupils including helping a pupil to a space they have chosen to access to self-regulate.

Staff may use reasonable force or physical restraint to prevent pupils from harming themselves or others, causing serious disruption, or damaging property, and to maintain safety during school activities including trips.

Examples include removing a disruptive pupil from a classroom, preventing a pupil from leaving where this would create significant risk, stopping a fight, or restraining a pupil at risk of self-harm.

4. Conducting a search

Headteachers and authorised staff may search for prohibited items including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article likely to be used to commit an offence, cause personal injury or damage to property.

Reasonable force may be used where lawful and necessary to conduct a search for prohibited items. Force must not be used to search for items banned solely under school rules.

Any use of force during a search is recorded and, where significant, reported to parents/carers.

5. Prevention, de-escalation and communication

Where necessary, staff work with pupils and their parents to co-produce behaviour support plans. These outline adjustments needed in order to ensure the pupil is most effectively supported, so reducing the likelihood of the need for restrictive intervention. They also outline the circumstances where it may be appropriate for staff to have additional physical contact with a pupil. Parameters around this contact are discussed with relevant people, typically including teachers and other adults, parents, the pupil (depending on their age), and any other professionals involved in providing support; these are included on the behaviour support plan.

Where there is an identified risk that there remains an increased likelihood of the need to use reasonable force and / or other restrictive intervention, a risk assessment will be written. This will include consideration of the need for additional training and other prevention strategies.

Behaviour support plans are reviewed with the pupil (depending on their age) and their parents periodically and following any significant incident so that amendments can be made based on the evidence of what has and has not worked in practice for the individual pupil.

6. Staff training and support

Staff receive role-appropriate training covering prevention and de-escalation techniques; safe and lawful use of reasonable force and physical restraint; seclusion safeguards; and statutory recording and reporting requirements. Training equips staff to judge where it is appropriate to use restrictive intervention, including where quick decisions are needed, and helps ensure staff understand how to assess that their response is reasonable under pressure.

Additional support is provided following incidents, including supervision and reflective practice.

7. Recording and reporting

Each significant incident involving force or seclusion is recorded on CPOMs, to include reason; type and duration of intervention; staff involved; injuries; and outcome. Records are made by the staff member/s involved as soon as practicable after an incident and no later than the same day.

Parents/carers are informed as soon as practicable following a significant incident; staff endeavour to do this no later than the end of the same day. Reports are shared in writing (typically via email) alongside, as far as possible, a verbal discussion (phone call, video call or in person).

The Local Governing Body reviews restrictive intervention data three times a year in the Headteachers Report to identify patterns, ensure compliance, and support improvement of preventative and de-escalation strategies. The Trust Board, through its Standards and Safeguarding Committee, reviews aggregated trust-wide restrictive intervention data three times a year through the CEO Report.