St Catherine's
CE PRIMARY SCHOOL



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I've come to a frightening conclusion that

I am the decisive element in the classroom.

It's my personal approach that creates the climate.

It's my daily mood that makes the weather.

As a teacher, I possess a tremendous power

to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

In all situations, it is my response that decides

whether a crisis will be escalated or de-escalated

And a child humanized or dehumanized.

Haim Ginott

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Section 1: Policy Statement and Framework

This behaviour policy aims to meet the Governing Board's Behaviour Principles

The school's behaviour policy and daily approach to behaviour management should:

- Clearly reflect the school's Christian vision, values and ethos to allow everyone to flourish;
- Ensure a safe and happy learning environment where children can build trusting relationships;
- Ensure that everyone has a right to be listened to, to be valued, to feel and be safe.
- Promote high standards of behaviour;
- Endeavour to protect everyone from disruption or abuse and address this should it arise.
- Allow for equity ensuring that everyone gets what they need to achieve, taking into account the needs of pupils at different ages and stages of development, as well as their wider personal, social emotional and mental health needs.
- Ensure reasonable adjustments may be made to support vulnerable pupils.
- Develop children's self-regulation, moving from extrinsic to intrinsic motivation as they move through school;
- Develop children's sense of personal responsibility within the community;
- Promote the development and retention of a positive self-image in all interactions, avoiding humiliation or isolation;
- Ensure that exclusion is a last resort and only used where there is a significant risk to safety of children and/or staff and where alternative avenues have been explored.
- Recognise the importance of applying these principles to behaviour both in school and online.

The governing board also emphasises that violence or threatening behaviour is not acceptable and will always be addressed.

Adopted by Governors January 2024

It is written in line with DFE guidance and with consideration of the Equalities Act 2010 and associated guidance, and reflects our trauma informed and attachment aware approaches to behaviour management.

Our positive behaviour culture is rooted in our vision. It aims to nurture and develop our Christian Values through creating a calm, safe, supportive and equitable environment with love and forgiveness at its heart, in which all adults and children can learn and thrive.

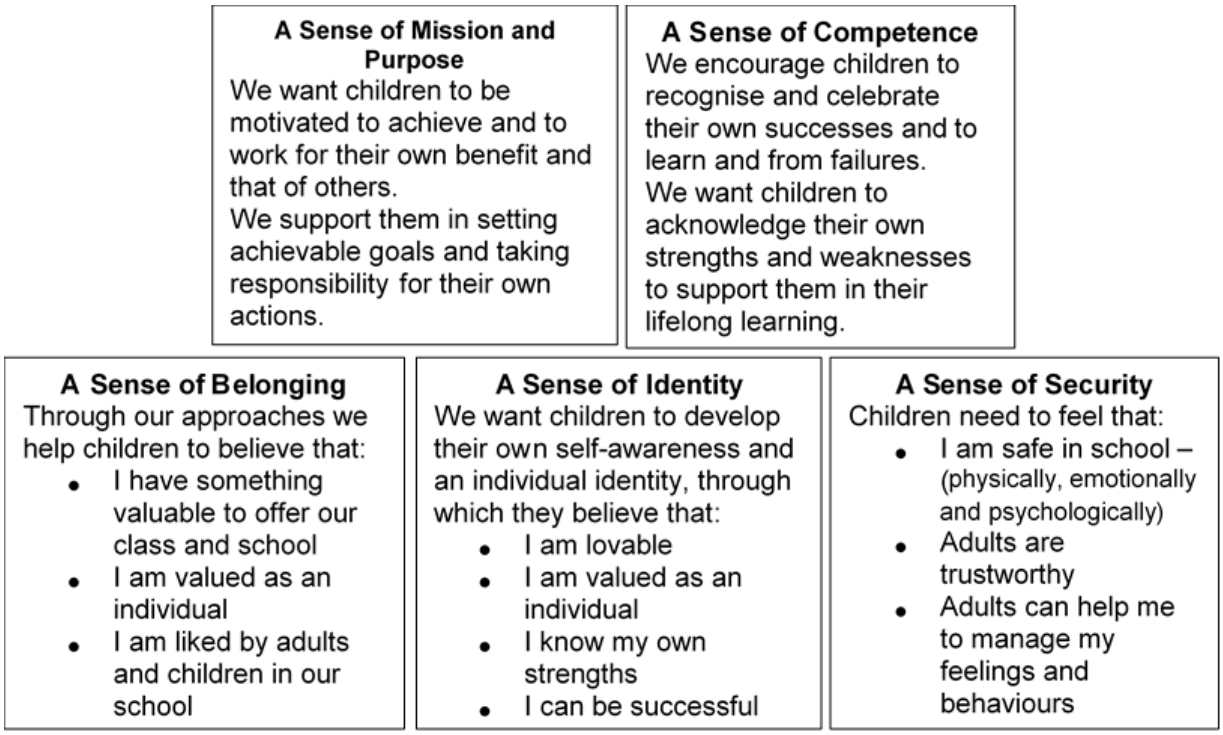
The principles which underpin this policy are:

Behaviour is Communication:
Challenging behaviour is a way of children communicating an unmet need or sense of insecurity.

Connection before Correction: In all aspects of school life, positive relationships are key. *"Our behaviour management strategies work because we invest in getting to know our children and meeting their needs." (staff voice)*

Mistakes are Valuable: We understand that we all learn from our mistakes, and mistakes in behaviour are no different. Through our vision, values and approaches we demonstrate forgiveness and ensure that each day can be a fresh start. We acknowledge that mistakes in responding to behaviour happen. As a staff we endeavour to be reflective and to work together to find appropriate solutions for each child.

Self-Esteem and Success: Through our whole school approaches and behaviour management strategies, we aim to build children's self-esteem to prepare them for life. Our approaches support Michele Borba's 5 building blocks of self-esteem. https://micheleborba.com/articles/the-five-building-blocks-of-self-esteem/



Section 2: Our Behaviour Expectations and School Rules

We expect that children and adults will:

- Show respect and kindness to all
- Keep everyone safe
- Respect property
- Demonstrate honesty and integrity and take responsibility for actions
- Listen to feedback and follow instructions
- Always try their best

These expectations are defined for KS1 children in our 'Non-Negotiables' posters (Appendix 1) which are displayed in classrooms.

Bringing items on to school site

Children should not bring on to school site anything for the purpose of harming themselves or others (see Appendix 5)

Mobile phones

- Children in upper key stage 2 are allowed to bring a mobile phone to school on days that they are walking without an adult to or from school.
- This phone must be handed to their teacher for safe keeping during the day.
- Phones must not be used by pupils at any point on school site.
- We reserve the right to ban a child from bringing a mobile phone to school, for a period of time, if they breach these rules. Parents will be informed of this decision.
- Smart watches (or any other device) that can connect to a phone, take photographs or store or transmit information are not allowed on school site.

Section 3: Our Foundations for Positive Behaviour

The experience of safety seems to have a profound effect on pupils

Louise Bomber, 2013

Our foundations for positive behaviour are built on the fact that adults model behaviour expectations all of the time in their own behaviour. We ensure children feel safe, able and encouraged to succeed by:

- **Showing we care** through:
  - Developing strong, trusting and safe relationships between staff and pupils based on mutual respect, starting from transition points each year
  - Greeting each child positively each day; demonstrating that each day is a fresh start and making additional effort to greet children who are late or who have previously had a bad day
  - demonstrating respect for children and their families
  - Getting to know our children well, to understand their motivations, triggers and needs
- **Maintaining and Communicating high expectations** through:
  - Providing a rich and balanced curriculum through which children can be active and motivated learners
  - Reinforcing whole school behaviour expectations throughout the year:
    - discussing and displaying non-negotiables
    - practicing behaviour routines
    - teaching skills explicitly such as listening skills and social understanding
  - Ensuring a positive attitude and atmosphere through praise and recognition of efforts, strengths, and successes
  - Maintaining an organised and well-ordered environment
  - Using visual prompts as reminders. This must include:
    - Visual timetables
    - Listening prompts
- **Explicitly acknowledging positive behaviour** through
  - shared celebration of individual and group success
  - words and gestures
  - use of house points to recognise positive learning behaviours and values House points are awarded for hard work and exemplification of the school values;
  - use of role model stickers (Primarily EYFS and KS1) role model stickers are awarded for behaviour in line with our non-negotiables
  - reducing the use of extrinsic rewards as children mature, by supporting their intrinsic motivation through helping them recognise the personal benefits of positive behaviour – i.e. they are doing it because it is the right thing for themselves, not just the right thing for the teacher
  - encouraging children to celebrate together the use of our Learning Powers, through class discussion and presentation in Worship.

St. Catherine's Learning Powers

- Concentration
- Perseverance
- Cooperation
- Curiosity
- Having a go
- Imagination
- Improvement

Expectations, routines, rules and rewards are applied **equitably** and consistently in line with an understanding of individual children's needs.

There is further guidance on using rewards effectively in Appendix 7.

Section 4: Our Strategies for Supporting Children with their Behaviour

For the majority of children our foundations for positive behaviour ensure an environment in which children can feel safe and learn to regulate their own behaviour.

As children develop their skills, strategies are sometimes needed to support their learning (see below). These strategies should be applied using trauma informed approaches, which seek to understand the child and their behaviour. Like rewards, any consequences or sanctions are applied equitably and consistently in line with an understanding of individual children's needs. There is further guidance on using consequences and sanctions effectively in Appendix 7.

If a child is dysregulated, adults should co-regulate with them to allow the situation to be de-escalated before the behaviour can be directly addressed.
PACE (Playfulness Acceptance Curiosity Empathy) approaches should be used within the frameworks below (See appendix 6)

Managing Behaviour Issues

(this framework is summarised for KS1 in the behaviour ladders displayed in classrooms Appendix 2)

Low level behaviour issues

- Looks, gestures or words to remind children of expectations
- Planned ignoring of unwanted behaviours and drawing attention to children who are demonstrating positive behaviours
- Direct instruction to change behaviour – this should usually be focused on the positive behaviours e.g. 'walk' or 'good listening' rather than negatives e.g. 'don't run' or 'no talking'
- Use of humour and relationship based discussion to refocus a child's attention on expectations and de-escalate a situation

More significant behaviour issues

Where behaviour presents significant disruption or falls significantly short of expectations

- Make clear that you understand the child and the behaviour, but that boundaries around safety will be maintained
- Give clear, firm direction: use a 'warning' and invite the child to use the reflection zone where appropriate
- Direct the child to the reflection zone
- Ask the child to step out of the classroom for a direct discussion about what is going wrong
- Ask another adult to support a child outside of the classroom to allow time to calm and reflect (this can include phase leader and SLT dependent on the severity of behaviour)
    - *NB If a child has been removed from the classroom they must be welcomed back by classroom staff in a positive way and supported with their re-integration into whatever is happening on their return*
- Confiscate items that are causing an issue. If these items belong to the child, they will be returned at the end of the day.
    - *If the item is for a medical need, an appropriate management plan must be made to ensure the behaviour desists but the child's medical needs are met*
- Ensure that a child 'puts right' whatever has gone wrong e.g. through making genuine apology, fixing or tidying damage done (time may be needed for the child to calm before they are ready and able to make reparation)
- Make consequences explicit e.g. Use time such as playtime to make up lost learning time
    - *This should be in response to one off circumstances and as a direct consequence of wasting learning time or needing to 'put right' what has gone wrong*
    - *Children should be given time to eat snack/lunch and to use the toilet*
    - *Consideration must be given to the impact of not allowing time for fresh air and physical activity on behaviour for the rest of the day*
- Support the child in ensuring that behaviours can't persist e.g. sitting somewhere else or staying with an adult for a play time

- Discuss the behaviour as separate to the child – i.e. we value you and you have strengths, but this behaviour is unacceptable

Where behaviour issues persist and / or present safety issues

- SLT will be informed
- Staff will reflect further to understand the behaviours and needs
    - Analysing triggers
    - Discussion with the child
    - Discussion with parents, colleagues and SLT
    - Discussion with and advice from external agencies (Appendix 3)
- Explicit strategies will be used to develop children's understanding and ability e.g.
    - Social stories
    - Emotion coaching
- The need for further pastoral and emotional support will be considered and put into place as appropriate
- Personalised behaviour strategies will be developed (age and stage appropriate)
    - 'notice me' reward charts
    - Now and next boards
    - Task boards
    - Explicit behaviour expectations
    - Changes made to environment / timetable
    - Positive behaviours recognised by SLT
    - Encouraging the child to reflect on and assess own behaviour
    - Timetable adjustments to include regulation time, nurture time etc in line with needs
- Higher level consequences may be enforced such as internal exclusion. This will involve extended time out of class with a member of SLT (this may be delegated to other appropriate staff). This will be purposeful time which will include:
    - Reparative discussions or activities
    - Developmental discussions or activities
    - Appropriate academic work
- A behaviour plan or pastoral support plan (appendix 4) may be developed in exceptional circumstances and wherever a child is at risk of exclusion. It is highly likely that this will be in consultation with external agencies (Appendix 3)
- The child will be involved age-appropriately in developing behaviour strategies, and targets and expectations will be agreed and reviewed regularly
- If appropriate, under the Pastoral Support Plan, or as a result of significant dangerous behaviour; Offsite Direction, Managed Move, Suspension or Exclusion may be considered in line with our Exclusions Policy.

Where behaviour constitutes child on child abuse and/or bullying

We do not accept abusive or bullying behaviour between our children, and where it occurs, it is addressed robustly and treated as a means of supporting children to develop the relationship skills that they will need to navigate life. Behaviour of this nature is dealt with in line with this policy and our anti-bullying and safeguarding policies.

Safeguarding

We recognise that changes in children's behaviour and/or significantly dysregulated behaviour may be an indication of abuse. In line with our behaviour approaches outlined in this policy and the guidance in our safeguarding policy, we will act with professional curiosity to understand the behaviour, the child and their circumstances in order to inform decisions about potential safeguarding actions that may need to be made.

Physical contact and restrictive intervention

In line with Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

We do not have a no contact policy and recognise that appropriate physical contact is necessary in a range of situations to ensure children's psychological and physical safety. In a limited number of situations, this may include using reasonable force and/or a restrictive intervention.

At no time should physical force be used to modify a child's behaviour or as a sanction.

Any staff member or supervising adult may physically intervene with reasonable force where there is immediate and significant danger of harm. (e.g. running into a road)

We anticipate that the approaches described in this policy will support staff and children in de-escalating situations and ensuring that restrictive intervention is only required in limited circumstances.

If it is necessary 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

a restrictive intervention may be necessary. This may include using reasonable force to restrain or seclude the child (see Appendix 8 for definitions) This should only be carried out by a member of staff who has received appropriate training (currently Level 2 Award in Positive Handling in Schools).

PACE and co-regulation approaches must always be used alongside any restrictive intervention. The intervention is to keep children physically safe, support a child to regulate and manage feelings, rather than overpowering them to ensure compliance.

When carrying out restrictive interventions, staff will always have consideration to their training and the considerations in the Guidance P10-11

Any restrictive intervention must be reported to the Headteacher and/or DSL and recorded in line with this policy Section 6.

As with any behaviour intervention, the child will be supported to reflect and to make reparation in line with our trauma informed approaches.

If a child requires first aid or any other medical support following intervention, this must be administered immediately.

Following any restrictive intervention, staff involved will discuss the circumstances and reflect on any alternative actions that may have prevented the situation. As appropriate this discussion will be extended to the child, parents/carers, other staff or external agencies and inform review of a child's behaviour plan and/or provision.

We recognise that restrictive interventions can be emotionally challenging for adults and will support staff by offering a debrief and discuss any other support which may be necessary.

Part time timetables

In line with **Working Together to Improve School Attendance**

Part time timetables will not be used to manage behaviour, but may be implemented if behaviour is a manifestation of a child not coping with the school environment, usually due to Mental Health difficulties or Special Educational Needs, despite all best endeavours, reasonable adjustment and provision being made.

In line with DFE guidance, "In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs." (See appendix 3)

Part time timetables will be created as part of a pastoral support or SEND plan and will have the ultimate aim of returning to full time education either in our school or other appropriate setting.

The plan will be created in consultation with:

- SLT (including the DSL)
- Parents

○ Appropriate external agencies (at least one external agency (WCC or NHS) must be involved if a part time timetable is to be put in place)

A part time timetable notification must be made
https://capublic.worcestershire.gov.uk/InYearAdmissions/PartTimeTimetableNotificationForm.aspx

Exclusion (Including Off-site Direction; Managed Move; Suspension and Permanent Exclusion)
In line with Suspensions_and_permanent_exclusions_guidance

We do not see exclusion as an effective punitive measure which will lead to long term behaviour change. We believe that it is likely to be damaging to a child's sense of security and belonging, and detrimental to their engagement with trusting relationships within the school, as well as detrimental to longer-term life chances. For this reason, exclusion will only be considered as an absolute last resort, when all other avenues to meet a child's needs, modify their behaviour and ensure their safety and the safety of others have been explored, or a child's violent behaviour presents a significant risk to the safety of others that cannot be managed through reasonable adjustments. See Exclusions Policy for details.

Screening and Searching Pupils
In line with screening, searching and confiscation

We do not anticipate situations where children will need to be routinely screened or searched. If we believe it necessary to search a pupil's property, we will ask for their consent in the first instance. If it is not appropriate to ask for consent, or the pupil does not consent, parents will be contacted and we will work with parents to resolve the issue.

We reserve the right to hold a child's property or to use reasonable force with a child if we have reasonable grounds to believe that they may be in possession of dangerous or illegal items (see appendix 5 for definitions and further guidance) and parents will be contacted immediately in this event.

Section 5: Responsibilities

All adults in our school community have a responsibility to act in line with our Behaviour Principles and Policy, to model this behaviour to pupils. We expect any member of staff to address behaviour issues with children in their care.

Parents

Should work with the school to support implementation of the policy, and model respectful behaviour at all times within our school community in line with our Parent Code of Conduct.

All school staff

- must familiarise themselves with this and related policies
- should seek advice, training, further information and support as necessary to implement the policy
- can be called upon to support with behaviour, and decisions about who is most appropriate will be based on the relationship that they have with the child.
- should work to maintain good order in their classroom through the implementation of this policy to maximise children's learning opportunities

All Senior Leaders will

- Ensure that this and related policies are regularly updated and communicated effectively
- Support staff in implementing the policy
- Provide training, guidance and support as necessary

The Headteacher

Will ensure that the behaviour principles laid down by the governors, alongside DFE guidance are effectively implemented.

Section 6: Recording and Reporting

Recording incidents

It is not reasonable to expect that all incidents where behaviour has been addressed are recorded. Incidents will be recorded on CPOMS in the following cases:

- When they are persistent or part of a pattern
- When they are recurring friendship issues which may indicate bullying
- Where monitoring has been agreed with parents or senior leaders
- When the child is on a Pastoral Support Plan
- Where significant injury has been caused as a result of aggressive or reckless behaviour
- Any incident listed below as a specific reportable incident

Specific reportable incidents

Any behaviour that creates a safeguarding concern must be reported to the DSL and dealt with according to the Safeguarding Policy and Anti-bullying Policy as appropriate. This would include, but not be limited to, any incidents of:

- bullying,
- racism,
- sexual harassment
- sexual violence
- online abuse
- any deliberate behaviour that is deemed to potentially endanger another person

Recording and reporting Restrictive Interventions

Any use of restrictive intervention or seclusion must be reported to the Headteacher and/or DSL and recorded using the form in appendix 8.

The record should be made by the member of staff involved and they should endeavour to do this as soon as practicable after the event and no later than the same day.

The parent/carer should be informed as soon as practicable after the intervention and the completed report provided to them on the same day.

The form must also be uploaded to CPOMS.

Reporting to other agencies

Any behaviour incidents that may raise a safeguarding issue (such as sexual harassment or violence, persistent bullying or extremism/radicalisation) will be dealt with in line with our safeguarding policy and referrals made to WCF as appropriate.

If it is apparent that a crime has been committed, we will follow NPCC guidance on when to call the police.

At all times parents will be kept informed and action will be taken in consultation with them, unless there is a significant safeguarding reason not to do so.

Section 7: Working with Parents

Behaviour expectations will be communicated to parents through this policy and through discussions with school staff

We expect parents to support our behaviour expectations and this behaviour policy to ensure that their child and our whole school community can learn and thrive in a safe and positive environment

Most behaviour issues will be dealt with in school and there will be no need for parents to be informed or to carry out any further sanctions at home

Parents will be informed of behaviour issues where:

- There has been significant injury caused that was not accidental or was as a direct result of reckless behaviour

- Behaviour issues are persistent and causing disruption, distress or injury to others
- Where a child has been removed from the classroom due to significant behaviour issues
- When restrictive interventions have been used (see section 6)

Where there are examples of persistent or significant behaviour issues, parents will be invited to work with school staff to understand the behaviour, to support the child in making improvements and to enforce consequences.

If regular communication about behaviour is required with parents the format and regularity of this will be agreed depending on the circumstances. Communication may be in person, by telephone or email. We will not use communication books, due to the risks of these being lost or sensitive information seen by other people.

Where appropriate, parents will be offered further support through our networks such as the Family Support Service, Family Front Door, School Nurse, Wellbeing and Emotional Support Teams. Further signposting is also available on our school website.
https://www.stcatherineskidderminster.co.uk/support-for-children-and-families-early-help/

Section 8: Staff Training and External Agencies

All school staff are involved in reviews of this behaviour policy and receive training to support them in implementing it. This includes:

- Coaching from other staff in behaviour management approaches through regular conversations and whole school approaches
- Safeguarding training
- Level 2 Award in Positive Handling in Schools (for identified staff)
- Individualised training and coaching where staff are experiencing difficulties
- Training in SEND and Mental Health needs
- Training in trauma informed approaches
- Training, coaching and advice from external agencies around specific children's needs

We work with a range of external agencies on our whole school approaches and provision for individuals (see appendix 3). Where children have additional needs, behaviour provision works in line with SEND provision.

Section 9: Discipline outside of school

We endeavour to ensure a staff presence outside school as children leave at the end of the day. We work closely with parents to report any incidents of poor behaviour outside of school that we become aware of.

Where we become aware of online child on child abuse or other online behaviour incidents, we will work with parents and the police as appropriate to safeguard children, in line with the safeguarding policy, and educate them. This may involve individual conversations and actions or group or class input.

The remit of this policy, and associated policies (Anti-bullying Policy, Safeguarding Policy, Exclusions Policy) extends to outside the school gates where a child can be identified as a pupil of this school. This includes online activity and activity within the community. We will work with parents/carers, police and wider community agencies to enforce this policy as appropriate.

Appendix 1: Behaviour Posters KS1



Our Behaviour Non-Negotiables

We always try our best!

Sensible Sitting Feet on the floor, chair still!



Good Talking & Listening One voice at a time!

Safe & Sensible Walking Walk carefully inside!



Fantastic Lines Stand smartly in line!



Toilet Rules Go, flush, wash!

Stay Safe Make safe choices!



Kind Hands & Feet Be gentle and kind!



Lovely Manners Please and thank you!



Looking After Things Take care of our stuff!



Appendix 2: Behaviour Ladder KS1



Appendix 3:
External Agencies, Alternative Provision and Part-time Timetables

External Agencies
We take a graduated response to behaviour management.

Where behaviour issues are persistent and progress is not made or sustained using our usual approaches, or it appears that there are underlying issues, we will consider the needs of the child and take advice from, liaise with and make referrals as appropriate to:

- Unity Academy – behaviour outreach
- Educational Psychologists (Worcestershire County Council)
- Worcestershire County Council CCN team
- Wellbeing and Emotional Support Teams (NHS – CAMHS)
- CAMHS CAST
- CAMHS tier 3
- Starting Well Family Support (Worcestershire County Council)
- Early Help Family Support
- School nurse
- Worcestershire County Council Vulnerable Learners Team
- Worcestershire County Council Exclusions Team
- Chadsgrove CCN team
- Virtual School (for CLA)
- Other agencies as recommended by those listed above

It may be appropriate to consider utilising alternative providers. This would be done in line with Worcestershire County Council and DFE guidance and in consultation with the agencies listed above.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf

Children with behaviour needs may have SEND and behaviour provision will work in conjunction with SEND provision

DFE guidance Part Time Timetables

Part-time timetables
65. All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes (see chapter 8).
66. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. A part-time timetable should not be used to manage a pupil's behaviour.
67. A part-time timetable should:
• Have the agreement of both the school and the parent the pupil normally lives with.
• Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
• Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.

• Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision.
It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part time timetable for a prolonged period.
68. Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.
69. If the pupil has an education health and care plan, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.
70. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code X or C2).
https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

Appendix 4: Pastoral Support Plan Framework (Where a child is at risk of exclusion)

The plan should include:

Who has been consulted about the plan
Must include:

- SLT and DSL
- Parent/carer
- Child (at appropriate level)
- External Agency
- Social worker / virtual school as appropriate

What we know about the child

- Needs
- Circumstances (lived experience)
- History (including trauma)
- Voice (aspirations, what helps me, what triggers me)

What the presenting issues are and why are these a challenge (e.g. safety, disruption to learning)

What the desired behaviours will look like

- Approx 3 specific targets to address the most significant presenting issues
- Very clearly expressed; positively and clear to the child

How success will be measured

What strategies will be employed to help the child achieve the targets

- In school
- At home
- Elsewhere (as appropriate)

Who will be involved in making provision, providing support and monitoring

- School staff
- Family / carers
- Virtual school
- Social worker
- External agencies

When will reviews take place (at least fortnightly)

What will the next steps be if improvement is not seen

If a pastoral support plan leads to a part time timetable (in line with guidance in this policy) notification must be made to the local authority
https://capublic.worcestershire.gov.uk/InYearAdmissions/PartTimeTimetableNotificationForm.aspx

Appendix 5: Screening and Searching

Guidance on screening, searching and confiscation can be found here.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Appendix 6: Links to Further Guidance on Approaches

PACE

https://meadowspsychologyservice.co.uk/implementing-pace-in-schools/

5 Building Blocks to Self Esteem

https://micheleborba.com/articles/the-five-building-blocks-of-self-esteem/

Restorative Practice

https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative

Appendix 7: Further guidance on using rewards praise consequences and sanctions appropriately

Notes about rewards and praise

- Praise and rewards will be most effective when children feel that they are genuine and based in a positive relationship with the adult
- In giving rewards, consider the need to develop intrinsic motivation in children. The primary reward system (house points) promotes team work and shared success. Individual rewards should be limited to outstanding achievement.
- Praise and rewards must always be specific and immediate (or as immediate as possible) to ensure that:
    - Children's self-esteem is raised
    - The child and other children recognise what the reward/praise is for
    - It reinforces the rules and expectations

- Praise should always be specific and related to effort and engagement, more than achievement. Our Learning Powers can provide a basis for praise. Praise may come from:
    - verbal praise
    - non-verbal praise
    - a visit to another teacher with work or a written message
    - a visit to a senior leader with work or a written message
    - encouragement of peers to praise and encourage each other
    - individual teacher rewards (Stars, stampers etc)
    - whole class rewards earned through collective achievement
    - messages passed from one adult to another (including parents), so that other adults recognise the child's achievements on an 'ad hoc' basis

- Never overuse praise in an effort to be positive and encouraging, praising pupils all of the time can have a de-motivating effect.
- It is important that rewards are applied consistently and equitably, particularly at the early stages of encouraging a certain sort of behaviour. The promise of a reward that is not forthcoming is discouraging.
- Praise should be used consistently and frequently with children with behaviour difficulties, but only when appropriate. Genuine praise will raise self-esteem and help the child to feel as though they 'fit in'.
- The amount of praise in relation to criticism is critical. Aim for praise to exceed criticism three-fold.
- Rewards for behaviour should be given with a reminder of what has been done well. This will confirm a rule that has been set, both for the individual and the whole class.
- Rewards will also lose their effect if they are overused.
- Rewards are never removed from children once earned.

Notes on Consequences and sanctions

Sanction – a penalty imposed

Consequence – a result or effect

We aim for consequences to be used to support children's behavioural learning, rather than sanctions wherever possible: for example, if a child has been distressed through their behaviour, or has missed out on a positive activity, additional sanctioning of the behaviour is unlikely to have a greater effect on long term behaviour change.

Remember connection before correction

- The intention in using a sanction or consequence is for the child to reflect on their behaviour and practice alternative behaviours so that inappropriate behaviour is stopped.
- Consequences/sanctions are most effective when based in a positive relationship with the adult

- Always consider a child's sense of security and belonging in using consequences and sanctions. For example, if the child is publicly shouted at and humiliated their sense of security and trust in the adult will be severely damaged and the behaviour management is far less likely to be successful, especially in the long run
- The language that is used to describe a consequence/sanction is important and adults should endeavour to communicate that the intention is to help the child be more successful. E.g. sending a child out of the class room for 'time out' is likely to damage their sense of belonging. Being asked to leave the class with another adult for reparation work or to complete a task independently somewhere else for a short time, can correct the behaviour without damaging the self-esteem.
- Consequences and sanctions should be used to help the child modify their future behaviour and the message to the child must be that things can always be put right – within the Christian ethos of our school, nothing is unforgivable
- Consequences / sanctions are most effective if given as soon as possible after the problem behaviour, however, the child must be in a position to accept and learn from the sanction (i.e. calm).
- Sanctions need to be accompanied by a verbal indication of the rule that has been broken and the behaviour that is expected in the future reminded.
- It is always the action that should be criticised and not the child. Criticism of the child can be lead the child to feel that they are powerless to change.
- Whenever consequences/sanctions are given and alternative behaviours encouraged, praise should be given for the alternative behaviours. Children need to see that they can succeed at the expectations placed on them.

Appendix 8: Restrictive Interventions Guidance and Recording

Definitions from Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation, which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Restrictive Intervention Record

(In line with DfE Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

St Catherine's CE PRIMARY SCHOOL

Pupil Name: _____ **Class** _____

Brief Pupil Context
(include SEN, SEMH, other relevant factors)

Incident Details

Date: _____ **Time:** _____ **Location:** _____

Staff Involved _____

What led to the incident?
(Brief, factual description of events leading up to the intervention, including any de-escalation strategies used)

Description of the incident
(What behaviour occurred and what risk was identified)

Type of restrictive intervention used
A restrictive intervention is an action that prevents, restricts or subdues a pupil's movement.

☐Physical intervention/restraint (e.g. moving, holding)
☐Seclusion (kept in a space and prevented from leaving)
☐Other:

Details (including how the intervention was carried out):

Start time: _____
End time: _____

Intervention was applied for the shortest time necessary: ☐ Yes ☐ No

Reason for intervention
Reasonable force may be used to prevent harm, damage, or serious disruption.

☐To prevent harm to the pupil
☐To prevent harm to others
☐To prevent serious damage to property
☐To prevent serious disruption
☐Other:

Outcome (What happened following the intervention)
Support provided after the incident (including support given to regulate; restorative conversations/actions, return to learning)
Child's voice (Any feelings expressed before, during and after the incident)
Injuries or damage (Record any injuries to pupil, staff or others, or property damage)
Parent/Carer communication **Date and time:** **Notes:** ☐Check to confirm copy of this form given to parent
Follow-up actions (e.g. review of support plan, communication with SENCo, behaviour plan updates)

Declaration

This intervention was **reasonable, proportionate, and necessary**, and used **only for the minimum time required** to reduce risk and ensure safety.

Staff Name: _____
Signature: _____
Date: _____

Parent/Carer Name: _____
Signature: _____
Date: _____

School Statement

Our school follows national guidance and uses restrictive intervention **only as a last resort**, with a focus on prevention, de-escalation, and keeping all pupils safe.
