Grange View C. E. Primary School

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At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

Let your light shine brightly before others.

Matthew 5:16

Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Forgiveness, Respect, Perseverance and Community to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Behaviour and Relational Policy

Date written July 2024 Updated October 2026
Responsible governor Rebecca Griffin Chair of Governors
Adopted by Governors July 2024 Review October 2027

This policy should be read alongside the school's Child Protection and Safeguarding, Anti-Bullying, Equalities, SEND, E-Safety, Attendance, Searching and Confiscation, and Safer Intervention policies, and the current Keeping Children Safe in Education guidance. It is informed by Flourishing for All: Anti-bullying Guidance for Church of England Schools (September 2024, amended April 2025), supplied by the diocese.

Policy intent and Christian vision

At Grange View CE Primary School the vision we are striving to achieve states that we are a 'happy, safe and welcoming' place where all are 'expected and challenged to a high standard in every aspect of their school life'. They are supported to let their light shine through respect and dignity.

Our Behaviour and Relational Policy is a key document to support the achievement of this vision. We believe that 'the quality of teaching, learning and behaviour in schools are inseparable issues, and the responsibility of all staff.' This policy supports safeguarding in school as set out in statutory guidance part 1 of KCSIE.

Our Christian vision calls us to recognise every person as made in the image of God, with inherent worth and dignity. Letting our light shine means showing that dignity in how we speak, listen, include others and respond when harm occurs. Every pupil and adult should experience Grange View as a place where they belong and can live and learn without fear.

We draw on Flourishing for All as Church of England anti-bullying guidance, using its emphasis on dignity, respect, belonging and the protection of those most at risk. The supplied edition contains Part A on the Christian foundation, Part B on homophobic, biphobic and transphobic bullying, and Part C on race-based bullying. Its anti-bullying recommendations complement our relational approach; they are not a replacement for current statutory guidance.

Compassion includes protecting those harmed, addressing the behaviour of those responsible and teaching safer ways of relating. Forgiveness does not remove accountability or require an injured child to reconcile before they feel safe. Our commitment applies equally to pupils, staff and families, whatever their faith or background.

Our relational principles

The adult–child relationship is central to social and emotional development. We separate the child from their behaviour, recognise developmental needs and teach appropriate responses. Predictable routines and calm boundaries create safety. Adults model self-control, empathy and emotional management, support accountability and help pupils understand the impact of their actions. We seek to restore relationships and change behaviour; proportionate sanctions may form part of that support.

Our aim is a happy, safe, inclusive community built on trust, respect and forgiveness, where pupils become increasingly independent. This policy sets out shared expectations, practical responses and support for staff and families.

Relational support and whole school practice

An evidence informed and trauma informed approach

Our approach draws on research on behaviour, relationships and effective teaching, including the EEF, Ellis and Tod, Creemers and Kyriakides, Coe and colleagues, and Bennett. We select practice suited to our school community.

Trauma-informed practice draws on neuroscience, attachment and child development. Adults build attuned relationships, recognise emotional developmental needs and adapt provision when life events interrupt development. Social and emotional learning takes place throughout the day, including less structured play. All feelings are normal; pupils need teaching and support to express them constructively. Modelling, descriptive feedback, reflection and practice help develop resilience and readiness to learn.

Using Thrive

Thrive supports our understanding of social and emotional development and helps staff plan provision matched to assessed needs. Class or group profiles inform everyday teaching and routines; where appropriate, individual assessment informs targeted support with parents and relevant staff.

Individual plans identify the need or skill to be developed, the adult responses and activities to use, who will provide support and when progress will be reviewed. Reviews consider the child's voice, participation, wellbeing and relationships, alongside incident records. Thrive assessment does not replace SEND assessment or safeguarding procedures.

Support may include an attuned adult, predictable transitions, supported play, emotion coaching and opportunities to practise regulation. Access to this support is based on need and is not earned through good behaviour.

Thrive is embedded in the curriculum to help pupils recognise and describe emotions, develop stress regulation and resilience, keep themselves safe and learn healthy coping strategies.

Shared adult practice

All staff recognise positive behaviour and effort, establish boundaries through the school's values and revisit expectations at least half-termly. They explain how actions affect others, provide clear structure, allow time and space to respond, and seek resolution and learning. Any sanction must be fair, compassionate and proportionate, helping resolve rather than escalate the situation.

PACE

Staff use Dan Hughes' PACE stance: appropriate Playfulness to promote safety and connection; Acceptance of the child; non-judgemental Curiosity about their experience; and Empathy for their feelings. Acceptance of feelings does not mean accepting unsafe behaviour.

SPARKLE and everyday expectations

Our SPARKLE Statement underpins school life, giving pupils clear expectations and reasons for them. Adults teach, model and revisit these expectations so pupils can make informed choices.

SPARKLE	Core expectations	How this looks at Grange View (created by the school council)
	Share a smile	- Welcoming others, taking turns and showing care. Eye contact is not required to demonstrate respect.
	Promise to listen and learn	- Listening and participating in a way that meets the pupil's needs, with support to be ready to learn.
	Always try your best	- Showing effort, asking for help and returning to a task with support when it is difficult.
	Remember to think of others	- Listening to contributions, being helpful, including others and taking turns.
	Kind hands, feet and voice	- Keeping others safe, respecting personal space and using respectful words.
	Love everyone as you would like to be loved	- Treating everyone with dignity, challenging prejudice safely and being a positive example.
	Everyday is a new beginning	- Learning from mistakes, repairing harm and being supported to make a fresh start.

Classroom routines and participation

Adults meet and greet pupils, teach routines in small steps, model what to do and check understanding. Visual cues, clear instructions and predictable transitions help pupils participate. Staff monitor the classroom and recognise positive effort without comparing or shaming children.

Our expectation is that every pupil is supported to engage and make their best effort. Routines are predictable but may be adjusted to meet disability, sensory or developmental needs. Eye contact, stillness and immediate compliance are not used as sole measures of attention or respect. Time limits are realistic and adapted where necessary; pressure and public comparison must not undermine a pupil's sense of safety.

Teachers use well-chosen seating, agreed visual or verbal attention signals, concise instructions, demonstrations and small steps. They display key information, recap learning and check understanding. Routines are rehearsed with feedback. Staff scan the room throughout lessons, including while supporting individuals, and use realistic task timings that can be adapted to need.

Recognising positive behaviour

Recognise positive choices through specific praise, appropriate non-verbal feedback, stickers, weekly family-worship merit certificates, class rewards and suitable public acknowledgement. Class Dojo points are never removed once earned. Responsibilities and cooperation build confidence. Display SPARKLE cards; Appendix 1 details class systems.

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Regulation and the Woodland Retreat

Zones of Regulation

Zones of Regulation provides a shared language for noticing feelings, levels of alertness and body signals, and for choosing helpful strategies. Adults explicitly teach and model this language and revisit it during ordinary classroom activities and transitions.

All zones are valid; they are not a judgement of character or a behaviour score. Children are not punished for being in a particular zone or required to appear calm before receiving support. Adults distinguish between an emotion and any unsafe or harmful action.

Children are helped to develop an individual set of strategies, such as movement, breathing, sensory tools, a quiet space or help from an adult. Adults provide co-regulation when children cannot yet manage independently. Check-ins are respectful and do not require public disclosure of feelings. Staff choose and adapt resources to the child's communication, sensory and developmental needs.

When a child is distressed, the adult first supports safety and regulation, then helps them reflect, repair any harm and practise a safer response when they are ready.

Purpose and access

The Woodland Retreat is a renovated classroom providing a calm, supportive space for pupils who need help to regulate, reset or access learning in a quieter environment. It is available to all children according to need, including those without identified SEND. It is a supportive hop-in space, not a punishment, reward or disciplinary time-out room. Access is not dependent on earning a reward or receiving a behaviour warning.

Our shared approach is Recognise, Regulate, Reset, Return. A pupil may request to use the Retreat, or an adult may offer it when they notice early signs of overwhelm. Staff agree access and ensure appropriate adult supervision; children do not leave class without staff awareness. Where possible, the adult and child agree the purpose of the visit, a helpful strategy and a plan for returning. The length of use is matched to individual need rather than a fixed time limit.

Adult support and resources

Staff use Thrive-informed support and Zones of Regulation language. The Vital Relational Functions are attuning, validating, containing and regulating: noticing the child's experience, acknowledging feelings, providing calm boundaries and safety, and offering co-regulation. Where possible one adult leads, with colleagues coordinating quietly.

Resources include breathing and calming activities, sensory and movement breaks, mindful colouring, reading, social stories, reflection sheets and quiet-work equipment. Strategies are matched to need and professional advice. Appropriate sensory strategies may also be offered in class; trying them is not a prerequisite for Retreat access.

Return and review

Staff check in before return and support transition to class. Pupils may complete learning in the Retreat while a return plan is agreed; restorative conversations take place when they are ready. The space must not confine pupils or prevent them leaving. Emergency restrictive intervention is governed by the Safer Intervention policy.

Regular use is recorded and reviewed, including circumstances, strategies, time needed and re-engagement. Staff discuss patterns with the pupil, family, class teacher, Thrive Lead and SENCO as appropriate. Frequent or prolonged use prompts review of classroom provision and additional support so the Retreat remains a route back to participation.

Responding to minor behaviour incidents

Staff respond calmly and discreetly using agreed non-verbal prompts, modelling and clear reminders. They speak privately at the pupil's level and consider context, impact and support needed. Behaviour may communicate distress or unmet needs, but staff do not assume every incident has the same cause. Serious or unsafe behaviour requires immediate intervention.

Classroom sequence

1. Give a positive whole-class reminder of the expected behaviour.
2. Give an individual reminder: "That's a 1!"
3. Give a second warning: "That is a 2, you have now had two warnings!"
4. If reminders and support do not resolve disruption, arrange a brief supervised reset with an appropriate adult, normally up to five minutes and adapted to need.
5. Seek senior leadership support if difficulties continue and record the behaviour incident on CPOMS.

Support the pupil to regulate, reflect when ready and return to learning with a fresh start. A reset must not become unsupervised isolation or seclusion. A supported break may take place in the Woodland Retreat under its access, supervision and return arrangements. Regulation support is available at any stage and is separate from warnings. Repeated incidents prompt informal parent contact. Staff may escalate immediately where context or safety requires it.

Lunchtime and playtime sequence

1. Remind the pupil of the expected behaviour: "That is a 1!"
2. Give a second reminder: "That is a 2, you have now had two warnings!"
3. Arrange a brief supervised pause with an adult, followed by support to rejoin play safely.
4. Refer continuing difficulties to the Assistant Head or headteacher.

Lunchtime supervisors record occasions reaching Step 3 and inform the class teacher, who contacts parents where necessary. Significant incidents are recorded on CPOMS. Staff may escalate immediately to protect safety.

Learning and repair

Adults use emotion coaching, a supportive change of environment and parent communication as appropriate. Pupils may help restore a mess or damaged work, practise a routine or complete missed learning with support. Thrive assessment and individual or group sessions may help identify needs and teach regulation. Appendix 3 sets out the four emotion-coaching steps.

Consequences serious incidents and safer intervention

Individual support and proportionate consequences

Consistent practice means shared principles and predictable responses, with reasonable adjustments where needed. Before deciding on a consequence, staff consider age, developmental level, communication, disability, sensory needs, the context and whether the expected behaviour has been explicitly taught.

Staff acknowledge feelings while setting clear boundaries. A consequence should be explained and connected to the behaviour where possible, for example restoring damaged work, practising a routine or completing missed learning with support. Children retain access to necessary regulation tools and adult care.

Restorative discussion takes place when those involved are ready and it is safe. Adults listen separately where appropriate, establish what happened and who was affected, and agree practical repair and follow-up. Children who have been harmed are not required to accept an apology, meet the other child or forgive as a condition of receiving support.

Serious behaviour

Physical assault, aggression, threats or verbal abuse, bullying, discrimination, racist or other derogatory language, deliberate damage and persistent disruption require prompt investigation and senior leadership involvement. Staff act immediately to stop harm and protect pupils; they do not have to complete the warning sequence first.

Record serious incidents on CPOMS, inform parents as appropriate and agree support and follow-up. Senior leaders consider the evidence, impact, pupil voice, safeguarding circumstances and individual needs before deciding a proportionate consequence. Repeated incidents trigger a review of provision. There is no automatic three-warning route to suspension or permanent exclusion.

The DSL considers referrals to children's social care or police where appropriate. Staff may reteach expectations to the class without identifying pupils, disclosing private information or inviting public blame. Bullying and intimidation are addressed immediately through the school's anti-bullying, harassment and racism procedures; Appendix 4 provides reporting and response guidance.

Safer intervention and SIT trained staff

Safety Intervention Training supports prevention, de-escalation and safe responses. Senior leaders maintain the trained-staff record and review refresher training, deployment and individual risk assessments. Call on trained colleagues where appropriate without delaying action needed to protect immediate safety. Training does not remove the requirement for intervention to be lawful, necessary and proportionate.

The school prioritises prevention, de-escalation and support to reduce the need for restrictive interventions. Any use of reasonable force must be lawful, necessary and proportionate, using no more force than needed for the shortest necessary time. Force must never be used as punishment or in a way that compromises breathing, circulation or the airway. Staff follow the school's Safer Intervention policy and the DfE guidance Restrictive interventions, including use of reasonable force, in schools (effective from April 2026). Significant incidents involving force, and incidents of seclusion or non-force restraint, must be recorded and reported in accordance with current requirements, including the relevant safeguarding exceptions to parent notification. Pupils and staff receive appropriate care and a subsequent review. Staff training and individual risk assessments are kept under review.

Partnership with families and support for pupils

Parents and carers

School, families and relevant agencies work together to support social and emotional development. Clear, open communication celebrates positives, helps pupils understand the impact of their actions and develops safer behaviour. Staff share updates through the online communication platform, discuss concerns and provide information about available support through school communications and parents' evenings. Families are encouraged to raise concerns about their own or another child's behaviour.

Coordinating pupil support

Class teachers and support staff work with senior leaders, the DSLs, Thrive Lead, SENCO, Senior Mental Health Lead and ELSA-trained staff. Each situation is considered individually, with professional discussion and close family communication. Support is matched to need, with clear responsibilities and review arrangements.

SEND and reasonable adjustments

All pupils can thrive and achieve their God given potential at Grange View, including those with SEND. The school encourages a culture of good behaviour and follows plans, interventions and guidance for pupils with SEND. Staff are aware that some pupils will need help to manage their behaviour in line with the school behaviour policy and following DFE guidance.

Under the Equality Act 2010, the school makes reasonable adjustments to avoid substantial disadvantage to disabled pupils. Under the Children and Families Act 2014, governors use their best endeavours to secure the special educational provision required by pupils with SEN. Provision in an Education, Health and Care plan must be secured, with cooperation between school, the local authority and relevant bodies.

Where behaviour raises concerns, including a risk of suspension or permanent exclusion, the SENCO and senior leaders review the pupil's needs, reasonable adjustments and the suitability of provision with parents and relevant professionals. An early EHCP review may be requested with the local authority where appropriate. For pupils without an EHCP, staff consider whether further assessment or specialist advice is required.

Staff consider developmental level, communication, disability and sensory needs when teaching expectations or deciding responses. Consistency means shared principles and predictable support, with individual adjustments rather than identical treatment. Pupils retain necessary regulation tools and adult care.

Recording and follow-up

CPOMS is the school's secure, password-protected system for safeguarding, welfare, pastoral and behaviour records. Record significant incidents factually and follow up continuing concerns with senior leaders and parents. Playground concerns are passed to class teachers; positive play can earn Dojo points. Information is shared only with those who need it to protect or support pupils.

Preparing UKS2 pupils for secondary school

In Years 5 and 6, we gradually teach greater independence and responsibility within the same caring relational approach. Secondary readiness is developed through instruction, rehearsal and feedback, with support matched to individual needs. It does not mean withdrawing reasonable adjustments or increasing sanctions simply because pupils are older.

To support continuity with Coquet Community School, UKS2 staff explicitly teach the connections between our SPARKLE expectations and the secondary school's Be Kind, Work Hard, Aim High ethos. Pupils learn that kindness includes respectful relationships, working hard includes effort and engagement, and aiming high includes organisation, perseverance and growing independence.

Building independence

Year 5 pupils practise organising equipment, following familiar routines with fewer prompts, noticing early signs of dysregulation, choosing a taught strategy and seeking help. Adults model respectful disagreement and guide reflection and repair.

Year 6 pupils practise managing responsibilities across adults and settings, responding to feedback, planning tasks and recognising when support is needed. Reflection becomes increasingly pupil-led where appropriate: what happened, who was affected, what needs repairing and what will help next time?

Throughout UKS2, pupils rehearse routines that support secondary readiness. These include organising the equipment needed for learning, moving safely and promptly between activities, entering calmly, beginning a familiar independent starter and keeping track of agreed tasks and deadlines. Adults teach, model and revisit these routines, gradually reducing prompts where appropriate while maintaining individual support and reasonable adjustments.

Adults explain how expectations may vary between settings and teach pupils to ask for clarification rather than assuming they already understand secondary routines. Independence develops at different rates; additional scaffolding remains available to pupils with SEND, anxiety or other needs.

Reminders reflection and repair

In UKS2, adults increasingly use clear, private verbal reminders that explain the expected behaviour, rather than relying solely on numbered warnings. For minor incidents, the sequence is: a reminder of the expectation; a warning explaining what needs to change and the next step; a supported change of seat or brief supervised reset where appropriate; and senior staff support if difficulties continue. Adults allow time to respond and adapt the sequence to individual needs. Serious or unsafe incidents require immediate action.

Where appropriate, a brief follow-up conversation takes place with the teacher, preferably on the same day and when the pupil is regulated. This helps the pupil understand the impact of their behaviour, agree how to repair harm and plan a successful return to learning. Any missed learning is completed with appropriate support. This introduces pupils to the purpose of the secondary school's call back approach through an age-appropriate reflection and repair process.

Transition support

Transition work includes peer pressure, prejudice, online group behaviour, reporting bullying and identifying trusted adults in the receiving school. Staff seek pupil and parent views and share relevant successful strategies, support plans and safeguarding information with receiving schools through appropriate secure channels. Any individual transition plan is agreed with the pupil, family and relevant professionals.

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Suspensions permanent exclusions and staff development

Suspensions and permanent exclusions

Only the headteacher, or acting headteacher, may suspend or permanently exclude a pupil on disciplinary grounds. Decisions follow the current DfE statutory guidance, including fair investigation, consideration of pupil views, safeguarding circumstances, SEND and reasonable adjustments. Permanent exclusion is a last resort: it requires a serious breach or persistent breaches of this policy and a judgement that continued attendance would seriously harm the education or welfare of the pupil or others. A suspension may cover one or more periods up to the statutory maximum of 45 school days in an academic year.

Parents will be notified without delay of the reasons, duration and their rights to make representations or seek review. The headteacher will notify the governing body, local authority and other relevant professionals as required. Arrangements for education, governing body consideration and any independent review will follow the current statutory guidance and applicable timescales. The school plans reintegration and support following suspension. Informal exclusions, including sending a pupil home to cool off, are not permitted. Participation in visits or clubs is considered separately through an individual assessment of risk and reasonable adjustments; it is not automatically withdrawn following suspension, nor routinely dependent on a parent attending.

Staff development

All staff receive training and ongoing support in behaviour, relationships, Thrive and mental health. Training covers promoting wellbeing, recognising warning signs, identifying need and knowing how to obtain support or make referrals. Staff have access to Thrive-Online class and group profiling and the Introduction to Thrive module. A designated member of staff has completed DfE quality-assured Senior Mental Health Lead training to support identification, planning and evaluation.

Staff training will include recognising and responding to prejudice-related bullying, challenging discriminatory language, supporting those harmed, recording accurately and using reasonable adjustments. This applies to teaching staff, support staff and lunchtime supervisors.

Adults model respectful language and challenge stereotypes. Curriculum planning, RE, PSHE, Relationships Education and collective worship provide age-appropriate opportunities to explore dignity, fairness, difference, friendship and safe ways to seek help. Families are informed about the school's approach and how to report concerns.

Monitoring and review

The headteacher monitors the effectiveness of this policy and reports to governors on behaviour, bullying, prejudice-related incidents, restrictive interventions and suspensions or permanent exclusions. Leaders review patterns, repeated harm, locations and the experiences of pupils with SEND or other vulnerabilities, without assuming that low reporting means no bullying. Pupil and parent feedback informs evaluation: do pupils feel safe, valued, listened to and able to seek help? Governors consider the fairness of responses and the impact of support, with anonymised reporting that protects confidentiality. The policy will be reviewed annually and sooner if guidance, school circumstances or evidence of its impact requires changes.

Governors uphold every person's right to learn, be respected and be safe. Guided by Jesus' teachings, Christian and British values, they work collaboratively to help everyone flourish and let their light shine Matthew 5:16.

Date October 2026
Signed R. Griffin Chair of Governors
Review October 2027

Appendix 1 - Age appropriate class rewards

Early Years - Acorns and Oak classes Behaviour Management Systems

Children are rewarded with lots of positive praise and smiles and share lots of wow moments.

- Stickers
- The children get to visit Mrs Laskey's basket.
- For great effort and work they get rewards in family worship
- If a child does make the wrong choices they are given a reminder of what is expected.
- Persistent difficulties prompt adult support, a review of needs and a proportionate response. Any brief time away from an activity is supervised, supportive and followed by reconnection; it is not isolation or the withdrawal of care
- As a consequence for a persistent behaviour issue, timeout in the unit would be given and a final consequence with Mrs Laskey.
- The beginning of each session is a fresh start for all children.
- These rewards and consequences are in place in order to give some of our youngest children time to think and make the right choices in line with our church school ethos.
- Class Dojo points and certificates are used as well as our vision. Points are also awarded for excellent behaviour outside of lessons. When the children reach milestones, such as 50 points, 100 points, 150 points etc. They will be sent to the basket as an extra reward. These are reset each whole term.
- Achievement of exceptional behaviour and attainment are recorded with the use of 'Sparkle tickets'. Children are aware that these influence our decisions about awards to be given in Family Worship on Fridays.

KS1 Class Behaviour Management Systems

In addition to the systems mentioned within the behaviour policy, we also have a number of rewards and incentives to encourage excellent behaviour.

- Children are reminded of the school SPARKLE statement with the expectation that they behave in a manner throughout the day that supports the school's aims and let their light shine.
- Achievement of exceptional behaviour and attainment are recorded with the use of 'Sparkle tickets'. Children are aware that these influence our decisions about awards to be given in Family Worship on Fridays.

Staff refer regularly to SPARKLE and recognise specific positive actions, for example, Thank you for listening to your partner. Praise is individual and respectful, avoiding comparisons that may shame another child.

- In KS1 we praise good behaviour and enthusiasm for learning through our online 'Class Dojo' point system. This is a constant visual for children to see how they are doing. Points are also awarded for excellent behaviour outside of lessons. When the children reach milestones, such as 50 points, 100 points, 150 points etc. They will be sent to the basket as an extra reward. These are reset each whole term.
- Class Dojo points are given for exemplifying the Sparkle statement. This can be on an individual basis or a group basis and letting their light shine.

Key Stage 2 - Behaviour Management Systems

In addition to the systems mentioned within the behaviour policy, we also have a number of rewards and incentives to encourage excellent behaviour.

- We use Class Dojo for a reward system. The children can earn and receive points for any aspects of positive behaviour, doing excellent work in lessons or showing enthusiasm. Points are also awarded for excellent behaviour outside of lessons.

When the children reach milestones, such as 50 points, 100 points, 150 points etc. They will be sent to the basket as an extra reward. These are reset each whole term.
• Children are reminded of the School Vision and Sparkle statement regularly so they understand what is expected of them. Children are given opportunities to carry out class responsibilities. Class Dojo points can also be rewarded for ‘Sparkling’ and letting your light shine.

- Other opportunities for rewards are ‘Caught Sparkling’ – if a child is spotted by a member of staff upholding the Sparkle Statement and Core Values this may lead to their name being picked out of the box on Friday for afternoon tea.

Appendix 2: Areas which can cause conflict

The following items and routines help reduce avoidable conflict over belongings. Searches must follow current DfE guidance and the school's safeguarding procedures. Only the headteacher and staff authorised by the headteacher may search without consent where the legal conditions are met. There is no blanket authority to search for any item simply because school rules prohibit it.

Searches must meet the requirements concerning staff, witnesses, privacy, the extent of the search, recording and parent notification. Staff seek advice from the DSL where safeguarding concerns arise. Parent helpers do not conduct searches. Force cannot be used to search for items prohibited only by school rules.

MONEY: We do not encourage children to bring money into school. If children need money for after school activities it needs to be placed in an envelope and handed to a member of staff for safe keeping.

SWEETS: Sweets are not allowed in school. The children can bring fruit to eat during Favourite Five story time

THINGS FROM HOME: Occasionally a class teacher may ask children to bring in items from home to help with a class discussion or lesson. Children in KS1 may also bring in items for show and tell. Unless a teacher specifically asks, toys, electronic games etc. are not allowed in school.

MOBILE PHONES ARE NOT ALLOWED IN SCHOOL but UKS2 children who go home alone with parental permission can hand their phone in to the classroom when they come into school.

MAKE UP: Make up is not permitted in school. This includes nail varnish, lip balm, fake tattoos etc.

JEWELLERY: Only small stud earrings are allowed in school. This is for safety as well as practical reasons. Necklaces and chains are not permitted; except for a short chain which has a small religious symbol. Horrible accidents can occur with jewellery. If children are wearing jewellery to school and taking it off for PE it is their responsibility to look after it. The school accepts no liability for loss or damage to jewellery worn by children.

UNIFORM: It is expected that all children follow the uniform policy.

HOME TIME: We ask that all children leave school as soon as they are collected and that children who go home alone do not linger in the playground or outside the gate.

The school may respond to off-site or online behaviour where it is reasonable to do so within its lawful powers, including bullying that affects pupils' safety or school life. Staff investigate, assess safeguarding concerns and work with families and relevant services. Responses are proportionate to the circumstances and do not automatically mirror an in-school sanction.

Confiscation and searches for prohibited items
The headteacher and authorised staff may search where they have reasonable grounds to suspect a pupil possesses a legally prohibited item, following current DfE guidance. These include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and articles suspected of being used to commit an offence, cause injury or damage property. Vapes are prohibited by school rules; the power to search for school-rule items applies only where the rules identify them as searchable. Confiscation, retention and disposal must follow the relevant guidance and safeguarding procedures.

Confiscation of Inappropriate Items
Pupils may be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item, these are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix 3: The Four Essential Steps of Emotion Coaching

1. **Become aware of the emotion in the child;** communicate your understanding and acceptance of the emotion. Empathise.
   "I'm wondering if you're feeling."
   "I can see you are feeling angry and I feel like that sometimes too."

2. **Validate and label the emotions being felt;** use words to describe the feelings – 'Name It to Tame It' (Dan Siegel)
   "I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something."
   "I noticed you looking around and struggling to sit still. I think you might be feeling nervous right now about your work. Have I got that right?
   "It's okay to have the feelings you are having; these are normal and natural."

3. **Set limits (if needed);** communicate that all emotions and feelings are acceptable, but some behaviours are not safe.
   "I understand you're feeling really sad today, but one of our rights to remember is 'Be safe' - -you have the right to be protected from being hurt or mistreated in body or mind, so calling your friend unkind names isn't an ok thing to do."
   "I'm thinking you must be feeling really upset because I'm asking you to do things you don't want to do, but it's not okay to shout at me."

4. **Solve problems;** work with the child to consider what they could do when they feel strong emotions next time.
   "I wonder whether it would be a good idea to go to the special beanbag next time you feel like this? Then I can come and help."
   "What might help you calm down next time you feel like this?"
   "I can help you to think of a different way to cope."
   "Let's look to see what other people are doing to help them when they feel this way."

Appendix 4 Bullying and harassment

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Preventing prejudice-related bullying

Bullying may be physical, verbal, relational or online, including deliberate exclusion, humiliation and the sharing of harmful messages or images. It can be linked to actual or perceived characteristics, or to association with a family member or friend. Staff respond to harmful one-off incidents too; a child does not have to experience repeated harm before the school acts.

We challenge racist language and behaviour, homophobic, biphobic and transphobic remarks, disability-related abuse, religious prejudice, sexism and abuse connected with appearance, family circumstances or poverty. Calling a comment a joke or banter does not remove its impact. Children may be affected by several overlapping vulnerabilities, which staff consider when planning protection and support.

Age-appropriate teaching helps children appreciate different cultures, beliefs and family structures and avoid stereotypes about what boys or girls should like or do. Pupils do not have to share the same beliefs to treat one another with dignity. Anti-bullying teaching is adapted to pupils' age and understanding and remains consistent with safeguarding and Relationships Education policies.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying – what to look for

Children often give signs that they may be being bullied. They may;

- Be frightened of walking to or from school
- Not want to come to school
- Feel sick in the mornings
- Start to do their work badly
- Become quiet and withdrawn
- Wet the bed
- Lose their appetite
- Ask for money (to pay the bully)
- Become aggressive and unreasonable

What staff should do if they suspect bullying

- Ask other staff if they have noticed anything.

- Share relevant information only with staff who need it to protect and support the children involved.

- Ask the child concerned what is wrong.

- Often they are just looking for an opportunity to 'open up'.

• Tell the head who may talk to the child.

• Voice your concerns to parents.

• Keep a written record of incidents using CPOMS.

• Act promptly to protect the pupil while facts are gathered. The headteacher oversees the response and follow-up; staff must not delay safeguarding action while waiting for an investigation to finish.

Responding through Challenge Support Report

Challenge: stop unsafe or discriminatory behaviour promptly and calmly. Explain what is unacceptable and why, without labelling the child. Assess immediate safety and use proportionate consequences and teaching to prevent recurrence.

Support: listen to the person harmed and establish what would help them feel safe. Agree a named adult and planned follow-up, and provide pastoral or external support as needed. Support the child responsible to understand the impact and change their behaviour, and support witnesses. The protection of the person harmed remains central.

Report: record the concern and action on CPOMS, including the words used where relevant, the apparent type of prejudice, context, pupil accounts, witnesses, support and follow-up. Distinguish confirmed facts from allegations. Record overlapping forms of prejudice and differentiate homophobic, biphobic and transphobic incidents where relevant without making assumptions about a pupil's identity.

Inform the headteacher and DSL where appropriate. Communicate sensitively with parents in line with safeguarding procedures, protecting other pupils' private information. Set and record a follow-up date, check whether the behaviour has stopped and review support if it has not. Serious concerns follow child protection procedures immediately.

Pupils and families can report concerns to the class teacher, a trusted adult, senior leaders or the DSL. Staff provide an accessible way for children who find speaking difficult to communicate concerns. If the response has not resolved the concern, families may use the school's complaints procedure. Adults experiencing bullying are supported through the relevant staff and complaints procedures.

What children should do if they suspect someone is being bullied

• Tell a trusted adult promptly, whether the bullying happens to you or someone else.

• If it feels safe, say that the behaviour is unkind or unacceptable. You do not have to confront anyone or put yourself at risk.

• Ask the child being bullied to join in their game.

• Do not join in, laugh, forward harmful messages or share images. Keep asking for help if the behaviour continues.

Appendix 5 Restrictive Intervention ** Based on DfE Guidance (April 2026) **

Purpose

To ensure restrictive interventions are used only when ***lawful, necessary, proportionate, and as a last resort***, prioritising prevention, de-escalation, pupil welfare and safety.

Principles	When Restrictive Intervention May be used
Staff must: * Prioritise prevention and de-escalation. * Use the least restrictive option available. * Use the minimum force necessary. * Use force only for the shortest time required. * Preserve pupil dignity throughout. * Record and report all required incidents. **Restrictive interventions must never be used as punishment.**	Reasonable force may only be used to prevent a pupil from: * Injuring themselves * Injuring others * Committing a criminal offence * Damaging property * Causing serious disorder **Always consider whether a less restrictive strategy is available first.**

Before Using Restrictive Intervention

Where time allows, staff should consider:

Necessity	Proportionality	Individual Needs
* Is intervention required? * Have de-escalation strategies been attempted? * Will intervention reduce risk?	* Is this the least restrictive response? * Is only the minimum force being used? * Is it likely to resolve rather than escalate?	Consider: * Medical conditions * Trauma history * Communication needs * Age and size

Unacceptable Practice

Staff must never:	Seclusion
* Use force as punishment. * Restrict breathing or circulation. * Cover the mouth or nose. * Apply pressure to the neck or abdomen. * Keep pupils restrained on the ground longer than absolutely necessary.	Seclusion should only be used: * To prevent immediate harm. * When a pupil is experiencing significant emotional or behavioural dysregulation. * In a safe environment. * Under continuous supervision.

* Use seclusion as a disciplinary sanction. * Threaten pupils with seclusion.	* Only for as long as necessary.

Procedures

Stage 1 – Prevention	**Stage 2 – Intervention**	**Stage 3 – Immediately After**
Staff should: * Build positive relationships. * Identify triggers. * Use behaviour support plans where appropriate. * Make reasonable adjustments for SEND. * Employ de-escalation techniques. * Reduce environmental triggers. * Offer time and space for self-regulation.	If restrictive intervention becomes necessary: 1. Remain calm. 2. Explain what is happening where possible. 3. Use the least restrictive intervention. 4. Continuously assess risk. 5. Stop as soon as safe. 6. Monitor the pupil's wellbeing throughout.	Staff should: * Check for injuries. * Arrange medical assessment if required. * Ensure pupil safety. * Support affected staff. * Inform senior leadership.
Stage 4 – Recording	Stage 5 – Reporting	Stage 6 – Debrief
Record the incident as soon as practicable (preferably the same day). Staff should complete the 'Restrictive Intervention' category on CPOMs. This fulfils all relevant recording requirements. Recording is required even where interventions are included in a Bespoke Plans.	Parents/carers will receive a copy of the intervention form. This can be printed directly from CPOMs **(but must redact the names of any staff or pupils)** Inform wider care team, if pupil has them Where appropriate, invite parents to discuss: * Triggers, Effectiveness of strategies, Future prevention, Bespoke plans	Following the incident: * Hold a reflective and reparation session with the pupil. * Debrief as a staff team- seek solutions and check on wellbeing. * Review what worked and what didn't- adapt plans and share.

Leadership Responsibilities

School leaders should:

* Ensure staff receive appropriate training.

* Monitor incident data.

* Identify trends- which include reviewing any disproportionality.

* Support staff wellbeing.

* Promote continual improvement- policy, processes and CPD.