

# Porchester Junior School



## Relationship and Positive Behaviour Policy

**Issue Dates:** March 2026

**Revised Date:** March 2026

**Review Frequency:** Annually ready for the beginning of each academic year

**Date Approved by Governors:** March 2026

This policy is for all children, staff, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

### Equality Duty

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. For more information, please refer to our Equality Policy.

At Porchester Junior School our vision is...

**At Porchester, our children will be knowledgeable, passionate and confident individuals. They will be the best versions of themselves and proud of who they are.**

This is driven through our school in our approach to behaviour with a consistent narrative of: **Ready, Respectful, Safe.**

### Our School Ethos

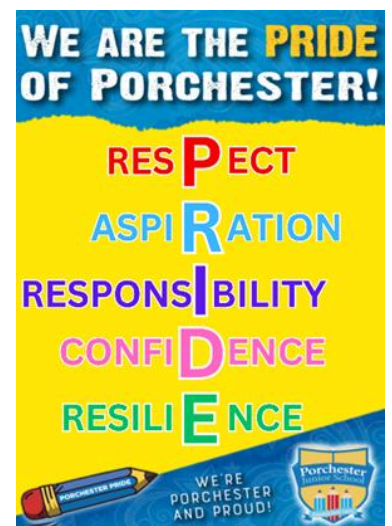
At Porchester, our ethos of being “**The PRIDE of Porchester**” is central to everything we do. This ethos is woven throughout school life and reflected in our core values of Respect, Aspiration, Responsibility, Confidence and Resilience. These values underpin our approach to behaviour, learning and personal development, guiding pupils to become thoughtful, motivated and responsible members of our school community.

We believe that when pupils demonstrate the PRIDE values, they not only contribute to a positive and supportive school environment but also develop the social and academic skills needed to thrive. These values help our children become confident in their approach to learning, resilient in the face of challenges and respectful in their interactions with others.

The PRIDE of Porchester values are integral to our expectations and routines. They are explicitly taught, modelled and celebrated through assemblies, class discussions, PSHE lessons and everyday interactions. Pupils learn the skills needed to get along with others, reflect on their feelings, talk through difficulties and contribute constructively to school life.

We are committed to creating a school culture where positive behaviour is recognised, encouraged and rewarded. By consistently promoting the PRIDE ethos, we ensure that every child understands what it means to be part of our community and is supported to make choices that help them succeed- both academically and socially.

Everything we do starts with positive relationships– building, maintaining, and repairing them. We believe that children deserve our time: time to talk, to explain and to find solutions.



At Porchester, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by three key principles:

1. **Unmet Needs:** Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need eg. the need to feel safe, hunger, positive self-esteem
2. **Individual Influences:** Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop e.g. their family, community, school
3. **Relationships:** Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, **unconditional positive regard** is central to our ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent/carer). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.

At Porchester, we recognise the importance of listening to our children and seeking their opinion. Therefore our School behaviour approach has been created and agreed by staff and children collectively.

### **Policy aims and objectives**

Porchester Junior School is committed to the emotional, mental health and wellbeing of all children, staff and parents/carers. We strive to embed this commitment into every aspect of school life by providing an ethos, environment and curriculum that actively supports the social, emotional and mental health of the whole school community.

Porchester is a positively driven school with a primary aim to ensure that every member of the school community feels valued, respected and aspires to be the PRIDE of Porchester. We are dedicated to ensuring that all children grow socially, emotionally, personally and academically during their time with us, preparing them for the next stage of their journey and beyond.

We acknowledge that members of the school community may come from a wide range of parenting backgrounds and may hold different views and experiences regarding behaviour. However, the aim of this Positive Behaviour Policy is to bring us together through shared key principles and practices that reflect our school ethos and values.

Porchester's Relationship and Behaviour Regulation Policy reflects the way in which staff, pupils and families work together to build positive, supportive and collaborative relationships. This positive climate is at the heart of the school's ethos and PRIDE vision, shaping our expectations and daily interactions across school life.

Our aim is to create a safe, happy and supportive environment where all children play an active role in their education, develop confidence and self-worth, and feel secure in taking risks, learning from challenges and building strong, respectful relationships with others.

### **Our Behaviour Approach: The Five Principles of Practice**

Our behaviour policy is built on five core principles that support a calm, respectful, and safe learning environment:

- Consistent, calm adult behaviour – We follow the ‘Connect before Correct’ approach, ensuring relationships come first.
- First attention to best conduct – We actively recognise and praise behaviour that goes above and beyond.
- Relentless routines – Predictable, well-rehearsed routines help everyone feel secure and ready to learn.
- Scripting difficult interventions – Staff use consistent language to manage difficult situations with clarity and compassion.
- Restorative follow-up – We take time to repair and rebuild relationships, helping children learn from their actions.

These principles work alongside our wider school values and ethos and are supported by the guidance in the following appendices:

**Appendix 3: Responding in the Moment** – immediate strategies for behaviour support.

**Appendix 4: 15 Ways to Build Positive Relationships** – everyday actions that strengthen trust and connection.

### **Our Behaviour Expectations**

To promote positive relationships and behaviour at Porchester, everyone in our school community – children and adults – focus on three clear rules to create a nurturing, supportive, and successful learning environment:

- **Ready** – Be prepared to learn and participate.
- **Respectful** – Be kind, polite and considerate.
- **Safe** – Keep yourself and others safe.

These rules apply to everyone, children and adults, and help us to create a positive environment where every child can feel valued and succeed.

All staff and children have agreed on what this looks like at different points in the school day (**Appendix 1**), and child-friendly posters (**Appendix 2**), are displayed throughout the school. These serve as reference points for teaching and managing behaviour.



Our behaviour expectations align with our school values and serve as a foundation for fostering a positive school culture. Each interaction with children is guided by these principles, helping to create a space where all children feel safe, supported and ready to succeed.

When discussing learning and behaviour with children, our Behaviour Expectations should be consistently referenced to create a positive climate and ethos for staff and children. Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people.

Porchester’s Behaviour Expectations apply when pupils are:

- On the school premises, including before and after school hours
- In the immediate locality of the school in the time leading up to the start and from end of the school day
- Off site on educational visits
- Travelling to and from school but not accompanied by a responsible adult
- Wearing a school uniform and therefore representing our school.

## The PRIDE of Porchester



Our aim is to develop responsibility, independence, self-discipline and a positive attitude towards the life of our school. At Porchester, we actively encourage pupil leadership. We value our children's ideas, involve them in decisions and provide them with the skills to effectively reflect on school systems and their ideas. As children progress into Year 6, they are given the opportunity to lead a key area of responsibility in school, one of these areas being behaviour. The Pupil Behaviour Team work alongside the Behaviour Lead by ensuring they have regular meetings together. These meetings encourage the children to discuss what is going well in school and also anything that they feel needs to be changed. The behaviour team are involved in designing the behaviour policy and deciding on rewards/ sanctions, with support and training from the Behaviour Lead. The Behaviour Team also lead the house point system and make any necessary announcements in assemblies.

The Pride of Porchester Values are an integral part of school life and referred to with regards to behaviour expectations but also for celebrations and rewards. Through assemblies, class times and PSHE, pupils are taught the expectations of the school. They are taught the skills they need to get along together, encouraged to discuss difficulties, their feelings and possible solutions to problems and to play a part in the running of the school.

## The Zones of Regulation

At Porchester, we use The Zones of Regulation as an approach to supporting the development of self-regulation in children. Teaching the zones gives children a shared language to talk about their emotions by associating them with highly visual, coloured zones. The approach is based on research and is highly respected as a systematic, cognitive behavioural technique leading children to greater independent regulation. It helps to teach children to identify their feelings, their levels of alertness, to understand how their behaviour influences those around them and gives them the tools they can use to manage their feelings.



The zones can be likened to traffic signs:

**Blue:** Rest area where you should pull over when you're tired and need to recharge

**Green:** You're 'Good to go!'

**Yellow:** Slow down or take warning of how you're feeling

**Red:** Stop and regain control



A core belief of The Zones of Regulation is that all the Zones are okay and it's really important we reiterate this to our pupils. All of us routinely experience several of the Zones across a day.

### **Positive approaches**

Children learn and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

The focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others. Our 'School Rules' should be established at the beginning of each school year, and the children should be encouraged to remind each other of these where necessary. They are revisited at the start of every session and are explicitly taught as part of the curriculum.

### **How we celebrate the positives at Porchester**

At Porchester, our children are rewarded for demonstrating the Pride of Porchester Values in the classroom and around school. We believe it is important to reward appropriate behaviour and actions significantly more than we impose consequences. We use the following awards:

- **House Points-** All children will be allocated to a house at the beginning of each academic year. The houses are mixed year groups across school to support the building of relationships and peer role modelling. Children are able to earn house points and are given a house point token. House point tokens are a whole school award system; any member of staff in the school can give a child a single token for displaying positive behaviour towards the values. Children will be able to add these to their name slot in the class behaviour display chart. Completing homework and reading at home (book signed) will also gain the child a house point token. At the end of the day two children from each class will be able to transfer the house point tokens to the whole school boxes.  
Every Friday, the Behaviour Team will count how many points each house has and announce it in the Friday celebration assembly.  
The winning house at the end of each half term will have an afternoon reward, which the behaviour team will help to decide on and organise.
- **Golden tokens-** Mrs Welsby also gives out special golden tokens when they notice a child exhibiting the values around school. These tokens will be worth 5 house points.

- **Class Dojo** – Class Dojo is used to replicate the house points with the children to allow them to see their individual running total.



- **House Point/Dojo certificates** – When children receive a ‘milestone’ with their house points, they will receive a certificate in assembly. Points will be reset at the end of each academic year.

House Point Certificates



Award	House Points
Bronze	50
Silver	100
Gold	150
Platinum	200
Emerald	250
Sapphire	300
Ruby	350
Opal	400
Pearl	450
Diamond	500

- **Golden Tickets**- Every two weeks, the children vote for and nominate a member of their class that they feel have displayed the Porchester expectations, worked incredibly hard or achieved something amazing. The class need to be able to explain to that person why they have been awarded the Golden card. This child will be able to take their golden card for a special Friday afternoon treat with Mrs Welsby.
- **Celebration assembly**- Every Friday the school takes part in a celebration assembly where certificates are given out from teachers, MDSAs and Mrs Welsby.
- **House Treat** – At the end of each half term, the Behaviour Team will announce the winning house. They will have a one hour ‘House Treat’ as a reward.

### A restorative approach to challenging behaviour

At Porchester, we use the ‘Responding in the Moment’ model (**Appendix 3**) as this is a model for relationship-based conversations and interactions particularly in the face of strong emotions and challenging behaviour.

At Porchester, we understand that all behaviour is a form of communication. When a child reaches crisis point, it is vital to respond with empathy, care, and a focus on de-escalation. We refer to the Assault Cycle (**Appendix 5**) to help guide our responses.

In moments of heightened emotion or crisis, children are not in a state where they can reflect or discuss their actions. At these times, it is essential that adults remain calm, avoid confrontation, and offer time and space so the child can begin to self-regulate.

We encourage the use of natural consequences, supported by a trusted adult, as a way to help children learn from their actions and make positive changes. These should always be fair, proportionate, and meaningful. Examples might include:

- Writing a letter or note of apology
- Repairing or tidying something that was damaged
- Completing missed learning during part of a playtime (never the full break)

If a child is regularly missing parts of their playtime, this should be seen as a signal to explore any underlying issues, rather than simply continuing the consequence.

At Porchester, all staff have been Emotion Coaching (**Appendix 7**) trained and we use this strategy to support our children to understand, regulate and reflect on their behaviour. We recognise that this is important for children to be able to internally regulate their emotions and behaviour, which is a vital life skill.

#### **Steps of Emotion Coaching:**

##### **Step 1**

- **Recognising the child's feelings and empathising with them.**

##### **Step 2**

- **Label the feelings and validating them**

(validating = let the child know why they might be feeling like this and that this is okay)

##### **Step 3**

- **Set limits on the behaviour (if needed)**

##### **Step 4**

- **Problem-solve with the child**

The relationship between school staff, especially class teachers, is key to this approach working successfully. Our staff have positive relationships with the children and this is central to the pupils' personal, social and emotional development. Staff in our school are calm when dealing with any element of behaviour and ensure the needs of the child is met.

We recognise that there are occasions when children need time to calm down and return to baseline before being in the right place emotionally before step 3 and 4 can begin (Appendix 5- Breakwell assault cycle). Therefore, as a staff, we ensure we nurture and give the child the time needed to regulate before beginning to reflect on the incident together.

Step 4 of this approach will involve restorative questions to guide the child to reflect on the incident and to work with an adult to think of an appropriate way to 'repair' what has happened. These questions are:

- What happened?
- What were you thinking about/ feeling at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

All classes use PSHE sessions as a tool for promoting positive behaviour and relationships. Children discuss and reflect upon situations that may have been difficult to manage in school, they then consider the emotions happening and how the situation could be managed for a positive outcome.

At times, a more structured and immediate response may be appropriate. This provides the child with time to calm down and reflect, away from the situation. Their behaviour will be assessed against our school rules, and this will be explained in a clear and supportive way.

The aim is always to help the child understand, repair and re-engage.

Supporting behaviour is a collective responsibility. All staff are expected to work together, share insight, and offer consistent support to each other and to the children.

We follow a clear hierarchy of support and responsibility, ensuring that responses are appropriate and that no member of staff feels unsupported when managing behaviour.

Step	Strategy	Approach
<b>Before each session, the adult will remind children about our Ready, Respectful, Safe expectations</b>		
1	A reminder of expectations and rules	To the whole class, reminder of the rule that has been broken, and thank children who are following the rule(s). Say thank you for the conversation so they return positively to the task.
2	A verbal warning (x2)	1:1 Direct restorative conversation(s) with the child inside the classroom – 1st verbal warning takes place where the child is sat. Adults explain why the rule has been broken, explaining positively how the rule should be followed.  2nd verbal warning, ask the child to move to the side of the room. This invitation is given in a positive manner so that the child knows they can talk and return to their working space positively. Further explain the rule(s) which have been broken, how to follow the rule(s) and return to class.
3	Reflection time in own class	Move from working space to a reflection area. Go through the restorative questions through conversation with the class teacher.  5 minutes reflection and then return to task.
4	Time out in partner class	As above but in a partner class.
5	<p style="text-align: center;"><b>Reflection time (10 mins during Break or Lunch)</b></p> <p>Child completes the reflection activity with class teacher, followed up with restorative conversation. <b>(appendix 6)</b></p> <p>Inform parents/carers of reflection time and reasons for this If regulated the child will return to class and back to step 1.</p>	
6	Reflection time with Phase Leader	Phone call to parents/carers by the class teacher Incident recorded on CPOMS by the person who has witnessed/dealt with the incident. Restorative conversation led by Phase Leader with the child.  Phase Lead to monitor behaviour over the remainder of the day/ week.

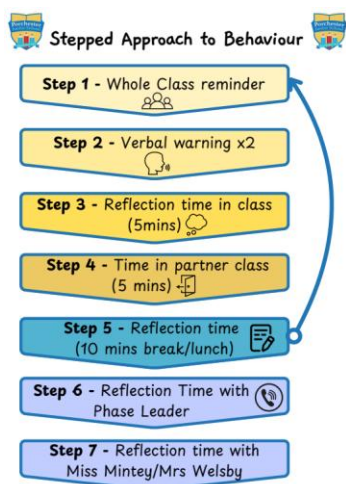
7	Reflection time with Headteacher or Deputy Headteacher (remainder of the session)	Phone call to parents/carers by the class teacher – record on the monitoring system. Class teacher to work alongside Headteacher, Phase Lead, Behaviour Lead, SENCO, and parents/carers to review/ create an Individual Behaviour Plan. Phase Lead and Headteacher to monitor.
8	Behaviour continues to escalate after above actions	Follow up meeting with family, SENDCo and member of the SLT – record on CPOMs by the person who has witnessed/dealt with the incident.  Potential Internal suspension (up to one day the following day <b>in school</b> away from peers with the Headteacher/Deputy Headteacher). Parents/carers informed by the Headteacher.  Class Teacher: Develop personalised plans in collaboration with parents/carers and the SENDCo. This may include a SEND Support Plan and/or Individual Behaviour Plan which is agreed and reviewed with parents and carers at least half termly.
9	Relevant External agency support	Class Teacher: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.
10	Fixed term suspension	Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body and the Flying High Partnership. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then readmitted into school. BL, SENDCo and Headteacher to monitor.
11	Permanent exclusion	Determined by the Headteacher and Governing Body in agreement with the Flying High Partnership.

If a child is asked to leave the classroom, they should be given time to reflect on their behaviour with a member of staff. Wherever possible, this should be the adult directly affected by the behaviour, to support meaningful reflection and repair. Emotion Coaching and restorative questions will be used to guide this process.

Things to remember:

1. Start every day as a new day
2. Sanctions will take place at the next available break time. If this is not possible due to the timing of the day, it will be rolled over to the next available day

**Child-friendly version of stepped approach:**



Please note: While the stepped approach is the standard to managing most behaviours at Porchester, it is not strictly linear. In the event of a significant behaviour incident, staff are expected to bypass the initial stages and move directly to the highest stage of response to ensure the safety and wellbeing of everyone involved.

A significant behaviour incident is any action by a child that:

**‘Substantially disrupts learning, poses a risk to the safety or wellbeing of children or staff, involves discriminatory or abusive language or conduct, results in harm or injury, or requires intervention beyond standard classroom management.’**

All significant behaviour incidents are recorded on CPOMs.

### Beyond challenging behaviour

At times, a child’s behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g. serious verbal/physical abuse, racism, bullying (see also Anti-bullying policy which includes details of prevention of bullying), malicious allegations. In this case, the teacher will request the support of SLT or the Head Teacher straight away. SLT/the Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature. Members of staff can use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at school or among children (see also Physical Intervention policy).

Behaviour	Resulting Consequence
Answering back	Straight to Step 3
Refusing to conform/deviance	Straight to Step 4
Repeated answering back/deviance	Straight to Step 5 and 6
Inappropriate language	Straight to Step 6 Straight to step 7 if the language is threatening or extreme swear words are used.
Inappropriate physical contact	Straight to Step 7

Beyond challenging behaviour will be logged on CPOMS.

## Lunchtime Behaviour Procedures

The School Rules apply at lunchtime just as they do at other times.

Actions will vary from those in the classroom as the environment is different.

### Challenging behaviour at lunchtime:

	Resulting Consequence
Step 1	<b>Quiet Word</b>
Step 2	Two minutes <b>time-out</b> (stand with the midday/TA). Child returns to play.
Step 3	If child continues to be challenging, <b>Midday calls</b> for (1) Class Teacher (2) SLT member (3) Headteacher.  They will speak to the child about their behaviour: (a) the reason for the behaviour (b) the impact of the behaviour on others (c) how can the child move forward when they return to the classroom? (repair)  Remain in the area for up to 5 minutes to ensure that the child is settled.
Step 4	If the behaviour <b>continues to be challenging</b> , midday calls for staff as above, the child will be brought inside/out of the hall and remain under the supervision of the staff member for the remainder of lunchtime.

### Assembly Exceptions

Assembly Conduct	
Any child causing a disturbance once	Will be given a verbal warning
2 <sup>nd</sup> disturbance / warning	Another verbal warning given and the child to be move to sit near an adult – step 4 of the consequence chart.

After any of the above steps, the staff must adopt **unconditional positive regard** so that the child knows that they can move forward.

If a child has been referred to the HT/DHT more than twice in a half term, the class teacher will seek advice from the Phase Lead. Actions could include:

- home/school diary
- dojo messages home
- peer buddy
- social group intervention
- pastoral referral

The class teacher will call the child's parents to explain what has been agreed and why, outlining how they can support at home.

### Responding to misbehaviour from children with SEND

At Porchester we recognise that children's behaviour may be impacted by a special educational need or

disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a child has an Education, Health and Care Plan (EHCP), the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will consider the specific circumstances and requirements of the child concerned.

### **Adapting sanctions for children with SEND**

When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time because of their SEND
- The child was likely to behave aggressively due to SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the child for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a child displaying challenging behaviour may have unidentified SEND**

At Porchester, the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies, and a SEND Support Plan and Safety Passport will be put in place in partnership with parents and carers. These plans will be reviewed at least termly.

### **Children with an Education, Health, and Care plan (EHCP)**

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will contact the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

### **Bullying and 'relational conflict'**

Porchester and Nottinghamshire Local Authority use the definition of bullying provided by the [Anti-Bullying Alliance](#):

***“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online.”***

At Porchester we use the term ‘relational conflict’ when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the children to resolve any negative feelings. At Porchester we monitor children following a ‘relational conflict’ to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

### **Beyond challenging**

At times a child’s behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Beyond challenging behaviour will be logged on the behaviour monitoring system, by a member of the Senior Leadership Team.

### **Minimising the Need for Restrictive Intervention, including the use of Reasonable Force**

Porchester Junior School is committed to creating a safe, supportive and nurturing environment where restrictive interventions are used only as a last resort, never as a disciplinary measure, and always in accordance with the law. Restrictive interventions include any physical or non-physical action that restricts a child’s movement, liberty, or freedom of action.

All interventions must be necessary, reasonable, proportionate, and the least restrictive option available. Staff will always prioritise de-escalation, prevention and positive behaviour support to minimise the use of restrictive practices.

### **Definitions (Aligned with DfE Statutory Guidance, April 2026)**

**Restrictive Interventions:** Any physical or non-physical action that prevents, restricts, or subdues the movement of a pupil (whole body or part of the body).

This includes:

**Reasonable Force** – Using no more force than is necessary to prevent harm, damage, or disorder. It is used only when essential to maintain safety.

**Physical Restraint** – Holding or restricting a pupil’s movement, such as holding arms, guiding firmly, or stopping unsafe actions.

**Non-Force Restrictive Intervention** – Actions that restrict freedom of movement without physical force, including blocking movement, directing movement, preventing exit, or removing mobility aids (e.g., crutches).

**Guided Physical Intervention** – Low-level, non-forceful contact to guide a pupil to safety.

**Seclusion** – Confining a pupil alone in a room or space and preventing them from leaving. Seclusion is a restrictive intervention and must never be used as punishment; it may only be used in emergency situations to maintain immediate safety. Any seclusion must be time-limited, continuously supervised, and used only to manage an immediate safety risk; it must be recorded and reported.

### **Minimising the Need for Restrictive Intervention**

Porchester Junior School employs proactive approaches including de-escalation strategies, relational support, curriculum adaptation, behaviour plans and environmental adjustments to prevent situations escalating to crisis.

For children with SEND, medical, or mental health needs, the school uses individual behaviour support plans, created collaboratively with parents/carers, to reduce the likelihood of restrictive interventions being needed.

### **Authorisation of Staff**

Under Section 93 of the Education and Inspections Act 2006, the Headteacher authorises staff to use reasonable force when legally permitted.

All members of school staff have a legal power to use reasonable force where this is **necessary, proportionate and the least restrictive option** to prevent injury, crime, serious damage to property, or significant disruption. The Headteacher may also **authorise other adults** (e.g., volunteers on school visits) to use this power in line with law and guidance.

### **Deciding Whether to Use Restrictive Intervention**

When considering use of restrictive intervention, staff must apply the following principles:

- Is there an immediate risk of harm to the pupil or others?
- Is the intervention necessary and proportionate?
- Is this the least restrictive option available?
- Have de-escalation attempts been made where possible?
- Are SEND, medical needs, trauma, or communication differences relevant to the behaviour?

### **Using Reasonable Force and Other Restrictive Interventions**

If restrictive intervention is necessary, staff must:

- Use the minimum force or restriction required for the shortest possible time.
- Avoid actions likely to cause injury unless there is no alternative to prevent serious harm.
- Seek support from another adult whenever possible.
- Continue to communicate with the child throughout the incident.

### **Recording and Reporting**

The school will record and report in line with:

- The Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 (in force 1 April 2026) for any seclusion or restraint.
- DfE statutory guidance (April 2026) under s93A Education and Inspections Act 2006 for each significant incident involving the use of force.

Parents/carers will be informed as soon as practicable:

- All seclusion incidents.
- All restraint incidents (physical or non-physical).
- All significant incidents involving use of force.

This includes:

- Blocking or restricting movement.
- Directing or steering a child where freedom of movement is restricted.
- Removing mobility aids.
- Any restraint technique.
- Any incident that results in notable distress to the child.

Records must include the rationale, actions taken, level of risk, pupil voice and post-incident actions. Patterns will be analysed by senior leaders and governors to ensure safe practice (see Appendix 8).

### **Post-Incident Support**

Porchester will ensure that pupils and staff involved in a restrictive intervention receive timely emotional, physical and relational support. Children will be given an opportunity to express their views.

### **Training**

Staff identified as likely to need to use reasonable force will receive appropriate training covering the law, prevention and de-escalation, with regular refreshers.

### **Oversight and Governance**

The governing body will review data on restrictive interventions to ensure compliance, identify patterns and reduce their use.

### **Behaviour Plan (Safety Passport)**

A behaviour plan (safety passport) is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a personalised plan, in line with the school's policy.
- A meeting between the class teacher and behaviour lead/SENDCo to agree actions and targets to be set, with a clear timeline e.g. referral to external agencies, pastoral support plan, SALT.
- Planning provision with appropriate external agencies
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents/carers and the child.
- Risk Assessment if required where the use of restrictive interventions need to be considered as a last resort where behaviours could be considered harmful to the child and others

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members as well as the school learning environment.

## **Use of Alternative Provision**

A child may attend Alternative Provision when their behaviour places them at risk of suspension or permanent exclusion, when they require short term support to address behavioural or emotional needs, or when they are temporarily unable to access learning in the mainstream environment.

## **Decision-Making and Placement**

Decisions to use Alternative Provision are made only after school strategies have been exhausted and in the best interests of the child. Each placement decision considers age, ability, needs, safeguarding and provider suitability. Porchester Junior School commissions Alternative Provision only with registered, quality-assured providers or unregistered providers approved and quality-assured by the Local Authority. Alternative Provision is not a substitute for a special school place, and every placement includes a clear transition plan reviewed with parents/carers.

## **Expectations for Behaviour in Alternative Provision**

Children placed in Alternative Provision remain subject to the school's Behaviour Policy. Alternative Provision providers are expected to reinforce behavioural expectations, provide structured and supervised learning, and support children in regulating their behaviour and remaining engaged in education.

## **Monitoring and Oversight**

Porchester Junior School retains responsibility for the child's welfare, progress and safety throughout their placement. Staff maintain regular communication with providers, monitor attendance, behaviour and progress, and ensure safeguarding standards remain consistently high.

## **Reintegration**

Every Alternative Provision placement includes a planned reintegration created in collaboration with the provider, external agencies where appropriate, and parents/carers. Support may include pastoral input, curriculum adjustments and phased reintegration into mainstream education.

## **Relationship with Suspensions and Exclusions**

Alternative Provision may be considered as an alternative to suspension or permanent exclusion where appropriate and in the best interests of the child. The DfE recognises off-site direction and Alternative Provision as valid behaviour management tools.

## **Suspension and Permanent Exclusion**

Suspensions (formerly known as fixed-term suspensions) and permanent exclusions are extremely rare and are only issued in response to serious incidents, or to persistent challenging behaviour which has not improved following in school support, sanctions, and interventions.

Only the Headteacher may decide to suspend (for a specified number of school days) or permanently exclude a child, in line with DfE statutory guidance (Aug 2024). The governing board's role is to consider the Headteacher's decision in accordance with the thresholds set out in the guidance and/or where parents/carers request a review. During a suspension, children are usually not on site; however, they may attend school arranged meetings (e.g., reintegration). The school will arrange suitable education from day 6 of a suspension. The school may also use in school provision (internal exclusion) where appropriate; this is not a statutory suspension.

After a suspension, parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and to reduce the risk of further suspensions or a permanent exclusion.

In line with the latest Department for Education guidance, a permanent exclusion is a measure of last resort, used only when all other reasonable measures have been exhausted. The decision to permanently exclude a child will only be taken by the Headteacher in response to a serious breach or persistent breaches of the school's Positive Behaviour Policy, and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school community.

At Porchester Junior School, we understand that any decision must be lawful, reasonable, and procedurally fair, taking into full account the school's statutory duties under the Equality Act 2010 and towards children with Special Educational Needs and Disabilities (SEND).

Following a permanent exclusion, the school will notify parents/carers, the local authority, and (if applicable) the child's social worker or Virtual School Head without delay. The governing board will meet within 15 school days to consider reinstatement. After the meeting, the governing board will notify parents/carers, the Headteacher and the local authority in writing about their decision and the reasons behind it. If the permanent exclusion is overturned, the child will be reinstated. If the exclusion is upheld, the written notification will confirm the permanent exclusion and inform parents/carers of their right to request an Independent Review Panel (IRP) within 15 school days of receiving the board's decision. The board will only remove the child from the school admission register after 15 school days have passed without an IRP application or if parents/carers confirm they will not seek a review.

### **Monitoring and evaluating behaviour**

The Senior Leadership team will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers via questionnaires throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

### **Staff Support**

At Porchester we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training
- External Agency support and advice

### **Safeguarding**

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that children can be vulnerable in many ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female

genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our children safe.

For further information please see our Child Protection and Attendance Policies.

### **Searching, Screening and Confiscation**

Searching, screening and confiscation is conducted in line with the DfE's *Searching, Screening and Confiscation* guidance.

Searches will normally be carried out by 2 members of staff, and by a staff member of the same sex as the child where reasonably practicable, unless there is a risk of serious harm if the search is not conducted immediately. Strip searches are police-led only; where these occur on site, the school will follow DfE expectations on after-care and parental notification.

Any member of staff may carry out a search with the child's consent. Searches without consent will only be carried out by members of staff who have been authorised to do so by the Headteacher. Authorised staff may search a child's pockets or possessions. Authorised staff will only carry out a search if they believe:

- a child is in possession of a prohibited item
- not doing the search would put the child, other children or staff at risk
- the search does not pose a safeguarding risk

The search will be explained to the child, and they will be requested to co-operate. For example: "I would like you to show me inside your bag and turn out your pockets." If the child refuses to co-operate, the authorised staff member will inform the Headteacher, who will determine next steps on a case by case basis. The staff member who carries out the search will inform the DSL without delay where there were reasonable grounds to suspect a child had a prohibited item and/or where the search reveals a safeguarding concern.

All searches will be recorded on CPOMs and parents/carers will be informed as soon as reasonably practicable.

Any prohibited items will be confiscated and parents/carers informed. If a child is suspected of criminal behaviour, the school will assess whether to report the incident to the police.

### **Zero-tolerance approach to sexual harassment and sexual violence**

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered

- Supportive
- Decided on a case-by-case basis

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'Beyond Challenging section' and our 'Child Protection' policy.

### **Complaints and Allegations**

Our school aims to be fair, open, and honest when dealing with any complaint. We consider all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding, and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved.

For further details please refer to our Complaints Policy.

We will also make clear to our children that they have a right and are able to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for children, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

### **Transition**

At Porchester, we ensure any children joining our school receives an induction from a member of the Senior Leadership Team to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, Children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to child is transferred to relevant staff at the start of the term or year.

### **Policy links**

This policy links to the following policies in school:

- Relationships, Sex and Health Education
- Anti-bullying
- Equality
- Health and Safety
- Child Protection and Safeguarding
- On-line safety (including Social Media)
- Teaching and Learning
- SEND
- Staff Handbook

**Policy written by:** Gemma Rolley (Behaviour Lead) and Vicki Welsby (Headteacher) in consultation with all staff

**Date written:** March 2026

**Approved by:** SLT & FGB

**Review date:** September 2026

This policy was written with reference to the NCC behaviour toolkit "Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion" – adapt according to appropriate LA guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Keeping children safe in education](#)

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation](#)

[The Equality Act 2010](#)

[Suspension and permanent exclusion guidance](#)

[Use of reasonable force and other restrictive interventions guidance](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Arranging Alternative Provision - guide for LAs and schools](#)

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Minimising the Need for Restrictive Interventions (Including Reasonable Force)

At Porchester Junior School, we follow the Department for Education's Restrictive interventions, including the use of reasonable force, in schools guidance, effective 1 April 2026. This guidance strengthens expectations around prevention, proportionality, record-keeping and safeguarding.

We emphasise:

- Early intervention, prevention and de-escalation.
- Understanding children's needs, emotions and triggers.
- Emotion Coaching and restorative practices.

Restrictive interventions may be used only when necessary to:

- Prevent injury to the child or others.
- Prevent a criminal offence.
- Prevent serious damage to property.
- Prevent significant disruption.

Interventions must be proportionate, time-limited, and never used as punishment.

Restrictive Interventions (Including Reasonable Force) – Updated Legal Requirements 2026

From April 2026, schools must:

- Record every significant incident involving use of force.
- Report each incident to parents.
- Keep written records meeting statutory expectations under Section 93A of the Education and Inspections Act 2006.

Records must include de-escalation attempts, rationale, type/duration of intervention, injuries, follow-up, and communication.

Definition: Restrictive interventions include any physical or non-physical action limiting a pupil's movement, including reasonable force, guided movement, blocking, and seclusion.

No-contact policies are prohibited; staff must be able to intervene safely.

Seclusion rules:

- Only for immediate safety.




- Never as punishment.
- Continuously supervised.
- Safe, non-threatening spaces.
- Fully recorded and reported.

SEND: Staff must consider SEND when planning interventions and make reasonable adjustments.

Training: Staff likely to need interventions must receive accredited training.

Searching children: Authorised staff may use reasonable force where proportionate during searches for prohibited items.

## **Appendix 1 – Our Behaviour Expectations**

	<b>READY</b> 	<b>RESPECTFUL</b> 	<b>SAFE</b> 
<b>In the classroom</b>	<p>“3,2,1 Ready”            Sit up with voices off,            Everything out of hands,            Track the person speaking</p>	<p>Quiet voice,            Tidy up after yourself and            treat the environment with            respect,            Answer questions            appropriately,            Listen to all peers</p>	<p>Walk            Pass equipment/books            sensibly            Chairs tucked under            Sitting on chairs sensibly</p>
<b>Assembly</b>	<p>Leaving classes in silence in            register order,            Sit up (good posture) and            cross legs,            Look at the person speaking,            Sat facing the speaker – front            of the hall</p>	<p>Voices off,            Keeping arms and legs in            (Personal space),            Listening to the speaker –            adult/peer,            Hands up to contribute</p>	<p>Walking,            Leave sensibly– same way            they came in,            Keeping to the left.</p>
<b>PE/Activities in the Hall</b>	<p>Clear routine when entering –            find a space, voices off,            “3,2,1 Ready”</p>	<p>Listening to all,            Watching others demonstrate            (3,2,1 Ready),            Personal space and physical            boundaries</p>	<p>Listening to the adult and            each other,            Personal space and            boundaries,            Water bottles in one corner            out of the way</p>
<b>Lunchtime in the Hall</b>	<p>Line up one behind the other            when asked quietly,            Remove all hats and hoods,            Sit properly and stay seated            when eating.</p>	<p>Treat all staff members            equally and respectfully,            Don't drop food/ packaging            on the floor (pick up if            needed),            Use manners,            Hands up for adult attention.</p>	<p>Always walk in the hall            (including on the way out),            clean up after yourself,            Ask to leave for the toilet,            Sitting correctly on the seats.</p>
<b>On the playground</b>	<p>1<sup>st</sup> Whistle is blown- stand            still silently and listen to            instructions</p> <p>2<sup>nd</sup> whistle- WALK in silence            to your line and line up in            register order</p> <p><b><u>Lunchtime-</u></b>            Signal= tidy up            Whistle 1= stand still silently            and listen to instructions            Whistle 2= WALK in silence to            your line and line up in            register order</p>	<p>Listen to all adults when            speaking,            Look after and respect            equipment,            Being kind and share with            each other.</p>	<p>Ask to enter the building,            Wear coats/hats/gloves where            appropriate for weather,            Playing safely without            hurting anyone.</p>
<b>Moving around school</b>	<p>Expectation walking in the            corridor/hall – Voices off and            walking on the left.</p>	<p>Be respectful of displays (Do            not touch),            Be mindful of other learners            (voices off),            Personal space.</p>	<p>Safe by WALKING and voices            off</p>

Appendix 2: Child-friendly Behaviour Expectations posters



# In the classroom, we show we are...



## READY

## RESPECTFUL

## SAFE



Sit up



Quiet voice



Walk



Voices off



Tidy up and  
respect the  
classroom.



Pass equipment  
sensibly



Empty hands



Ask questions  
appropriately



Sit on chairs  
sensibly



Track the  
speaker



Listen to all  
peers



Chairs tucked  
under




# In assembly, we show we are...



## READY

## RESPECTFUL

## SAFE



Walk to and  
from the hall  
silently



Voices off



Walk



Sit up



Keep arms and  
legs to yourself



Leave  
sensibly



Track the  
speaker



Listen to the  
speaker



Walk to the  
left



Sit facing the  
speaker



Raise your  
hand to  
contribute



# Moving around school, we show we are...



## READY

## RESPECTFUL

## SAFE





# In the hall at lunchtime, we show we are...



## READY

## RESPECTFUL

## SAFE



Line up in  
single file



Treat all staff  
with respect



Walk (including  
in and out of  
the hall)



Quiet voices



Use manners



Clean up  
after yourself



Remove hats  
and hoods



Pick up any  
dropped  
packaging



Ask to leave to  
go to the toilet



Sit properly  
and stay seated



Raise your  
hand for adult  
attention



Sit correctly  
on chairs.



# On the playground, we show we are...



## READY

## RESPECTFUL

## SAFE



Whistle 1 = stand still, silently and listen to instructions



Listen to all adults



Ask to enter the building



Whistle 2 = WALK to your line.



Look after and respect equipment



Wear appropriate clothing



Line up in fire register order



Be kind and share

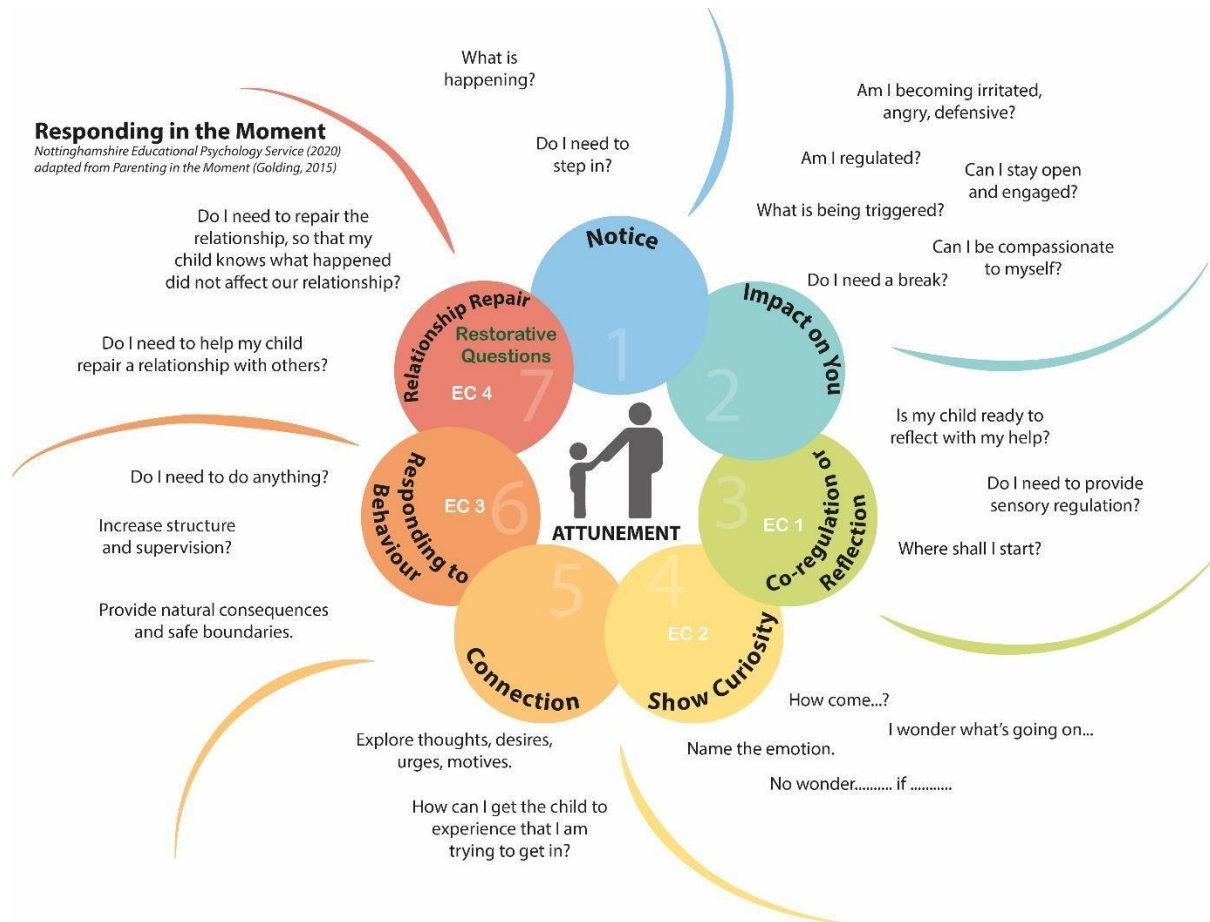


Play safely without hurting anyone



LUNCHTIME tidy up signal

## Appendix 3: Responding in the Moment



## **Appendix 4: Fifteen Things to Build Relationships - Tips for Staff**

1. Be who you needed when you were at school. Every child needs a champion.
2. Make regular deposits into the positive bank
3. Know your children well and allow them to know you well.
4. Difficult child or child with difficulties?
5. Separate the deed from the doer.
6. The best apology is changed behaviour.
7. Catch them getting it right more than you catch them getting it wrong.
8. Magnify strengths rather than weaknesses.
9. Strike when the iron is cold.
10. We learn to care by being cared for.
11. Smile at children, it's good for you both.
12. There is always a solution – you need to give your time to find it.
13. Never assume you deserve respect – you must earn it.
14. Calm begets calm.
15. Sometimes the child knows best!

### **Keeping the policy alive**

We firmly believe that this policy is a 'way of being'. It is at the core of our school ethos. Therefore, it is important that it is evident in our daily practice.

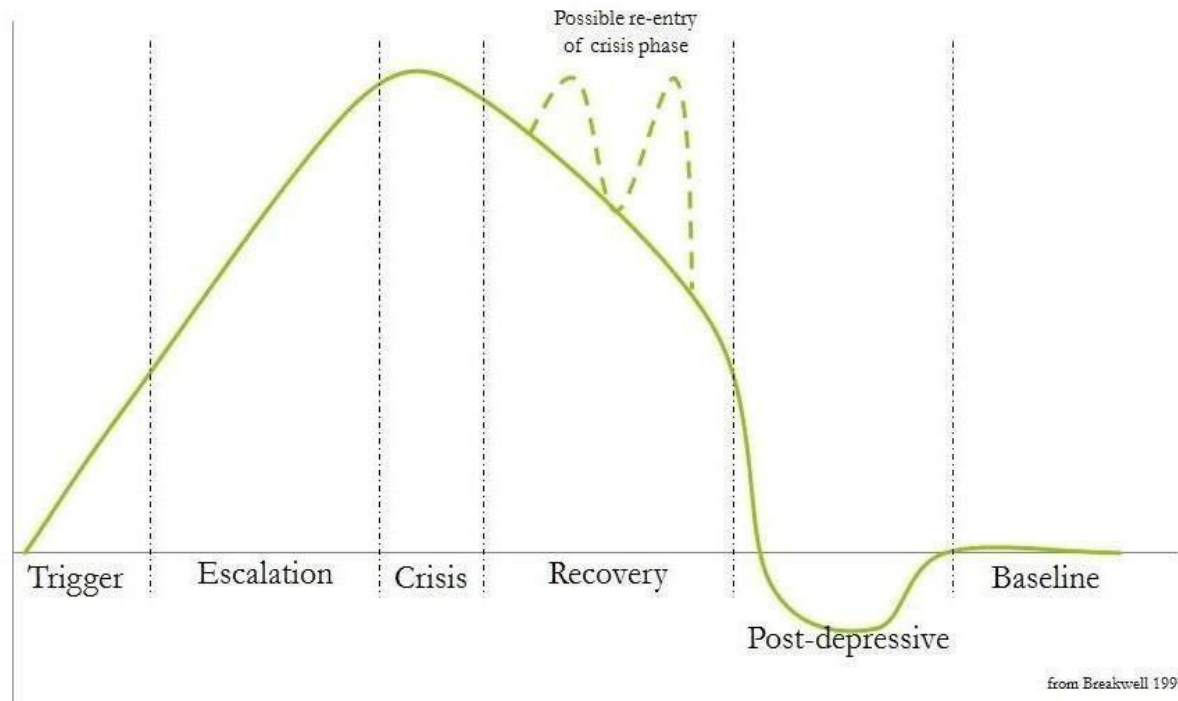
Strategies to keep the policy alive:

- The key points above will be displayed on the staff notice board
- Each 1/2 term there will be a staff meeting section in which the Behaviour Lead will present a scenario for discussion/give the opportunity for staff to problem-solve an issue/share a strategy.
- Develop staff and children's scripts clearly defining the expectations around the school rules and what is above and beyond (rewards) to support consistency and deepen understanding
- Revisit these scripts as part of termly staff meetings

## Appendix 5: The Assault Cycle

# The assault cycle

the **root**  
of it  
changing lives, accessing education



## Appendix 5: The Assault Cycle

### **The Assault Cycle**

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**1. The Triggering Events** - Occurrence perceived by the individual as a serious threat to him/her.

TWO TYPES:

- Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
- Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

**2. Escalation Phase** - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

**3. Crisis Point** - Aggressor explodes into violent acts against the threat.

**4. Recovery Phase** - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

**5. Post-Crisis Phase** - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

## Appendix 6: Restorative Questions

Examples of types of questions that could be asked when challenging behaviour:

- **What happened?**  
*Listen, hear, don't interrupt, don't disagree. Give your view but without blame or judgement*
- **What were you thinking of at the time?**  
*Helps pupils to reconsider their actions and thought processes. May help the child see that their initial thoughts might have sent them down the wrong path*
- **What have you thought about since?**  
*This may elicit a change of attitude, a shift in explanation, an apology. This could take the conversation off at a tangent. Some support may be needed to help tease the thoughts out.*
- **Who has been affected by what you have done?**  
*Often a child will only consider themselves being affected. A child will need some support and help to identify the impact on others, eg. What about Mrs XXX –how were they affected because they couldn't teach the lesson? What might mum/dad/sister say? Ask to list the people who have been affected Final question at the end of this part -"That's quite a lot of people who have been affected isn't it?"*
- **In what way have they been affected?**  
*Try to enable the child to have empathy with others. There will be a mixed response to this and some will need coaching to find an answer.*
- **What do you think you need to do to make things right?**  
*This may lead to an apology but there mustn't be the expectation/demand of the apology. There may be other ways to put things right apart from/as well as an apology. When it comes, accept it in whatever form it takes –they may need support to be able to craft it in a way that gets it 'right'.*
- **How can we do things differently in the future?**  
*This may help with forward planning and hopefully give them some more awareness of their choices.*

**De-escalation will remain the focus of any interaction the member of staff has with the child**

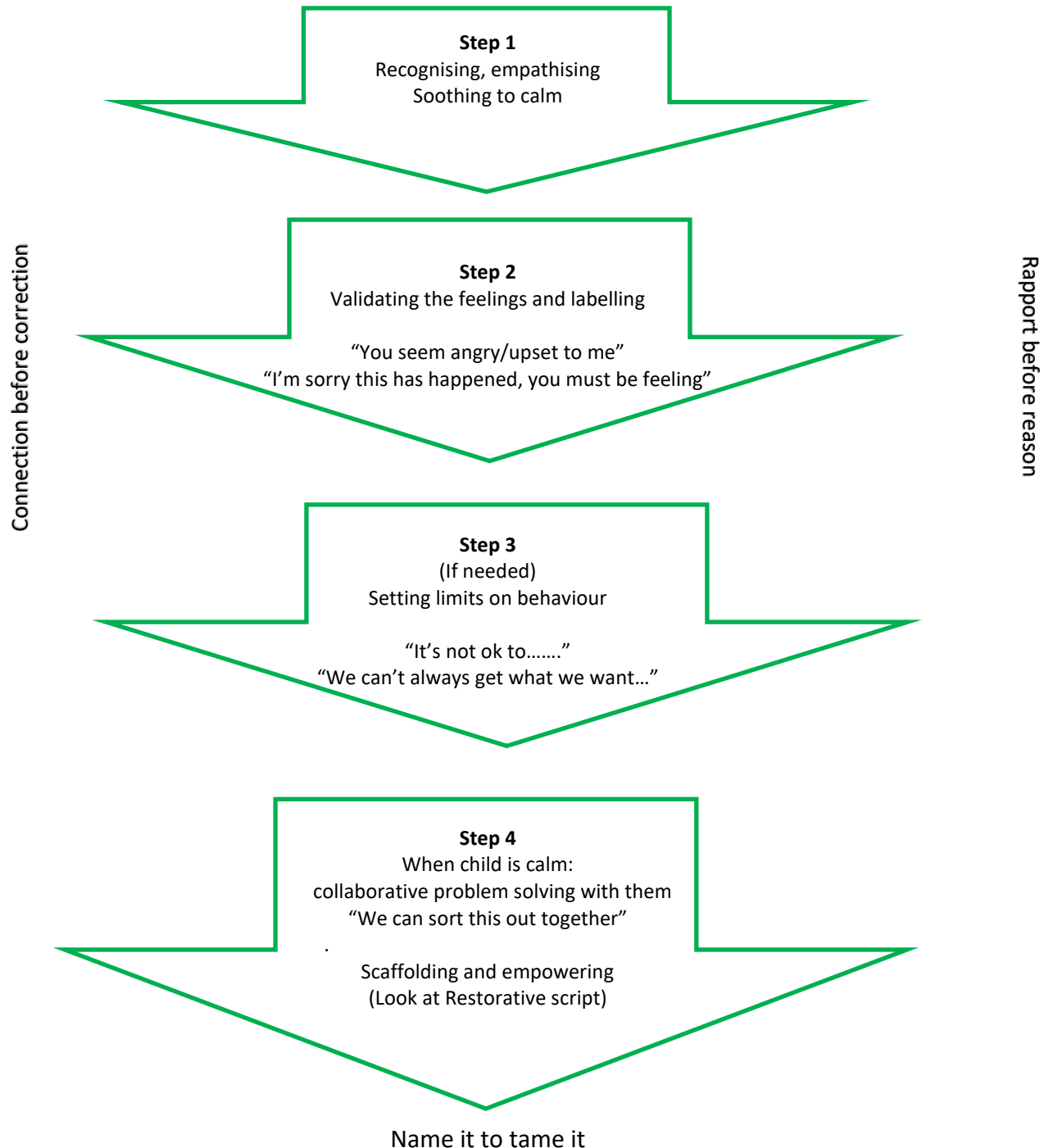
To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right



**Appendix 7 – Emotion Coaching**

Emotion coaching is a practical 4-step approach to responding to behaviour in the moment  
(based on Gottman, 1997)



## Appendix 8 - Restrictive Intervention Recording Form

This form complies with the Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 and the DfE Statutory Guidance "Restrictive Interventions, including the use of Reasonable Force, in Schools" (April 2026).

### 1. Incident and Child Details

Name of child

Year group and class

Date, time and location of incident

Name(s) of staff involved and role(s)

Witness or directly involved?

Details of other children involved

### 2. Type of Restrictive Intervention (tick all that apply)

Seclusion

Physical restraint

Non-force restraint (blocking, directing movement, preventing exit)

Removal of mobility aids

Guided physical intervention

Significant use of force

### 3. Incident Details

Incident description (factual, objective)

De-escalation strategies attempted

Rationale for restrictive intervention

Nature and duration of intervention

Impact on child (distress, emotional/physical response)

Any injury to staff or children and first aid provided

### 4. Child Voice

Record how the child felt, their views on what happened, and any follow up discussion.

### **5. Post-Incident Support and Review**

Support provided to child

Support provided to staff

Adjustments required to the child's  
behaviour plan or risk assessment

Was another adult present? (Yes/No and  
details)

Information shared with other staff/agencies

### **6. Parent/Carer Notification**

How and when were those with parental  
responsibility informed?

Outcome of discussion with parents/carers

Any complaint logged as a result of this  
incident

### **7. Completion and Review Sign-Off**

Staff member completing form – Name &  
Signature

Date of completion

Senior Leader Reviewer – Name & Signature

Review Date

Actions required following review

Parent Signature

Date

