BRAILES C*of* E PRIMARY SCHOOL

Behaviours and Relationships Policy



GROW TOGETHER, SHINE BRIGHT

'Let your light shine.'

Matthew 5:16

Date of publication: September 2026 Review date: September 2027

1. INTRODUCTION

At Brailes C of E Primary, our Behaviours and Relationships policy is underpinned by our Christian vision,—'Grow together, shine bright - Let your Light Shine' (Matthew 5:16)—and mission to Believe, Belong, and Aspire. Grounded in the truth that every child is uniquely created in the image of God, we recognise the importance of exemplary relationships with others and positive behaviours are modelled continuously and professionally. Guided by our Christian values of Courage, Compassion, and Curiosity, we value children as individuals, use praise for effort, demonstrate warmth and empathy, and show respect for all (Carpenter, 2018). Reflecting Christ's model of relational love and service, we work 'with' our children and families as a way of 'being', rather than a way of 'doing' to develop positive relationships and genuine, mutually beneficial learning experiences where everyone has something to bring, share and learn (Finnis, Restorative Practice, 2021).

2. PHILOSOPHY

'Our philosophy is rooted in our theologically rooted vision, 'Grow together, shine bright' - '*Let your light shine'*, Matthew 5:16), and our spiritual mission to Believe, Belong, and Aspire. Together with our expectations to 'Be Ready, Be Respectful, Be my best', our values of Courage, Compassion, and Curiosity, and the Trust Strategy 2030 and the living out of our school prayer, these form the basis of all relationships within our school community and behaviours for learning. Underpinned by a relational restorative ethos reflecting God's grace, forgiveness, and peace, this enables us to build and maintain healthy relationships and ensure the creation of a secure and safe environment to improve the emotional well-being of all. Expressing Christ's unconditional love, our staff authentically and unconditionally care for all the pupils in our school and check in regularly, listen deeply, support thoroughly, build children up and champion them, to facilitate them being the very best versions of themselves.

3. AIMS

This policy has been written with reference to The DfE's Guidance Behaviour in Schools - Advice for Headteachers and School Staff.

We are committed to excellence in inclusion. Therefore we actively create school environments where children find it easy to behave well. We teach children how to behave well. We do this through being clear about our expectations, understanding our children, rewarding great behaviour and working with children and their families when things go wrong.

- To provide a consistent approach across the school.
- To build and maintain positive relationships with peers and adults within school to enable talking and connecting whilst supporting and challenging each other.
- To create a climate for learning that strengthens confidence and motivation, with the use of effective strategies to regulate emotions which enables all members of our school

community to thrive, grow and reach their potential academically, socially and spiritually in line with our school vision.

- To guide and support all members of the school community to effectively manage conflict, heal the wounds caused by conflict, support forgiveness and relationship repair to build a culture of peace as an ICON School.
- To ensure pupils and adults 'are crew and not passengers' along the way.

4. VISION AND VALUES

At Brailes C of E Primary School, our theologically rooted vision inspires everything we do: **'Grow together, shine bright'** — *"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven"* (Matthew 5:16). Anchored in our mission to **Believe, Belong, and Aspire** and living out our core Christian values of **Courage, Compassion, and Curiosity**, we embrace the adventure of learning, encouraging everyone to step out further and think more deeply.

We support and encourage all to aspire to great things, to find and nurture their passion, to **live life in all its fullness** (John 10:10) and for the light of each life to shine and make a positive difference in our school, our communities, and our world. Aiming for excellence in all that we do through high standards, mutual respect, and compassion, we encourage and nurture confident, articulate, resilient, reflective, and flexible citizens who are courageous, curious, and empowered to steer their own lives, challenging and supporting those around them.

Underpinned by God's love and our relational restorative ethos, we build and sustain strong relationships which enable every child to learn about themselves, value themselves and others, celebrate differences and their personal strengths, and to use these God-given gifts to help others. Seamlessly aligned with The Stour Federation's RESPECT values (Relationships, Excellence, Service, Passion, Ethics, Collaboration, Trust), we value everyone's contribution and expect that everyone will participate. Together, we grow and shine brightly,



The Stour Federation's RESPECT values underpin system leadership and the capacity to collaborate with others leads to a long-lasting driver for improvement - partnership only works

when both sides are adding capacity and receiving support as the foundation of the relationship. Values inform expectations. Expectations influence behaviour. Behaviour creates culture.



5. ICON SCHOOL

The school is proud to be a member of the International Cross of Nails School (ICONS) network working with the core principles of peace, forgiveness, conflict transformation and reconciliation throughout our school community. As an ICON School, Brailes embraces these three themes:

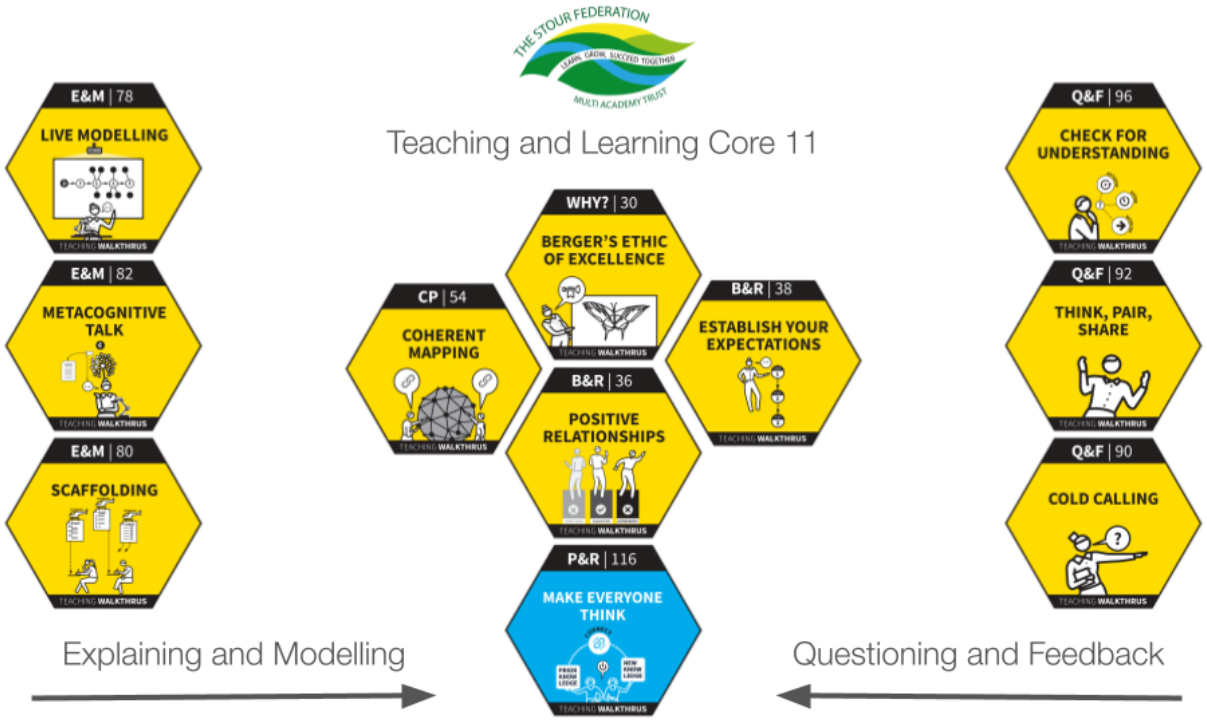
- Healing the Wounds of History
- Living with Difference and Celebrating Diversity
- Building a Culture of Peace

The aim of PSHE lessons is not only to teach children strategies to support wellbeing and happiness but also to teach the expected behaviours, respect and empathy in order to learn and function in society. It is our core values and school vision that underpin successful peer relationships and exceptional learning attitudes.The school has a scheme of work for wellbeing and PSHE with progression in-built as children move through the school. Transformational collective worship, as the heart-beat of the school, also plays a significant role nurturing spiritual development, reflection, relationships and well-being throughout the school.

6. The Behaviour Curriculum

The Stour Federation has identified our Core 11 key teaching strategies from the broader Teaching WalkThrus framework that are particularly high-impact and widely applicable. They include two behaviour and relationships strategies. They are:

Positive Relationships	Establish Your Expectations
• Establish norms around clear roles and boundaries. • Communicate kindness. • Learn names and use them. • Combine assertiveness with warmth. • Always be the adult.	• You establish what you establish • Communicate your expectations. • Reinforce your expectations. • Redirect, correct or challenge. • Sustain your expectations.



The Brailes Engagement Strategies and Routines defines the expected behaviours in school, identifying what good behaviour looks like. Ensuring this is clearly defined for all parties enables staff in all roles to have the same expectations of children's behaviour throughout the school day. The curriculum is taught so all pupils understand what behaviour is expected. This then requires positive reinforcement and consistency across the school in expectations.

Each half term, we have a whole school behaviour focus theme which we call STRIVE through which we explicitly teach through social stories, drama, assemblies and all staff relentlessly and consistently modelling, narrating, noticing and celebrating children demonstrating the theme in class learning, play and everyday life around school.



7. STRATEGIES FOR THE PROMOTION OF POSITIVE BEHAVIOUR

All staff in all roles have the same expectations of children's behaviour throughout the school day and extended school day as outlined in this policy.

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make everyone feel valued members of our learning community and motivated to always try their best.

> *'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'*
>
> Paul Dix (2017) 'When the Adults Change, Everything Changes'

In addition, we wish to give recognition through the awarding of Values tokens and Christianity in Action Awards to pupils who go 'Over and Above'. 'Over and above' behaviours include consistently living out our school vision and being an exceptional role model of our school values within and beyond our school community.

> *'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*
>
> Paul Dix (2017) 'When the Adults Change, Everything Changes'

What?	*How?*
Create a sense of belonging.	*Simple positive greetings, taking time to get to know children and their families, checking in and checking out with children* *Class charter which is refreshed at different times in the year in order to ensure it remains relevant and a useful tool.*
Always model positive body languages and tone.	*Through positive communication Polite, calm tone and language structures must be used and modelled at all times by adults.*
Always using praise and noticing good behaviours (catch the children in, rather than catching them out).	*Verbal praise and feedback, house points, values tokens, stickers.*
Sharing children's successes with other staff, children and families.	*Verbally, phone calls home, messages on Seesaw, Assemblies, Newsletters, 6cs Star of the Week, Christianity in Action Awards, Parent Sharing assemblies, Parents Evenings*
Having a good awareness of children's emotions and well-being.	Use of Zones of Regulation, class charter, emotion coaching, core values (courage, compassion and curiosity) and 3Bs - 'Be Ready, Be Respectful, Be my best' when communicating.
A structured approach to tackling common misdemeanours to ensure consistency.	*At times, it may be necessary for an adult to use a firm voice, but we do not shout as a way of dealing with poor behaviour choices. Brailes Behaviour Blueprint.*

8. UNDERSTANDING BEHAVIOUR AND THE THRIVE APPROACH

Brailes School staff are trained in supporting good behaviour for learning through the Thrive approach. The Thrive approach works to meet unmet developmental needs as a foundation to learning, supporting social and emotional development. Staff use the Vital Relational Functions (VRFs) to help pupils to regulate behaviour. These are:

- Attune. Validate.
- Containment. Regulation

Staff will also support a child by maintaining an attitude of PACE, maintaining this stance will develop trusting relationships and help a child to feel safe:

- **P**layful.

- **A**cceptance.
- **C**uriosity.
- **E**mpathy.

We separate the child from the behaviour, we make it clear to the child that while their behaviour is unacceptable, we continue to care about them and are committed to maintaining the relationship with them.

Instead of labelling children or behaviours as challenging, use 'distressed' - they may be challenging us, but we should label their behaviour as distressed.

We show compassion and curiosity when looking at the behaviour of children.

- The Thrive approach is designed to support our whole community to develop positive relationships with each other and individually to support positive mental health.
- Thrive is designed to support children in learning how to recognise different emotions in themselves and others and how to successfully manage those emotions to develop self-regulation strategies.
- We have three Thrive Practitioners and all teaching staff have regular training in how to support children to 'thrive'.
- All children in school are screened for their emotional needs through the thrive programme regularly. These are then used to identify support plans which are delivered by class teachers as part of their classroom lessons.
- All children in school receive Thrive lessons.
- Zones of Regulation are used across the school to support and teach strategies for self-regulation.
- Some children may be identified as needing additional reparative support and be involved in separate work with a school adult trained in delivering this.
- Some children may be identified as requiring additional support daily to help them to attend and be punctual regularly and to feel settled at the start of each day.
- Parents are informed if children are involved in either 1-1 support.

9. BEHAVIOUR EXPECTATIONS

(This list provides examples, rather than being exhaustive.)

How is 'wanted behaviour defined? Expected Behaviours	How is 'unwanted' defined?
Showing courtesy, consideration, and respect for other people and property. Speak clearly and answer politely. Use Perfect learning position (PLP). Looking at people when they are talking to you	Persistent disruption in lessons which interferes with the progress of themselves and others (talking, not managing distractions, acting in a non-collaborative manner). Aggressive or violent behaviour directed towards themselves and others.

Listen when others are speaking at all times: whole body listening. Expectation that everyone will put in their best effort and try their hardest. Be honest and truthful. Be engaged in learning - PLP, all are prepared to answer questions asked (use of lolly sticks, cold calling, batch calling hands up used occasionally) Take responsibility for our actions if we make a mistake or jump to an incorrect conclusion and apologise. 'Voices off' when walking around school eg in and out of the hall, inside from outdoor play. Work and play cooperatively and fairly. Lining up (straight, silent, still) and moving around the school in a quiet, orderly manner. Wear the correct uniform properly. Using common manners: please, thank you, letting others go first, holding open doors, saying sorry, at appropriate times. Treat resources carefully. Children and adults are expected to leave their working area tidy when they have finished using equipment or an area. Use good table manners. Celebrate their own and others' achievements. Being proud of ourselves, each other and our school. Show patience and understanding towards each other. Develop deep learning characteristics: character, citizenship, collaboration,	Rude or abusive language, including using unkind words, swearing, or spitting. Acts of vandalism to school or other's property. Taking property which doesn't belong to them. Bullying, including acts of violence, racism, persistent name calling, online bullying – Several Times On Purpose (Refer to Anti-Bullying Policy). Non completion of schoolwork due to lack of effort applied.

communication, creativity, critical thinking (6Cs of Global Education).	

10. SERIOUS BREACHES OF THE SCHOOL'S BEHAVIOUR POLICY

We promote equity and treat each child and their behaviour individually, according to their needs. There is no 'one size fits all' approach to behaviour and any possible sanctions. This does not mean that children with any underlying condition or SEND need are not expected to follow our behaviour expectations.

The decision to suspend or permanently exclude a child is a serious one and will only be taken in response to a serious breach or persistent breaches of the school's Behaviours and Relationships Policy, and if allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school and is taken as a last resort. Please refer to The Stour Federation's Suspensions and Exclusions policy regarding. This policy is in line with the DfE guidance on school suspensions and permanent exclusions. Serious breaches examples include:

- Where behaviour presents a threat to themselves and others.
- Seriously disruption to the calm running of the school and effective education of others.
- Presents continued deliberate, unwanted behaviour.
- Uses deliberate abusive, derogatory or racist language.
- Causes deliberate damage to property.

11. USING DE-ESCALATION AS A STRATEGY FOR MAINTAINING RELATIONSHIPS

Occasionally, pupils may experience anxiety or other feelings that may trigger certain behaviours. This is usually as an expression of an unmet need or not getting their desired outcome in a situation.

Our aim as a school is to employ strategies to avoid a young person reaching their 'peak'. A range of strategies are implemented to achieve this, depending on the age of the child, circumstance, cognitive ability and the needs of the child. Interventions are tailor-made to the pupil involved.

For pupils who are frequently dysregulated, a Thrive Behaviour Support Plan is implemented that outlines strategies for that individual. It also outlines how the pupil can best support themselves in the regulation of their emotions. (See Appendix 1)

12. MANAGING CONFLICT

We aim for children to feel safe and secure at all times which means that we deal calmly with situations and do not act in a way which will escalate high tension. If necessary, time out is used. It may sometimes be necessary to use a **firm voice, but we do not shout as a way of dealing with poor behaviour.**

As staff, we need to support children to understand why they acted the way they did and what the consequences are for their actions. We also emphasise the need for children to take responsibility for their actions, which means asking them to make decisions on how to put things right.

When conflict does occur, we need to give children (and adults) the best chance possible of getting back on track. This is when staff will use the Brailes Behaviour Blueprint to guide restorative conversations. Staff will always consider the following when initiating these conversations with children and adults:

- Give children the opportunity to tell their side of the story – their unique perspective and account of what happened.
- Encourage children to express their thoughts and feelings from their perspective (using zones of regulation approach).
- Provide an opportunity to understand the perspectives of others and the impact of the behaviour in question on everyone.
- Give the space to think about how to prevent a recurrence of the behaviour.
- Seek the opportunity to accept responsibility for the harm caused.
- Provide the space to identify what needs everyone has.
- Support the development of a plan to meet these needs and move forwards.
- Provide the chance to explore issues of reintegration as part of moving forward.

(Finnis, Restorative Practice, 2021)

Finnis (Restorative Practice, 2021) promotes 'The Restorative Five' as a model to draw upon when restoring conflicts:

BUILDING BRIDGES • REPAIRING RELATIONSHIPS • WALKING TOGETHER

Step	The Restorative Question	Reflection & Restorative Value
1 	**What happened?** *[God be in my head] - Curiosity*	Curiosity to understand the event calmly from all sides.
2 	**What were you thinking?** *[God be in my head] - Courage*	Courage to reflect honestly on our thoughts and choices.
3 	**How did you feel and how are you feeling now?** *[God be in my heart] - Compassion*	Compassion to name our own emotions and soothe our distress.
4 	**Who was affected, and how are they feeling?** *[God be in my eyes] - Compassion*	Compassion to put others first and understand their feelings, building deep empathy.
5 	**What needs to happen to put things right?** *[God be at my end] - Courage*	Courage to offer active repair, genuine apology, and restorative forgiveness.

These 5 questions, linked to our school prayer, vision and core values from the basis for restorative conversations within our school using Widget icons. (Appendix 2)

13. Behaviour and Inclusion

We hold high expectations for the behaviour of all our pupils, regardless of their individual needs. We recognise, however, that the format in which our behaviour systems are presented may need to be reasonably adjusted to ensure every child can access them and succeed. To achieve this, we follow a successive wave approach to support, ensuring that our SENCO provides tailored assistance.

Wave 1 universal support is embedded within High Quality Teaching and includes the creation of calming, uncluttered classroom environments that promote focused learning. Every class displays a Visual Timetable that is referred to throughout the day, alongside daily 'Zones of Regulation' check-ins to help pupils identify and manage their emotions. Staff utilise trauma-sensitive connection strategies and make reasonable adjustments such as 'chunking' tasks, using timers and implementing personalised sticker charts or rewards.

Wave 2 provides targeted support for small groups or individuals, while Wave 3 involves specialist intervention from our Thrive Practitioners or external agencies.

We follow a graduated, holistic response to behaviour where a child has suspected or already-identified special educational needs and/or disabilities, potential trauma or poor mental health and well-being. We do this while also making sure that all children are safe and can learn in a disruption-free environment.

We understand that all children are individuals and all have the right to personalised behaviour management support. We ensure that all children are treated equally and fairly in accordance with this policy. We know that the Disability Discrimination Act applies when behaviour is the disability and that we have a duty to make reasonable adjustments to environments, policies and procedures to ensure the equality of opportunity to which we all aspire.

14. BULLYING

All allegations of bullying should be recorded in line with the school's Anti-Bullying Policy recording procedure and acted upon, with outcomes reported back to the headteacher and those involved, both the child or parent/carer who has made the allegation and the child who has done the bullying if proven. See Anti-Bullying Policy.

Brailes C of E Primary School considers that bullying of any kind is unacceptable. Neither do we accept that it is a phase which children and young people go through, that it is part of growing up or that it teaches children and young people to stand up for themselves.

Brailes C of E Primary School acknowledges that bullying may happen from time to time, and we will deal with incidents as promptly and effectively as possible.

Brailes C of E Primary School wants to uphold a caring ethos within the school environment where everyone feels a sense of belonging and can work, play and express themselves, free from the fear of being bullied.

We use the acronym **STOP** to remind children that while bullying behaviour can be a one-off incident, bullying is when the behaviour carries on **S**everal **T**imes **O**n **P**urpose and the child should **S**tart **T**elling **O**ther **P**eople.



15. Harmful Sexual Behaviour

We are committed to maintaining a safe, respectful, and inclusive environment where harmful sexual behaviour (HSB), sexual harassment and sexual violence are never tolerated and are never dismissed as "banter", "just having a laugh" or "boys being boys". We recognise that HSB exists on a continuum—from online or face-to-face verbal comments to physical boundary-crossing like grabbing or pulling clothes—and that even minor inappropriate behaviours or misogynistic attitudes can escalate if left unchallenged. HSB can involve children of any age or gender, and while we understand that young children are developing their understanding of personal boundaries, any developmentally inappropriate or abusive behaviour will be addressed immediately through a safeguarding approach. We acknowledge that HSB often goes unreported, particularly affecting girls and pupils with special educational needs or disabilities (SEND), and we actively work to create a culture where every child feels safe to speak up, including the regular teaching and revisiting of our protective behaviours curriculum. All disclosures will be taken seriously, with victims provided with compassionate support to keep them safe and address the behaviour. Early intervention in inappropriate behaviour is essential to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Appropriate, trauma-informed interventions are put in place for any child displaying harmful behaviour to prevent further harm and support their own needs.

16. Harassment, Bullying and Child-on-Child Abuse

Our school is committed to providing a safe, respectful and nurturing Christian environment where every child is valued as a child of God. All members of the school community are expected to treat one another with dignity, kindness and respect.

In line with **Keeping Children Safe in Education (KCSIE) 2026**, the school adopts a zero-tolerance approach to all forms of harassment, discriminatory behaviour, prejudice-based incidents and child-on-child abuse. Behaviour will never be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys". Concerns will be taken seriously, investigated promptly and addressed appropriately. [gov.uk], [brownejacobson.com]

Definition of Harassment

Harassment is unwanted behaviour that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. Harassment may be:

- Verbal, physical or emotional.
- Face-to-face or online.

- A one-off incident or a pattern of behaviour.
- Directed at an individual or a group.

17. ROLES, RESPONSIBILITIES AND COMMUNICATION

All staff are responsible for: modelling positive behaviours, promoting the philosophy and aims of this policy, implementing the strategies within this policy and for having restorative conversations with pupils.

The school behaviour log on the Brailes Google Drive will enable staff to record Stars of the Week. Details of any restorative conversations are recorded on CPOMs and checked by the Headteacher at least weekly.

Any behaviour incidents, including bullying or racist behaviour, and online behaviour will be recorded on CPOMS. An ABCC (Antecedent, Behaviour, Consequence, Communication) chart may be completed following an incident to enable staff to explore presenting behaviour more deeply. (Appendix 3)

Restorative conversations will be fed back to the class teacher in brief, so that situations can be monitored effectively and fairly.

Depending on the incident, children must always be encouraged to suggest how to put things right, but also depending on the incident, some things have to happen in addition to their own suggestions - for example parents contacted, some loss of playtime to reflect on what went wrong.

On the rare occasion when a child does not respond to a restorative discussion, they will be given thinking time. This may involve spending time with the Headteacher.

All parents, children and staff are responsible for implementing the school's Home/School Agreement and parents can expect to be kept well informed of their child's behaviours in school. Class teachers will inform school leaders and seek advice when there is a continued need for restorative conversations with the same child/ren.

Class teachers will phone parents/carers to explain and share any ongoing concerns; these concerns will be dealt with in a timely manner and not left until parents' evening consultations/end of year reports. Sometimes behaviour 'mistakes' are cumulative and whereas an isolated incident may not need to be shared with parents/carers, where a pattern emerges, parents/carers do need to be informed and this conversation should be one of mutual support - a talk around what can be done both at home and at school to support better behaviour choices for the child.

Parents/Carers will be informed by letter if their child has used swear words in school.

The Headteacher will regularly speak with pupils to celebrate positive behaviours and to support conflict resolution, relational repair and reconciliation as and when necessary.

18 PARTNERSHIP WITH PARENTS

Everyone has a role to play in ensuring that our school is a calm and orderly environment. We need parents and carers to work with us to make sure that all children unlock their academic and personal potential.

There are some specific things that parents can do to help us. These include:

- Openly supporting the expectations in this policy.
- Letting us know of any practical difficulties you might have, for example in acquiring equipment or uniform.
- Letting the class teacher or pastoral staff know of anything that might affect your child's ability to behave well in school.
- Helping us to celebrate when children have successes or behave well by celebrating the successes at home.
- Working with us to resolve issues of poor behaviour - for example coming to a reintegration meeting, reiterating expectations at home, etc.
- Personally role modelling the principles of this policy when on the school site.

Parents/Carers who have any questions or would like to talk further about behaviour and relationships at Brailes CE Primary School are very welcome to make an appointment to speak with the Headteacher.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern continues, they should then contact the Headteacher. If these discussions cannot resolve the problem, parents or carers should refer to our formal Complaint's Policy on our website.

19. SERIOUS BEHAVIOUR INCIDENTS, SUSPENSIONS AND EXCLUSIONS FROM SCHOOL

We believe all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe, and supportive environment. In response to serious incidents or persistent misbehaviour that has not improved through in-school interventions, the Headteacher may use suspension or permanent exclusion as a vital tool to maintain school safety.

Only the Headteacher (or acting Headteacher) has the legal power to suspend or permanently exclude a pupil on disciplinary grounds.

Suspension: A pupil may be temporarily removed from the school for one or more fixed periods, up to a maximum of 45 school days in a single academic year.

Permanent Exclusion: This is a last resort used only in response to a serious breach or persistent breaches of the behaviour policy, and where allowing the pupil to remain would seriously harm the education or welfare of themselves or others.

When making these decisions, the Headteacher will apply the civil standard of proof (the 'balance of probabilities'), meaning it is more likely than not that the incident occurred.

Separation for Safeguarding Purposes
In rare and essential circumstances, the school may temporarily forbid a pupil from attending the premises for non-disciplinary reasons. This typically occurs due to an allegation of harm by one pupil against another, where physically separating the pupils is necessary during an investigation.

Incidents of serious behaviour, including physical assault, racism, homophobic incidents, online safety breaches, sexual harassment, sexual violence and bullying will be recorded on CPOMS. Please refer to The Stour Federation's policy regarding suspension and exclusion. This policy is in line with the DfE guidance on school suspensions and permanent exclusions. The decision to suspend or exclude a child is a serious one and will only be taken in response to a serious breach or persistent breaches of the school's Behaviour Policy, and if allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school.

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion or suspension, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

- Serious disruption to the calm running of the school and effective education of others
- Deliberate damage to property
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

20. USE OF SAFE TOUCH AND PHYSICAL INTERVENTION

We follow the Department for Education's (DfE) statutory advice on 'Restrictive interventions, including use of reasonable force, in schools' (April 2026). We define restrictive intervention as any means used to prevent, restrict, or subdue the movement of a pupil's body or part of their body. This is an umbrella term that includes both physical and non-physical actions intended to restrain pupils.

Safe Touch and Physical Contact

There are many daily occasions where staff will have appropriate physical contact with pupils. In these situations, staff must always consider the pupil's age, individual characteristics and history, ensuring the contact never takes place in private. We do not have a 'no contact' policy, as this can prevent staff from intervening when necessary to protect pupils for example:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self regulate

- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during P.E. lessons or sports coaching

Use of Reasonable Force

Reasonable force refers specifically to physical restrictive interventions and is used with no more force than is necessary and is applied for the least amount of time required. All members of school staff have the legal power to use reasonable force to prevent a pupil from injuring themselves or others, committing a criminal offence, damaging property, or causing serious disorder.

It is strictly illegal to use force as a punishment. Staff must never restrain a pupil in any way that affects their airway, breathing, or circulation, such as applying pressure to the neck or abdomen. If a pupil is unintentionally held on the ground, they must be released or moved into a safer standing position as quickly as possible.

At Brailes, there are staff who are trained in de escalation strategies, giving them the confidence and strategies needed to de-escalate challenging situations and reduce the need for physical intervention.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

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

Incidents of positive, manual handling will be recorded in the Bound and Numbered Book stored in the headteacher's office and parents will be informed. Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

A report of the incident made to parents should include the following details as a minimum:
• time, date, location and approximate duration of the intervention
• brief account of why the intervention was assessed as necessary in that instance
• brief account of what type of force was applied, and the degree of force
• details of any physical injuries sustained, if applicable

The school will communicate this information to parents in writing. Parents will be invited to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:
• any behavioural triggers or warning signs of an impending incident
• whether any agreed behaviour support plans were followed
• what de-escalation strategies were used and how effective they were
• what might be done differently in the future The school may use this information to amend any existing behaviour support plans, as needed.

Seclusion
Seclusion is a non-disciplinary safety measure used only to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It involves keeping a pupil confined alone in a room and preventing them from leaving.
Seclusion must never be used as a punishment or a response to wilful misbehaviour. The environment for seclusion must be safe and non-threatening, and the pupil must be supervised at all times. The pupil must be allowed to leave as soon as the immediate risk of harm has reduced.

Considerations for Pupils with SEND
We recognise that pupils with Special Educational Needs and/or Disabilities (SEND) may be disproportionately subject to restrictive interventions due to triggers like sensory overload, anxiety, or communication difficulties. Our staff work to understand these underlying triggers to provide proactive support and de-escalation. For these pupils, we co-produce behaviour support plans with parents to outline reasonable adjustments and specific strategies to avoid the need for restrictive interventions.

Recording and Reporting Duties
We have a statutory legal duty to record and report all significant incidents of force and every instance of seclusion.

Recording: Incidents must be recorded in the Bound Book by the involved staff as soon as possible, ideally on the same day. The record must include the names of those involved, the duration, a brief account of the triggers, and any injuries sustained.

Reporting: Parents must be informed of any significant use of force or seclusion as soon as practicable, with the school endeavouring to notify them on the same day. This information will be provided in writing and followed by an invitation for a discussion to review the pupil's support plan.

21 . CLASSROOM REMOVAL
Removal from the classroom is a serious disciplinary sanction where a pupil is required to spend a limited time out of their regular class under the instruction of a senior leader. While this practice is sometimes referred to as an ‘internal suspension,’ it is not recorded as an official suspension, as the pupil remains on the school premises rather than being sent home.
Removal is used to maintain the safety of all pupils, restore stability following high levels of disruption, or to allow a pupil to regain calm in a safe space.
During this time, the pupil will continue their education in a supervised, managed environment with meaningful work. Parents will be notified on the same day that their child has been removed. Staff will facilitate a reflective conversation with the pupil before they are reintegrated into the classroom**.**

22. LEAVING THE PREMISES

In the serious event of a child leaving the premises, the Headteacher or member of the Senior Leader should be informed and they will be responsible for informing the police and the child’s parents/carers. A member of staff should observe the child, if practical to do so, but on no account should they chase or run after the child, as this may make the situation worse.

23 SEARCHING, SCREENING AND CONFISCATION

In accordance with the DfE guidance on Searching, Screening and Confiscation', Brailes C. of E. Primary School maintains the right to search, screen, and confiscate items to ensure the school remains a calm, safe and supportive environment. These powers are a vital measure to safeguard pupil and staff welfare.

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher may authorise staff to search for specific items or for all items prohibited by school rules.

Staff have a statutory power to search a pupil or their possessions (including bags, desks and lockers) where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Staff have the power to search a pupil for any item if the pupil agrees. If a pupil refuses to co-operate, they may be sanctioned in line with the behaviour policy. For prohibited items, staff may search without the pupil's consent.

The search must be conducted by a member of staff who is the same sex as the pupil, with another member of staff present as a witness. Staff may search a pupil's outer clothing, pockets, and possessions (including bags and lockers). Staff must never require a pupil to remove any clothing other than outer clothing (e.g., hats, shoes, coats).

School staff can confiscate, retain, or dispose of a pupil's property as a disciplinary penalty.

Any search for a prohibited item must be recorded in the school's safeguarding reporting system (CPOMS), regardless of whether an item is found. Parents will always be informed of any search for a prohibited item as soon as practicable. The school will inform parents of what was confiscated and any resulting sanctions.

Things that are not allowed in school

So that we can keep everyone safe and focused on learning, there are some things that children are not allowed to bring into school. This list isn't exhaustive, as we cannot imagine everything that might cause children or staff not to be safe or able to focus on learning.
Children cannot bring into school:

- knives, regardless of size or purpose;
- weapons of any kind;
- alcohol;
- illegal drugs;
- recreational drugs and 'vapes';
- stolen items;
- tobacco, cigarette papers, filters or other smoking equipment;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Mobile phones and other smart technology

We do not allow children to use mobile phones and other forms of smart technology such as tracking devices during the school day. If a child has a mobile phone or another form of smart technology out in school, it will be confiscated and returned to the parent or carer.

24 SAFEGUARDING

If staff feel that a child's behaviour represents a safeguarding risk, they will report this via CPOMS. (See Child Protection and Safeguarding Policy).

If anybody has any concerns over the behaviour of an adult in school they should complete a yellow form (widely available around school) detailing their concern and hand it to the school's Designated Safeguarding Lead. (Refer to Child Protection and Safeguarding Policy).

25. MONITORING AND EVALUATION

The headteacher is responsible for the regular review of this policy and for ensuring it is implemented by all staff consistently.

The Local Academy Council Governors for Brailes CE Primary School are responsible for approving this policy. They will also monitor its effectiveness, holding the headteacher to account for its implementation.

26. SUMMARY

'All children have the right to feel safe all of the time as well as the right to talk with someone about anything, even if it feels awful or small' (Protective Behaviours). Our aim is to create an environment where by explicitly teaching desired behaviours, pupils can learn in a calm, safe and focussed learning environment.
At Brailes C. of E. Primary, we aim to support children in the development of social and emotional skills and relationships so that they can do well at school and develop their resilience and their capacity to deal more confidently with life's challenges

27. LINKED POLICIES AND DOCUMENTS

This policy is to be read in conjunction with the following policies and documents:

- Brailes Theologically Rooted, Vision, Mission and Values.
- Brailes Anti-Bullying Policy.
- Trust Child Protection and Safeguarding Policy.
- Trust Staff Behaviour Policy (Code of Conduct).
- Trust Inclusion Strategy.
- Trust 2030 Strategy.
- Trust Online Safety Policy.
- Trust Acceptable Use Policy.
- Brailes SEND Policy.
- Brailes Health and Safety Policy.
- Trust Educational Visits Policy.
- Brailes Helping Hands Guide for Volunteers.

- Brailes Spirituality Policy.
- DfE Guidance on Suspensions and Exclusions Policy.

APPENDIX 1: Appendix 1. The vital relational functions (VRFs - Attune Validate Containment Regulation) to help pupils to regulate behaviour



We recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum education outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil's wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

The escalation of a child's emotional intensity will always have an inciting stimuli, for example something said by a peer or something related to an adverse childhood experience that triggered them. This will cause a release of adrenaline into the body, heightening their 'fight' or 'flight' response which will inhibit their ability to regulate their emotional responses. The first step should always be the removal of the triggering stimuli. This can be done by moving the individual or their peers to a safe space.

We can help children to regulate their emotional state in many ways. Guided by the Thrive approach de-escalation begins with the **Vital Relational Functions** (VRFs):

- **Attune -** match the child's energy using your body, face and voice.
- **Validate -** let the child know that it is ok to have the feeling.
- **Contain -** be alongside as a helpful supportive adult.
- **Regulate -** soothe or stimulate back to social engagement.

Things to consider whilst using the VRF's

We understand that children who are dysregulated do not have access to their prefrontal cortex (thinking brain) therefore language should be kept to a minimum. Be alongside to soothe and contain, using short phrases such as 'I can see this is tricky for you, and I will keep you safe' or 'let's breathe together'.

It is important for the child to recognise the sensations (trembling, pounding heart, fuzzy feeling, queasiness etc) that they experience and relate them, with adult support, to the actual feeling e.g. anger, sadness, excitement.

It is important to be empathic and non-judgmental - feelings for the child are absolutely real for them whether you as the adult feel they are justified or not. Avoid reasoning with the child until later. Shining a light too soon may lead to escalation.

Additional adults getting involved may escalate the situation. The adult dealing with the incident is the person who takes the lead to request help or to tag team. We recognise that relationships vary between staff and pupils, it is important that this is held in mind when staffing an incident.

Once the child is regulated, the child will need an adult to lend them their thinking brain (Captain Thinking). The following questions will allow learning to take place.

- Can you show me what happened? (using the arts will allow the child to express the incident eg. using puppets or a sand tray.)
- I am wondering if you felt angry / frightened / sad etc.
- I can imagine it's difficult to have those big feelings but it is not ok to ……, I think I could help you with that.
- How do you think…….. is feeling?
- I wonder if there is a way that we could make this right?

The adult lends their thinking brain to problem-solve, by paraphrasing, offering it back in small chunks to the child to work out an appropriate solution. It is important to focus on the issue at hand and not bring up previous incidents or events that are not relevant. Use **WIN** (I **w**onder, I **i**magine, I **n**otice), not necessarily in that order. All staff will take responsibility for leading restorative conversations to ensure a positive outcome.

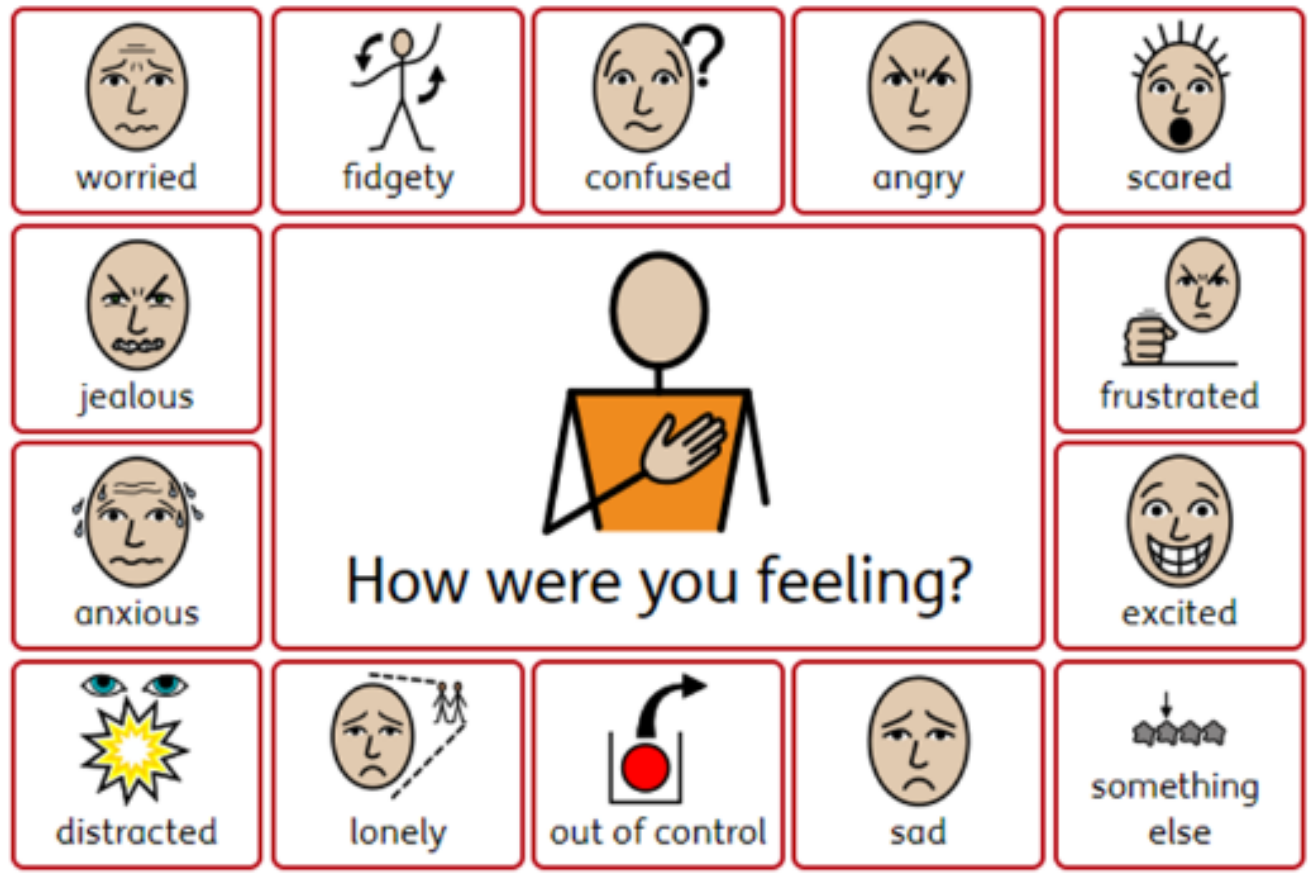
It is important that after staff have been dealing with a child presenting with distressed behaviour, they take time to reflect on what has happened and check in with a trusted colleague.

APPENDIX 2:

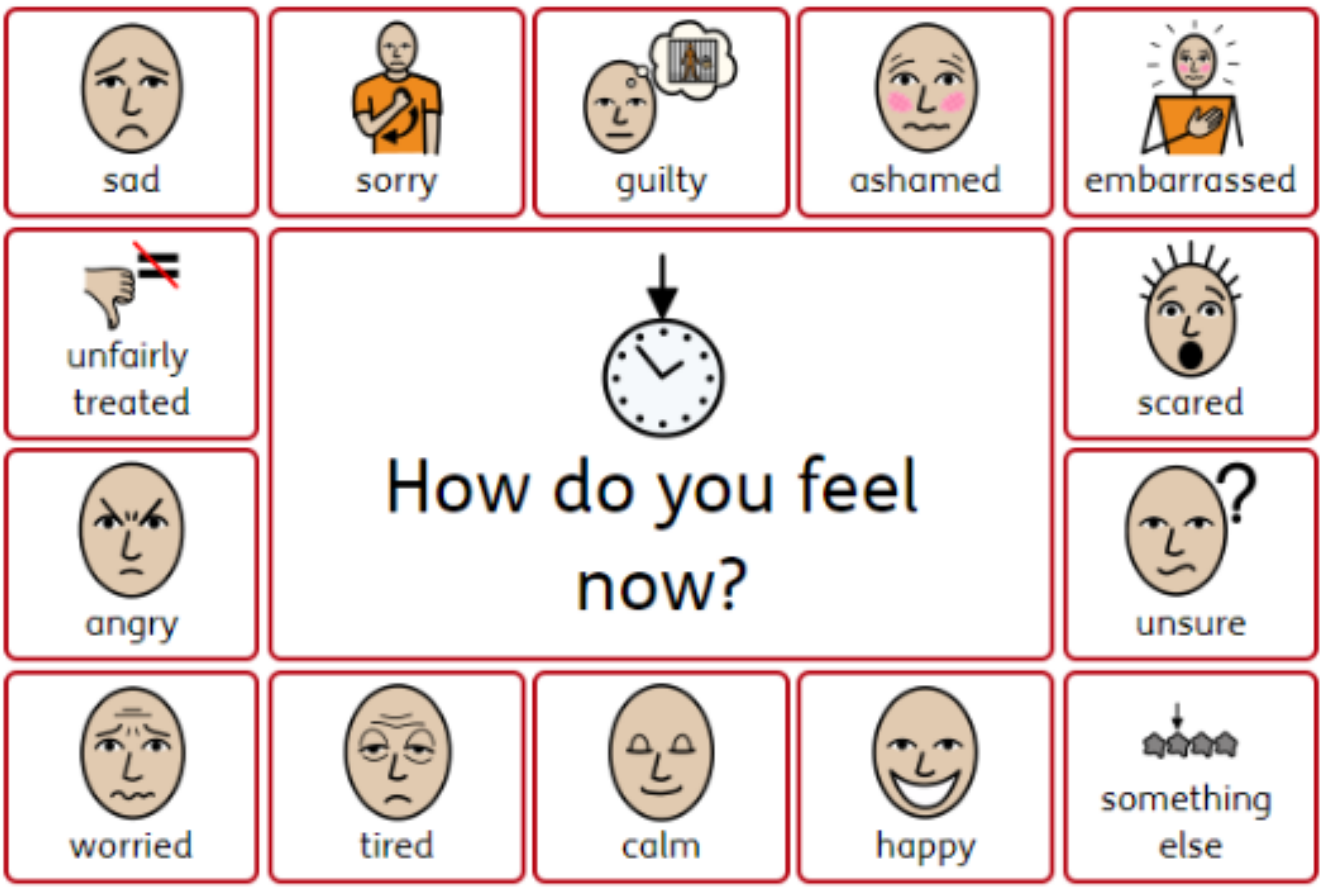
BUILDING BRIDGES • REPAIRING RELATIONSHIPS • WALKING TOGETHER

Step	The Restorative Question	Reflection & Restorative Value
1 	**What happened?** *[God be in my head] - Curiosity*	Curiosity to understand the event calmly from all sides.
2 	**What were you thinking?** *[God be in my head] - Courage*	Courage to reflect honestly on our thoughts and choices.
3 	**How did you feel and how are you feeling now?** *[God be in my heart] - Compassion*	Compassion to name our own emotions and soothe our distress.
4 	**Who was affected, and how are they feeling?** *[God be in my eyes] - Compassion*	Compassion to put others first and understand their feelings, building deep empathy.
5 	**What needs to happen to put things right?** *[God be at my end] - Courage*	Courage to offer active repair, genuine apology, and restorative forgiveness.

RESTORATIVE CONVERSATIONS (WIDGIT VERSION)


worried
fidgety
confused
angry
scared
jealous
How were you feeling?
frustrated
anxious
excited
distracted
lonely
out of control
sad
something else


me
a friend
a teacher
a T.A.
my mum
child in my class
Who has been affected?
my dad
a child
my brother
a MDSA
a parent
someone else
my family
my sister


sad
sorry
guilty
ashamed
embarrassed
unfairly treated
How do you feel now?
scared
angry
unsure
worried
tired
calm
happy
something else


apologise
write a letter
talk to someone
take responsibility
fix something
follow instructions
What needs to happen to make it better?
make a change
miss playtime
clean something
time out to calm and think
share
help
make a plan
something else

APPENDIX 3: ANTECEDENT, BEHAVIOUR, CONSEQUENCE, COMMUNICATION CHART

The Stour Federation Serious Behaviour Incident ABCC Record Form

Pupil Name:	**Class/Year Group:**	**Date**	**Person completing the form**

Previous Exclusions ⬜	**Fixed Exclusion** ⬜	**Permanent Exclusion** ⬜

ANTECEDENT Describe the context in which the behaviour occurred: the lesson, teacher, what others were doing, what happened before etc.	**BEHAVIOUR** Describe the events factually and in performance terms so an outsider can visualise it exactly.	**CONSEQUENCES/ OUTCOME** What happened next? What did the individual and others do? What was the effect of these actions	**COMMUNICATION** What do you feel the behaviour was trying to communicate?
Names and accounts of any witnesses:			
Parents of instigator informed YES/NO		**Parents of victim informed YES/NO**	

APPENDIX 4: HOME SCHOOL AGREEMENT

Appendix 5: Consequences Posters



Consequences

Work in another room or space.



Up to 10 minutes at playtime putting it right.

Be ready.



Be respectful.



Be my best.





Consequences



Work in another room or space.



Up to 10 minutes at playtime putting it right.

Appendix 4: Home School Agreement

BRAILES C of E PRIMARY SCHOOL

GROW TOGETHER, SHINE BRIGHT

'Let your light shine.'

Matthew 5:16

BELIEVE BELONG ASPIRE

Be ready: embrace high standards in all we do; come to school with a ready to learn attitude (properly equipped and wearing school uniform); ensure high attendance and punctuality; be ready for learning; attend parents' evenings and workshops to support learning and wellbeing; communicate effectively.

Be respectful: value, respect and include everybody; care for all children in school; create a safe and happy environment in which every child matters; move around school safely; support school's policies; treat others how you would like to be treated; use words which are kind, brave and true.

Be my best: be compassionate, curious and courageous; celebrate successes; build others up; learn from mistakes; put things right when they go wrong; support home learning; work in partnership; be proactive; stay safe online; make the most of every minute of learning and social times; enjoy being part of the school team.

School: Parent/Carers: Child: