



St Christophers Academy

# Positive Relationships Policy



Executive Principal: **Thomas Clarke**

Head of School: **Marianne Hayes**

**September 2026**

Review date: **September 2027**

**St Christophers Academy is committed  
to providing a safe and secure  
environment for all.**

**Positive Relationships Policy**  
(Including behaviour management and discipline)

## **Overview**

At St Christophers Academy, we have high expectations of behaviour from both our pupils and adults. We strongly believe that all behaviour is a means of communication; a way of expressing an emotion/emotions.

Our Positive Relationship Policy is a framework of expectations, routines, rights, and responsibilities. Within this, we guide, encourage and teach pupils to form positive relationships with all of those around them. This allows teachers to teach and pupils to learn.

## **Aims of the Policy**

- To create a culture of exceptionally good behaviour: for learning, for the community and for life.
- To promote community cohesion through positive relationships.
- To ensure that all learners are treated fairly and shown respect.
- To support learners to take control of their behaviour and accept responsibility for consequences of it.
- To build a school community that values kindness, care and empathy for others.
- To ensure that excellent behaviour is an expectation for all.

## **Rights**

Every person in our school has rights. Each teacher has the right to teach without disruption and each child has the right to learn without interference.

We recognise that every member of the school community has:

- The right to learn and help others, through careful listening and turn taking.
- The right to feel safe in, and moving, around the school, classroom, and playground.
- The right to express themselves, ask questions, and share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Guidance.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school; where equipment and belongings are looked after.

## **Contents**

<b>Values and Expectations</b>	<b>4</b>
<b>Role of the Adults</b>	<b>5</b>
<b>Positive Recognition and Reward</b>	<b>7</b>
<b>Managing Behaviour</b>	<b>8</b>
<b>30 Second Script</b>	<b>9</b>
<b>The Follow Up</b>	<b>10</b>
<b>Pastoral support</b>	<b>11</b>

<b>Consequences</b>	<b>12</b>
<b>Serious breaches</b>	<b>13</b>
<b>Suspension</b>	<b>14</b>
<b>Reintegration of Suspended Pupils</b>	<b>15</b>
<b>Role of Parents/Carers</b>	<b>15</b>
<b>Reasonable Force and Planned Physical Intervention</b>	<b>16</b>
<b>Conduct Outside of School</b>	<b>17</b>
<b>Appendix A</b>	<b>18</b>
30 Second Script	18
<b>Appendix B</b>	<b>19</b>
Think Sheet	19
<b>APPENDIX C</b>	<b>20</b>
Appendix to the Behaviour Policy – Physical Intervention	20
<b>APPENDIX D</b>	<b>22</b>
Values at St Christophers Academy	22
<b>APPENDIX E</b>	<b>23</b>
Responding to negative behaviour flowchart	23

## Values and Expectations

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations and shared values. To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work. We refer to these as our school values (Appendix D).

To create and maintain a positive classroom and school environment we encourage:

- Self-regulating behaviour (self-control/self-discipline/self-management/mindfulness).
- Taking responsibility for the choices we make and the consequences of these choices.
- Having respect for the rights and beliefs of adults and of other pupils.
- Working cooperatively. ● Honesty and fairness.

We achieve these through a clear and shared set of expectations, rights, routines, and responsibilities.

Our school expectations are clear and simple. They are displayed around our school, are used consistently and are linked with consequences. They are:

Ambition	Community	Respect	Responsibility
----------	-----------	---------	----------------

At St Christophers Academy, we have standards of behaviour that we expect to see from all children. These include:

- ★ demonstrating our school values
- ★ having 97% attendance or more
- ★ walking safely around school and having voices off in our 'quiet zones'
- ★ showing good manners and being polite
- ★ wearing school uniform with pride
- ★ listening carefully and following instructions
- ★ caring for everyone in our school and everything in it
- ★ being helpful to everyone
- ★ using kind words, kind hands and kind feet
- ★ completing tasks to the best of our ability (including homework)
- ★ trying our best
- ★ using our best handwriting and presentation in all work (including homework)

and most importantly...

- ★ showing respect to ourselves, our school and everyone in it

## Role of the Adults

At St Christophers Academy, we expect all adults (staff members and parents/carers) to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness and support. Respect will always be shown.

### All Staff

At St Christophers Academy, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

All staff in our school will:

1. **Follow** our consistent adult behaviour expectations (see below).
2. **Meet and greet** at the door at the beginning of the school day.
3. Refer to our school **values**.
4. **Support** every child in the school.
5. **Model** positive behaviours and build relationships.
6. **Plan** lessons that engage, challenge and meet the needs of all learners.
7. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past children displaying negative behaviour choices.

## Consistent Adult Behaviours

<b>We are: calm, kind, fair, respectful, consistent, empathetic and supportive.</b>	We do not shout at pupils. There is never a valid reason for shouting at a pupil. The only exception might be if a pupil was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other pupils in harm's way.
<b>We always refer to the behaviour and not the child.</b>	When we are speaking to pupils about not following our values, we always talk about the behaviour so that they understand they have a choice in how they behave.
<b>We support each other.</b>	The entire community of people must provide for and interact positively with pupils for those children to experience and grow in a safe and healthy environment.
<b>We have positive interactions.</b>	We use a non-confrontational approach when speaking to the pupils and the rest of the school community. We speak positively and focus on the positive options. In the initial interaction, we avoid talking about what is wrong or what the bad choices are.
<b>We can signal the need for attention by clapping.</b>	Adults will choose the appropriate method for signalling the need for attention. Clapping a rhythm which is repeated by the children can be used.
<b>Every interaction with a child is an intervention.</b>	We recognise that all of our interactions with children will have an impact on them, short and longer term.

## Positive Recognition and Reward

Most of the pupils at our school will respond well when their efforts are recognised and rewarded. At St Christophers Academy we use a range of rewards:

Reward System	Who for?	What happens
Verbal praise	All pupils	Intrinsic rewards are most effective for both short and longer term. We develop children's positive feelings towards good choices by recognising pupil's effort and positive attitudes. This approach has a significant impact on other pupil's behaviour.

<b>Positive phone call home/ positive note home</b>	Nursery to Year 6	Teachers celebrate positive behaviour choices by including the parent/carer. When able to, the teacher may make a phone call home. Alternatively, a note will be written on a postcard stating the positive choices the child has made.
<b>House points</b>	Year 1 to Year 6	Children who demonstrate good attitudes to learning and make excellent behaviour choices are recognised by receiving house points. Each term, the house with the most house points will win a special celebration event.
<b>Headteacher's award</b>	Reception to Year 6	Each week, a child is nominated by their class teacher to receive the week's headteacher award. This is given as a certificate in each celebration assembly on Monday mornings.
<b>Subject specific skills/attainment recognition</b>	All pupils	Some subjects will have occasional recognition systems to celebrate positive engagement with the learning.

We know that not all pupils respond in the same way to different forms of praise, therefore, there will be discretion exercised by class teachers based on the individual pupil in certain circumstances.

## Managing Behaviour

Pupils are responsible for their own behaviour. All staff will deal with behaviour, without delegating, using the following steps for dealing with poor conduct.

Staff are patient following the steps and resist the urge to jump steps. Staff know their role in managing behaviour (Appendix E).

### 1 - Encouragement

Remind the whole class of expectations and praise the pupils making good choices, give gentle encouragement to those that need it.

<p><b>2 - Reminder</b></p> <p>Child specific, said in private, de-escalate here where possible and use initiative to keep at this stage:</p> <p><i>“Please can I remind you to show respect by sitting quietly when someone else is talking.”</i></p>	
<p><b>3 - Warning</b></p> <p>Said in private:</p> <p><i>“At St Christophers Academy we show the value of respect. This is your warning. You now need to sit silently when someone else is talking to the whole class.”</i></p>	
<p><b>4 - Last chance</b></p> <p>30 Second Script (see below) (and Appendix A)</p> <p>The adult can give the pupil a chance to reflect, away from others. This is optional and could take place just outside the classroom door, for 1 or 2 minutes, to diffuse the situation.</p>	
<p><b>5 - Teacher’s choice</b></p> <p>This could be: a quick catchup, restorative conversation, making up time, reflection time during break or lunch, or natural consequence.</p>	
<p><b><u>Either</u> Pastoral Referral</b></p> <p>This is for a child who is currently dysregulated. A decision is made about next steps.</p>	<p><b><u>or</u> SLT Conversation</b></p> <p>This can happen immediately, if practical, or at break time or lunchtime. A think sheet will be completed (Appendix B).</p>
<p><b>HoS referral</b></p> <p>This is for the most serious breaches of the behaviour policy including racism, bullying, serious physical assault. This should be immediate for these instances.</p>	

## 30 Second Script

- ❖ **I notice that you are...** (having trouble getting started/talking to your friend)
- ❖ **You weren’t living the value of...** (\*\*\*\*, \*\*\*\*, \*\*\*\* or \*\*\*\*)
- ❖ **By not living the value of .... you have chosen to...**  
(whatever the consequence is for their behaviour e.g. do your work at lunchtime instead, spend reflection time in...)

- ❖ **Do you remember last week when you...**  
(did some great work on.../were really kind to...)
- ❖ **That is the** [insert pupil's name] **who I want to see today**
- ❖ **Thank you for listening**

Walk away as soon as you have finished and praise pupils who are getting it right. Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a **quiet word** or a **visual cue** in order to correct the behaviour. Although there are occasions when it is necessary, every minute a pupil is out of a lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. We praise the behaviour we want to see and avoid drawing the class's attention to negative choices made by other pupils. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and warning** of the expectations for pupils referring to the school values should be delivered **privately** to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request '**take up time**'.

A clear, verbal, final **last chance warning** should be delivered **privately** to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

## The Follow Up

The classroom teacher has the following options:

### 1. **Catch up**

This level of behaviour may need no more consequences. However, it is very important to catch up with the pupil before the next lesson, acknowledge that failure to live the values had an impact on the lesson/others/themselves and that the next lesson is a fresh start .

### 2. **Restorative Conversation**

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sitting at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the pupil. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get pupils to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the pupils, sometimes for everyone.

### **3. Making up time**

Work that was not done in the lesson can be set for a pupil to complete during break or lunch time. Discretion should be used by staff based on the pupil and situation.

### **4. Reflection time during break or lunch times**

Lengthy reflection time served days after the incident don't make the point or teach anyone better future behaviour. Any reflection time should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries. Short periods of time can be impactful and this doesn't need to be full break times.

### **5. Natural consequence**

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

## Pastoral support

### **What happens with pastoral support?**

1. Self regulating space is provided.
2. There is the opportunity to talk, access support and reset.
3. A quiet place to work is provided if necessary.

### **Repair - Self regulating space**

The initial contact should be calm and show the pupil that adults are not affected by their behaviour. Initial contact with a member of the SLT to determine whether there needs to be some time in this area. The quiet space will be the required year group intervention room, until the pupil is ready to talk and access support to help regulate their emotions. Different equipment is offered to support the child to regulate: ear defenders, sensory/ fidget toys, weighted blanket, etc.

### **Restore - Space to talk, access support and reset**

For most pupils the aim is for the repair/restore to take place straight away, if necessary, with the pupil remaining in the quiet space for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the child the time to regulate their emotions.

The SLT will be responsible for the restorative actions and following up with the class teacher. Also, arranging any further support and/or assessment.

The 6 restorative questions are used:

- 1) What happened?
- 2) What were you thinking at the time?

- 3) How did this make people feel?
- 4) Who has been affected?
- 5) What should we do to put it right?
- 6) How can we do things differently in the future?

### **Return to learn - Quiet space to work**

Pupils have a quiet area to complete the work that they are missing due to being removed from class. There is always an expectation that the work is completed. Some pupils may be placed into this area quite quickly, if for instance their removal was a one off and by means of being removed from the situation they had calmed and self regulated. They would then return to their next lesson ready for learning.

Pupils in Reception and Nursery return to their setting and there is flexibility around whether they move back into child-led activities, or time outside, or in another area of the classroom.

## **Consequences**

**Consequences are not intended to humiliate or make an example of any pupil. The aim is to help the child think about their choices and take responsibility for changing their behaviour.**

At St Christophers Academy, we use a variety of consequences. They are tailored to suit the needs for each child within our school. All consequences given are logical:

**Related** consequence must be related to the behaviour

**Respectful** the consequence must not involve shame or pain, should be kindly and firmly enforced and is respectful to everyone involved

**Reasonable** the consequence is reasonable

**Helpful** it helps the child to understand what went wrong

- A non-verbal reminder
- Verbal reminders
- Quick catch up
- Restorative conversation

All consequences below should include involvement from home:

- Time Out, either in the classroom or in the playground dependant on location of incident
- Spending time out in another classroom. This must be agreed by a member of SLT (not necessarily HoS) and the receiving class teacher
- SLT involvement
- Time working outside of class
- Suspension (please see below for further guidance)
- Permanent Exclusion (please see below for further guidance)

We record all behaviour incidents on an online system (CPOMS) which enables us to have a clear picture of the choices our pupils are making and how we can best support them. Our behaviour log can be accessed securely by staff at <https://stchris.cpoms.net>

Support will be tailored to suit the needs of each pupil. This support may include:

- Verbal praise
- Circle times and/or PSHE sessions
- Open communication with parents and carers
- Support from SLT, including Well-Being lead, SENCo, and Family Worker
- SEND Support Plans
- Where appropriate, external referrals may be made e.g. CAMHS, EP, Social Care, Jigsaw (in conjunction with our SENCo/Family Worker)

## Serious breaches

**Pupils who commit a serious breach will be referred immediately without support steps. This might include bullying, racist language, serious physical assaults, homophobic behaviour, immediately dangerous behaviour.**

It is important for children who have committed serious breaches to have the opportunity to reflect on their choices and be supported in making better choices in the future. It is also important that there are clear routes to take when a child seriously breaches our school's values. Each incident will be considered individually; mitigating and aggravating factors will be taken into account when senior leaders decide on next steps to take.

Below are some examples of serious behaviours with some of the consequences outlined that could be taken. Consequences are at the discretion of the Head of School and based on individual circumstances.

Behaviour	Step 1	Step 2	Step 3	Step 4
<b>Racist language and behaviour</b>	(If not intentionally unkind and there is a lack of understanding) Time out of class with SLT reflecting. Think sheet. Missed break/lunch. Education needed on racism.	(If there are mitigating circumstances) Time out of class with SLT reflecting. Think sheet. Missed break/lunch. Further education needed on racism and how to combat. Internal seclusion.	Suspension	Permanent exclusion
<b>Bullying</b>	We refer to our anti-bullying policy.			
<b>Homophobic behaviour</b>	Time out of class with SLT reflecting. Think sheet. Missed break/lunch. Education needed on homophobia.	Time out of class with SLT reflecting. Think sheet. Missed break/lunch. Further education needed on homophobia and how to combat. Internal seclusion.	Suspension	Permanent exclusion
<b>Intentional serious physical harm caused to an adult or child</b>	Our priority is to keep everyone safe. This may necessitate the use of physical intervention. Significant reflection time.	Our priority is to keep children safe. This may necessitate the use of physical intervention. Significant reflection time followed by learning time. Internal seclusion	Assaults which incur significant injuries could incur suspension.	Assaults which incur significant injuries could incur permanent exclusion.

<b>Dangerous behaviour which puts others at serious risk</b>	Our priority is to keep everyone safe. This may necessitate the use of physical intervention. Significant reflection time.	This may necessitate the use of physical intervention. Reflection time and consequence. Internal seclusion.	Suspension	Permanent exclusion
<b>Behaviour which significantly disrupts the school</b>	Reflection time with SLT to consider their behaviour and the impact (outside of lesson time).	Reflection time with SLT to consider their behaviour and the impact (in and outside of lesson time). Internal seclusion.	Suspension	Permanent exclusion

## Suspension

St Christophers Academy follows the guidance on suspensions and permanent exclusions issued by the Department for Education. This can be found:

<https://www.gov.uk/government/publications/school-exclusion>

Part of this guidance includes,

*This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected.*

[...]

*5. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.*

*6. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.*

*7. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.*

[...]

*11. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:*

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.*

## Reintegration of Suspended Pupils

All pupils being reintegrated following suspension have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary steps are taken, to support the pupil in making a successful return to class/school. These could include allocation of a member of staff to check in with, clear systems of rewards and sanctions, communication procedures and liaison with parents or carers. All reintegration meetings have minutes taken.

## Role of Parents/Carers

St Christophers Academy strives to create a climate where all staff work in partnership with parents and carers. We achieve this by supporting and involving parents and carers wherever possible. This is communicated to parents and carers through the use of the Home/School Agreement and in all interactions between staff and parents and carers. This policy of shared partnership facilitates the best possible provision for each child. Concerns expressed by parents and carers are valued, discussed and acted upon, with appropriate steps being taken to alleviate these concerns.

Parents and carers have an important role in encouraging their children to recognise good behaviour. Parents and carers can help by:

- Recognising that an effective school behaviour policy requires close partnership between school and home;
- Discussing the school and classroom expectations with their child, emphasising their support of them and assisting when possible with their enforcement;
- Attending Parents'/Carers' Evenings, functions and developing informal contacts with school;
- Understanding that all staff deal with behaviour problems in a patient and positive manner;
- Impressing their child that they should respect all adults in school;
- Not openly criticising school or staff in front of their children;
- Encouraging their children to talk to adults in school if anything goes wrong; ● Displaying and upholding our 'School Values' both inside and outside of school. ● Communicating with staff in a warm and respectful manner.

If children have a problem in school, parents/carers are welcome to come in and discuss it with staff. In the first instance this should be with the class teacher. If the issue remains unresolved an appointment may be made with a member of SLT. Parents and carers should not approach other children directly.

## Reasonable Force and Planned Physical Intervention

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- causing personal injury to, or damage to the property of, any person (including themselves); or
- prejudicing the maintenance of good order and discipline at the school or among any pupil receiving education at the school, whether during a teaching session or otherwise.

St Christophers believes that force should be used very rarely and in extreme circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Executive Principal has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises i.e. on an educational visit or journey.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. All unplanned use of reasonable force will be reported to parents. Such incidents involving the use of force will also be recorded by the school. This will include what restraint was used, for how long, and why the member of staff decided that this was the appropriate course of action. It is important that the risks of not restraining the child are noted.

Details about the use of reasonable force and planned physical intervention can be found in [Appendix C](#).

## Conduct Outside of School

The law allows teachers to “discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.”

Negative behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school may be addressed using the consequences on page 11.

Teachers may issue consequences for:

- negative choices when the pupil is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only manage this negative behaviour on school premises, when the pupil is under the lawful control of the staff member.

## Monitoring and Evaluation

It is the responsibility of the Executive Principal and the local governing body to monitor this information.

## Implementation and Review

This policy will be made known to all staff, parents/carers and governors, and published on St Christophers Academy's website. Copies are also available upon request from the academy office. This policy will be reviewed two yearly or as required and follows advice from the Department for Education (most recently *Behaviour in schools: advice for headteachers and school staff* – September 2022 and *Use of reasonable force in schools* – July 2013)

## Author and Date

Written: September 2024 (Executive Principal)

Updated:

Ratified by LGB:

Review: September 2026

## Appendix A

### 30 Second Script

- ❖ **I notice that you are...**  
(having trouble getting started/talking to your friend)
- ❖ **You weren't living the value of...**  
(\*\*\*\*, \*\*\*\*, \*\*\*\* or \*\*\*\*)
- ❖ **By not living the value of .... you have chosen to...**  
(whatever the consequence is for their behaviour e.g. do your work at lunchtime instead, spend reflection time in...)
- ❖ **Do you remember last week when you...**  
(did some great work on.../were really kind to...)
- ❖ **That is the [insert pupil's name] who I want to see today**

❖ **Thank you for listening**



# Appendix B

## Think Sheet

For Behaviour Reflection




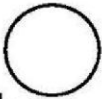
Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

What happened?



How did I feel?

- |  |  |  |  |  |   |   |
|--|--|--|--|--|---|---|
| <input type="checkbox"/>  Angry | <input type="checkbox"/>  Sad | <input type="checkbox"/>  Worried | <input type="checkbox"/>  Embarrassed | <input type="checkbox"/>  Scared | <input type="checkbox"/>  Frustrated | <input type="checkbox"/>  Other: _____ |
|--|--|--|--|--|---|---|

Who was affected?

- |                             |                                       |                                   |                                       |
|-----------------------------|---------------------------------------|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Me | <input type="checkbox"/> Classmate(s) | <input type="checkbox"/> Adult(s) | <input type="checkbox"/> Other: _____ |
|-----------------------------|---------------------------------------|-----------------------------------|---------------------------------------|

How did they feel?

- |  |  |  |  |  |   |   |
|--|--|--|--|--|---|---|
| <input type="checkbox"/>  Angry | <input type="checkbox"/>  Sad | <input type="checkbox"/>  Worried | <input type="checkbox"/>  Embarrassed | <input type="checkbox"/>  Scared | <input type="checkbox"/>  Frustrated | <input type="checkbox"/>  Other: _____ |
|--|--|--|--|--|---|---|

What bad choice did I make?

Why was this a bad choice?

How can I make it right?

- |                                    |   |                                   |                                       |
|------------------------------------|---|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Apologise | <input type="checkbox"/> Fix what is broken | <input type="checkbox"/> Clean up | <input type="checkbox"/> Other: _____ |
|------------------------------------|---|-----------------------------------|---------------------------------------|

What will I do next time?

- |   |                                       |  |
|---|---------------------------------------|--|
| <input type="checkbox"/> Take a deep breath | <input type="checkbox"/> Walk away    | <input type="checkbox"/> Talk to a trusted adult |
| <input type="checkbox"/> Count to 10        | <input type="checkbox"/> Use my words | <input type="checkbox"/> Other: _____            |

# Think Sheet

## For Behaviour Reflection

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

You have made a choice to do something that means that you need to stop and think about the following things:

What was your behaviour?

---

---

---

What were the reasons for you behaving like this?

---

---

How did your behaviour affect others?

---

---

What's your plan to improve your behaviour?

---

---

Is there anything else you need to do?

---

---

---



# APPENDIX C

## Appendix to the Behaviour Policy – Physical Intervention

Physical contact is an essential part of human relationships. In SCA, adults may well use touch to prompt, to give reassurance or to provide support.

To use physical contact appropriately it must be non-abusive, with no intention to cause pain or injury and be in the best interests of the pupil and others, taking into account such things as gender, disability etc.

The SENCo is responsible for ensuring that relevant staff are made aware of any student who finds physical contact unwelcome. Such sensitivity may arise from the student's cultural background, disability, personal history, age etc.

[1]

Guidance from the DfE

- All members of school staff have legal power to use reasonable force.
- We have a legal duty to make reasonable adjustments for children and young people with Special Educational Needs and Disabilities.
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. ●  
     'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Deciding to use Physical Intervention:

1. Physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate or in an emergency situation.
2. Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. For planned interventions this will be recorded on an individual pupil risk assessment and be carried out by a member of staff trained in restraint.
3. Any actions will be carried out in the pupil's best interests.

4. Staff will not be expected to intervene physically with students or to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other students and calling for assistance.
5. When a restraint is justified, staff will use 'reasonable force'. See above for a definition of what warrants reasonable force
6. Staff will try to avoid causing pain or injury, avoiding holding or putting pressure on joints.
7. During an incident the member of staff involved may tell the pupil that his or her behaviour may be leading to being moved or held.
8. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration.
9. Staff will adopt a calm, measured approach and maintain communication with the student at all times.
10. Staff should call for assistance from the nearest adult by sending a reliable student or shouting for help.

After the use of a restrictive physical intervention the following steps will be taken:

- Details of the incident will be recorded by all adults involved immediately on CPOMS (see link in Behaviour and Discipline Policy).
- Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal procedures, and medical attention will be sought.
- The Executive Principal will judge whether the member of staff acted appropriately in line with this policy, the Safeguarding policy, and where necessary seek advice from the Local Authority Designated Officer.
- Parents/carers will be informed by the appropriate member of staff on the day of the incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by the Executive Principal, Head of School or Family Support Worker
- The Executive Principal will report to the governing body on these incidents on a regular basis.
- As appropriate, incidents may also be discussed with the local authority outreach service.

---

[1] Section 3.1 taken directly from DfE Guidance "Use of Reasonable Force" 2013

# APPENDIX E

## Responding to negative behaviour flowchart

