Killisick Junior School Relationship Policy

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At Killisick, we are committed to creating a safe, inclusive and nurturing environment in which every child feels respected, valued and understood. We believe that positive relationships are at the heart of successful learning and emotional wellbeing and that children thrive when adults respond with consistency, empathy, high expectations and unconditional positive regard.

This policy reflects our whole-school relational and restorative approach to behaviour. It has been developed to ensure that all members of the school community understand how we promote positive behaviour, respond to dysregulation, support emotional wellbeing and maintain a culture where children feel safe enough to learn, reflect and grow.

The policy applies to all children, staff, governors, volunteers, visitors and external agencies working within the school community.

Our approach is underpinned by the understanding that behaviour is a form of communication. Children may communicate unmet needs, emotional distress, anxiety, frustration, sensory overload or difficulties with regulation through their behaviour. At Killisick, we recognise that behaviour cannot always be understood in isolation and must instead be viewed within the wider context of the child's experiences, relationships, development and individual needs.

We believe that discipline means to teach rather than punish. Therefore, our approach focuses on supporting children to develop self-regulation, emotional literacy, accountability and positive relationship skills. Through calm, consistent and restorative practice, we aim to teach children how to repair mistakes, reflect on choices and successfully re-engage with learning.

Everything we do begins with relationships.

Adults within school understand that they 'make the weather'. The emotional tone set by adults has a direct impact on children's feelings of safety, regulation and belonging. Staff therefore model calmness, respect, empathy and emotionally regulated responses in all interactions.

This policy has been written in line with current Department for Education guidance, safeguarding expectations, the Equality Act 2010 and statutory responsibilities relating to SEND, safeguarding and restrictive intervention.

Equality Duty

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

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

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

The school recognises that behaviour can be influenced by trauma, unmet needs, SEND, mental health needs, family circumstances and adverse childhood experiences.

At Killisick our vision is:

We believe in being an inclusive school where individuals are happy, safe, respected and valued; where there are expectations of excellence for everyone and all achievements are celebrated. We impress upon our children the need to believe in themselves and their ability in order to achieve greatness and be successful.

Our mission is:

- **Educational excellence** - a commitment to the highest possible standards by being better tomorrow than we are today.

- **Unrivalled personal development** - working relentlessly to develop every aspect of our children's character.

- **Collective responsibility** - working together to deliver excellence and holistic development for our children.

This is driven through our school in our approach to behaviour with a consistent narrative of:
Be Ready; Be Respectful; Be Responsible

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

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

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

Home/School Agreement

At Killisick, we recognise the importance of listening to our children and seeking their opinion. Therefore our Home/School Agreement has been created and agreed by parents, staff and children collectively.
A simple school agreement has been drawn up and everyone in school is expected to follow this. The children are reminded of it frequently and parents/carers are given a copy when their child first starts school and reminders are sent out throughout the school year. Our "School Rules" are displayed in every classroom and around school. Our "School Rules" are as follows:

- Be Ready
- Be Respectful
- Be Responsible

Expectations are explicitly taught and modelled in:

- Classrooms
- Corridors
- Assemblies
- Lunchtimes
- Playground areas

- Educational visits

Staff use consistent scripts and relational approaches to support understanding and regulation.

Our Home/School Agreements are underpinned by our School Characteristics. The rules are woven through the characteristics ensuring they are rewarded and worked towards. The school characteristics are as follows:

- Respectful
- Proud
- Confident
- Responsible
- Aspirational
- Persevering
- Creative
- Ful of enjoyment

All our school characteristics align with our school rules. Throughout our weekly character assembly, the children will be rewarded based on these characteristics using the school rules as a prompt.

Positive Behaviour Culture

At Killisick, we firmly believe that children learn and behave best when expectations are clear, relationships are secure and positive behaviour is recognised consistently. We place significant emphasis on encouragement, praise, connection and emotional safety.

Children need regular opportunities to experience success and feel valued within the school community. Positive reinforcement strengthens children's confidence, self-esteem and sense of belonging, while also reinforcing the behaviours and attitudes we wish to promote.

Staff actively recognise positive behaviour throughout the school day using a range of approaches including verbal praise, dojo points, stickers, positive messages home, certificates, celebration assemblies and whole year group recognition systems.

Praise is specific, relational and meaningful. Adults aim to 'catch children getting it right' more often than they focus on mistakes or difficulties.

Whole year group reward systems are used to encourage teamwork, cooperation and collective responsibility. These systems are developed with children and are designed to strengthen relationships and positive classroom culture.

Individual rewards and recognition systems are fair, inclusive and developmentally appropriate. Rewards are never removed once earned.

The school recognises that positive behaviour systems are most effective when they exist alongside strong relationships, consistent routines and emotionally responsive adults.

Individual Rewards

At Killisick we recognise that rewards need to be fair and equitable.

Children are awarded individual Dojo points. Points focus on the School Values **for going above and beyond** the school rules expectations. Dojo Points can be awarded by any member of staff both inside and outside the classroom, however **only one dojo point** may be awarded at any one time. Dojo allows for parents to instantly see the positive behaviours that their children are showing throughout the day. Positive messages to parents/carers about their child's attitude and/or positive work will be communicated through the Class Dojo app. Each week all the children who have received 100% positive dojos get the chance to get a token and a vending machine prize.

Character and Pride in Presentation Assembly

Each week, 2 children from each class are chosen to receive certificates for Character and Pride in Presentation. Parents are invited and excellent work is shown.

Year Group Rewards

Each term, children will work towards a whole year group reward of their choice within school. Children will take part in the reward by earning 80%+ positive dojos across the term. Year 6s final reward is a theme park trip.

Lunchtime Rewards

During lunchtime, children are awarded with yellow tickets for making good choices, using manners, playing respectfully and responsibly.

During our Friday Assembly 1 child is picked out to receive a vending machine token.

Responding to Challenging Behaviour

Although the school prioritises prevention, positive relationships and positive reinforcement, we recognise that all children will experience moments of dysregulation, difficulty or poor decision-making. These moments are viewed as opportunities for teaching, reflection and growth rather than occasions for punishment.

When responding to behaviour, adults seek first to understand the reason behind the behaviour rather than focusing solely on the behaviour itself. We recognise that children may struggle to regulate due to emotional distress, anxiety, sensory overload, unmet needs, trauma, communication difficulties, developmental factors or wider circumstances beyond school. As a result, our responses are rooted in curiosity, empathy and understanding whilst maintaining clear boundaries and high expectations.

Our approach is relational, restorative and consistent. The primary aim is always to support children to regulate their emotions, maintain and repair relationships, reflect on their choices and successfully return to learning. We recognise that children cannot engage meaningfully in reflection, problem-solving or restorative conversations whilst dysregulated. Therefore, regulation always comes before reflection.

When responding to behaviour, staff use a relational framework based upon three key stages: **Connect, Correct and Repair**. This approach draws upon the principles of PACE (Playfulness, Acceptance, Curiosity and Empathy), Emotion Coaching and restorative practice, ensuring that relationships remain at the centre of every interaction.

Connect

The first priority is always to connect with the child and create a sense of emotional safety. Adults approach children with curiosity, empathy and acceptance, seeking to understand what may be driving the behaviour rather than making assumptions or rushing to consequences.

During this stage, adults support children to regulate by remaining calm, offering reassurance and helping them to identify and understand their emotions. Staff use emotion coaching techniques to acknowledge feelings, validate the child's experience and support them to develop emotional awareness. Through co-regulation and attuned responses, adults help children feel safe, understood and ready to engage.

Correct

Once a child is regulated and able to engage, adults provide clear guidance about expectations and boundaries. This stage focuses on teaching rather than punishing.

Adults remind children of the school's expectations to be Ready, Respectful and Responsible and

help them understand which expectation has not been met. Boundaries are communicated clearly, calmly and consistently, ensuring children understand both the expectation and the reasons behind it.

Where appropriate, natural or logical consequences may be used to help children learn from their actions and take responsibility. These consequences are always proportionate, educational and focused on learning rather than punishment.

Repair

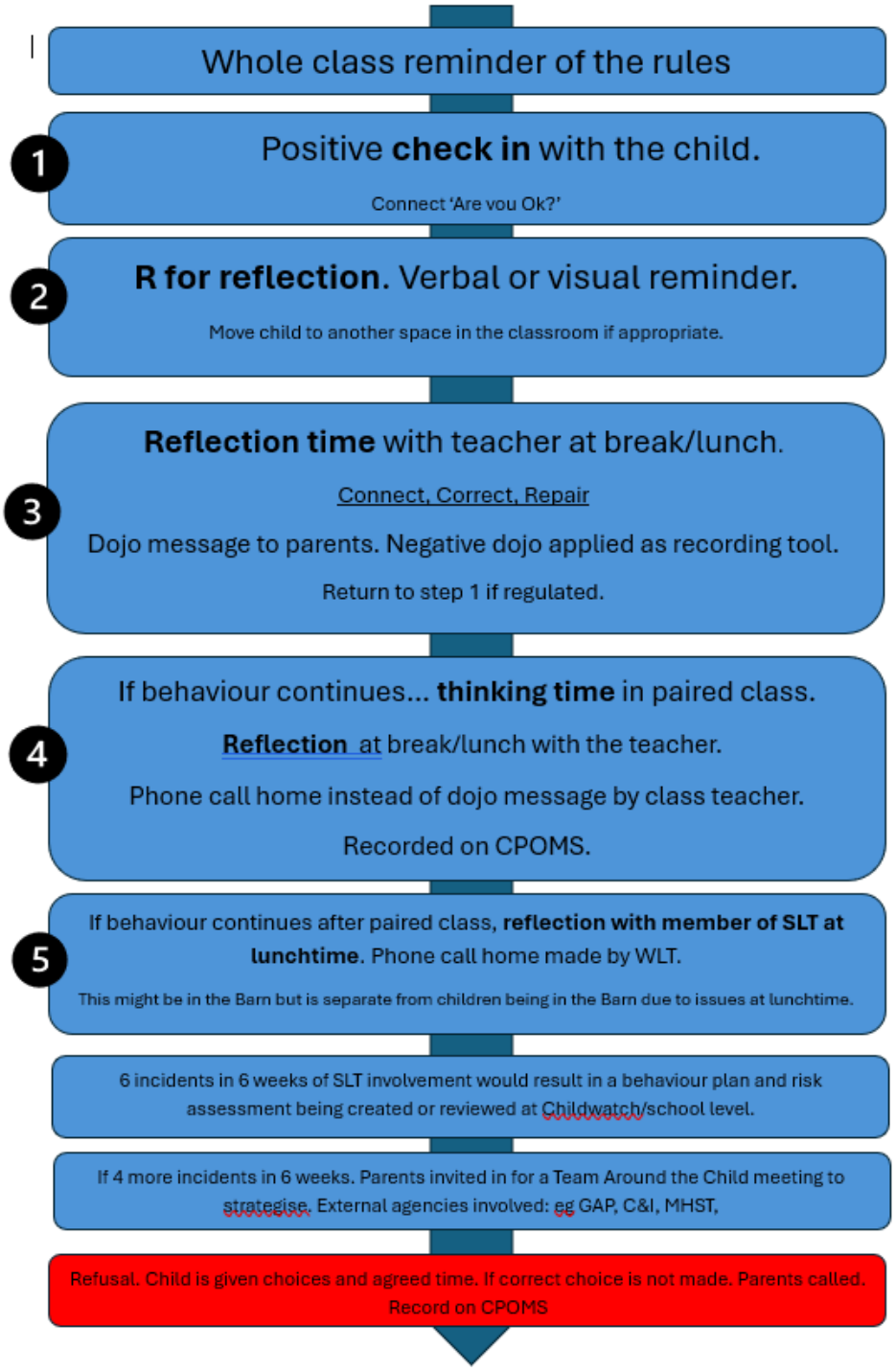
Following regulation and correction, children are supported to repair relationships, reflect on the impact of their actions and restore trust. This stage is delivered through our PATHS restorative reflection process.

The purpose of repair is to help children:

- Reflect on what happened
- Consider the feelings and experiences of others
- Understand the impact of their actions
- Take responsibility where appropriate
- Restore relationships
- Identify positive next steps

Through restorative dialogue, children are supported to move forward successfully and re-engage positively with learning and relationships. The emphasis is always on learning, growth and restoration rather than blame or shame.

At times, children may require a more structured level of support to enable them to engage successfully in the Connect, Correct and Repair process. In these circumstances, the school operates a graduated response which provides increasing levels of support, intervention and reflection whilst maintaining the same relational principles throughout. Regardless of the level of support required, all adults continue to prioritise connection, clear boundaries and restorative repair.



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

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

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

All significant behaviour incidents are recorded on the school's behaviour monitoring system.

Supporting Children with SEND

At Killisick, we recognise that behaviour is a form of communication and that, for some children, behaviour may be influenced by special educational needs and disabilities (SEND), unmet needs or barriers to learning. We are committed to creating an inclusive environment where all children are understood, supported and enabled to succeed.

When responding to behaviour, staff will always seek to understand the underlying reasons behind a child's actions and consider whether these may be linked to:

- Communication and interaction needs
- Sensory processing differences
- Neurodiversity, including autism and ADHD
- Trauma or adverse childhood experiences
- Social, emotional and mental health needs
- Difficulties with emotional regulation
- Attachment needs
- Medical conditions or disabilities

In line with our relational approach, adults will continue to use the principles of Connect, Correct and Repair when supporting children with SEND. Staff will prioritise building safety, connection and regulation before addressing behaviour expectations. Through curiosity, empathy and understanding, adults seek to understand the function of the behaviour and identify any barriers preventing the child from meeting expectations successfully.

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for disabled pupils and take reasonable steps to avoid substantial disadvantage arising from school policies, procedures or practices. We are also committed to fulfilling our responsibilities under the Children and Families Act 2014 by using our best endeavours to identify and meet the needs of children with SEND.

Where appropriate, reasonable adjustments may include:

- Adapted routines, expectations or transitions
- Additional regulation support
- Visual timetables and communication aids
- Sensory adaptations and sensory breaks
- Personalised regulation strategies
- Access to trusted adults
- Individual behaviour support plans
- Risk assessments
- Behaviour Plans
- Adapted approaches to reflection and restorative conversations
- Support from external agencies

The school recognises that equality does not always mean treating every child in the same way. Some children may require different levels of support, intervention or adjustment in order to access learning and achieve success.

As part of our graduated approach, staff will seek to anticipate potential triggers for dysregulation and put proactive support in place wherever possible. Preventative approaches are always preferred to reactive ones. This may include adapting the environment, providing additional emotional regulation support, modifying transitions, teaching self-regulation strategies or implementing personalised behaviour support

plans or Safety Plans.

When considering how to respond to behaviour displayed by a child with SEND, staff will carefully consider whether the behaviour may have arisen as a result of the child's identified or emerging needs. In particular, staff will consider whether:

- The child understood the expectation or instruction given
- The child was able to regulate and respond appropriately in that moment
- The behaviour was influenced by their disability, developmental needs or SEND
- Additional support or reasonable adjustments were required

Any response to behaviour must be fair, proportionate and take account of the individual child's needs and circumstances. Staff will consider whether adaptations are required to ensure that consequences remain appropriate, supportive and legally compliant.

The school also recognises that persistent or challenging behaviour may indicate unidentified SEND. Where concerns arise, the SENDCo will work with staff, parents/carers and, where appropriate, external agencies to explore whether there are underlying needs that require further assessment or support.

All plans will be developed in partnership with parents/carers and, wherever appropriate, the child themselves. They will be reviewed regularly and at least termly to ensure support remains effective and responsive to need.

For children with an Education, Health and Care Plan (EHCP), the school will work closely with parents/carers, the local authority and external professionals to ensure that all provision outlined within the plan is implemented effectively. Where concerns arise regarding a child's behaviour, wellbeing or placement, the school will work collaboratively with all stakeholders to review support and, where necessary, request an emergency annual review of the EHCP.

Through early identification, collaborative working and a commitment to inclusion, we aim to ensure that every child receives the support they need to feel safe, successful and valued within our school community.

For further information, please refer to the school's SEND Policy.

Bullying and Relational Conflict

Killisick Junior School and Nottinghamshire Local Authority adopt the definition of bullying provided by the Anti-Bullying Alliance:

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

At Killisick, we recognise the important distinction between relational conflict and bullying. Developing and maintaining healthy relationships is a key part of childhood, and it is natural that children will occasionally experience disagreements, friendship difficulties and conflict with their peers.

Relational conflict typically occurs between children or groups of children who are of a similar age, status or level of power. These incidents are usually isolated or occasional in nature and often arise from misunderstandings, differences of opinion, accidental hurt or difficulties within friendships. Following such incidents, children generally demonstrate remorse, take responsibility for their actions and show a willingness to repair relationships and move forward positively.

Bullying, however, involves a deliberate intention to cause harm and is characterised by repetition and an imbalance of power. This imbalance may be physical, emotional, social or psychological and can make it difficult for the child experiencing the behaviour to defend themselves or stop it from happening.

Whilst not all relational conflict leads to bullying, we recognise that unresolved conflict, repeated negative interactions or ongoing relationship difficulties can develop into bullying behaviour if not addressed effectively. For this reason, all concerns raised by children, parents/carers or staff are taken seriously and responded to promptly.

In line with our relational approach, incidents of both relational conflict and bullying are addressed through our Connect, Correct and Repair framework. Children are supported to understand the impact of their actions, repair relationships where appropriate and develop the skills needed to maintain healthy and respectful relationships.

All incidents are:

- Investigated thoroughly
- Recorded where appropriate
- Addressed using restorative approaches
- Monitored over time
- Supported through appropriate intervention
- Followed up with children and families where necessary

The safety, wellbeing and voice of the child experiencing the behaviour remains central throughout any investigation and subsequent support.

The school is committed to fostering a culture of kindness, respect and inclusion where all children feel safe, valued and able to learn.

For further information, please refer to the school's Anti-Bullying Policy.

Serious Incidents Requiring Immediate Leadership Support

Whilst most behaviour incidents can be effectively addressed through the school's graduated response and Connect, Correct and Repair approach, there may be occasions where behaviour presents a significant risk to safety, wellbeing or the orderly running of the school. In such circumstances, immediate support from a member of the Senior Leadership Team will be sought.

Examples may include:

- Physical aggression
- Racist, discriminatory or prejudicial incidents
- Bullying
- Sexual harassment or sexualised behaviour
- Significant disruption to learning
- Unsafe behaviour
- Verbal abuse towards staff or pupils
- Behaviour that places the child or others at risk of harm
- Serious damage to property

- Behaviour that raises safeguarding concerns

In these situations, the immediate priority is to ensure the safety and wellbeing of all involved. Staff will take appropriate action to reduce risk, support regulation and prevent further escalation.

Where appropriate, the school will continue to apply the principles of Connect, Correct and Repair. However, the need to maintain safety may require more immediate intervention and leadership involvement.

Incidents of this nature will:

- Be responded to promptly by senior leaders
- Be recorded on CPOMS
- Be communicated to parents/carers
- Be reviewed to identify any underlying needs, triggers or patterns
- Result in additional support, planning or external agency involvement where required

Following any serious incident, the school will work collaboratively with children, families and relevant professionals to restore relationships, rebuild trust and ensure appropriate support is in place moving forward.

Minimising the Need for Restrictive Intervention, Including the Use of Reasonable Force

At Killisick Junior School, we are committed to creating a safe, supportive and nurturing environment where all children feel valued, understood and able to succeed. Our relational approach to behaviour is built upon the principles of prevention, regulation, positive relationships and restorative practice. Restrictive intervention is therefore viewed as a measure of last resort and is never used as a punishment, consequence or behaviour management strategy.

We recognise that behaviour is a form of communication and that children who are distressed, overwhelmed or dysregulated require support, understanding and co-regulation. Through our Connect, Correct and Repair approach, staff work proactively to build positive relationships, teach self-regulation skills and prevent situations from escalating to crisis point.

The school recognises that restrictive intervention should be viewed as an indication that additional support, assessment, planning or adjustment may be required, rather than simply as a response to behaviour. Following any incident involving restrictive intervention, consideration will be given to whether further support, reasonable adjustments or intervention are needed to reduce the likelihood of future incidents.

The school is committed to minimising the use of restrictive interventions wherever possible. Staff prioritise:

- Building positive relationships and emotional safety
- Early intervention and prevention
- De-escalation strategies
- Co-regulation and emotional regulation support
- Emotion coaching and restorative approaches
- Reasonable adjustments for children with SEND
- Individual Behaviour Support Plans
- Risk Assessments and Safety Plans
- Collaborative working with families and external agencies

Restrictive intervention will only be considered where there is an immediate risk of harm and where all appropriate preventative and de-escalation strategies have either been unsuccessful or are not reasonably practicable in the circumstances.

Definitions (Aligned with DfE Statutory Guidance, April 2026)

The definitions below are informed by the Department for Education Statutory Guidance on Restrictive Intervention and Reasonable Force (April 2026) and the Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025.

Restrictive Intervention

Restrictive intervention refers to any physical or non-physical action that prevents, restricts or controls a pupil's movement, liberty or freedom of action.

This includes reasonable force, physical restraint, non-force restrictive interventions, guided physical interventions and seclusion.

Reasonable Force

Reasonable force is the use of no more force than is necessary and proportionate in the circumstances to prevent:

- Injury to the child or another person
- Serious damage to property
- Serious disruption to good order and discipline
- The commission of a criminal offence

Any use of force must be lawful, necessary, proportionate and the least restrictive option available.

Physical Restraint

Physical restraint involves physically holding, restricting or controlling a child's movement in order to prevent immediate harm.

Guided Physical Intervention

Guided physical intervention involves low-level physical contact used to guide or support a child safely from one location to another without the intention of restraining them.

Non-Force Restrictive Intervention

Non-force restrictive interventions involve restricting a child's freedom of movement without the use of force. Examples may include:

- Blocking movement
- Restricting access to unsafe areas
- Directing movement to maintain safety
- Preventing a child from leaving an area where doing so would place themselves or others at immediate risk
- Removing mobility aids where necessary to maintain immediate safety

Seclusion

Seclusion refers to the confinement of a child alone in a room or space from which they are prevented from leaving.

Seclusion is recognised as a restrictive intervention and will never be used as a punishment or disciplinary sanction. It may only be considered in exceptional circumstances where there is an immediate risk of serious harm and no less restrictive alternative is available. Any use of seclusion will be continuously supervised, time limited, recorded and reported in accordance with statutory requirements.

Minimising the Need for Restrictive Intervention

The most effective restrictive intervention is one that never becomes necessary.

Our school therefore places significant emphasis on preventative approaches and seeks to understand the underlying causes of behaviour. Through our Connect, Correct and Repair framework, staff aim to identify potential triggers, build emotional regulation skills and maintain positive relationships before behaviour escalates to a point of crisis.

For children who may be at increased risk of dysregulation, personalised support may include:

- SEND Support Plans
- Individual Behaviour Support Plans
- De-escalation Plans
- Risk Assessments
- Safety Plans
- Environmental adaptations
- Sensory support
- Regulation strategies
- Access to trusted adults
- Multi-agency support

These plans are developed collaboratively with children, parents/carers and relevant professionals and are reviewed regularly.

Authorisation of Staff

Under Section 93 of the Education and Inspections Act 2006, all members of school staff have the legal power to use reasonable force where it is necessary, proportionate and lawful to do so.

The Headteacher may also authorise other adults, including volunteers accompanying educational visits, to use reasonable force where appropriate and in accordance with statutory guidance.

Deciding Whether to Use Restrictive Intervention

Before using restrictive intervention, staff will consider:

- Whether there is an immediate risk of harm to the child or others
- Whether the intervention is necessary and proportionate
- Whether a less restrictive option is available
- Whether de-escalation strategies have been attempted where possible

- Whether SEND, trauma, communication needs, sensory needs, medical needs or mental health factors may be influencing the behaviour
- Whether additional support or reasonable adjustments are required

Any intervention must always be the least restrictive option available in the circumstances.

Use of Restrictive Intervention

Where restrictive intervention becomes necessary, staff will:

- Use the minimum level of intervention required
- Restrict movement for the shortest possible time
- Continue to communicate calmly and respectfully with the child throughout the incident
- Seek support from another adult wherever possible
- Monitor the child's physical and emotional wellbeing throughout
- End the intervention as soon as it is safe to do so

Where appropriate, staff will continue to use the principles of Connect, Correct and Repair throughout and following the incident to support regulation, understanding and relationship restoration.

Recording, Reporting and Review

The school will record, report and review restrictive interventions in accordance with:

- The Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 (effective from 1 April 2026)
- Department for Education Statutory Guidance on Restrictive Intervention and Reasonable Force (April 2026)
- Nottinghamshire Local Authority guidance and reporting procedures

Parents and carers will be informed as soon as reasonably practicable following:

- Any incident involving seclusion
- Any restraint incident, whether physical or non-physical
- Any significant use of reasonable force
- Any incident resulting in injury, significant distress or safeguarding concerns

This includes incidents involving:

- Blocking or restricting movement
- Restricting freedom of movement through non-force interventions
- Directing or steering a child where movement is restricted
- Removal of mobility aids
- Physical restraint techniques
- Any intervention resulting in notable distress to the child

Records will include:

- The circumstances leading to the incident
- Strategies used to prevent escalation
- The rationale for the intervention
- The type and duration of intervention used
- The level of risk presented
- Any injuries sustained
- The child's views, where appropriate
- Actions taken following the incident
- Any amendments required to Behaviour Support Plans, Risk Assessments or Safety Passports

Senior leaders will review incidents regularly to identify patterns, evaluate effectiveness and reduce the future use of restrictive intervention. Governors will receive regular oversight information to support monitoring, accountability and compliance with statutory duties.

Post-Incident Support

Following any restrictive intervention, appropriate support will be provided to both the child and staff involved.

Children will be given time and support to regulate before engaging in any restorative discussion. Once ready, staff will support the child through the school's Connect, Correct and Repair process. This will enable the child to reflect on what happened, understand the impact of their actions, restore relationships and identify positive ways forward.

Parents and carers will be involved where appropriate and any necessary amendments to support plans, risk assessments or provision will be considered.

Training and Professional Development

The school is committed to ensuring that staff have the knowledge, confidence and skills to prevent and safely respond to behaviour that may place people at risk.

Relevant staff will receive training in:

- Behaviour as communication
- Relational practice
- Connect, Correct and Repair
- Emotion Coaching
- De-escalation strategies
- Trauma-informed practice
- SEND and reasonable adjustments
- Restrictive intervention and reasonable force
- Safeguarding responsibilities

Training needs will be reviewed regularly to ensure that restrictive intervention remains rare, proportionate and used only when absolutely necessary.

Oversight and Governance

The Governing Body will receive regular information regarding the use of restrictive intervention in order to fulfil its monitoring responsibilities. This information will be used to identify trends, monitor compliance with statutory guidance and support the school's commitment to continually reducing the use of restrictive practices through preventative, relational and inclusive approaches.

Behaviour Support Plans

Where a child requires support beyond the universal approaches outlined in this policy, a Behaviour Support Plan may be implemented as part of the school's graduated response.
Behaviour Support Plans are designed to identify barriers to success, understand triggers and provide personalised strategies to support positive behaviour, emotional regulation and successful engagement in school. Plans focus on building skills, reducing risk and promoting positive outcomes rather than punishing behaviour.
Plans are developed collaboratively with the class teacher, Behaviour Lead, SENDCo, parents/carers and, where appropriate, the child. Advice from external agencies may also be sought where additional specialist support is required.
Behaviour Support Plans may include:

- Identified triggers and patterns of behaviour
- Preventative and regulation strategies
- Reasonable adjustments
- Personalised targets
- Support from trusted adults
- Risk assessments or Safety Passports where appropriate
- Actions for school, home and external agencies

Where behaviour presents a risk of harm to the child or others, a Risk Assessment will be completed and reviewed regularly.
Behaviour Support Plans will be monitored and reviewed regularly, and at least termly, to ensure that support remains effective and responsive to the child's needs.

Alternative Provision

At Killisick Junior School, we recognise that there may be occasions where a child requires education in an Alternative Provision (AP) setting for a period of time. This may be when a child's behaviour or emotional needs mean they are temporarily unable to access learning safely or successfully within the mainstream environment, or where there is a risk of suspension or permanent exclusion.

Alternative Provision is always considered as part of the school's wider relational and graduated response. It is used to provide targeted support for children at a point of need, with the aim of stabilising, supporting and successfully reintegrating them back into mainstream education wherever possible.

Decision-Making and Placement

Decisions to place a child in Alternative Provision are made carefully and only when school-based strategies and support have been explored or implemented. Any decision is always taken in the best interests of the child and takes account of their individual needs, including age, ability, SEND, safeguarding considerations and emotional wellbeing.

Killisick Junior School commissions Alternative Provision only from registered, quality-assured providers, or from unregistered providers that have been appropriately approved and quality-assured by the Local Authority.

Alternative Provision is not a replacement for a specialist school placement. Each placement is time-limited where possible and is supported by a clear plan outlining expectations, targets and intended outcomes. This is shared with parents/carers and reviewed regularly.

Behaviour and Expectations in Alternative Provision

Children remain on roll at Killisick Junior School and continue to be subject to the expectations and values of the school, including our relational approach of Connect, Correct and Repair.

Alternative Provision providers are expected to:

- Provide a safe, structured and supportive learning environment
- Reinforce positive behaviour expectations
- Support emotional regulation and engagement in learning
- Communicate effectively with the school regarding progress, attendance and behaviour

The school works closely with providers to ensure consistency of expectations and support.

Monitoring and Oversight

Killisick Junior School retains full responsibility for the child's welfare, progress and safeguarding throughout any placement in Alternative Provision.

The school will:

- Maintain regular communication with the provider
- Monitor attendance, behaviour and progress
- Ensure safeguarding processes are followed
- Review the effectiveness of the placement regularly
- Work collaboratively with families and external professionals

Where concerns arise, these will be addressed promptly and support plans will be reviewed or adapted as necessary.

Reintegration

Reintegration into mainstream education is a key priority of any Alternative Provision placement.

From the outset, planning for return to school is embedded within the placement. Reintegration is developed collaboratively between the school, the provider, parents/carers and, where appropriate, external agencies.

Reintegration planning may include:

- Phased or gradual return to school
- Continued pastoral or SEND support

- Curriculum or timetable adjustments
- Additional transition support
- Ongoing monitoring and review

The aim is to ensure that children return to Killisick Junior School successfully, safely and with the support they need to thrive.

Relationship with Suspension and Exclusion

Alternative Provision may be used as an alternative to suspension or permanent exclusion where this is appropriate and in the best interests of the child.

In line with Department for Education guidance, off-site direction and Alternative Provision are recognised as part of a school's behaviour toolkit to support inclusion, reduce risk and promote positive outcomes.

At Killisick Junior School, we are committed to using Alternative Provision in a relational and supportive way, ensuring that children remain connected to their school community and are supported to achieve long-term success.

Suspension and Permanent Exclusion

Suspensions (formerly fixed-term exclusions) and permanent exclusions are used only where necessary and as part of a wider behaviour management framework. They are generally a last resort, following the use of appropriate support, interventions, and sanctions, except in cases of serious incidents.

Authority to Exclude

Only the Headteacher has the legal authority to suspend a pupil for a fixed period or to permanently exclude a child. Any decision will be made in line with current statutory guidance and the principles of administrative law; that is, decisions must be lawful, reasonable, fair, proportionate, and based on the balance of probabilities.

The Headteacher will also, where appropriate, take account of:

- the child's views, considering their age and understanding
- any contributing factors, including safeguarding, SEND, or external influences
- the school's duties under the Equality Act 2010 and SEND legislation

Use of Suspension

A suspension is a temporary removal from school and is used as a serious sanction within the school's behaviour policy. A child may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year.

During a suspension:

- The child will not normally attend school site, except for planned meetings where appropriate.
- The school will ensure that work is set and marked for the first five school days of the suspension.
- Where a suspension exceeds five school days, suitable full-time education will be arranged from the sixth school day.

At Killisick we may also use internal suspension or alternative in-school provision as a behaviour strategy where appropriate. This is not a formal suspension and must not be used as a substitute for statutory exclusion procedures.

Reintegration Following Suspension

Killisick will support children to reintegrate successfully following a suspension. A reintegration meeting will be arranged, involving parents/carers and wherever possible relevant agencies, to review support, expectations and strategies to reduce the risk of further exclusions.

Parents/carers will be invited to attend; however, a child's return to school will not be delayed if parents/carers are unable or unwilling to attend. Provision for the child will be developed and reviewed as part of the structured reintegration plan.

Permanent Exclusion

A permanent exclusion is a decision that a child will no longer be allowed to attend the school (unless reinstated by the governing board or an Independent Review Panel).

A permanent exclusion will only be used:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the child to remain in school would seriously harm the education or welfare of the child or others

It is a measure of last resort, taking account of all relevant circumstances, including the school's duties under equality and SEND legislation and its safeguarding responsibilities.

Notification and Recording

Whenever a child is suspended or permanently excluded, the Headteacher will, without delay:

- consult with the Flying High Partnership
- notify parents/carers (and the child where appropriate)
- notify the governing board and the local authority
- notify the child's social worker and/or Virtual School Head where applicable

All exclusions will be confirmed in writing, including:

- the reason(s) for the exclusion
- the length of a suspension or confirmation of permanent exclusion

- the rights of parents/carers to make representations to the governing board
- details of the review process, including access to independent advice

Killisick Junior school will not use informal or unofficial exclusions. Any removal from school for disciplinary reasons will be recorded and processed in line with statutory requirements.

Governing Board Responsibilities

The governing board will consider the Headteacher's decision in accordance with statutory thresholds and timescales. Where required, it will:

- consider representations from parents/carers and other relevant parties
- decide whether the child should be reinstated
- ensure decisions are lawful, reasonable, and procedurally fair

Following a permanent exclusion, the governing board will meet within the required statutory timeframe (normally within 15 school days).

Independent Review Panel (IRP)

If the governing board upholds a permanent exclusion, parents/carers have the right to request an Independent Review Panel within 15 school days of receiving the decision.

Removal from the School Register

The governing board will only remove a permanently excluded child's name from the school admission register:

- after 15 school days have passed without an IRP application; or
- earlier if parents/carers confirm they will not seek a review; or
- after the conclusion of the IRP process where applicable

Commitment to Fair Practice

All decisions regarding suspension and permanent exclusion will:

- be made in line with statutory guidance
- take full account of the school's legal duties under the Equality Act 2010 and SEND legislation
- consider safeguarding responsibilities and the best interests of the pupil and wider school community

Killisick will work proactively to reduce the need for exclusion through early intervention, inclusive practice, and appropriate support.

<u>Monitoring and evaluating behaviour</u>

The Senior Leadership team will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children

and parents and carers via Microsoft Forms throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

Staff Support

The school recognises the importance of supporting staff.

Staff receive:

- Ongoing professional development
- Behaviour and de-escalation training
- Restorative practice training
- Emotional wellbeing support
- Leadership guidance

Consistency is essential.

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

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

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that children can be vulnerable in many ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our children safe.

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

Searching, Screening and Confiscation

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

Any member of staff may carry out a search with the child's consent. Searches without consent will only be carried out by members of staff who have been authorised to do so by the Headteacher. Authorised staff may search a child's pockets or possessions. Authorised staff will only carry out a search if they believe:
• a child is in possession of a prohibited item
• not doing the search would put the child, other children or staff at risk
• the search does not pose a safeguarding risk

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

All searches will be recorded on the school's behaviour reporting system and parents/carers will be informed as soon as reasonably practicable.

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

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

The school's response will be:

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

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

Complaints and Allegations

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

For further details please refer to our Complaints Policy.

We will also make clear to our children that they have a right and are able to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for children, parents, carers and staff

to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

Transition

At Killisick, as a Junior School, we ensure all year 2 children joining our school receives an induction from a member of the Senior Leadership Team to familiarise them with the behaviour policy and the wider school culture. This also applies to children joining in year. To ensure a smooth transition to the next year, Children have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information relating to child is transferred to relevant staff at the start of the term or year.

Policy links

This policy links to the following policies in school:

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

Policy written by: Karen Carpenter (Acting Headteacher) in consultation with all staff
Date written: 1st April 2026
Approved by: SLT & FGB
Review date: September 2026
This policy was written with reference to the NCC behaviour toolkit "Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion"

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

Keeping children safe in education

Behaviour in schools: advice for headteachers and school staff 2024

Searching, screening and confiscation

The Equality Act 2010

Suspension and permanent exclusion guidance

Use of reasonable force and other restrictive interventions guidance

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Arranging Alternative Provision - guide for LAs and schools

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

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Minimising the Need for Restrictive Interventions (Including Reasonable Force)
At Killisick, we follow the Department for Education's Restrictive interventions, including the use of reasonable force, in schools guidance, effective 1 April 2026. This guidance strengthens expectations around prevention, proportionality, record-keeping and safeguarding.

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

Restrictive interventions may be used only when necessary to:
• Prevent injury to the child or others.
• Prevent a criminal offence.
• Prevent serious damage to property.
• Prevent significant disruption.

Interventions must be proportionate, time-limited, and never used as punishment.
Restrictive Interventions (Including Reasonable Force) – Updated Legal Requirements 2026
From April 2026, schools must:
• Record every significant incident involving use of force.
• Report each incident to parents.
• Keep written records meeting statutory expectations under Section 93A of the Education and Inspections Act 2006.

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

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

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

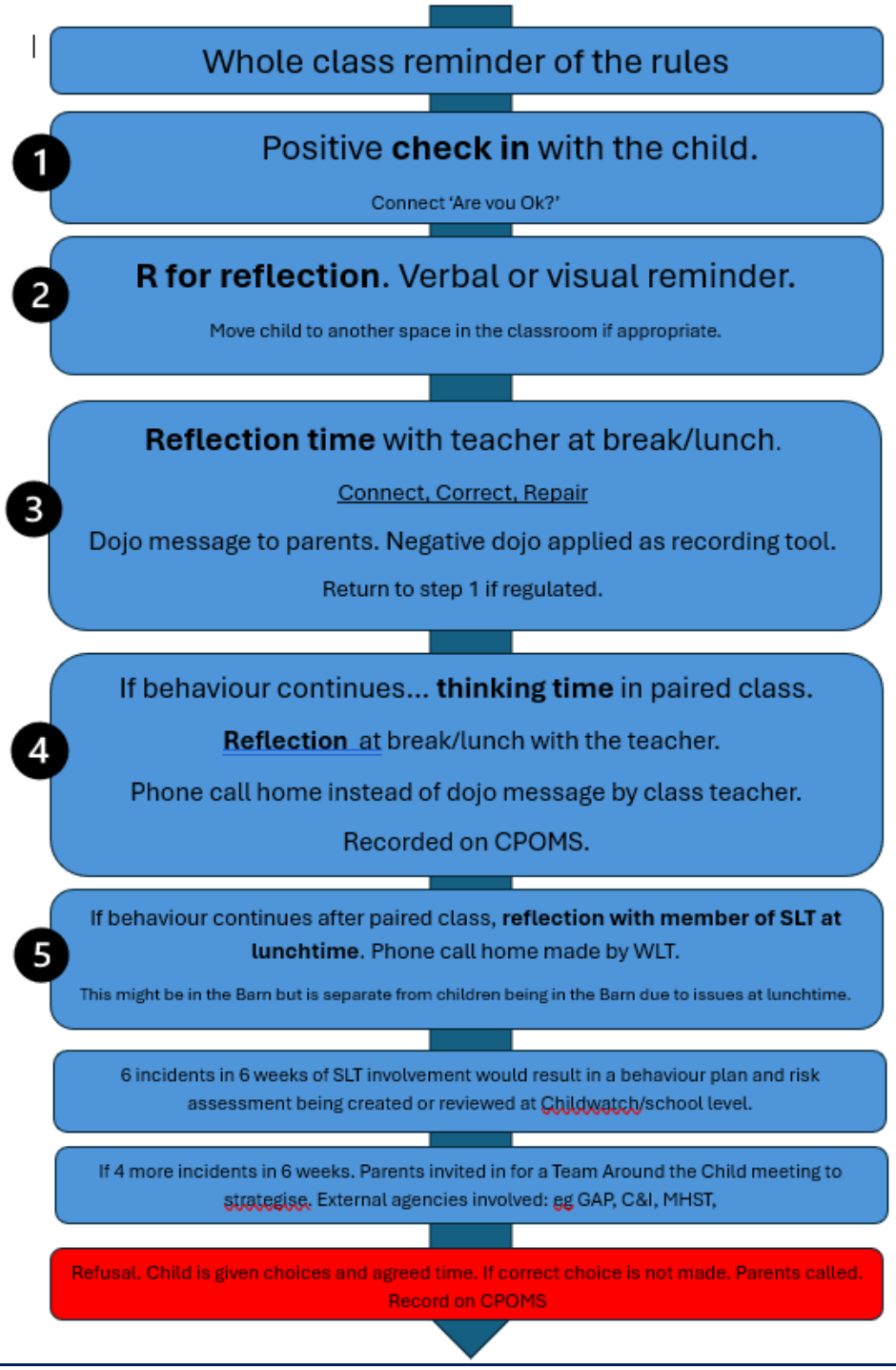
Seclusion rules:
• Only for immediate safety.
• Never as punishment.
• Continuously supervised.
• Safe, non-threatening spaces.
• Fully recorded and reported.

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

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

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

Appendix 1 – Graduated Response to Behaviour



Appendix 2 – Our Connect – Correct – Repair model and Scripts

	What to do	What to say
Check in	Notice, pause, regulate yourself, stay curious	
Connect	Build safety, regulate, be curious, Don't judge, label emotions empathise, validate feelings.	"I can see you are feeling…." "I'm here with you." "You're not in trouble—I just want to understand." "I wonder what happened just then?" "I'd be angry if someone swore at me!"
Correct	Set clear, calm boundaries and guide behaviour. What DO we want?	"It's OK to feel angry but It's not OK to….." "We need to keep everyone safe." "Remember we are responsible at Killisick." "We'll sort this."
Repair	Reflect, restore relationships, teach alternatives. Gets rid of shame.	PATHS

Appendix 3 – Lunchtime Graduated Response

Lunchtime behaviour

See it → Stop it → Remove it → Escalate if needed."

Rewards

Positivity breeds Positivity!

Praise Yellow tickets

Stage 1: SEE IT - Notice & Prevent

"Don't wait for it to escalate

When	Action	Say
• Rough play starting • Following/chasing behaviour beginning • Raised voices, crowding	• Move closer immediately • Use a calm, clear reminder • ❌ Standing and watching • ❌ Waiting for teachers • ❌ Ignoring group behaviour	• "That's getting too rough—Please be responsible" • "We use kind hands and kind feet. Please be responsible" • "Remember our rules: be Ready/ Respectful/Responsible" • ❌ Repeating warnings

Goal: stop it early before it becomes unsafe

Stage 2: STOP IT - Direct Instruction

"Make expectations explicit"

When	Action	Say
• Behaviour continues after reminder • Child ignores Stage 1	• Step in physically closer • Give a **direct instruction**	• "Stop. That's not responsible." • "They don't like it." That's not respectful" • "Be responsible. Walk away now."

Stage 3: REMOVE IT! Remove & Reset

"No second chances for unsafe behaviour"

When	Action	Say
• Child ignores instruction • Behaviour is clearly unsafe • Group behaviour forming	• Remove child from situation • Bring them to stand next to you • Investigate – speak to all children. • Complete PATHs Reflection	• "You need to reflect with me now." • "You are staying with me until you are ready to be safe."

Stage 4: ESCALATE it! Escalate to SLT

"Safety overrides everything"

When	Action	Say
• Child refuses to comply • Repeated unsafe behaviour • Serious incidents (Intimidation, aggression)	• Send child to Barn if it is not safe for the child to be outside ie: you have been through all stages OR there is a significant safety incident. • Call for support on the radio.	• "You need to go to the Barn now." • "This is unsafe—I am getting help."

Appendix 4 – Restorative Reflection PATHS

Appendix 5 Behaviour Expectations During Assemblies

Entering the Hall

- Class lines up in register order, silently in the classroom
- Teacher and support staff lead and ensures that the line can be always observed (continuously looking back)
- Class sits down silently and joins in with singing immediately
- Staff sit facing the class sideways on (not facing the front of the hall)

Class to be praised at each of the stages above so that they know what they are doing well.

During Assembly

- Encourage all children to sing and participate where appropriate. During singing, staff to model singing and signing as appropriate
- Throughout the assembly, teacher to continuously check for appropriate behaviour:

  - Legs crossed
  - - No talking
  - Respect for the speaker at all times
  - Joining in, hands-up when requested

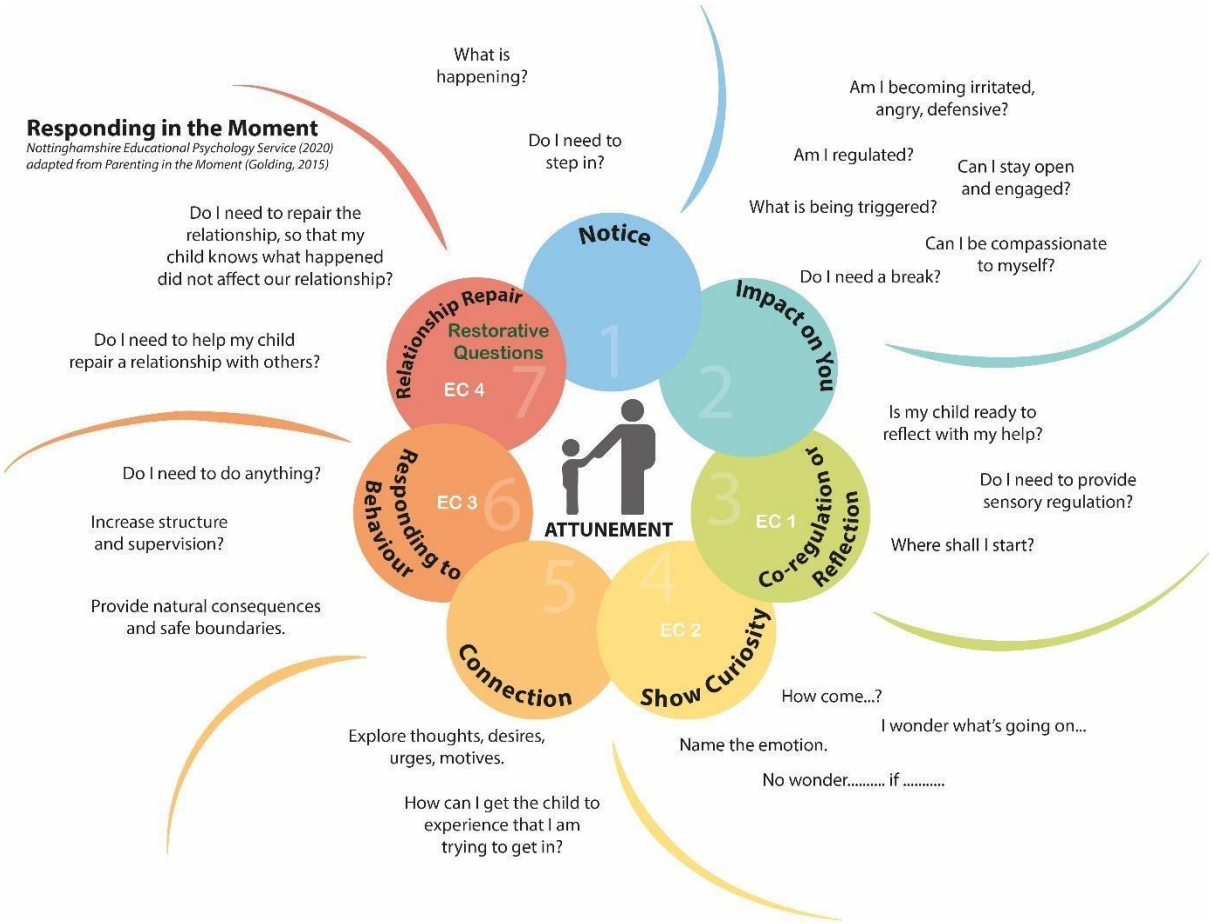
Class to be praised at each of the stages above so that they know what they are doing well. Individual dojo and class points are issued as appropriate.

If behaviour needs addressing, staff to correct it silently if possible through gestures. Positive behaviour to be praised silently through gestures. iPad may be brought to award Dojo points.

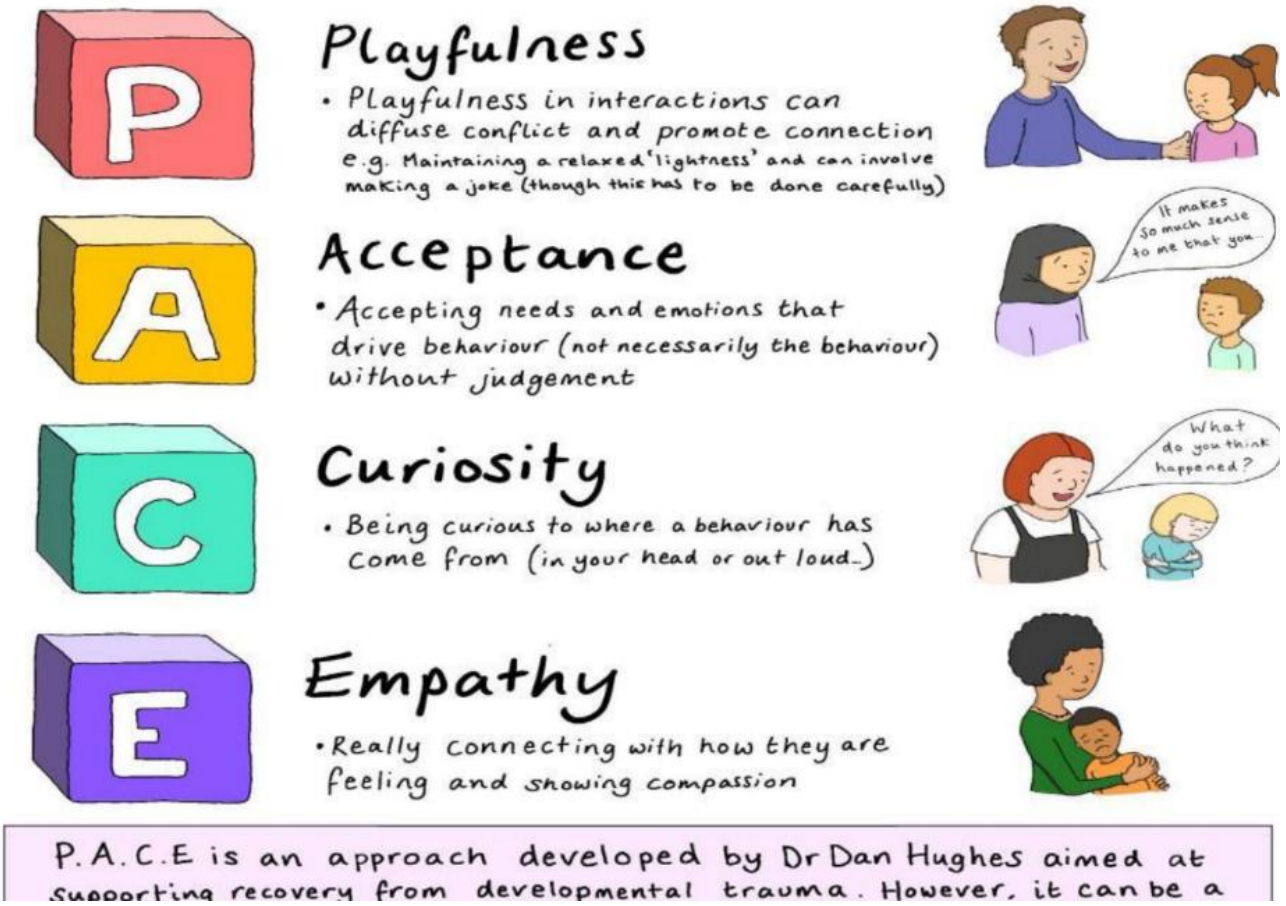
Leaving the Hall

- As entering the hall
- Children are silent until they are back in the classroom

Appendix 6: Responding in the Moment



Appendix 6: PACE



Appendix 7: Emotion Coaching

1. Recognise the child's feelings and empathise with them	• Recognising, empathising, soothing to calm • e.g. 'I can see you are upset; I'm here'.
2. Labelling feelings and validating them	• e.g. 'Sounds like you might be feeling angry about that'. 'I might be feeling angry if that had happened to me.'
3. Setting expectations on behaviour	• If needed, gently guide the child back to the expected behaviour • e.g. 'remember how we always use kind hands in school"
4. Problem-Solving	• With the young person "We can sort this out together ".

Appendix 8 - Restrictive Intervention Recording Form

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

1. Incident and Child Details

Name of child	
Year group and class	
Date, time and location of incident	
Name(s) of staff involved and role(s)	
Witness or directly involved?	
Details of other children involved	

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

Seclusion	☐
Physical restraint	☐
Non-force restraint (blocking, directing movement, preventing exit)	☐
Removal of mobility aids	☐
Guided physical intervention	☐
Significant use of force	☐

3. Incident Details

Incident description (factual, objective)	
De-escalation strategies attempted	
Rationale for restrictive intervention	
Nature and duration of intervention	
Impact on child (distress, emotional/physical response)	
Any injury to staff or children and first aid provided	

4. Child Voice

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

5. Post-Incident Support and Review

Support provided to child

Support provided to staff

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

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

Information shared with other staff/agencies

6. Parent/Carer Notification

How and when were those with parental responsibility informed?

Outcome of discussion with parents/carers

Any complaint logged as a result of this incident

7. Completion and Review Sign-Off

Staff member completing form – Name & Signature

Date of completion

Senior Leader Reviewer – Name & Signature

Review Date

Actions required following review