Relational Behaviour Policy

Approved by:	Governing Body	**Date:**	04/03/2026
Last reviewed on:	04/03/2026		
Next review due by:	04/03/2027		
Review Schedule:	Annual		

*A separate **Exclusions Policy** sits alongside this Behaviour Policy*

There are 2 parts to this policy

Part 1: Promoting positive behaviour

Part 2: Use of restrictive intervention

PART 1

PROMOTING POSITIVE BEHAVIOUR

SECTION 1 — Vision, Values and Ethos

1.1 Our Christian Vision

At Stoke St Gregory Church of England Primary School, our approach to behaviour is rooted in our theologically grounded Christian vision:

"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." — Matthew 5:16

This vision shapes the culture, relationships and daily practices of our school. It expresses our belief that every child carries a unique, God-given light, and that our role as educators is to nurture that light so all pupils and adults can flourish spiritually, emotionally, socially and academically.

Our behaviour approach is therefore relational, compassionate and inclusive, grounded in the conviction that all children are worthy of dignity, kindness and hope. We recognise that behaviour is communication; it reflects a child's emotional state, needs and experiences. In line with our Christian foundation, we respond to behaviour with love, understanding, forgiveness and restoration, modelling the relationships we want children to learn.

1.2 Our Core Christian Values

Our six values - Love, Imagination, Gratitude, Hope, Togetherness, and Let Your Light Shine - underpin our relational approach:

- **Love:** *"Love is patient, love is kind…"* (1 Corinthians 13:4–8). We build relationships on kindness, empathy, forgiveness, and respect. All behaviour responses begin with connection rather than correction
- **Imagination:** *"Do not be shaped by this world. Instead be changed within by a new way of thinking.*" (Romans 12:2). We imagine what lies beneath behaviour and respond with curiosity and compassion.
- **Gratitude:** *"Be thankful in all circumstances."* (1 Thessalonians 5:18). We practise appreciation and positive noticing.
- **Hope:** "*Be strong and take heart, all you who hope in the Lord."* (Psalm 31:24). We believe in every child's potential, treating mistakes as opportunities to learn and grow.
- **Togetherness:** *"Two are better off than one…"* (Ecclesiastes 4:9–10). We build belonging and mutual responsibility. Adults and pupils work together to maintain safety and solve problems.
- **Let Your Light Shine:** We help every child recognise their gifts, grow in confidence and shine for the good of others.



1.3 Our Ethos: A Relational, Trauma-Informed Culture

Our ethos is grounded in the belief that relationships are the foundation of learning and behaviour. We are committed to:

- Understanding behaviour as communication of emotional need.
- Co-regulation, supporting safety and calm.
- Restorative responses through therapeutic rapport that rebuild trust and repair harm.
- Equity and inclusion for pupils with SEND, trauma or disadvantage.
- High expectations held with high support.
- Preventative practice through routines, relationships and regulation.
- Celebrating each child's inherent worth and God-given potential.

1.4 Vision in Action: The Link to Behaviour

Our Christian vision directly shapes our behaviour approach. This means:

- Prioritising connection and a relational approach
- Responding with compassion rather than punishment.
- Balancing high expectations around behaviour with empathy and understanding.
- Encouraging forgiveness, reflection and repair.
- Supporting every pupil to build confidence and self-regulation and take responsibility.
- Helping each child to shine in their own way through positive relationships.

Section 2 — Principles of Relational Practice

2.1 A Relational Foundation

At Stoke St Gregory, behaviour is understood first and foremost as relational. The quality of the relationship between adult and child profoundly shapes a child's emotional regulation, sense of safety, and capacity to learn. Our approach reflects our belief that behaviour is communication and must be met with understanding and compassion.

2.2 Behaviour as Communication

Our practice is rooted in the belief that:

- All behaviour has meaning and reflects underlying emotional needs.
- Distressed behaviour signals unmet needs or overwhelming emotions.
- A dysregulated child needs co-regulation, not consequences.
- Adults ask "What is this behaviour telling me?" to understand and respond.

2.3 Trauma-Informed and Attachment-Aware Practice

Our trauma-informed approach includes:

- Safety comes first — emotional, physical and relational.

- Adults are calm, attuned and predictable through rational detachment, reducing fear and uncertainty.
- Children need co-regulation long before self-regulation.
- Shame is never used as a tool; behaviour is not punished but understood.
- Repair and restoration in the form of therapeutic rapport are essential after moments of difficulty.

2.4 Emotional Regulation at the Centre

The Zones of Regulation provide a shared framework for emotional literacy across the school. Staff support children to name, understand and manage their emotions through co-regulation, visual tools, check-ins and structured regulation strategies. This helps pupils return to a state of readiness for learning.

2.5 CPI Principles: Care, Welfare, Safety & Security

The Crisis Prevention Institute (CPI) is a leading international training organisation founded in 1980 that specializes in evidence-based, trauma-informed de-escalation and crisis prevention strategies. CPI principles guide staff responses:

- Care: respect, dignity, empathy, person-centred.
- Welfare: Maintaining Independence, choice and well-being.
- Safety: Protecting rights and minimising harm.
- Security: Safe, effective, harmonious, and collaborative relationships.

2.6 High Expectations + High Support

We believe every child can learn, grow and flourish. Behaviour change happens when boundaries are held with consistency and kindness and when children are taught the skills they need to regulate, reflect and recover. High expectations are matched with high levels of relational support.

- Staff communicate clear, consistent and ambitious standards for behaviour so that pupils know what is expected at all times.
- Behaviour expectations are taught explicitly, reinforced routinely and applied fairly to create calm, safe and supportive learning environments.
- Adults model the behaviours they expect from pupils, creating a culture where respect, responsibility and kindness are the norm.
- Pupils are supported and encouraged to meet expectations through routine, clarity, relational connection and predictable boundaries.
- Misbehaviour is addressed promptly, proportionately and consistently, so that expectations remain predictable for all pupils.
- Expectations apply across all settings - in classrooms, corridors, outdoor spaces and beyond the school day - so children experience safety and consistency

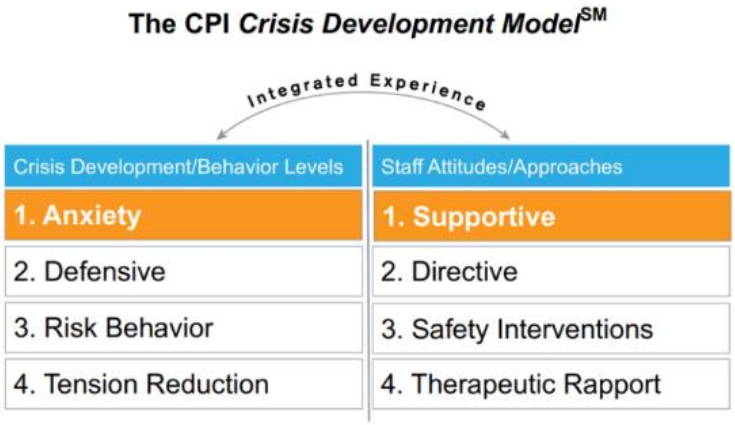
2.7 Preventative Practice

Preventative practice is grounded in CPI's emphasis on recognising distress early, reducing the likelihood of escalation, and using proactive strategies.

CPI defines distress behaviour as behaviour that communicates an unmet need or emotional state, and stresses that all behaviour is a form of communication. Our preventative practice is therefore designed to address the causes of distress before behaviour becomes defensive or risky.

We use the following CPI-framed preventative strategies to reduce the likelihood, intensity, and duration of distress behaviour:

- Identify and reduce triggers ("Precipitating Factors"). Staff actively identify temporary or long-term precipitating factors that may influence behaviour and adjust support accordingly. (Precipitating Factors being the internal or external causes of an individual's challenging behaviour over which staff have little or no control. They are triggers, such as fear, pain, trauma, or environmental stressors (noise, crowding), that overwhelm a person's ability to cope).
- Use a person-centred and trauma-informed approach. Staff consider each child's unique needs, preferences and lived experiences to reduce distress and promote emotional safety.
- Apply the CPI Crisis Development Model — Adults recognise that behaviour influences behaviour and therefore remain calm, consistent, and attuned to prevent escalation.



- Support early signs of Anxiety with the Supportive Approach — Staff use empathic, non-judgemental communication, active listening, validation and a supportive stance.
- Use effective verbal, paraverbal and non-verbal communication — Staff use CPI-recommended calm tone, respectful body language, appropriate proximity and supportive posture.
- Environmental adjustments to minimise triggers — Staff adapt the environment by removing hazards, reducing noise or demands, providing space, adjusting routines, or relocating individuals.
- Collaborative, coordinated responses — Colleagues offer help or step in where needed.

Preventative approaches help staff to "reduce the likelihood of known distress behaviour" and enable children to remain safe, regulated and able to access learning.

We aim to reduce distress and prevent escalation through:

- Predictable routines and clear structures.
- Relational check-ins and early noticing of emotional shifts.
- Supportive classroom environments designed for calm and focus.
- Proactive regulation breaks and sensory support.
- Collaborative problem-solving before difficulties escalate.

2.8 Restorative Culture

When harm occurs, our focus is on repairing relationships and restoring trust. Pupils are supported to understand the impact of their actions, take responsibility and engage in restorative conversations that promote reconnection.

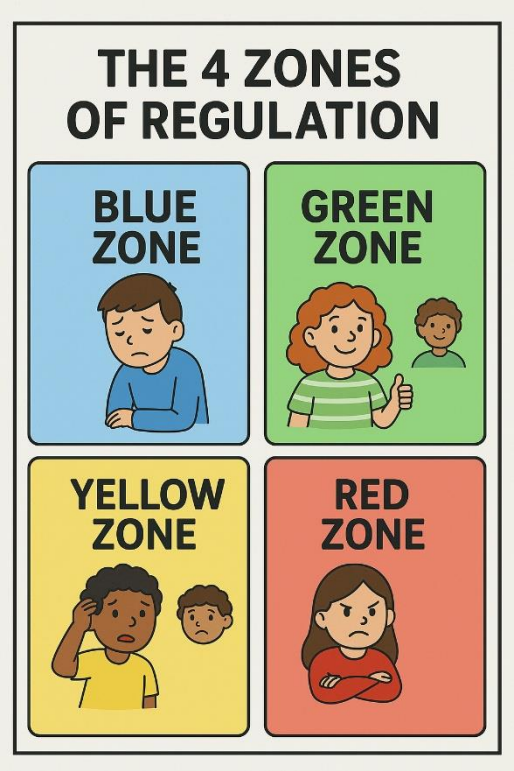
2.9 Dignity, Equity and Inclusion

Our approach ensures:

- Ensuring every pupil feels seen, valued and safe.
- Providing equitable support for those with SEND, trauma histories or vulnerabilities.
- Protecting pupils' dignity in all interactions.
- Strengthening belonging and participation for every child.

2.10 Adult Behaviour Shapes Pupil Behaviour

Adults model calm, empathy, respectful communication and emotional regulation at all times. Children learn how to navigate difficulties by watching adults respond with compassion, curiosity and consistency. All staff carry shared responsibility for upholding the relational ethos of the school.



Section 3 — Common Language & Frameworks

3.1 Zones of Regulation

We use the Zones of Regulation across the school as a shared emotional literacy framework. The Zones help children notice their internal state, name their feelings, understand how emotions affect behaviour, and use appropriate tools to regulate back to a ready-to-learn state. Staff support children through explicit teaching of Zones vocabulary, co-regulation, visual supports, check-ins, and planned or responsive regulation opportunities.

3.2 STOKERS Learning Behaviours

STOKERS is our whole-school learning behaviour framework. These behaviours are displayed in every classroom, explicitly taught and modelled and linked to positive recognition such as house points and celebration certificates. STOKERS provides a familiar set of expectations that is uniquely ours.



3.3 CPI Crisis Development Model

All staff use the CPI Crisis Development Model to recognise behaviour levels and apply the appropriate relational response. This ensures behaviour is viewed as distress rather than defiance, and staff responses match the pupil's emotional state.

3.4 The Integrated Experience

CPI teaches that behaviour influences behaviour. Staff therefore commit to calm tone, patient listening, appropriate posture and proximity, and consistent relational responses. This predictable adult behaviour creates emotional safety.

3.5 Relational Communication: Verbal, Paraverbal & Non-Verbal

Staff use CPI's communication framework to reduce distress and support regulation:

- Verbal: short, simple, respectful language.
- Paraverbal: calm tone, appropriate pace and volume.
- Non-verbal: supportive stance, facial expression, gesture and proximity.

3.6 Universal Daily Actions (What Adults Do Every Day)

These daily relational practices reduce distress, strengthen belonging and prevent escalation:

- Predictable routines: warm meet-and-greet, visual timetables, smooth transitions, forewarning of change.
- Relational check-ins: Zones check-ins, emotional noticing, quiet moments of connection.
- Co-regulation first: supportive stance, validation of feelings, calm tone and shared regulation strategies.
- Teaching and modelling STOKERS: naming and reinforcing learning behaviours.
- Regulation-ready environments: safe spaces, sensory tools, movement breaks and reduced sensory overload.
- Positive noticing: recognising positive learning behaviours and living out of school values
- Collaborative staff practice: stepping in to support each other, calling for help early, communicating calmly.

3.7 Consistency Across School

All adults commit to:

- Using Zones, STOKERS and CPI language daily.
- Responding to behaviour with predictable relational approaches.

- Modelling calm, kindness and respect in all situations.
- Maintaining consistency to strengthen emotional safety.

Section 4 — Responding to Behaviour

We respond to behaviour using the CPI Crisis Development Model, which recognises that behaviour communicates a child's level of distress and that different levels of behaviour require different adult responses. As a child moves through Anxiety, Defensive behaviour, Risk Behaviour and then Tension Reduction, staff adjust their approach from Supportive, to Directive, to Safety Interventions, and finally to Therapeutic Rapport. This ensures that our responses are attuned, proportionate and least-restrictive, reducing escalation and supporting children back to regulation

4.1 Anxiety → Supportive Approach

Behaviour Level: A change in typical behaviour eg nervous movements, pacing, fidgeting, sighing, or shutting down.

What this communicates:

- Early emotional distress.
- Emerging unmet need.
- Increased sensitivity to tone, demand or environment.

Staff Attitude/Approach: Supportive - empathic and non-judgemental.

- Listen actively and patiently.
- Acknowledge feelings and validate emotions.
- Use calm tone, steady pace and supportive stance.
- Offer help, reassurance and co-regulation.
- Reduce or remove demands temporarily.
- Use Zones of Regulation language as appropriate.

4.2 Defensive → Directive Approach

Behaviour Level: Protecting oneself from a real or perceived threat eg shouting, refusal, challenging questions, verbal threats or oppositional behaviour.

What this communicates:

- The child feels threatened, overwhelmed or out of control.
- Emotional intensity is increasing.
- Reduced capacity to problem-solve.

Staff Attitude/Approach: Directive - clear, simple and respectful direction.

- Use short, simple statements.
- Avoid over-talking or arguing.
- Offer simple, safe choices.
- Maintain calm tone and supportive posture.
- Allow time for the child to process instructions.
- Reduce environmental stimulation.

4.3 Risk Behaviour → Safety Interventions

Behaviour Level: Behaviour that presents an imminent or immediate risk of harm eg striking, throwing, grabbing or self-harm behaviours.

What this communicates:

- Extreme emotional dysregulation.
- Fight, flight or freeze response.
- Urgent need for safety and containment.

Staff Attitude/Approach: Safety Interventions - actions must always be last resort, reasonable, proportionate and least restrictive.

- Use verbal and environmental non-restrictive interventions first.
- Remove objects or move others away to reduce risk.
- Call for support from another adult.
- Use non-restrictive disengagements if required to stay safe.
- Only use restrictive interventions if necessary and trained to do so.
- Continuously reassess and reduce restriction as soon as possible.

4.4 Tension Reduction → Therapeutic Rapport

Behaviour Level: Decrease in physical and emotional energy eg quietness, withdrawal, sadness, embarrassment, exhaustion.

What this communicates:

- The child is no longer in crisis.
- They may feel vulnerable or ashamed.
- They are ready for reconnection, not correction.

Staff Attitude/Approach: Therapeutic Rapport - rebuilding connection.

- Offer time and space to recover.
- Use quiet, calm presence to reassure safety.
- Avoid discussing consequences too soon.
- Rebuild trust through empathic conversation when ready.
- Explore needs, triggers and feelings.
- Co-create strategies for future success.

4.5 CPI Relational Flow Summary

Behaviour Level	Staff Response	Goal
Anxiety	Supportive	Reduce distress & meet need
Defensive	Directive	Provide structure, safety & clarity
Risk Behaviour	Safety Interventions	Maximise safety & minimise harm
Tension Reduction	Therapeutic Rapport	Repair, reflect & reconnect

Section 5 — Teaching, Celebrating & Reinforcing Positive Behaviour

Positive behaviour at Stoke St Gregory is learned through modelling, teaching, relational connection and values-led celebration. Our approach reflects our Christian vision and values, emphasising intrinsic motivation, belonging and positive reinforcement.

5.1 Teaching Positive Behaviour

We teach behaviour like any other part of the curriculum, ensuring children learn the skills needed to regulate, relate and reflect. Staff teach positive behaviour through:

- Modelling values-led behaviour such as kindness, empathy and courage.
- Explicit instruction of STOKERS learning behaviours.
- Teaching emotional literacy using the Zones of Regulation.
- Embedding expectations into routines, worship and curriculum activities.

5.2 Recognising and Celebrating Positive Behaviour

We celebrate positive behaviour frequently and authentically through:

- Positive noticing — brief, specific acknowledgement of effort and improvement.
- Verbal praise linked to STOKERS and school values.
- House Points awarded specifically for displaying STOKERS learning behaviours.
- Celebration Worship recognising individual and collective achievements.
- Certificates linked to STOKERS learning behaviours.
- Sharing success with parents, staff and peers.

5.3 Encouraging Intrinsic Motivation

We focus on nurturing intrinsic motivation by emphasising effort, personal growth and resilience. Praise is descriptive, relational and inclusive, avoiding comparison or competition.

5.4 Celebrating Repair & Restoration

We recognise and value acts of repair, such as apologising, taking responsibility, showing honesty, and trying again after difficulty.

5.5 Equity in Recognition

Our recognition systems are equitable and inclusive:

- Recognising diverse strengths across all pupils.
- Adjusting expectations for SEND or emotional needs.
- Ensuring fair access to celebration for all children.
- Valuing personal growth rather than comparison.

Section 6 — Supporting Children with Additional Needs

Stoke St Gregory is an inclusive, nurturing school where every child is known, valued and supported to flourish. Our approach to behaviour for children with SEND, additional needs or vulnerabilities reflects our Christian vision that every child carries a unique light. We provide equitable, not identical, support so every pupil can thrive.

6.1 Principles for Supporting Children with Additional Needs

- Recognising that some children experience difficulties with emotional literacy and self-regulation.
- Understanding that behaviour is communication of need.
- Providing needs-led and developmentally appropriate support.
- Paying close attention to triggers and patterns Influencing behaviour.

6.2 Reasonable Adjustments

We make proactive, reasonable adjustments to enable full participation including:

- Alternative seating, adapted workspace or visual supports.
- Sensory breaks, movement breaks or outdoor regulating time.
- Use of sensory tools or fidget aids to support regulation.
- Flexible entry routines or supported transitions.
- Access to quiet, safe regulation spaces.
- Adjusted demands during dysregulation.

6.3 Adjusted Behaviour Expectations

Expectations are sometimes differentiated for children with SEND. Behaviour is not punished when it stems from unmet need, developmental difference or emotional overwhelm. Staff scaffold success through relational support and recognise incremental progress.

6.4 Record-Keeping and Monitoring

We monitor support carefully through:

- Recording patterns of behaviour on CPOMS.
- Monitoring triggers and regulation strategies over time.
- Reviewing and updating Individual Regulation Plans regularly.
- Communicating updates with parents and carers.
- Reflective staff discussions and debriefs when needed.

6.5 Equity in Consequences and Support

Consequences are educational, restorative and adapted to the child's needs. Relational repair through therapeutic rapport is prioritised.

Section 7 — Recording, Monitoring & Communication

Effective recording, communication and monitoring ensure that our relational behaviour approach remains safe, consistent, transparent and supportive for every pupil. This reflects CPI's emphasis on understanding patterns of distress and improving practice through reflection.

7.1 Principles for Recording Behaviour

We record behaviour to:

- Understand patterns, triggers and needs.
- Monitor the impact of interventions and adjustments.
- Identify emerging vulnerabilities or SEND needs.

- Ensure transparency, safeguarding and accountability.
- Support restorative and relational follow-up.
- Fulfill statutory duties, including recording significant restrictive interventions.

7.2 What Is Recorded on CPOMS

Staff record the following on CPOMS:

- Repeated distress affecting learning or wellbeing.
- Behaviour causing harm to self, peers or adults.
- Emerging SEND concerns or unmet needs.
- Safeguarding concerns (following safeguarding procedures).
- Incidents requiring restorative conversation.
- Behaviour escalating into Defensive or Risk Behaviour (CPI levels).
- Any use of restrictive intervention (significant incident).
- Patterns suggesting adjustments or additional support are needed.

7.3 Recording Significant Restrictive Interventions

In line with DfE requirements (effective April 2026), every significant incident involving restrictive intervention must be recorded, reported to parents as soon as practicable, reviewed by senior leaders, and analysed for patterns or causes. This includes any incident involving reasonable force, restriction of movement, seclusion, or supervised isolation.

A *significant incident* is any event where the use of force or other restrictive intervention:

- is more than minimal,
- is used to prevent serious injury or significant harm,
- results in injury or distress,
- involves seclusion or withdrawal,
- would be considered notable by a parent, senior leader or safeguarding partner.

Records will include:

- STARR: setting, trigger, action, response, reason (to include precipitating factors)
- Description of behaviour and risk presented.
- Actions taken at CPI Supportive and Directive stages.
- Safety Interventions used and justification for their use.
- Duration and level of intervention.
- Any injury or medical concern.
- Parent contact details and timing.
- Post-incident support and repair work.

7.4 Communication with Parents and Carers

We work closely with parents and carers, specifically when:

- Patterns of behaviour require additional help.
- Incidents involve harm to self or others.
- Behaviour reaches Defensive or Risk Behaviour.
- Any restrictive intervention is used (mandatory reporting).

- Individual Behaviour Plans are created or reviewed

7.5 Staff Reflection and Debrief

Following significant distress or restrictive intervention, staff participate in CPI-aligned operational and emotional debriefs, reviewing precipitating factors, the Integrated Experience and the effectiveness of responses. This supports staff wellbeing and continuous improvement.

7.6 Pupil Reflection and Therapeutic Rapport

Staff support pupils after incidents through:

- Reconnection and reassurance following crisis.
- Co-regulation and emotional support.
- Developmentally appropriate restorative questions.
- Zones-based reflection.
- Collaborative problem-solving and planning for success.
- Celebrating acts of repair, honesty and courage.

7.7 Governance, Oversight and Policy Review

SLT and governors ensure effective oversight through:

- Regular reviews of behaviour trends and incidents by SLT.
- Ensuring compliance with updated DfE guidance.
- Monitoring equity, inclusion and impact of this policy.
- Updating training and policies based on emerging needs.
- Reviewing this policy annually.

Section 8 — Relational Consequences

In our relational approach, consequences are educational, proportional and centred on repair. The purpose of any consequence is to help the child learn a more positive way forward, protect the safety and wellbeing of the community, restore relationships, and maintain calm, predictable boundaries.

8.1 Principles for Relational Consequences

- Proportionate and appropriate to the individual child and situation.
- Predictable, calmly delivered and clearly explained.
- Restorative in focus, supporting repair of relationships and community.
- Educational, teaching skills for regulation, reflection and responsibility.
- Trauma-informed and free from shame or humiliation.
- Supportive of CPI's preventative and de-escalation approaches.

8.2 Examples of Relational Consequences

- Reminder or Warning: A calm prompt outlining the expected behaviour. Often sufficient to re-establish connection and regulation.
- Time in The Nest (Regulation Support): A short period in The Nest with an adult to help the pupil regulate, reflect, and plan a successful return to learning. This is supportive time-in, not time-out.
- Restorative Conversation: A guided discussion focused on understanding what happened, how others were affected, and what is needed to repair harm and move forward.
- Missed or Reduced Break/Lunchtime: Used sparingly and relationally to complete learning, practise strategies, or engage in restorative repair.
- Reparation or Contribution: A meaningful act that helps put things right, such as helping to tidy a space, repairing damage, or making amends through words or actions.
- Senior Leader Involvement: SLT support may be needed for repeated dysregulation, harm, significant disruption or behaviour escalating towards Defensive or Risk Behaviour levels.
- Speaking with Parents/Carers: Used when behaviour is persistent, causing harm, or suggests wider unmet needs. Communication is collaborative and solution-focused.
- Individual Behaviour Plan or Adjusted Support: Where patterns emerge, behaviour escalates or is persistently challenging, staff may develop or update a plan with the SENDCo and parents to ensure pupils are given the right support.
- Suspension or Exclusion: In rare cases of serious or persistent challenging behaviour, formal sanctions such as suspension or exclusion may be used in line with statutory DfE guidance and the Trust's separate Exclusions Policy.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

8.3 What Consequences Will Never Be at Stoke St Gregory

- Public shaming or humiliation.
- Punitive internal isolation.
- Withholding basic needs such as food, drink or toilet access.
- Consequences delivered in anger.
- Any response that contradicts CPI principles or escalates distress.

Section 9 — Searching, Screening and Confiscation

The school follows the DfE guidance "Searching, Screening and Confiscation" (2022).

- The headteacher and authorised staff have the legal power to search a pupil or their belongings if they reasonably believe the pupil may be carrying a prohibited item, as set out by the DfE.
- Searching is always carried out safely, respectfully, and with regard to the pupil's dignity**,** and never used as a punishment.
- Items that are unsafe, illegal or prohibited may be confiscated.

- Searches for prohibited items are recorded and parents are informed where appropriate.

Section 10 — Mobile Phones and Smart Technology

Stoke St Gregory Church of England Primary School is a mobile phone-free environment. In line with statutory guidance, pupils are not permitted to use mobile phones or other smart technology with similar functionality during the school day. This includes during lessons, playtimes, lunchtimes and at any other time while pupils are under the school's care.

10.1 Bringing Mobile Phones to School

We recognise that a small number of pupils may need to bring a mobile phone to school for use on their journey to or from school.

Where this is necessary:

- The mobile phone must be switched off before entering the school site.
- The phone must be handed to a member of staff in the school office immediately upon arrival.
- The phone will be stored securely during the school day.
- The phone may be collected from the school office at the end of the school day.

Pupils must not carry mobile phones on their person, in classrooms, or around the school site during the school day.

Any phone brought onto school premises is at the owner's risk, and the school accepts no liability for loss, theft or damage.

10.2 Smart Watches and Other Devices

Pupils should not bring smart watches or other devices capable of making calls, sending messages, accessing the internet, taking photographs, recording audio or receiving notifications unless a specific exception has been agreed by the Headteacher.

10.3 Exceptional Circumstances

Where a pupil requires access to a mobile phone or smart device for a medical, safeguarding or other agreed reason, reasonable adjustments will be considered on an individual basis in consultation with parents/carers and relevant professionals.

10.4 Breaches of this Policy

If a pupil is found using, carrying or accessing a mobile phone or unauthorised smart device during the school day:

- The device may be confiscated in line with this Behaviour Policy and DfE Searching, Screening and Confiscation guidance.
- Parents/carers will be informed.
- Repeated breaches will be addressed through the school's relational behaviour processes and may result in further consequences where appropriate.

Our aim is to maintain a calm, safe and distraction-free environment where all children can learn and flourish.

PART 2

Restrictive Intervention (Including the Use of Reasonable Force)

1. Principles & Legal Framework

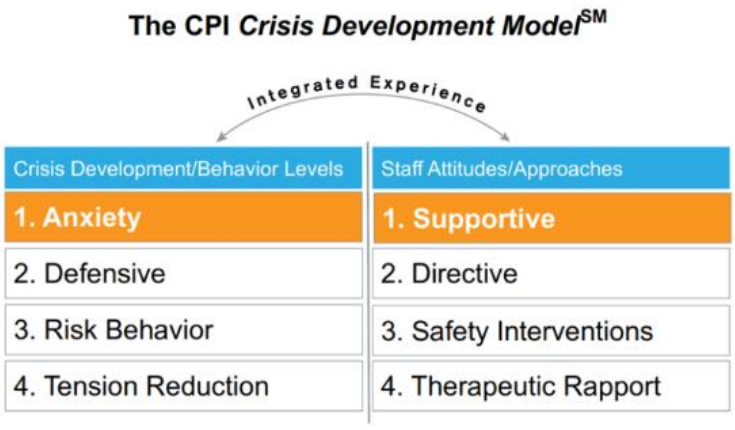
A restrictive intervention is any action that limits a pupil's movement, liberty or independence. This includes the use of reasonable force, physical restraint, seclusion/withdrawal or environmental restriction. Such interventions are exceptional and may only be used when necessary to prevent immediate or imminent harm, serious property damage, serious disorder or a criminal offence. They must never be used as punishment. All actions must be last resort, reasonable, proportionate and least restrictive.

2. Prevention & De-escalation First

Staff must always use preventative and de-escalation approaches in line with CPI principles before considering any restrictive intervention. This includes the Supportive and Directive approaches, environmental adjustments, regulation strategies, and help from additional adults. CPI's Integrated Experience reminds staff that adult behaviour directly influences pupil behaviour.

3. CPI Crisis Development Model

Our responses follow CPI's four-stage model:



4. When Restrictive Intervention May Be Used

A restrictive intervention may be used only when there is immediate or imminent risk of harm and no safer option is likely to be effective. Staff must continuously reassess risk and reduce the level of restriction as soon as reasonably safe.

5. Types of Restrictive Intervention

- Verbal and environmental non-restrictive interventions (preferred first response).

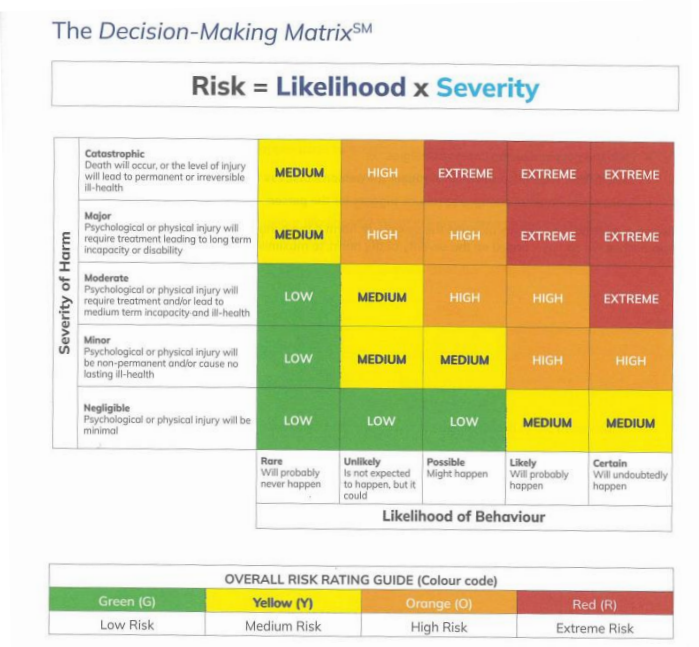
- CPI non-restrictive disengagement skills (safe releases, block-and-move).
- Restrictive physical interventions taught only within CPI Safety Intervention™ (used only by trained staff).

6. Training, Competence & Authorisation

Only CPI-trained and authorised staff may use restrictive physical interventions. All staff use Supportive and Directive approaches. Trained staff will always include the Headteacher and designated colleagues. The training list is kept updated and available to staff and governors.

7. Decision-Making in the Moment

CPI's Decision-Making Matrix (likelihood × severity) guides all decisions. Staff choose the least-restrictive intervention capable of safely reducing risk.



8. Recording, Reporting & Parent Notification

Every significant incident involving restrictive intervention must be recorded and parents informed as soon as practicable. Records include antecedents, de-escalation attempts, type of intervention, duration, staff present and post-incident actions.

9. Post-Incident Support (CPI Post-Crisis)

Following an incident, pupils receive time to regulate before a Therapeutic Rapport conversation is held. Staff receive emotional and operational debriefs. Individual Behaviour Plans are reviewed and updated as needed.

10. Governance & Oversight

SLT monitors any restrictive interventions and reports. Compliance with DfE 2026 guidance is reviewed regularly and informs updates to practice and training.