

Sunnyfields Primary School



Strong Roots, Bright Futures

Behaviour Policy

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The Golden Thread

**Relationships → Restoration → Reflection → Repair →
Reintegration**

Safe children learn. Connected children behave well.

Introduction and rationale

At Sunnyfields, we are committed to creating a safe, respectful, and inclusive learning environment where all pupils can thrive, both academically and personally. This Behaviour Policy sets out our expectations for conduct, the systems we use to promote positive behaviour, and the measures we take to address and support behavioural needs. Our approach is rooted in consistency, fairness, and the belief that positive relationships form the foundation of effective teaching and learning.

Legislative Framework

This policy is written in line with the statutory requirements under:

- Section 89 of the Education and Inspections Act 2006, which places a duty on headteachers to determine measures to promote good behaviour, prevent bullying, and ensure pupils complete assigned work.
- The Equality Act 2010, which ensures that reasonable adjustments are made for pupils with additional needs or protected characteristics.
- The Special Educational Needs and Disability (SEND) Code of Practice 2015, which highlights the importance of identifying and supporting pupils whose behaviour may be linked to underlying needs.

This policy also reflects the non-statutory guidance provided by the Department for Education in:

- "Behaviour in Schools: Advice for Headteachers and School Staff" (2024)
- "Keeping Children Safe in Education 2025"
- "Searching, Screening and Confiscation" (2022)

Purpose of the policy

The purpose of this policy is to:

- Promote high standards of behaviour, self-discipline and respect.
- Establish a shared understanding of what constitutes acceptable behaviour.

- Ensure a consistent and fair approach to behaviour management across the school.
- Prevent all forms of bullying and discrimination.
- Provide clear guidance for pupils, staff and parents on how behaviour is promoted, supported, and managed.
- Support the well-being and safeguarding of all pupils and staff.

By embedding positive behaviour across our school culture, we aim to support pupils in becoming responsible, kind, and confident members of the school and wider community.

Other Policies

This policy should be read in conjunction with our other policies:

- Safeguarding
- Anti-bullying
- Inclusion and equality
- SEND
- Uniform
- Code of conduct
- E-Safety
- Exclusions
- Peer on Peer Abuse
- Relationships and Health Education
- Violence Towards Staff
- Teaching and Learning

Our Sunnyfields Vision

Sunnyfields Primary School is committed to creating an environment where learning how to become kind and respectful citizens is at the heart of everything we do.

Everyone in school is expected to act in a safe and responsible manner to ensure we are all ready to learn.

Our values

- ★ Kindness
- ★ Respect for others
- ★ Ensuring that we act in a safe and responsible manner
- ★ Readiness to learn

Our Behaviour Vision

Nurturing children to become kind and respectful citizens who know how to act in a safe and responsible manner and are ready for the next steps in their learning journey.

Aims of this policy

- Establish a whole school approach to maintaining high standards of behaviour that reflect the values of the school.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Provide a consistent and calm approach and to celebrate the best behaviours.
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.
- Ensure social skills are taught so that children have the tools/skills to work and play in harmony with others.

Roles and Responsibilities

Everyone in Sunnyfields has a role in supporting behaviour and we all work together to ensure that our children are provided with positive learning opportunities in order to achieve the desired behaviour outcomes.

Role of governing body:

- Review and approve the Behaviour Policy.
- Monitor the policy's effectiveness.
- Holding the headteacher to account for its implementation.

Role of Headteacher and Senior Leadership team:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the school.
- Celebrate staff, leaders and pupils whose effort goes over and above expectations.
- Ensure staff training needs are identified and met.
- Support the SENCO and phase leaders in managing learners with more complex or negative behaviours.
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice.

Role of SENCO team:

- To use behaviour data to target and assess interventions at universal and SEND support in line with EHCPs and Support plans.
- To provide support and advice to adults.
- To support teachers in managing pupils with more complex or challenging needs so that behaviour expectations can be met

Role of phase leaders:

- Stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.
- Be a visible presence around school.
- Encourage the use of positive communication with parents amongst their team.
- Support behaviour development through phase meetings to ensure consistency of the policy.
- Know which children are consistently meeting expectations.
- Liaise with SEND team to ensure prompt provision where needed.
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines.

Role of Class teachers, HLTAs, TAs, Support staff, Lunchtime staff:

- Meet and greet children, parents and carers with warmth and a smile.
- Develop positive relationships with all children.
- Refer to the school values [kindness, respect for others, ensuring we act in a safe and responsible manner and ensuring we are ready to learn] in daily conversations with the children.
- Establish clear classroom routines.
- Plan lessons that engage, challenge and meet the needs of the pupils.
- Teach children how to behave through regular referral to the school's values.
- Highlight and praise positive behaviour that reflects the Sunnyfields Way.
- Remain calm when dealing with behaviour incidents.
- Always address pupils who are not meeting expectations (even if they are not in your class).
- Address unwanted behaviours privately.
- Follow up behaviour incidents with restorative conversations and communications with parents.

Behaviour expectations

The Sunnyfields Way

Kindness	Respect for others	Ensuring that we act in a safe and responsible manner	Readiness to learn
• kind words and actions • teamwork and sharing • choosing to do things that help other people • caring for our equipment and environment	• Showing regard to people's abilities and worth • Valuing people's feelings and views even if you don't agree with them • Treating people how you would want to be treated • Listening to others • Being quiet when someone is talking • Showing a positive attitude	• Being calm in and around school • Keeping our hands and feet to ourselves • Taking care of ourselves and others • Seeking help and support when needed	• Being on time • Being dressed in the correct uniform • Being prepared • Being focussed (Good listening and looking) • Reading at home • Completing homework • Using the Sunny Six to learn • Trying our best

Positive Reinforcement

We celebrate good behaviour and provide rewards and recognition to motivate and acknowledge our pupils' efforts.

What we do:

- ★ Verbal praise.
- ★ Dojo points given to children who are behaving in the Sunnyfields Way.
- ★ At the end of each term; 100 points = bronze badge, 200 = silver badge, 300 = gold badge, 400 = platinum badge.
- ★ Stars of the week certificate awarded in Friday's mentions assembly (parents to be informed and invited by Wednesday).

Managing Unacceptable Behaviour

Unacceptable behaviour is defined as behaviour that causes disruption in lessons, in or around school, and at break and dinner times.

Serious unacceptable behaviour is defined as repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn. Any form of

bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-Bullying Policy). Physical violence or verbal aggression directed towards an adult or pupil. Use of object/weapons to hurt others.

Serious/ continued bullying incidents. Vandalism leading to significant damage of school property and resources. Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Restorative Practice and Relationship-Based Behaviour Support

Sunnyfields School believes that strong relationships are the foundation of positive behaviour. Our approach is rooted in the principle of:

Connection Before Content

Children learn best when they feel safe, understood, and valued. Staff therefore prioritise:

- Getting to know each child as an individual
- Building trusting adult–pupil relationships
- Understanding pupils’ strengths, interests, and needs
- Recognising that behaviour communicates feelings or unmet needs

We aim to respond to behaviour with curiosity rather than judgement.

Our Restorative Approach

When conflict or poor behaviour occurs, Sunnyfields School uses restorative practice to:

- Repair relationships
- Help pupils understand impact
- Teach responsibility
- Support emotional growth
- Restore a sense of belonging

Our focus is on learning from mistakes, not punishment alone.

Core Restorative Principles

At Sunnyfields School we:

- Address behaviour privately, not through public reprimand
- Use calm, respectful dialogue
- Speak using “I” language rather than blame
- Separate the behaviour from the child
- Support pupils to reflect and make amends

Adults model the respectful communication we expect from pupils.

Using Dr Rosenberg's Four-Part Statement

Staff use a structured communication approach when addressing concerns, based on four elements:

1. **Observation** – what was seen or heard (without judgement)
2. **Feeling** – how the situation made the adult feel
3. **Need** – the value, expectation, or need connected to this
4. **Request** – a clear, achievable request for change

Example:

"When I saw the books being thrown (observation), I felt concerned (feeling) because everyone needs to feel safe in our classroom (need). I need you to place the books back on the table carefully (request)."

This approach helps pupils understand impact without feeling attacked or shamed.

Restorative Conversations

After conflict, staff guide pupils through reflection questions such as:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected?
- How can we put this right?
- What can we do differently next time?

These conversations are calm, supportive and solution-focused.

Solution-Focused Circles

Sunnyfields School may use solution-focused restorative circles to resolve group conflict or rebuild community following incidents.

These circles:

- Give each person a voice
- Focus on listening and understanding
- Identify shared needs
- Agree practical steps to move forward
- Strengthen belonging and trust

The goal is always repair and reintegration, not blame.

Learning Over Punishment

While boundaries and consequences remain important, our emphasis is on:

- Understanding why behaviour occurred
- Teaching better choices
- Practising problem-solving

- Rebuilding trust

We believe pupils are more likely to change behaviour when they feel respected, heard and supported.

Adult Responsibilities

All staff at Sunnyfields School commit to:

- Modelling respectful communication
- Responding calmly and consistently
- Maintaining dignity for pupils at all times
- Using restorative approaches before punitive measures wherever appropriate

De-escalation, Sanctions and Restorative Conversations.

At Sunnyfields Primary School, staff aim to address behaviour concerns in a calm and supportive way. In the first instance, we use de-escalation strategies to help redirect behaviour, remind pupils of expectations and support them to regulate their emotions. Where behaviour continues, sanctions are applied in a clear and consistent order in line with the school's behaviour policy. These sanctions are used alongside restorative practice, enabling pupils to reflect on their actions, understand the impact of their behaviour on others, and learn how to make more positive choices in the future. Please see the Behaviour Steps poster in the appendix.

Partnership with Parents/Carers

Where challenging behaviour persists, the school will work closely with parents or carers to identify appropriate strategies and provide consistent support for the pupil. Behaviour meetings may be arranged to discuss concerns, agree supportive strategies and set clear expectations moving forward. Minutes from these meetings will be recorded to ensure that discussions, agreed actions and next steps are clearly documented and reviewed. A Behaviour Meeting Template used to support these discussions is included in the appendices.

Support Systems and Adaptations for Children with SEND

At Sunnyfields Primary School, we are committed to creating an inclusive, calm, safe and supportive environment where all pupils, including those with Special Educational Needs and/or Disabilities (SEND), feel understood, protected and able to learn. In line with the DfE's *Behaviour in Schools* guidance, we recognise the importance of maintaining high standards of behaviour so that pupils are protected from disruption and can learn safely. We also understand that some behaviours may arise from unmet needs or barriers to communication and self-regulation, and we aim to respond with understanding, support and appropriate strategies to help every pupil succeed.

The school has a duty of care to balance the needs and safety of the individual child with the rights, safety and wellbeing of other pupils and staff. When a child's behaviour or emotional reaction poses a risk to themselves or others, or when their

behaviour causes injury or significant harm, the school will act promptly and proportionately in line with national guidance.

Where such incidents occur, the school will:

- Liaise closely with parents and carers to discuss concerns, share information, and agree appropriate next steps. This reflects DfE expectations that schools work in partnership with families when responding to behaviour.
- Use best-practice approaches as outlined in the DfE guidance on responding to misbehaviour, preventing recurrence, and ensuring appropriate intervention.
- Consider whether a child's behaviour may be linked to SEND or unmet needs, ensuring responses are reasonable and proportionate, in line with statutory duties under the Equality Act 2010 and the Children and Families Act 2014, as referenced within the DfE Behaviour in Schools guidance.
- Put in place measures to ensure immediate safety, which may include reasonable adjustments, increased supervision, de-escalation strategies, or temporary removal from the classroom (a serious sanction only used where necessary, following DfE expectations).
- Review whether additional support is needed—for example, pastoral intervention, behaviour plans, risk assessments, or external agency involvement—following the DfE's emphasis on preventing recurrence of misbehaviour and supporting pupils after incidents.

The school's actions will always be guided by statutory safeguarding responsibilities. The DfE makes clear that all staff have a duty to provide a safe environment in which pupils can learn, as outlined in Keeping Children Safe in Education (KCSIE), referenced within the Behaviour in Schools guidance.

In all cases, our approach will remain child-centred, fair, and proportionate, ensuring that we safeguard the welfare of the individual pupil while also upholding the rights of others to feel safe, respected, and able to learn without disruption.

Taking SEND into account in behaviour Management

When considering behavioural sanctions for a pupil with SEND, the school will carefully evaluate the following:

- Was the pupil unable to understand the rule or instruction due to their SEND?
- Was the pupil unable to act differently at the time because of their SEND?
- Is the behaviour a known or likely feature of their specific SEND condition?

If the answer to any of these questions is yes, the school acknowledges that it may be unlawful to apply a sanction in the same way as it would be applied to other pupils. In such cases, the school will assess:

- Whether a sanction is appropriate, and
- Whether any reasonable adjustments should be made to ensure fairness and compliance with the Equality Act 2010.

Identifying and Supporting Underlying Needs

Pupils who demonstrate challenging behaviour may be evaluated by the Special Educational Needs Coordinator (SENCO) to determine if there are unmet or unidentified needs contributing to the behaviour. Where appropriate, the school will:

- Use STAR analysis to help identify underlying issues / triggers to understand situations
- Seek input from external professionals such as educational psychologists, specialist teachers, speech and language therapists, or medical practitioners.
- Liaise with parents and carers to plan appropriate, personalised support.
- Develop and regularly review individual support plans (e.g., IEPs, Behaviour Support Plans) that detail strategies, adjustments, and targets.
- Provide staff with training and guidance to implement adaptations consistently and sensitively.

Our Related Behaviour Commitments

Bullying and Peer Conflict

- Zero Tolerance for Bullying by Building a Kind and Inclusive Culture.
- Sunnyfields does not tolerate bullying of any kind. We actively promote a culture of kindness, inclusion, and mutual respect. Behaviour that constitutes bullying or repeated peer conflict is addressed swiftly and thoroughly, with tailored support for both the affected child and the pupil demonstrating harmful behaviour.

Partnership with Parents and Carers

- Working Together to Support Behaviour by Keeping Families Informed and Involved.

We believe in proactive communication and collaboration with parents and carers. Families are kept informed of behavioural concerns and are invited to work with the school to find supportive, consistent solutions that meet the needs of their child.

Monitoring and Reviewing

- Keeping Our Behaviour Policy Current by Measuring Impact and Making Improvements.

The school monitors the effectiveness of its behaviour systems and support strategies. Regular review of behaviour data, stakeholder feedback, and the progress of pupils with SEND ensures that our approach remains fair, inclusive, and evidence-informed.

Sanctions and Consequences for Serious Unacceptable Behaviour

Definition of Unacceptable Behaviour

Unacceptable behaviour therefore refers to any conduct that:

- Disrupts teaching and learning,
- Undermines the calm, safe environment of the school,
- Fails to meet the behaviour expectations set out in the school's behaviour policy,
- Breaches safety, safeguarding or wellbeing expectations,

Categories and Examples

1. Unacceptable Behaviour (Lower-Level / Initial Concerns)

These are behaviours that disrupt learning but may be addressed through classroom strategies and early intervention, in line with DfE expectations that teachers should take steps to maintain order and prevent disruption.

Examples include:

- Low-level disruption (calling out, talking over others, off-task behaviour)
- Refusal to follow reasonable instructions
- Unsafe movement around school (running in corridors, misusing equipment)
- Disrespectful or unkind language towards peers
- Minor damage or careless misuse of school property
- Inappropriate play at break and lunch

2. Serious Unacceptable Behaviour (High-Level / Significant Misconduct)

DfE guidance highlights the need for clear responses to serious misbehaviour, which may require removal from the classroom, sanctions, searching/screening, or safeguarding intervention. Serious issues include behaviours that create high-level disruption, risk harm, or breach major school rules.

Examples include:

- Persistent or repeated disruption that significantly affects teaching and learning
- Bullying, including racist, sexist, homophobic or discriminatory behaviour
- Physical violence towards a pupil or adult
- Verbal aggression, threats, intimidation or harassment
- Use of objects to harm or attempt to harm others
- Vandalism causing significant damage to school property
- Possession of a prohibited or dangerous item that staff reasonably suspect:
 - has been used,
 - is being used, or

- is likely to be used to commit an offence or cause injury, as outlined in DfE Searching, Screening and Confiscation guidance (referenced in the Behaviour in Schools guidance).

3. Persistent or Escalating Serious Behaviour

DfE guidance requires schools to put measures in place to prevent recurrence of misbehaviour and may use removal from class, targeted support, or sanctions

Examples include:

- Continued or severe bullying incidents
- Repeated or escalating breaches of behaviour expectations despite interventions
- Behaviour posing ongoing risk to safety or wellbeing of others

Although incidents of serious unacceptable behaviour are rare at Sunnyfields, it is essential that we maintain high expectations and respond consistently when pupils act in a way that is not in line with our school values. To support a safe and respectful environment for all, we have a clear system of sanctions, outlined below in order of severity:

1. Internal Exclusion

A pupil may be placed in internal exclusion, meaning they will work away from their peers for a set period of time. This allows the child to reflect on their behaviour and its impact on others in a calm and supervised environment.

- Work will be provided by the class teacher to be completed independently.
- The duration of the internal exclusion will be determined by the Headteacher or Deputy Headteacher and will not exceed two school days.

2. Fixed-Term Exclusion*

In more serious cases, or where previous interventions have not been effective, a fixed-term exclusion may be issued.

- This involves the pupil being temporarily removed from school for a specified number of days.

3. Permanent Exclusion*

In the most serious circumstances, or where a pupil's behaviour poses a significant risk to others or the learning environment, a permanent exclusion may be considered.

- This means the child will no longer be permitted to attend Sunnyfields.

*Please refer to the school's Exclusion Policy for full details. This policy aligns with the DfE guidance:

Exclusion from maintained schools, academies and pupil referral units in England.

Use of Restrictive Interventions

In line with the Department for Education guidance *Restrictive Interventions, including the use of reasonable force, in schools* (effective April 2026), Sunnyfields School has updated its approach to ensure that any use of restrictive intervention is lawful, proportionate, recorded, and part of a wider preventative strategy.

Our Approach

Sunnyfields School is committed to:

Maintaining a safe, respectful and inclusive environment

Minimising the need for restrictive interventions through early support, positive relationships, and de-escalation strategies

Ensuring that any intervention used is:

- Necessary
- Proportionate
- The least restrictive option
- Used for the shortest time possible
- Restrictive interventions are always a last resort.

What We Mean by Restrictive Intervention

At Sunnyfields School, the term restrictive intervention includes:

Reasonable force – physical contact used to prevent harm, serious disorder, criminal offence, or damage to property

Restraint – restricting a pupil's movement (with or without direct physical contact)

Seclusion – keeping a pupil in a space away from others and preventing them from leaving (used only as a safety measure, not as a disciplinary sanction)

These interventions are not disciplinary punishments.

When Restrictive Interventions May Be Used

Staff may use reasonable force or another restrictive intervention only to:

- Prevent injury to a pupil or another person
- Prevent serious damage to property
- Prevent a criminal offence
- Prevent serious disorder that risks safety

Staff must always consider:

- Whether a less restrictive option is available
- The pupil's age, size, medical needs, SEND, disability, trauma history or other vulnerabilities
- The likely emotional and psychological impact
- Interventions must stop as soon as the risk of harm reduces.

Unacceptable Practice

Sunnyfields School strictly prohibits:

- Using force as punishment
- Any hold or technique that restricts breathing or circulation
- Covering a pupil's mouth or nose
- Pressure on the neck, throat, chest or abdomen
- Using seclusion as a behaviour sanction

Prevention and De-escalation

Our priority is to prevent situations from escalating. Sunnyfields School does this through:

- Consistent behaviour expectations and routines
- Staff training in de-escalation and communication strategies
- Calm, supportive adult responses
- Adaptations to environment and teaching approaches
- Behaviour support plans where needed
- Close work with families and external professionals

Pupils with SEND and Additional Needs

We recognise that some pupils may be more vulnerable to experiencing distress. We therefore:

- Identify triggers and early warning signs
- Make reasonable adjustments
- Co-produce behaviour support plans with parents/carers and, where appropriate, pupils
- Use proactive strategies to reduce anxiety and sensory overload

Restrictive interventions must never be used because of disability-related behaviour without considering adjustments.

Recording Incidents

Sunnyfields School has a statutory duty to record significant incidents involving:

- Use of force
- Seclusion
- Restraint
- Records will include:
 - Names of pupil(s) and staff involved
 - Date, time, location, and duration
 - What led to the incident
 - De-escalation strategies attempted
 - Type and degree of intervention used
 - Any injuries or distress
 - Post-incident support provided

Incidents are recorded as soon as possible and normally on the same day.

Informing Parents/Carers

Parents/carers will be informed as soon as practicable (normally the same day) when a significant restrictive intervention has been used. Communication will include:

- Why the intervention was necessary
- What type of intervention was used
- Duration
- Any injuries
- Follow-up actions

Parents may be invited to a discussion to review support strategies.

After an Incident

Following any restrictive intervention, Sunnyfields School will:

- Check on the wellbeing of the pupil and staff member
- Provide medical attention if needed
- Hold a reflective follow-up discussion
- Review triggers and support plans
- Consider whether practice changes are required

Governance and Oversight

School leaders and governors will:

- Monitor data on restrictive interventions
- Identify patterns or disproportionate impact

- Review policy and practice regularly
- Ensure staff receive appropriate training

Staff Support

Staff who use restrictive interventions appropriately and in line with this policy will be supported. Use of force does not automatically result in disciplinary action; each case is considered on its circumstances.

Recording and Monitoring Behavioural Incidents

All staff are trained in the procedures for logging behavioural incidents using SIMS (School Information Management System). The Deputy Headteacher regularly reviews and analyses this data to monitor patterns and support class teachers where behaviour may be escalating.

Behavioural data is formally analysed on a half-termly basis to help inform the ongoing review and development of this policy. This analysis includes a breakdown of:

- Locations and times of incidents,
- Types of behaviour,
- Pupils, classes, and staff involved.

Where practicable, incidents recorded on SIMS will be shared with parents/carers on the same day by the class teacher. Communication may occur in person, via ClassDojo, or by telephone. More serious or repeated incidents will be reported in person or via phone call, ensuring a more direct form of communication.

A record of all parent/carer contact will be logged in the child's SIMS communication log to ensure clear and consistent documentation.

Sexualised Behaviour and Peer-on-Peer Abuse

At Sunnyfields, all forms of sexualised behaviour and behaviour that may indicate peer-on-peer abuse are treated with the utmost seriousness. Such behaviour is never acceptable, regardless of whether it is perceived by some as "banter." Any such incident is recorded and shared as a safeguarding concern.

In responding to these behaviours, staff use recommended thresholds to guide their actions. The Brook Traffic Light Tool is used as an initial reference point to assess the nature and severity of the behaviour, ensuring an informed and proportionate response.

Online behaviours are also closely monitored. Any concerns arising from pupils' online activity are addressed in accordance with the school's Safeguarding Policy and Peer-on-Peer Abuse Policy, to ensure a consistent, safe, and supportive approach.

Searching

Searching plays a vital role in ensuring that Sunnyfields remains a safe and secure environment for all pupils and staff. It is an important safeguard that supports pupil welfare, promotes staff safety, and helps uphold high standards of behaviour—enabling pupils to learn and thrive.

Statutory Powers to Search

Headteachers and staff authorised by the Headteacher have a legal power to search a pupil or their possessions, without consent, if they have reasonable grounds to suspect the pupil may be in possession of a prohibited item.

Prohibited Items Include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Mobile Phones
- Any article reasonably suspected to have been, or likely to be, used:
 - o to commit an offence, or
 - o to cause personal injury or damage to property
- Items specifically identified in regulations:
 - o Tobacco and cigarette papers
 - o Fireworks
 - o Pornographic images

Searching with Consent

Under common law, staff may search a pupil for any item if the pupil agrees. In such cases, staff must ensure the pupil fully understands:

- The reason for the search, and
- How the search will be conducted so that the pupil's agreement is genuinely informed.

Confiscation

An authorised staff member conducting a search may confiscate any item if they have reasonable grounds to believe the item:

- Poses a risk to staff or pupils.
- Is prohibited or listed in the school's behaviour rules.
- May be evidence relating to an offence.

Electronic Devices

Electronic devices (including mobile phones) may contain material that:

- Relates to a criminal offence.

- May cause harm to another person (e.g. indecent images, pornography, abusive messages, or threatening videos).

If such material is suspected during a search:

- Staff may examine data or files on the device if there is good reason to do so.
- If indecent images of children are suspected:
 - o Staff must not intentionally view the images.
 - o Staff must not copy, share, store, or print such images.
 - o The device should be confiscated immediately.
 - o The matter must be referred to the Designated Safeguarding Lead (DSL) or Deputy DSL, who will guide the appropriate response.
 - o The school will follow guidance outlined in Keeping Children Safe in Education.

Appendix 1 - Incident Recording Template

Sunnyfields School – Restrictive Intervention Record

Pupil Name:
DOB / Year Group:
SEN Status (if applicable):

Staff Involved:

Date:

Time:

Location:

Duration of Intervention:

1 What happened before the incident?

(Triggers, pupil presentation, escalation signs)

2 De-escalation strategies used

- ☐ Verbal reassurance
- ☐ Redirection
- ☐ Time/space offered
- ☐ Distraction
- ☐ Change of environment
- ☐ Other: _____

3 Reason intervention was necessary

- ☐ Risk of injury
- ☐ Risk of serious damage
- ☐ Criminal behaviour
- ☐ Serious disorder

Details:

4 Type of intervention used

- ☐ Reasonable force
- ☐ Physical restraint
- ☐ Non-physical restraint
- ☐ Seclusion

Description of hold/action:

5 Degree of force used

(Explain why proportionate)

6 Injuries or distress

Pupil:

Staff:

Others:

Medical attention required? ☐ Yes ☐ No

7 Post-incident support

☐ Wellbeing check

☐ Debrief conversation

☐ Parent informed

☐ Behaviour plan review needed

☐ Other:

Staff Signature:

Date:

Senior Leader Review:

Date:

Appendix 2 – Three Bubbles Approach Poster



Appendix 3 – Three Bubbles Reflection Key Stage 2

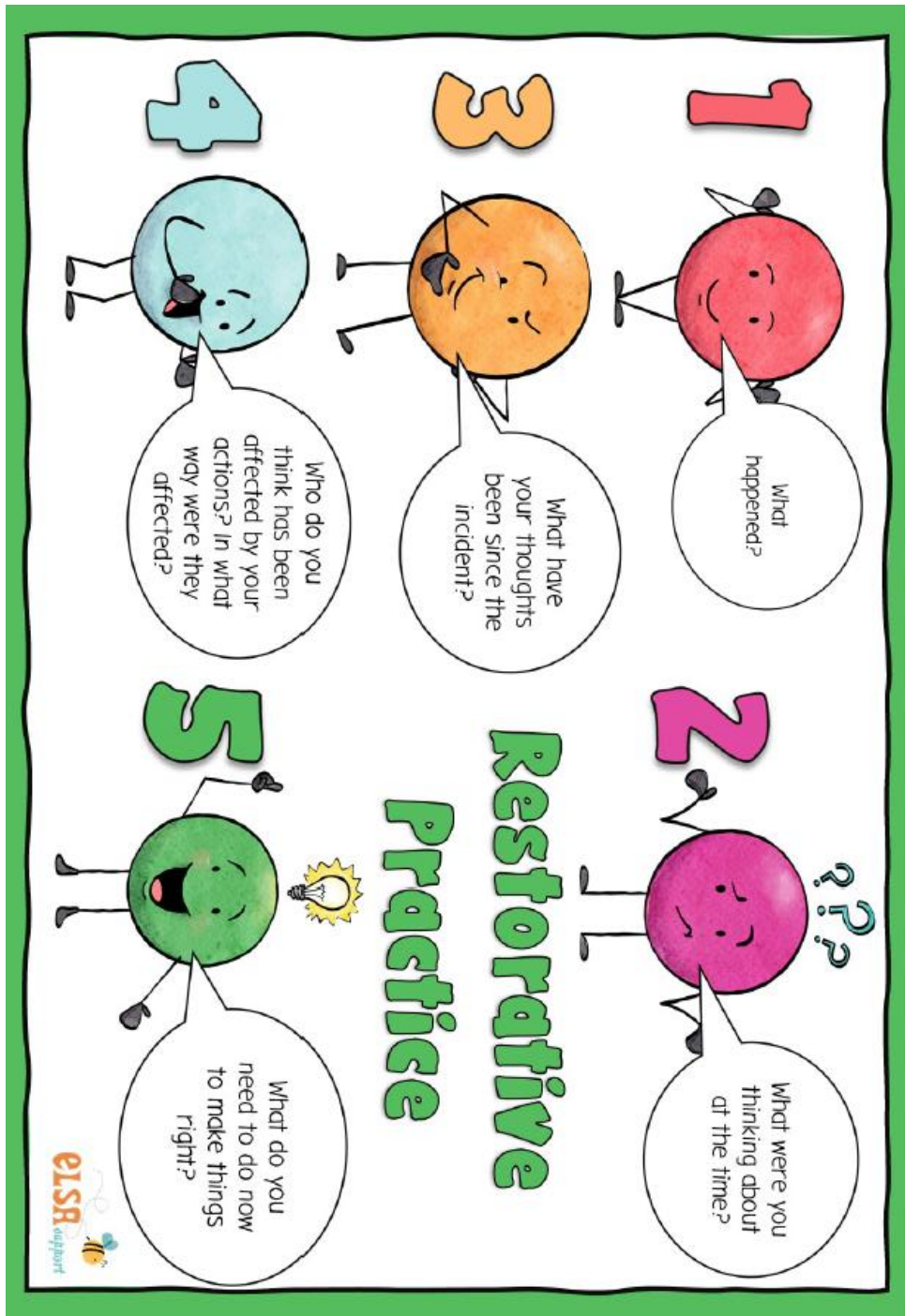
THREE BUBBLES

What happened? How were you feeling?

Who was upset by this? How do you feel now?

What needs to happen now? How does this leave you feeling?

Appendix 4 – Three Bubbles Reflection Key Stage 1/EYFS



Appendix 5 – Three Bubbles Reflection For Staff



When asking what happened, you should aim to empathise and not to blame.

- What do you think has brought us here? (
- What were you thinking at the time?
- What were you feeling at the time?
- When that happened what did you think or feel?
- Anything else?

When asking who has been affected do not stress the impact on yourself first, listen to the impact on them before you do.

- How do you feel now?
- How have you been affected?
- How have you felt since?
- Who else do you think was affected?
- How do you think others might be feeling?

When searching for a solution it is important to not return to the issue that brought you there and seek to blame again.

- What do you think we need to do now?
- What else needs to happen?
- What will help you move on from this?
- How do you feel about what we've suggested as a solution?
- What is really important in all this questioning is try to avoid 'why' questions, as they often create blame 'why did you do that?' 'why do you disrupt my lesson?' 'why are you late'

How to discuss your views:

1. Avoid generalisations

Avoid words like:

- 'never' in saying 'you never behave'
- 'always', in saying 'you always disrupt my lesson'
- 'everyone', in saying 'everyone in this class is being disruptive'
- And 'all' in saying 'all of you are being disruptive'
- By saying a student never behaves they will simply (and rightfully) argue about the one time they did behave and cut your argument in half.
- Be specific, 'when you are disruptive when you talk when I'm talking'

2. Discuss Impact

Use a statement that uses 'I feel' not 'you make me feel' because the second one creates blame. Make sure you separate the act from the person so you still value them as a person.

3. What I need

Identify what you need going forward for your perfect solution to move forward.

This all sounds like it might take a lot of time, however a simple sentence might be 'when you disrupt my lesson by talking, I feel a little frustrated because I want to teach you, so what I need is for you to listen when I'm talking just as I want to listen to you if I pick you to speak in lessons.'

Also use this same model for discussing behaviour you like instead of 'I'm pleased with you' or 'I'm proud of you', try 'When you worked hard on that piece of work it left me feeling very pleased and I'm really looking forward to that behaviour continuing'. If someone pays you a compliment you'd like them to be specific about what they like instead of saying 'I like you'.

Dr Rosenberg's Simple Four Step Language Construct

Behaviour – When you talk in my lesson

Impact – I feel frustrated because I want you to learn

Needs – So what I need is for you to not talk when I am talking and focus on what I am saying

Request – Is that something you are prepared to do?

REMEMBER:

NEVER REPRIMAND IN PUBLIC.

*IT NEEDS TO BE THE **RIGHT TIME**. THE **RIGHT PLACE**. THE **RIGHT DEGREE***

Appendix 6 – Seclusion Incident Report

Seclusion Incident Report for Parents/Carers

School Name: _____

Pupil Name: _____

Class/Year Group: _____

Date of Incident: _____

Time of Incident: _____

Location: _____

Reason for Seclusion

Seclusion was used as a last resort because the pupil's behaviour presented a significant risk of harm to themselves, other pupils, or staff.

Brief factual description of behaviour that led to seclusion:

De-escalation Strategies Used Before Seclusion

The following supportive strategies were attempted prior to seclusion:

- ☐ Verbal reassurance and calming prompts
- ☐ Distraction/redirection
- ☐ Time away from peers offered
- ☐ Support from familiar adult
- ☐ Sensory or regulation strategies
- ☐ Change of environment
- ☐ Other (please specify): _____

Outcome of these strategies:

Details of Seclusion

- **Start time:** _____
- **End time:** _____
- **Total duration:** _____

Seclusion took place in a **safe, supervised space**. The pupil was monitored at all times by:

Name(s) of staff: _____

During seclusion the pupil was:

☐ Calm

☐ Distressed

☐ Angry

☐ Crying

☐ Withdrawn

☐ Other: _____

Support During Seclusion

The pupil was supported through:

☐ Calm verbal reassurance

☐ Opportunities to talk

☐ Regulation strategies (breathing, sensory tools etc.)

☐ Check-ins at regular intervals

☐ Other: _____

End of Seclusion

Seclusion ended when the pupil was assessed as safe to return.

What helped the pupil regulate:

Pupil's view (if appropriate to gather):

Follow-Up Actions

☐ Restorative conversation completed

☐ Repair of relationships supported

☐ Behaviour support strategies reviewed

☐ SENCo informed (if relevant)

☐ Parents informed by phone

☐ Senior leader informed

☐ Risk assessment updated (if needed)

Details:

Injuries or Damage

Were there any injuries?

☐ No

☐ Yes (details): _____

Was there any damage to property?

☐ No

☐ Yes (details): _____

Next Steps / Support Plan

Parent/Carer Communication

Person informing parent/carers: _____

Date/time of communication: _____

Staff member completing report: _____

Role: _____

Signature: _____

Senior Leader Review: _____

Signature: _____



Appendix 8- Behaviour Meeting Template

Sunnyfields Primary School



Behaviour Meeting

Meeting:	Behaviour	Start Time:	
Date:		End Time:	
Attendees:		Apologies:	
Venue:		Pupil:	

Agenda Items

1. Purpose of Meeting
2. Summary of Concerns
3. Support Currently in place
4. Parent Feedback / Discussion
5. Pupil Feedback
6. Agreed Next Steps

Previous Actions:			
	Assigned to	Deadline	

Minutes

Agenda Item	1: Purpose of Meeting
Actions:	
	Assigned to Deadline

Agenda Item	2: Summary of Concerns Raised
Actions:	
	Assigned to Deadline

Agenda Item	3: Support Currently in Place
Notes:	
Actions:	
	Assigned to Deadline



Behaviour Meeting

Agenda Item	4: Parent Feedback / Discussion	
Notes:		
•		
Actions:		
	Assigned to	Deadline

Agenda Item	5: Pupil Voice (If appropriate)	
Notes:		
•		
Actions:		
	Assigned to	Deadline

Agenda Item	6: Agreed next Steps	
•		
Actions:		
	Assigned to	Deadline

Review Meeting		