



Behaviour Policy 2026–27

Date Policy Adopted	March 2026
Date Policy to be Reviewed	March 2027
Date Presented to Governors	March 2026
Signed (Headteacher)	
Signed (Chair of Governors)	

Index

Our school ethos	3
School Agreement	4
Aims and Objectives	4-5
Positive Behaviour Culture	5-6
Rewards	6-12
Restorative Approach	12-17
Responding to children with SEND	17-19
Bullying and 'Relational Conflict'	19
Beyond Challenging Behaviour	20-26
Monitoring and Evaluation	26
Support for Staff	27
Safeguarding	27
Searching, Screening and Confiscation	28
Sexual Harassment and Sexual Violence	29
Complains and Allegations	29
Transition	30
Policy Links	30-34
Appendix 1-8	34-52

1. Our School Ethos:

'Peafield Pride' is captured by the view that; 'Clarity and consistency is kindness' Everything we do starts with positive relationships – building, maintaining and repairing them.

We believe that children deserve our time – time to talk, to explain and find solutions.

At Peafield Lane Academy we believe in and practice, a relationship-based, restorative approach to approach to understanding behaviour. This approach is underpinned by 3 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 needs to 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.

As a school we remember that discipline means to teach, not punish. So, in order that we provide opportunities for children to learn positive behaviours, unconditional positive regard is central to our school ethos.

- We know that empathy is at the core of building positive relationships; the ability to share someone else's feelings or expectations by imagining what it would be like to be in another person's situation.
- We also appreciate the gravity of acting in 'Loco Parentis' (in place of the parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'resonate parent'.
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.
- Consequences are natural and logical to the situation.

At Peafield Lane Academy, we recognise the importance of listening to our children and seeking their opinion. Therefore, our School Agreement has been created and agreed by staff and children collectively.

2. School Agreement

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.

At Peafield Lane Academy, behaviour is a collective responsibility; this is called **'Peafield Pride'**, which is underpinned by our values. Children will show **'Peafield Pride'** by demonstrating one of the following values.

- Proud
- Respectful
- Inclusive
- Determined
- Empowered

'Peafield Pride' is captured by the view that; *'Clarity and consistency is kindness'*.

All our school values align with our school rules. Throughout our weekly achievement assembly, the children will be rewarded based on these values using the school rules as a prompt (e.g. Child x has demonstrated excellent resilience this week because...).

In support of our ethos, we apply the practices outlined in the appendices.

See Appendix 2 "Responding in the Moment."

See Appendix 7 "15 Things to Build Relationships"

3. Policy Aims and Objectives:

Peafield Lane Academy is committed to the emotional mental health and wellbeing of our children, staff, and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

4. Positive Behaviour Culture

At Peafield Lane Academy, we are relentless in promoting a positive behaviour culture built on clarity, consistency, and high expectations. Children learn and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur – no positive feedback system will be effective with all children all the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

The focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others. Our 'School Rules' should be established at the beginning of each school year, and the children should be encouraged to remind each other of these where necessary. They are revisited at the start of every session and are explicitly taught as part of the curriculum. We expect all children and adults in our school community to adopt, model, and actively always promote this culture.

Our culture is rooted in our PRIDE values, which underpin everything we do. These values shape our Behaviour Curriculum and define how we work, learn, and interact as a school community so that every child is supported to thrive. Expectations are positively reinforced by all staff, modelled consistently by adults, explicitly taught to pupils, and revisited regularly throughout the year.

The Peafield Lane Academy Behaviour Curriculum is clearly displayed in all classrooms and across the school, including shared areas, corridors, and outdoor spaces. Its purpose is to ensure that the behaviours we value through our PRIDE values become deeply embedded—so familiar and consistently practised that they are automatic, instinctive, and simply the way we do things at Peafield Lane Academy.

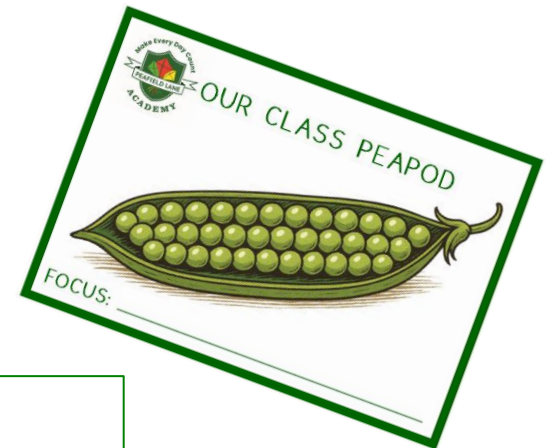
 PEAFIELD PRIDE				
At Peafield Lane Academy we are ...				
Proud	Respectful	Inclusive	Determined	Empowered
We show this by ...				
- Talking positively about ourselves and our achievements. - Wearing our school uniform smartly. - Presenting our work neatly. - Sharing our work with confidence. - Moving sensibly, with purpose around school.	- Listening carefully when others speak, without interrupting. - Using kind words and polite manners. - Following school rules and routines to keep everyone safe. - Accepting differences in opinions and beliefs - Taking care of property and the environment.	- Inviting others to join games, conversations, and activities. - Standing up against bullying. - Working well with everyone, not just close friends. - Celebrating differences. - Treating everyone equally.	- Trying again, even when things are difficult or mistakes happen. - Setting goals and working hard to achieve them. - Asking for help when needed - Celebrating effort, not just results. - Practising to make progress.	- Sharing ideas confidently. - Taking on leadership roles. - Having high aspirations for our future - Leaving a legacy from our actions

5. Rewards

It is a firm belief at Peafield Lane Academy that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff and out wider community.

We praise our children in a variety of ways:

- Verbal praise and smiles
- Class Dojo points
- Peas for Class Peapods
- Phone calls home from
- Postcards home
- Personal Class Dojo messages
- Weekly special mentions assemblies
- ½ termly celebration assemblies (PRIDE Assemblies)
- Peafield Pride pencils
- Visits to the Phase Leader
- Visits to the Head Teacher / Deputy Head Teacher
- Showing work to a buddy classroom
- Head Teacher awards



Whole class reward systems:

At Peafield Lane, we believe in celebrating collective effort and teamwork. Each class works together to demonstrate Peafield Pride through positive behaviour, respectful relationships and consistent effort across the school day.

To recognise this, every class works towards a shared reward, chosen democratically by the children. Rewards may include activities such as extra outdoor time, all agreed upon as a class at the start of each week.

Classes will aim to collect 30 peas for their classroom peapod. These points reflect the children's efforts towards the weekly focus, introduced by the Head Teacher at the start of the week. When the class fills the peapod, they will earn their chosen reward.

This system promotes a strong sense of belonging, responsibility and positive peer influence, encouraging children to support one another in making good choices.

Children can earn rewards through consistent demonstration of the **'Peafield Pride'**. Our school values underpin children's behaviour within school and each child values this approach in earning rewards.

	Reward	What it means	Criteria
	Pioneer – Pioneer	Denotes demonstration of Peafield Pride consistently. The child will receive a phone call home from the class teacher and be rewarded with a pioneer dojo (worth 5 Class Dojo points). The child will be acknowledged by the Head Teacher / Deputy Head Teacher, who will celebrate the child's success.	The child will be rewarded with a GOLD HEAD TEACHER'S sticker when they have demonstrated 'above and beyond' behaviours, repeatedly, over time (e.g. several times across a week or a fortnight).
	Prime Example – Prime Example	Denotes going the extra mile to show some of the school's values. The child will receive a 'Peafield Pride' sticker to wear and be rewarded with a Prime Example	The child will be rewarded with a GREEN PEAFIELD PRIDE sticker when they have demonstrated 3 or more 'above and beyond' behaviours over a day.

		dojo (worth 3 Class Dojo Points). The child will be acknowledged by the Phase Lead, who will reinforce the positive praise.	
--	--	---	--

Class Dojos:

Class Dojo is used at Peafield Lane Academy to recognise and celebrate pupils who demonstrate our PRIDE values by going above and beyond our school expectations. Dojo Points are awarded for behaviour that reflects our values at a high level and makes a positive contribution to our school community.

While following school rules is an expectation for all pupils, Dojo Points are used to acknowledge behaviour that exceeds these expectations, demonstrates exceptional attitude or effort, or shows pupils living out our PRIDE values in meaningful ways.

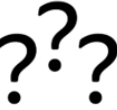
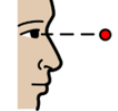
All members of staff—including teachers, support staff, office staff, lunchtime staff, and site staff—can award Dojo Points both inside and outside the classroom. To ensure consistency and fairness, only one Dojo Point may be awarded at any one time.

The Class Dojo platform allows parents and carers to see, in real time, the positive behaviours their child is demonstrating throughout the school day. Staff also use Dojo to share positive messages with families, celebrating pupils' attitude, effort, kindness, and achievements in learning.

Staff will use the below script on how to reward dojos at Peafield Lane Academy:



EXCEEDING PEAFIELD PRIDE

Proud	Respectful	Inclusive	Determined	Empowered
Looking after the school environment. 	Show empathy during disagreements. 	Use words that help others feel valued and safe. 	Be open to and listen to feedback. 	Ask thoughtful questions to deepen understanding. 
Represent the school positively. 	Leading by example in how they treat others. 	Share equipment fairly without being asked. 	Aim for personal improvement not perfection. 	Speak positively about progress and strengths. 
Praise others and recognise efforts. 	Going out their way to help others. 	Show curiosity and interest without judging. 	Resist distractions and remain focused. 	Try to solve problems independently before asking an adult. 

Special Mention Assemblies:

During our weekly Special Mention Assembly, one child from each class is awarded a Special Mention certificate in recognition of how they have demonstrated our school's PRIDE values. These certificates celebrate moments where children have shown Pride, Resilience, Inclusion, Determination and Empowerment at a high level.

Parents and carers are warmly invited to attend the Special Mention Assembly to share in celebrating their child's achievement.

Receiving a Special Mention is highly valued by our pupils. It is a positive achievement that is celebrated, recorded, and never removed, giving children a lasting sense of pride in their efforts.

PRIDE Assemblies:

Our PRIDE Assemblies take place at the end of every half-term and provide an opportunity to welcome parents and carers into school for a prestigious celebration assembly.

During each PRIDE Assembly, class teachers award one child in recognition of progress and consistently demonstrating our school values. In addition, the Head Teacher awards children for each of the PRIDE values — Pride, Resilience, Inclusion, Determination and Empowerment — recognising pupils who exemplify these values at an exceptional level across the school. Excellent attendance is also celebrated as part of this assembly.

Following the awards, children and their invited guests enjoy refreshments together, making the occasion a positive and memorable celebration of achievement and effort.

Stickers:

Peafield Pride (Green)

The Peafield PRIDE Sticker is presented by class teachers to pupils who have demonstrated our PRIDE values particularly well at a specific point during the school day. This award recognises children who have gone above and beyond expectations in a particular area—whether through their attitude to learning, kindness towards others, perseverance, or positive conduct. The Peafield PRIDE Sticker celebrates those moments when pupils truly embody what it means to be part of Peafield Lane Academy.

Head Teacher's Award (Gold)

The Headteacher's Award sticker is presented to pupils who have gone above and beyond our school expectations over a sustained period of time, and who have been noticed by their Class Teacher. This award recognises children who consistently demonstrate our PRIDE values at an exceptional level and who act as positive role models for others across the school. This award is a significant honour and represents the highest level of recognition for living out the PRIDE values at Peafield Lane Academy.

PRIDE Postcards Home

Every half term, staff at Peafield Lane Academy select pupils who have consistently demonstrated our PRIDE values through their exceptional attitudes, behaviour, and conduct. These pupils receive a Postcard Home, sent directly to their families, to recognise their ongoing commitment to our school values and to celebrate the positive contribution they make to our school community.

Postcards Home are a meaningful way of sharing success with parents and carers and of recognising those children who consistently go above and beyond in how they live out our PRIDE values at Peafield Lane Academy.

2. A restorative approach to challenging behaviour

At Peafield Lane Academy we promote a structured approach to behaviour. We believe that clarity and consistency is kindness. The child-friendly behaviour chart below, helps children to clearly understand the expectation and consequences. Warnings are given to children who are not following the 'Peafield Pride' meaning they are showing a lack of Proud, Respectful, Inclusive, Determined or Empowered.

If a child presents behaviour not underpinning 'Peafield Pride', the structured approach below is taken.

Peafield Lane Academy

Phase 1 – Reflect

Step	Strategy	Approach	Script	
1	A reminder of expectations and rules 	An adult will give a quiet, calm reminder of our high expectations, in line with the Peafield Pride. This will be followed as quickly as possible with positive praise (repair). The adult will try to identify any unmet need, individual influences and relationship issues that may help them to understand the behaviour. The adult will make any necessary adaptations in order to stop the behaviour that is being displayed.	"I can see you're feeling _____ right now. Our expectation is _____, and I know you can get back to it. Let me know if something would help you."	A Restorative Approach W.A.R.M. Conversation What happened? (Explain the story) Affect/explore the harm. Who do you think was affected? Repair. How are we going to repair what's happened Move forward. How can we make sure this doesn't happen again? (Monitoring) The last step has to be followed up often, to ensure the repair has happened
2	A verbal warning 	If the behaviour persists, an adult will give a verbal warning. The adult will explain which school value is not being upheld, explaining how the value should be demonstrated through a short, restorative conversation on a 1:1 basis. Adults will use positive framing and a relational approach, listening to the views of the child and proactively supporting them to reengage with learning.	"I can see this is still difficult for you. The value we're not showing right now is _____. That looks like _____. Help me understand what you're feeling and we'll find a way for you to be successful."	
3	Reflection time in the Calm Corner 	The child will be invited to move from their working space to the class Calm Corner. The child will be given 5 minutes to reflect and regulate. The adult will refer to the W.A.R.M conversation script and support the child to return back to their task.	"I can see this is feeling overwhelming. The calm corner is a space to help you breathe, think and feel steady. Let's move to the calm corner for 5 minutes so you can reset. I'll come and check in when you are ready to return to your learning."	

4	Reflection time in a buddy classroom 	The child will be encouraged to move to their buddy classroom with work to complete. The child will be given 5 minutes to reflect and regulate. The adult will refer to the W.A.R.M conversation script and support the child to return to their class. A message will be sent home via Class Dojo by the class teacher (See script below) <i>'Hello [Parent/Carer Name],</i> <i>I wanted to let you know that [Child's Name] reached Step 4 of our behaviour policy today.</i> <i>At this stage, because the behaviour continued after earlier reminders and support, [Child's Name] moved to their buddy classroom for a short time. They took work with them and were given 5 minutes to reflect and regulate before returning to their class.</i> <i>This message is simply to keep you informed. If you would like to discuss this further or would prefer a brief phone call, I'm more than happy to arrange one; just let me know.</i> <i>Thank you for your continued support,</i> [Teacher's Name]'	<i>"It seems you need a little more space to feel calm and ready. Let's take your work to our buddy classroom so you can have 5 minutes to reflect and regulate. We you are ready, we can speak about this later."</i>	
---	---	---	---	--

	5	Reflection (at the beginning of break or lunch) Child completes a reflection with class teacher, followed up with restorative conversation. Phone call home by the class teacher – inform parents/carers of reflection completed and reason for this. Invitation for parents/carers to meet with the teacher, but this is not an expectation. If the child is not regulated, the teacher will inform the parent/carer by the end of the school day. If regulated the child will return to class and back to step 1. Incident recorded on CPOMs by the Class Teacher, including the reflection document.	
--	---	--	---

If the behaviour continues, or, a child's behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps above eg. verbal/physical abuse, racism, bullying or linked to one of the protected characteristics.

In this case, the teacher or support staff will request the support of SLT straight away. SLT will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature. This is outlined in Phase 2 of our behaviour policy below.

Phase 2 – Restore	6	Reflection time with senior staff member 	If the issue persists, class teacher to discretely call senior staff member to collect child. Again, child takes their work with them. The senior staff member discusses: (a) the reason for the behaviour (b) the impact of the behaviour on others (c) how the child can move forward when they return to the classroom (repair) Phone call to parents/carers by the class teacher Incident recorded on CPOMs. Restorative conversation led by senior member of staff with the child. Phase Leader to monitor behaviour over the remainder of the day/ week.
-------------------	---	--	--

	7	Reflection time with Headteacher or Deputy Headteacher (remainder of the session) 	Phone call to parents by the class teacher – record on the monitoring system CPOMs. Class teacher to work alongside Headteacher, Inclusion Team and parents/carers to review/ create an Individual Behaviour Plan. Behaviour Lead and Headteacher to monitor.
	8	Behaviour continues to escalate after above actions. 	Follow up meeting with family, Inclusion Team and member of the SLT – record on CPOMs. Potential Internal Suspension. Class Teacher: Develop personalised plans in collaboration with parents/carers and the Inclusion Team. This may include a SEND Support Plan and/or Individual Behaviour Plan which is agreed and reviewed with parents and carers termly.
	9	Relevant External agency support	Class Teacher and Inclusion Team: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.
Phase 3 – Refer	10	Fixed term suspension	Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body and the Flying High Partnership. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols.

			Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then readmitted into school. BL, SENCo and Headteacher to monitor.
	11	Permanent exclusion	Determined by the Headteacher and Governing Body in agreement with the Flying High Partnership.

If a child is asked to leave the classroom, they should be given time to reflect on their behaviour with a member of staff. Wherever possible, this should be the adult directly affected by the behaviour, to support meaningful reflection and repair. Emotion Coaching and restorative questions will be used to guide this process.

Please note: While the stepped approach is the standard to managing most behaviours at Peafield Lane Academy, 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.

Responding to misbehaviour from children with SEND

At Peafield Lane Academy, we recognise that children’s behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a child’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010).

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a child has an Education, Health and Care Plan (EHCP), the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will consider the specific circumstances and requirements of the child concerned.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time because of their SEND
- The child was likely to behave aggressively due to SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the child for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

At Peafield Lane Academy, the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies, and a SEND Support Plan and Behaviour Plan/De-escalation plan/Safety Passport will be put in place in partnership with parents and carers. These plans will be reviewed at least termly.

Children with an Education, Health, and Care plan (EHCP)

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will contact the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

Bullying and 'relational conflict'

Peafield Lane Academy and Nottinghamshire Local Authority use 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 Peafield Lane Academy we use the term 'relational conflict' when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings. At Peafield Lane Academy, we monitor children following a 'relational

conflict' to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Beyond challenging behaviour will be logged on the behaviour monitoring system, by a member of the Senior Leadership Team.

Minimising the Need for Restrictive Intervention, including the use of Reasonable Force

Peafield Lane Academy is committed to creating a safe, supportive and nurturing environment where restrictive interventions are used only as a last resort, never as a disciplinary measure, and always in accordance with the law. Restrictive interventions include any physical or non-physical action that restricts a child's movement, liberty, or freedom of action.

All interventions must be necessary, reasonable, proportionate, and the least restrictive option available. Staff will always prioritise de-escalation, prevention and positive behaviour support to minimise the use of restrictive practices.

Definitions (Aligned with DfE Statutory Guidance, April 2026)

Restrictive Interventions: Any physical or non physical action that prevents, restricts, or subdues the movement of a pupil (whole body or part of the body).

This includes:

Reasonable Force – Using no more force than is necessary to prevent harm, damage, or disorder. It is used only when essential to maintain safety.

Physical Restraint – Holding or restricting a pupil’s movement, such as holding arms, guiding firmly, or stopping unsafe actions.

Non Force Restrictive Intervention – Actions that restrict freedom of movement without physical force, including blocking movement, directing movement, preventing exit, or removing mobility aids (e.g., crutches).

Guided Physical Intervention – Low level, non forceful contact to guide a pupil to safety.

Seclusion – Confining a pupil alone in a room or space and preventing them from leaving. Seclusion is a restrictive intervention and must never be used as punishment; it may only be used in emergency situations to maintain immediate safety. Any seclusion must be time limited, continuously supervised, and used only to manage an immediate safety risk; it must be recorded and reported.

Minimising the Need for Restrictive Intervention

Peafield Lane Academy employs proactive approaches including de escalation strategies, relational support, curriculum adaptation, behaviour plans and environmental adjustments to prevent situations escalating to crisis.

For children with SEND, medical, or mental health needs, the school uses individual behaviour support plans, created collaboratively with parents/carers, to reduce the likelihood of restrictive interventions being needed.

Authorisation of Staff

Under Section 93 of the Education and Inspections Act 2006, the Headteacher authorises staff to use reasonable force when legally permitted.

All members of school staff have a legal power to use reasonable force where this is necessary, proportionate and the least restrictive option to prevent injury, crime, serious damage to property, or significant disruption. The Headteacher may also authorise other adults (e.g., volunteers on school visits) to use this power in line with law and guidance.

Deciding Whether to Use Restrictive Intervention

When considering use of restrictive intervention, staff must apply the following principles:

- Is there an immediate risk of harm to the pupil or others?
- Is the intervention necessary and proportionate?
- Is this the least restrictive option available?
- Have de escalation attempts been made where possible?
- Are SEND, medical needs, trauma, or communication differences relevant to the behaviour?

Using Reasonable Force and Other Restrictive Interventions

If restrictive intervention is necessary, staff must:

- Use the minimum force or restriction required for the shortest possible time.
- Avoid actions likely to cause injury unless there is no alternative to prevent serious harm.
- Seek support from another adult whenever possible.
- Continue to communicate with the child throughout the incident.

Recording and Reporting

The school will record and report in line with:

- The Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 (in force 1 April 2026) for any seclusion or restraint.
- DfE statutory guidance (April 2026) under s93A Education and Inspections Act 2006 for each significant incident involving the use of force.

Parents/carers will be informed as soon as practicable:

- All seclusion incidents.
- All restraint incidents (physical or non physical).
- All significant incidents involving use of force.

This includes:

- Blocking or restricting movement.
- Directing or steering a child where freedom of movement is restricted.
- Removing mobility aids.
- Any restraint technique.
- Any incident that results in notable distress to the child.

Records must include the rationale, actions taken, level of risk, pupil voice and post incident actions. Patterns will be analysed by senior leaders and governors to ensure safe practice (see Appendix 8).

Post Incident Support

Peafield Lane Academy will ensure that pupils and staff involved in a restrictive intervention receive timely emotional, physical and relational support. Children will be given an opportunity to express their views.

Training

Staff identified as likely to need to use reasonable force will receive appropriate training covering the law, prevention and de escalation, with regular refreshers.

Oversight and Governance

The governing body will review data on restrictive interventions to ensure compliance, identify patterns and reduce their use.

Behaviour Plan (amend as necessary, e.g. Safety Passport)

A behaviour plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a personalised plan, in line with the school's policy.
- A meeting between the class teacher and behaviour lead/SENDCo to agree actions and targets to be set, with a clear timeline e.g. referral to external agencies, pastoral support plan, SALT.

- Planning provision with appropriate external agencies
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents/carers and the child.
- Risk Assessment if required where the use of restrictive interventions need to be considered as a last resort where behaviours could be considered harmful to the child and others

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members as well as the school learning environment.

Use of Alternative Provision

A child may attend Alternative Provision when their behaviour places them at risk of suspension or permanent exclusion, when they require short term support to address behavioural or emotional needs, or when they are temporarily unable to access learning in the mainstream environment.

Decision-Making and Placement

Decisions to use Alternative Provision are made only after school strategies have been exhausted and in the best interests of the child. Each placement decision considers age, ability, needs, safeguarding and provider suitability. Peafield Lane Academy commissions Alternative Provision only with registered, quality-assured providers or unregistered providers approved and quality-assured by the Local Authority. Alternative Provision is not a substitute for a special school place, and every placement includes a clear transition plan reviewed with parents/carers.

Expectations for Behaviour in Alternative Provision

Children placed in Alternative Provision remain subject to the school's Behaviour Policy. Alternative Provision providers are expected to reinforce behavioural expectations, provide structured and supervised learning, and support children in regulating their behaviour and remaining engaged in education.

Monitoring and Oversight

Peafield Lane Academy retains responsibility for the child's welfare, progress and safety throughout their placement. Staff maintain regular communication with providers, monitor attendance, behaviour and progress, and ensure safeguarding standards remain consistently high.

Reintegration

Every Alternative Provision placement includes a planned reintegration created in collaboration with the provider, external agencies where appropriate, and parents/carers. Support may include pastoral input, curriculum adjustments and phased reintegration into mainstream education.

Relationship with Suspensions and Exclusions

Alternative Provision may be considered as an alternative to suspension or permanent exclusion where appropriate and in the best interests of the child. The DfE recognises off-site direction and Alternative Provision as valid behaviour management tools.

Suspension and Permanent Exclusion

Suspensions (formerly known as fixed term suspensions) and permanent exclusions are extremely rare and are only issued in response to serious incidents, or to persistent challenging behaviour which has not improved following in school support, sanctions, and interventions.

Only the Headteacher may decide to suspend (for a specified number of school days) or permanently exclude a child, in line with DfE statutory guidance (Aug 2024). The governing board's role is to consider the Headteacher's decision in accordance with the thresholds set out in the guidance and/or where parents/carers request a review. During a suspension, children are usually not on site; however, they may attend school arranged meetings (e.g., reintegration). The school will arrange suitable education from day

6 of a suspension. The school may also use in school provision (internal exclusion) where appropriate; this is not a statutory suspension.

After a suspension, parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and to reduce the risk of further suspensions or a permanent exclusion.

In line with the latest Department for Education guidance, a permanent exclusion is a measure of last resort, used only when all other reasonable measures have been exhausted. The decision to permanently exclude a child will only be taken by the Headteacher in response to a serious breach or persistent breaches of the school's Positive Behaviour Policy, and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school community.

At Peafield Lane Academy, we understand that any decision must be lawful, reasonable, and procedurally fair, taking into full account the school's statutory duties under the Equality Act 2010 and towards children with Special Educational Needs and Disabilities (SEND).

Following a permanent exclusion, the school will notify parents/carers, the local authority, and (if applicable) the child's social worker or Virtual School Head without delay. The governing board will meet within 15 school days to consider reinstatement. After the meeting, the governing board will notify parents/carers, the Headteacher and the local authority in writing about their decision and the reasons behind it. If the permanent exclusion is overturned, the child will be reinstated. If the exclusion is upheld, the written notification will confirm the permanent exclusion and inform parents/carers of their right to request an Independent Review Panel (IRP) within 15 school days of receiving the board's decision. The board will only remove the child from the school admission register after 15 school days have passed without an IRP application or if parents/carers confirm they will not seek a review.

Monitoring and evaluating behaviour

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 survey

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

At Peafield Lane Academy, 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 Peafield Lane Academy, we ensure any 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. To ensure a smooth transition to the next year, Children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. 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
- School to amend as necessary

Policy written by: Lois Clarke (Headteacher) in consultation with all staff

Date written: 17.3.2026

Approved by: SLT & FGB

Review date: September 2027

This policy was written with reference to the NCC behaviour toolkit "Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion" – adapt according to appropriate LA guidance

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 Peafield Lane Academy, 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 – Behaviour Expectations During Assemblies

Entering the Hall

- Class line up silently in the classroom
- Class line is organised by teacher to consider group and class dynamics where necessary
- Class walks down corridors on the left-hand side silently. 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
 - Hands on knees or arms folded
 - 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

Example P.E/Class Activity Expectations in the Hall

Entering the Hall

- Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall e.g. "Once in the hall, find a space, sit silently facing the front."
- Follow procedures for assembly

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

During the Lesson

- School rules apply as for all subjects
- Noise can compromise safety, particularly in a physical activity; explain this to the class.

General

- At the start of the year, teachers will practise these procedures until they are embedded.
- F2 – 2 members of staff per class to stay in the hall during assembly (1 either side of the hall) until it is agreed that they can be unsupervised – usually after the first half-term.
- To gain silence during assembly, a raised hand should result in correct sitting and silence (to be used by all staff).
- Encourage loud, clear voices from the children when they are contributing.
- At all times (in class or in the hall), staff should use a respectful means of gaining the children's attention.

If staff find themselves giving the same message again and again regarding inappropriate behaviour, the children are not learning it. Staff should stop, re-evaluate, (ask for advice if necessary) and take action. However, as the class learn the expectations, a

gentle reminder will be all that is needed as praising all those who are doing what is expected. Staff will follow the staged approach against the school rules.

Example Lunchtime Behaviour Procedures

The School Rules apply at lunchtime just as they do at other times.

Actions will vary from those in the classroom as the environment is different.

Challenging behaviour (in line with the staged approach)

1. **Quiet word**
2. Two minutes time-out (stand with the midday/TA). Child returns to play.
3. If child continues to be challenging, Midday radios for (1) Class Teacher (2) SLT member (3) Headteacher.

They will speak to the child about their behaviour:

- (a) the reason for the behaviour
- (b) the impact of the behaviour on others
- (c) how can the child move forward when they return to the classroom? (repair)

And remain in the area for up to 5 minutes to ensure that the child is settled.

4. If the behaviour continues to be challenging, midday radios for staff as above, the child will be brought inside/out of the hall and remain under the supervision of the staff member for the remainder of lunchtime.

Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the midday will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Hall duty

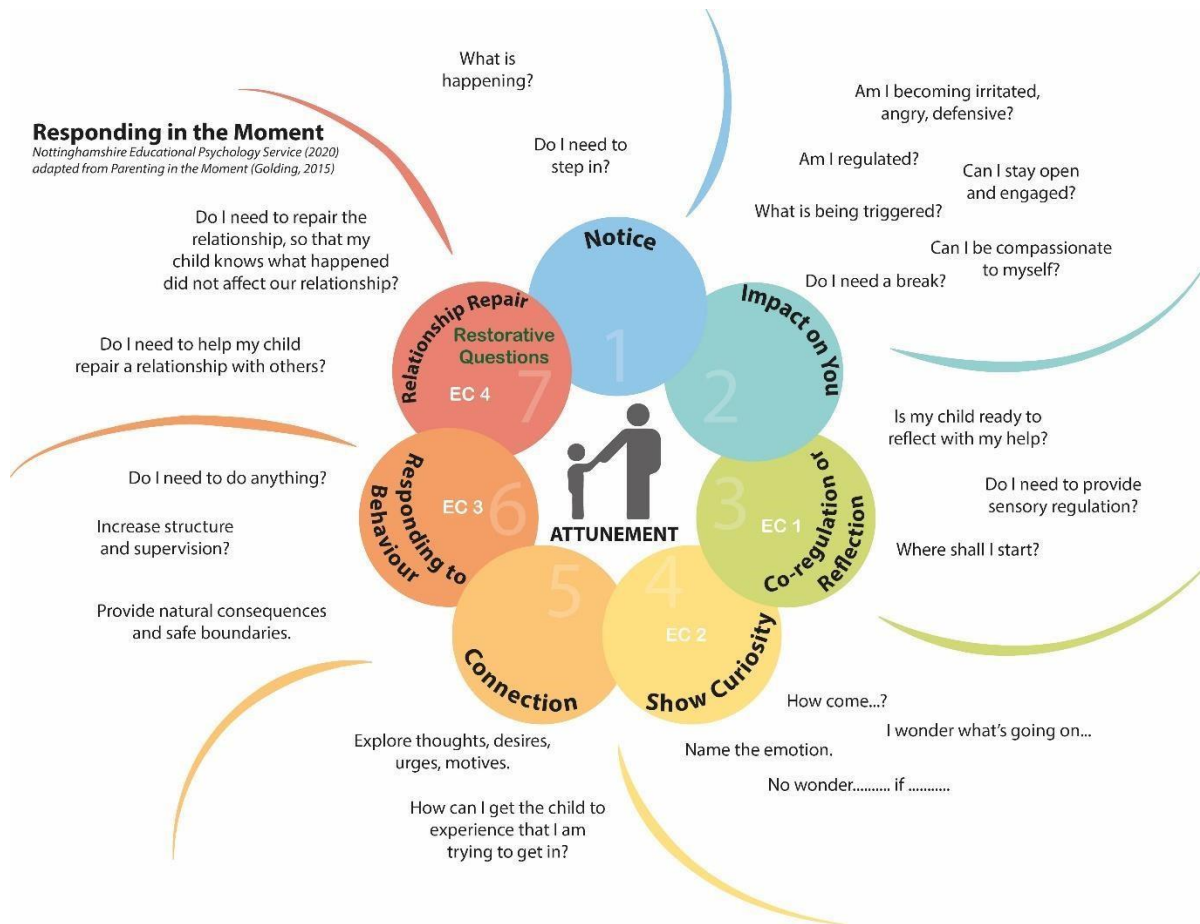
- In the hall, Midday Supervisors are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall.
- The 4 steps for challenging behaviour and beyond challenging, apply in the hall just as they do outside.

Lunchtime rewards

Midday supervisors should award stickers in line with the school rules for positive behaviour. The teacher should be made aware of any rewards given when the class is handed over. The teacher, class and midday should celebrate the rewards by giving the child a round of applause. Each sticker = 1 class dojo for demonstrating a school rule.

Each midday will start each lunchtime with stickers. Middays should aim to give out at least 2 stickers per class each day.

Appendix 2: Responding in the Moment



Appendix 3: Fifteen Things to Build Relationships – Tips for Staff

1. Be who you needed when you were at school. Every child needs a champion.
2. Make regular deposits into the positive bank
3. Know your children well and allow them to know you well.
4. Difficult child or child with difficulties?

5. Separate the deed from the doer.
6. The best apology is changed behaviour.
7. Catch them getting it right more than you catch them getting it wrong.
8. Magnify strengths rather than weaknesses.
9. Strike when the iron is cold.
10. We learn to care by being cared for.
11. Smile at children, it's good for you both.
12. There is always a solution – you need to give your time to find it.
13. Never assume you deserve respect – you must earn it.
14. Calm begets calm.
15. Sometimes the child knows best!

Keeping the policy alive (Amend as necessary)

We firmly believe that this policy is a 'way of being'. It is at the core of our school ethos. Therefore, it is important that it is evident in our daily practice.

Strategies to keep the policy alive:

- The key points above will be displayed on the staff notice board
- Each 1/2 term there will be a staff meeting section in which the Behaviour Lead will present a scenario for discussion/give the opportunity for staff to problem-solve an issue/share a strategy.
- Develop staff and children's scripts clearly defining the expectations around the school rules and what is above and beyond (rewards) to support consistency and deepen understanding
- Revisit these scripts as part of termly staff meetings

Appendix 4 – Behaviour that challenges

'Peafield Pride' is captured by the view that;

'Clarity and consistency is kindness'

Our system is founded on:

Children striving to be pioneers. Pioneers are 'golden' children, who are consistently demonstrating Peafield's values. Children know what is expected of them and they go about their day happily and safely. They try their best, they never give up and are respectful towards others and property. Pioneers can be spotted using lovely manners, walking smartly, helping friends and listening to instructions.

Sometimes, in our strive to be role models, children may need help to understand and make the right choices.

In 'The Bridge', children can use the time to calm, reflect and rethink. Children learn about relationships, role-modelling, how to use positive phrasing and how to accept comfort and forgiveness. 'The Bridge' is a place for children to learn more about themselves and how to approach situations differently, as well as accessing learning opportunities.

Occasionally, poor choices hurt or offend others, or damage property. Children will then complete the restorative process with SLT in a safe space and comfortable place for the child. This time is used for children to reflect on the situation and how they can resolve their actions. If this is the case, we will share our concerns with parents.



	The Team			
	Senior Leadership Team	SENDCo	Teachers	Teaching Assistants / SEND Support
Roles and Responsibilities	• Communicate a clear and consistent strategy • Provide CPL for staff, including those who volunteer or are new to the school • Communicate strategy to parents and the wider community • Support staff to meet parents (either by rehearsing a script or being in attendance of Tier 1 and 2 pupils) • Complete necessary documentation – Eg Internal Exclusion forms • Add 'Incidents' to CPOMS • Follow ups to be added to incidents of CPOMS • Restorative process carried out with	• Ensure timetables appropriately meet the needs of specific, targeted children. • Develop systems for recording and monitoring behaviour. • Report to SLT and Governors about behaviour. • Oversee 'Zones of regulation' across school. • Support staff who work with targeted children, developing in class strategies and reviewing impact (E.g. -5-Point Scale) • Run focus nurture groups with targeted children before and during school. • Work alongside local specialist schools, who can advise and	• Promote the behaviour management strategy consistently and fairly in the classroom • Provide children with behaviour scaffolds (sticker chart / bespoke timetable etc) • Early identification of need • Attend meetings which promote the safety and well-being reviews • Discuss application of sanctions with Phase Leads • Use positive phrasing • Log behavioural incidents onto CPOMS • Complete Boxall profiles for high need children. • Complete 5-point scales for high need children	• Promote the behaviour management strategy consistently and fairly in the classroom • Ensure a child's bespoke timetable is followed scrupulously • Be proactive and pre-emptive • Use positive phrasing • Provide feedback to the teacher • Be flexible, supporting / covering in the event of an incident • Deliver a 'Soft Start' where appropriate • Follow the 5-point scale for Tier 1 children in line with the class teacher.

	children in the Woodland.	support strategies within school.		
	Tier	Actions		
Tiered system <i>(predominantly for children with additional need)</i>	Tier 1 – displaying dangerous behaviours (Refusal to carry out instructions, swearing repeatedly, deliberate provoking of others, prejudicial behaviours, hitting/hurting with intent)	• Meeting with parents required with fortnightly reviews • Boxall profile completed, identifying areas of need • Individual Risk Management Plan in place • Counselling services considered • Identification of frequency of dangerous behaviours for baseline • Invited to nurture breakfast club • Bespoke programme of nurture put in place • Restorative practices implemented daily • Lunchtime/Breaktime Reflections with familiar adults • CRB trained staff may be called up on to remove children from the classroom • SENDCo deliver activities to help children understanding their emotions e.g. Roots to fruits, mood diary's, Hidden Chimp, 'Peafield Pride' project, Zones of regulation.		
	Tier 2 – low level behaviours which prevent others from learning	• Meeting with parents required with fortnightly reviews until resolved • Restorative practice work completed when necessary • Lunchtime Reflection with the teacher • SENDCo to deliver workshops with small groups of children to train them how to regulate and manage emotions		
	Tier 3 – preventative intervention needed due	• Parental consent obtained for therapeutic intervention • Restorative practice work carried out		

	to vulnerabilities (bereavement, loss, trauma)			
Referral process	Any staff member may refer a child to the SENDCo			
Assessment	Boxall Profile Individual Risk Management Plan Wishes and Feelings SENDCo supports Behaviour profiling			
	All staff	ECTs	Volunteers	Midday supervisors
CPL	Emotion Coaching Assertive/ Positive phrasing De-escalation strategies 5 point scale	Trauma-informed practice Paul Dix approach	Induction into HPS behaviour management system	Organising and developing play Greetings
Rewards	• Verbal praise and smiles • Class Dojo points • Phone calls home from • Weekly Postcards home • Personal Class Dojo messages • Weekly celebration assemblies • Visits to the Phase Leader • Visits to the Head Teacher / Deputy Head Teacher • Showing work to a buddy classroom • Head Teacher awards • Going onto 'Pioneer' and 'Prime Example' and receiving stickers and tokens			
Classroom Environment	Each classroom will display the 'Peafiled Pride' values Each classroom will display (when possible) the Class Dojo dashboard			

Positive phrasing stem sentences	• You're late! • You've already missed an hour of learning! • Don't run in the corridors! • _____ stop talking when I am. • I'm getting fed up / annoyed now. • Don't talk like that. • Do I need to separate you? • What a mess! • I explained how to do this already. • Calm down. • Stop shouting.	Emotion Coaching Scripts are available for all staff to use in incidents such as: • I'm really pleased you're here today. • You're here in time for English, that's great! • Remember to walk in corridors • It's great to _____ listening whilst I'm talking. • It makes me happy when you _____ • We use kind words at Peafield. • Would you benefit from a break apart? • It looks like you've had fun here. How can we get it cleaned up? • Maybe I can show you another way. • Breathe. I'm here to help. • Take a deep breathe, then tell me what's happened.
Soft Start	A 'soft start' is available for children who face challenges at transition times – the start of the day, registration after lunchtime. Soft starts create a calm and nurturing environment that focuses on building positive relationships and helping children transition smoothly into the learning activities ahead. This approach recognises the importance of emotional well-being and the impact it has on a child's ability to engage with their studies effectively. - <u>Before school</u>: Children are invited to come into school earlier 8:30am to have breakfast in 'The Bridge' - <u>Transitional Soft Start</u>: Teachers identify who need a soft start at the end of lunchtimes / between lessons. Staff ensure children have time to have a drink and calm before being ready to access lesson.	

	Teachers may identify patterns to a child's behaviour and organise for TA to facilitate a soft start for these children. - <u>Self-Regulation Area</u>: If a child has accessed The Bridge area for reflection, staff may decide that a soft start is needed to return to their seats in the classroom. Children may work in the regulation area of the classroom before being reintroduced into the classroom setting.
Restorative Practice	The restorative process is used to encourage children to talk through the incident, the emotions that they were feeling before, during and after and the aim is to develop strategies to support the child in managing their own behaviours so that it doesn't happen again. All sessions will be with a member of SLT or SENDCo The restorative process is used to discuss these 5 key questions: 1. What happened? 2. What were your choices at the time? 3. Who else was affected by your behaviour? 4. What have you thought since? 5. How can we make this right? All documentation is added to each individual child's portfolio. Further activities that children will be exposed to are: • Axis of emotion • Breakwell Assault Cycle • Friendship Venn • Blob Blanks resources • Roots to Fruits • Mood Diary Scale

	• Reflection sheets • Solution circles • Stress container questioning Children may require a 'soft start' to integrate back into the classroom – this could be working outside of the classroom before re-joining the lesson.
Logical and natural consequences	As part of our approach to behaviour at Peafield, we enrol logical and natural consequences for all our children. Depending on the situation, repercussions or outcomes relate directly to a child's actions or choices. No child will be sanctioned for their choices in behaviour in a way that is detrimental to the child. The consequences are connected to the behaviour, allowing the child to understand the cause-and-effect relationship. As part of our reflection process, a child will have to restore their actions in a way that is valuable to them. The purpose of using such consequences is to help the student recognise the impact of their behaviour and take responsibility for their actions. Examples: In the event that a child is in a state of dysregulation and is throwing equipment around a classroom, the SLT member will reassure the child that they are available to support them and remind them that they will have to restore the area. The time at which the child restores the area is decided by SLT – this may be during a break time, where there is less disruption to the other children. In the event that another child or member of staff is hurt, a meeting will be held by SLT and will involve all parties. This will provide the opportunity for the person hurt to explain how they feel as a result of the child's actions. The child will be given the opportunity to apologise. With the support of parents/carers, the local PCSO may be invited to the meeting to reinforce what it means to be a good citizen.
Behaviour report cards	Step 1: White behaviour report If 3 reflections are issued to a child within a half term period, the child is placed on a white behaviour report for 1 week. A personalised plan will then be agreed between parents, class teacher, SENDCo and a member of the senior leadership team in order to support the child to effectively manage their behaviour in school. The plan will include agreed strategies, rewards and sanctions for the individual child, so that they are able to come off the report after 1 week.

	The child is responsible for having the report signed after each lesson and at playtime by an appropriate staff member. Parents are responsible for checking their child's report card at the end of each day and attending a review meeting at the end of the week. Parents are also responsible in supporting school to address their child's ability to improve the behaviour. Step 2: Yellow behaviour report If there is no improvement in behaviour then the child will go onto a yellow behaviour report for 1 week and a further meeting will be held between the class teacher, parents and a member of the SLT. A plan involving behaviour targets may be considered to support the child and a one-page profile may be put in place to enable school and home to work together to meet the child's individual needs. Step 3: Red behaviour report If there is still no improvement, the child will go onto a red behaviour report and a meeting will be held between the head teacher, class teacher and parents to discuss next steps, which may include involving outside agencies such as a behaviour specialist or the educational psychologist. In extreme cases a child may be excluded from school. In such cases, the latest national guidelines will always be strictly adhered to and governors informed.
Physical restraint	All physical restraint should be completed alongside our 'Positive Handling Policy' <u>Summary of the policy:</u> In some circumstances, staff may use reasonable force to restrain a pupil to prevent them: • Causing disorder • Hurting themselves or others • Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Appendix 5 – Rewards

Children can earn rewards through consistent demonstration of 'Peafield Pride'. These values underpin children's behaviour within school and each child values this approach in earning rewards.

Examples of how children might demonstrate Peafield Pride:

 PEAFIELD PRIDE				
At Peafield Lane Academy we are . . .				
Proud	Respectful	Inclusive	Determined	Empowered
We show this by . . .				
• Talking positively about ourselves and our achievements. • Wearing our school uniform smartly. • Presenting our work neatly. • Sharing our work with confidence. • Moving sensibly, with purpose around school.	• Listening carefully when others speak, without interrupting. • Using kind words and polite manners. • Following school rules and routines to keep everyone safe. • Accepting differences in opinions and beliefs • Taking care of property and the environment.	• Inviting others to join games, conversations, and activities. • Standing up against bullying. • Working well with everyone, not just close friends. • Celebrating differences. • Treating everyone equally.	• Trying again, even when things are difficult or mistakes happen. • Setting goals and working hard to achieve them. • Asking for help when needed • Celebrating effort, not just results. • Practising to make progress.	• Sharing ideas confidently. • Taking on leadership roles. • Having high aspirations for our future • Leaving a legacy from our actions

Appendix 6 – Behaviour escalation curves

Escalation of behaviour flow chart:

The escalation flow chart provides a clear and consistent routine for all staff to follow when issuing warnings to children.

When should a warning be issued:

All warnings are in line with our school rules. If children are not demonstrating 'Peafield Pride' through showing a lack of Proud, Respectful, Inclusive, Determined, Empowered they will be issued a warning.

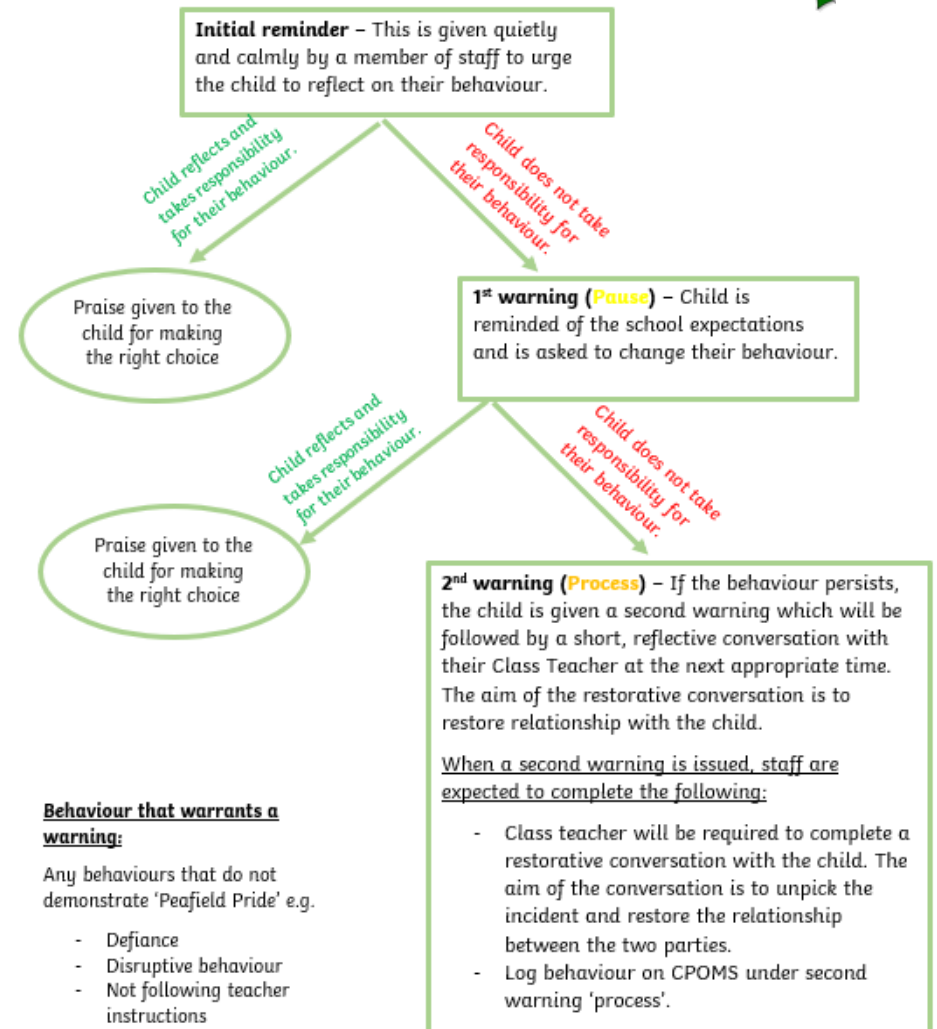
Examples behaviours against the 'Peafield Pride':

- Defiance
- Disruptive behaviour
- Not following teacher instructions
- Lack of respect to staff or children

Behaviour script:

When issuing a warning, always relate it back to the rule that is being broken. Is the child not being respectful, resilient or responsible.

'I have given you a reminder to reflect on your behaviour but sadly you are consistently talking to your partner and showing a lack of respect, that will be a first warning.'



Behaviour that warrants a warning:

Any behaviours that do not demonstrate 'Peafield Pride' e.g.

- Defiance
- Disruptive behaviour
- Not following teacher instructions
- Lack of respect to staff or children

Peafield Lane Academy
 Serious behaviour escalation flow chart



Child is encouraged to remove themselves from the situation – they are then given time to regulate in a safe space.

Child reflects and takes responsibility for their behaviour.

Child does not take responsibility for their behaviour.

Restorative approach (a reflection will be completed by SLT) to reflect on the situation. This process focuses on identifying the triggers and supporting the child.

If the child is unable to take responsibility at this stage and/or showing a lack of respect to the staff member, then the teacher will ask a member of SLT to support.

SLT will follow the child's Behaviour Plan to help the re-regulation of the child and complete a reflection at a suitable time with the child.

Following the reflection process, SLT will inform Class Teacher to discuss incident with parents about the behaviour patterns and provision in place to support the pupil within the class situation. Any appropriate action is agreed and reported back to SLT.

SLT member discussion with parents/carers about the behaviour patterns and provision in place to support the pupil within the situation.

Serious Behaviour:

A serious behaviour incident may include one of the following behaviours:

- Swearing at others
- Verbal abuse
- Discrimination against one of the protected characteristics
- Any form of Bullying
- Physical assault
- Non – compliance towards an adult/ repeated refusal
- Self-Harm
- Use/threat of use of offensive weapon/prohibited item

Serious behaviour escalation flow chart:

If the behaviour continues or the child becomes dysregulated and exhibiting challenging behaviour, staff should follow the 'serious escalation flow chart'. This provides a consistent routine for all staff to follow when supporting children.

Appendix 7 – 15 Ways to Build Relationships

1	Be who you needed when you were at school. Every child needs a champion.
2	Make regular deposits into the positive bank.
3	Know your children well and allow them to know you well.
4	Difficult child or child with difficulties?
5	Separate the deed from the doer.
6	The best apology is changed behaviour.
7	Catch them getting it right more than you catch them getting it wrong.
8	Magnify strengths rather than weaknesses.
9	Strike when the iron is cold.
10	We learn to care by being cared for.
11	Smile at children, it's good for you both.
12	There is always a solution – you need to give your time to find it.
13	Never assume you deserve respect – you must earn it.
14	Calm begets calm.
15	Sometimes the child knows best!

Appendix 8 – Restrictive Intervention Recording Form



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

