Behaviour and Relationship Policy

CAPTAIN WEBB PRIMARY SCHOOL

Passey, Sarah
Date: 1st September 2026
Review Date: 1st September 2027

CAPTAIN WEBB PRIMARY SCHOOL

BEHAVIOUR AND RELATIONSHIP POLICY

We have a duty under the *Schools Standards and Framework Act 1998* to have in place a behaviour policy that is consistent throughout the school. We believe we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. As a school, we aim to foster positive behaviour in our pupils and encourage them to take an increasing responsibility for managing their own behaviour. We want a school where children can and want to learn, and where teachers provide necessary support for those pupils who find managing their own behaviour especially difficult. As a school, we recognise that behaviour management is the responsibility of all members of staff and our behaviour policy is regularly discussed and reviewed. We strongly believe that a positive approach is far more effective than a negative one. All staff avoid negative comments and use praise as often as possible to raise children's self-esteem and encourage positive, self-regulated behaviour throughout our school. Behaviour management is monitored as part of the schools Self Evaluation procedures. The school recognises that behaviour is a form of communication and that some pupils may experience barriers to self-regulation due to SEND, SEMH, communication difficulties, trauma, attachment needs, sensory differences or mental health needs.

Commented [CP1]: *Aligns policy with 2026 DfE expectations around underlying causes of behaviour.*

Purpose

The purpose of this policy is to:

- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour of pupils;
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education;
- Regulate the conduct of pupils;
- To develop an ethos of mutual respect & understanding through a set of **Golden Rules** that apply to **everyone;**
- To have a clearly structured behaviour plan that is applied throughout the school in a consistent manner;
- To deal with inappropriate behaviour quickly & efficiently;
- To keep parents well informed about the behaviour of pupils;
- To foster an atmosphere of mutual respect and support with the implementation of the behaviour plan.

This policy has been developed after consultation with staff over a series of staff meetings related to managing behaviour and taking on board pupil voice through consultation with the Student Council.

Equality, Inclusion and Dignity

Captain Webb Primary School will implement this policy fairly, consistently and proportionately. The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments for pupils with disabilities and additional needs where appropriate.

No pupil will be treated less favourably because of:

- disability;
- special educational needs;
- race;
- religion or belief;
- sex;
- gender reassignment;
- pregnancy or maternity;
- sexual orientation.

Behaviour systems will be implemented in a way that promotes inclusion, dignity and equality of opportunity for all pupils. When making decisions regarding behaviour, sanctions, support, suspension or exclusion, the school will consider pupils' individual circumstances and any protected characteristics.

Leadership and Management

Responsibility of the Governing Body

The Governing Body will:

- Be responsible for ensuring that the school complies with this policy
- Delegate powers and responsibilities to the Head teacher to ensure that school personnel and pupils are aware of this policy
- Delegate powers and responsibilities to the Head teacher to ensure that all visitors to the school are aware of and comply with this policy
- Appoint a co-ordinator for behaviour and discipline to work with the Head teacher
- Support the Head teacher and school personnel in maintaining high standards of behaviour
- Be responsible for ensuring this policy and all policies are maintained and updated regularly
- Be responsible for ensuring all policies are made available to parents
- Nominate a link governor to visit the school regularly, to liaise with the Head teacher and the co-ordinator and to report back to the Governing Body
- Monitor suspension and exclusion data.
- Monitor restrictive intervention and reasonable force data.
- Monitor behaviour outcomes for pupils with SEND and SEMH needs.
- Review patterns relating to vulnerable pupil groups.
- Ensure behaviour systems remain compliant with Equality Act duties.

Role of the Head teacher – (Mrs Sarah Passey)

The Head teacher will:

- Determine the detail of the standard of behaviour that is acceptable to the school
- Ensure all school personnel, pupils and parents are aware of and comply with this policy
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
- Promote good behaviour by forging sound working relationships with everyone involved with the school
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- Ensure the health, safety and welfare of all pupils in the school
- Work with the school council to create a set of school rules that will encourage good behaviour and respect for others
- Work closely with the link Governor and coordinator
- Provide guidance, support and training for all staff
- Monitor the effectiveness of this policy
- Annually report to the Governing Body on the success and development of this policy

Role of the Behaviour Lead – (Chris Pilling)

The designated Coordinator is Chris Pilling (Assistant Head)
The Coordinator will:

- Lead the development of the policy throughout the school
- Work closely with the Head teacher and the nominated governor
- Provide guidance and support to all staff
- Undertake monitoring activities that focus on reviewing behaviour
- Track pupils through behaviour plans when the need arises
- Create links with parents
- Annually report to the Governing Body on the success and development of this policy

Role of the Pastoral Support Manager / DSL – (Gemma Boden)

- Support pupils' social and emotional wellbeing
- One to one interventions to support behaviour
- Safeguarding lead
- CAFs and TACs for pupils with social and emotional needs
- Monitor children's behaviour in class and on the playground
- Support pupil's behaviour at lunch times
- Support teachers in the event of severe behaviour that puts others at risk of harm

Role of the Nominated Governor – (Mark Chetwood)

The Nominated Governor will:

- Work closely with the head teacher and the Coordinator
- Ensure this policy and other linked policies are up to date
- Ensure everyone connected to the school is aware of this policy
- Report to the Governing Body every term
- Annually report to the Governing Body on the success and development of this policy

Role of School Personnel

All school personnel are expected to:

- Comply with all aspects of this policy
- Encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently
- Promote self-discipline amongst pupils
- Use preventative and de-escalation approaches, make reasonable adjustments and contribute to behaviour support plans.
- Deal appropriately with any unacceptable behaviour

Commented [CP2]: *Makes staff expectations explicit under Equality Act and SEND duties.*

- Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- During unstructured times such as playtimes, provide a range of equipment to play with, ensure this is taken out and put back carefully and tidily, structure and guide positive group games, monitor and interact with children and de-escalate any behaviour issues using the Behaviour Plan set out in this policy
- Record details of any behaviour issues reported during lunchtimes, how they have been dealt with and any consequences that have been put into place in the class playtime behaviour book
- Sign and date details recorded in the class playtime behaviour book
- Deal appropriately with issues that have arisen during playtimes, referring to the Golden Rules, Behaviours and Consequences and Behaviour Plan set out in this policy, contacting relevant parents via class dojo to inform them of what has happened and the action that has been taken
- Inform the Head Teacher, Deputy Headteacher or Behaviour Lead of any incidents that have been reported during playtimes and the action that has been taken
- Attend periodic training on behaviour
- Ensure the health and safety of the pupils in their care
- Report all incidents of discrimination to the Head teacher or coordinator

Lunchtime Supervisors are expected to:

- During unstructured times such as playtimes, provide a range of equipment to play with, ensure this is taken out and put back carefully and tidily, structure and guide positive group games, monitor and interact with children and de-escalate any behaviour issues using the Behaviour Plan set out in this policy
- Report to the class teacher details of any behaviour issues that have occurred, how they have been dealt with and any consequences that have been put into place
- Sign details given to the class teacher in the class playtime behaviour book

Role of Pupils

Pupils are expected to:

- To be aware of and comply with this policy
- Be polite and well behaved at all times
- Show consideration to others by listening carefully to them and helping if necessary
- Make suggestions about the school behaviour via the school council
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school

Role of Parent/Carer

Parents/Carers are encouraged to:

- Comply with this policy
- Have a good, honest working relationship with school personnel
- Support the school by ensuring their child understands and values the meaning of good behaviour and by reinforcing and standing by the sanctions applied by the school.

School Systems and Social Norms

Principles

As a school we have agreed on the following principles when dealing with unacceptable behaviour:

- Adults will act as positive role models for children at all times in the way they interact with each other & children
- Adults use a calm and quiet manner with children.
- Adults always encourage the development of children's self-esteem.
- Adults use emotional coaching strategies to help regulate children's emotions.
- Adults model positive behaviour and communication to children at all times.
- Adults will seek ways to support children who find it difficult to manage their own behaviour, including those with SEND or Social and Emotional needs.
- Adults recognise dysregulated behaviour may be linked to SEND, SEMH and trauma and prioritise co-regulation.

Commented [CP3]: *Strengthens inclusive practice.*

School Rules and Expectations

As a school, we feel that it is vital that there is a consistent approach to behaviour management if it is to be successful. Therefore, we have devised a whole school behaviour plan that applies to everyone in our school & will be applied consistently by all members of staff.

In our school everybody has a responsibility to abide by the rules so that we are all READY, RESPECTFUL & SAFE.

- We are always **ready** to learn: we listen, we are organised and we follow instructions.
- We **respect** each other and each other's property.
- We keep ourselves and each other **safe** and happy with kind words and gentle hands.
-

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The READY, RESPECTFUL & SAFE rules are displayed in each learning space and referred to by staff in conversations around conduct.

Our behaviour plan is based on **Rewarding Positive Behaviour** & discouraging inappropriate behaviour through a carefully planned rewards & consequences structure.

The plan is structured to help adults to deal with inappropriate behaviour in a way that minimises the impact on the other pupils and reduces the loss of teaching and learning time to an absolute minimum.

Rewards and Consequences

We believe strongly that appropriate behaviour should be rewarded in order to promote the positive ethos of the school. Positive praise is often the easiest reward to give and often the most effective. We use a toolkit of rewards and consequences across the school, adapting their use to individuals and class groups to encourage and reinforce our expectations of behaviour.

Rewards

Stickers can be awarded by any member of staff for anything that they feel demonstrates positive behaviour or attitude and at any time throughout the school day.

Head Teacher's Awards are given to those children who have made an exemplary effort in their work. Anyone, staff or pupil can nominate a child for a head teacher's award.

Specialist Teacher Awards P.E. award 'Star Player' for excellent behaviour and sportsmanship at the end of every lesson. Our Music teacher awards 'Star Musician' badges to members of each class at the end of each half term.

Golden Wristbands are given out 'on-the-spot' for excellent attitude, behaviour, perseverance or progress. They are noticed and celebrated by all staff when noticed.

Dojo Reward Dojo points can be given out in a child's classroom by their teacher. Dojo points are given out in increments of 1 only. When a child reaches 50 Dojo points, a messages is sent home to their parents/carers to inform them that they can wear non-uniform the following day.

Teacher Certificates can be awarded for outstanding behaviour by a child's teacher.

Dojo Messages can be sent home to a child's parent or carer at the end of the day to share excellent behaviour, effort or progress.

Special Teachers Rewards teachers utilise individual reward systems in addition to those listed above to meet the needs of individuals and groups of children in their classes. These can take many forms and are encouraged across the school.

Consequences

EYFS – To correct behaviour, in the first instance gentle reminders and clear explanation of what is expected is issued verbally. If needed, a warning follows. If a child chooses not to correct their behaviour, reflection with an adult occurs during a short session of 'thinking time'.

In addition, behaviour can be addressed through adult modelling, verbally issuing reminders, warnings, or with redirection to a different activity.

Where more severe behaviour occurs, staff seek to understand the reasons for the behaviour. Responses may involve social stories, a phone call home, continuous meeting with parents, adults reflecting on causes, hot spots identified, reflection on the child's environment, coregulation with a member of staff or addressing issues through the curriculum.

KS1 and KS2

'Negative Consequence Sanctions' are used fairly and consistently when a child displays

inappropriate behaviour.

First, a verbal reminder/warning is issued with a reminder of rules and expectations.

If the behaviour is not corrected a second verbal warning is issued, explaining the consequences of further poor behaviour. Clear choices are given by the adult.

If poor behaviour continues, one or more of the following will happen:

- Pupils may be moved to a different table within the classroom;
- Pupils may be moved to another classroom for a short amount of time;
- Loss of privilege/responsibility (e.g. clubs);
- A phone call made to parents/carers to discuss behaviour and/or attitude;
- A phone call made to parents/carers to ask them to come into school to support the situation (this decision can be made by any member of SLT).
- If, despite clear and regular reminders of expected behaviours, a child continues to choose to not follow the school's rules, an Individual Behaviour Support Plan (appendix 1) may be used so that SLT can monitor a child's behaviour, with reporting to parents. This will be used to monitor patterns of behaviour.

Pupils will always be given a chance to consider and change their behaviour. They will be encouraged and supported to 'make things right' and apologise to other children and/or staff, to show they can keep to the school rules or to make other suitable amendments.

We believe that most unacceptable behaviour should be dealt with by the pupils' own class teacher using the strategies listed above. However, with persistent unacceptable behaviour, support from SLT may be required.

After school detentions may be used for persistent unacceptable behaviour. Parents/carers will be informed of these via phone.

Suspension is an important behaviour management tool and may be used where appropriate in accordance with statutory guidance.

Permanent exclusion will only be used in response to a serious breach or persistent breaches of the Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the welfare or education of others.

Before making suspension or exclusion decisions, the Headteacher will consider:

- safeguarding information;
- whether consultation with the Designated Safeguarding Lead is required;
- whether the pupil is a looked after child or previously looked after child;
- whether the pupil is receiving social care involvement or Early Help support;
- SEND and SEMH needs;
- reasonable adjustments;
- support already provided;
- alternative interventions available.

Permanent exclusion remains a last resort.

Commented [CP4]: Replaces outdated exclusion wording with language taken from the July 2026 DfE guidance.

The school may consider alternative approaches including additional support, alternative provision, off-site direction, managed moves and reintegration planning where appropriate.

Reintegration Following Suspension

Commented [CP5]: New expectation under Suspension and Exclusion Guidance 2026.

Following a suspension, the school will hold a reintegration discussion with parents/carers and the pupil.

Reintegration arrangements may include:

- report cards;
- mentoring;
- behaviour support plans;
- pastoral support;
- SEND review;
- reasonable adjustments;
- regular monitoring.

The aim of reintegration is to provide pupils with a positive fresh start and support future success.

Managed Moves and Off-Site Direction

Commented [CP6]: Reflects new July 2026 guidance.

The school may consider managed moves or off-site direction as preventative alternatives to permanent exclusion.

Managed moves will:

- only occur where they are in the best interests of the pupil;
- be agreed by all relevant parties;
- be carefully planned and monitored.

Off-site direction may be used as a time-limited intervention to improve behaviour and support reintegration.

Neither process will be used as a disciplinary punishment or to off-roll pupils.

Behaviour Curriculum

We begin each year by discussing the School Rules, Code of Conduct and Behaviour Expectations with all children in a Behaviour Week. This ensures that all children begin a new school year with a clear understanding of what is expected in our school (See Appendix 2).

Behaviour is also taught throughout the curriculum and through targeted curriculum events such as:

- PSHE lessons;
- Online Safety is taught during Computing lessons where appropriate;
- Online Safety Week;

- Anti-Bullying Week;
- Empathy Week;
- Neurodiversity Week

Implementation

The behaviour curriculum is taught explicitly during the first week of the school year alongside the National Curriculum. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching strategies.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching of the behaviour curriculum during the first week of term (PHSE) Focus Assemblies x2 Daily through recaps and constant modelling and reminders	On going revision through 1 x assembly 1 x 10-minute lesson a week focusing on an area that is appropriate for each class. Daily revision at the stated times of day i.e. lunchtime- Member of staff reads and reminds children of the expectations for lunchtime	Explicit teaching of the behaviour curriculum during the first week of term (PHSE) Focus Assemblies x2 Daily through recaps and constant modelling and reminders	On going revision through 1 x assembly 1 x 10-minute lesson a week focusing on an area that is appropriate for each class. Daily revision at the stated times of day i.e. lunchtime- Member of staff reads and reminds children of the expectations for lunchtimes	Explicit teaching of the behaviour curriculum during the first of term (PHSE) Focus Assemblies x 2 Daily through recaps and constant modelling and reminders	On going revision through 1 x assembly 1 x 10-minute lesson a week focusing on an area that is appropriate for each class. Daily revision at the stated times of day i.e. lunchtime- Member of staff reads and reminds children of the expectations for lunchtime

(This may change as directed by SLT following observations if it is decided that an area needs focusing on through monitoring)

This should include regular quizzing to check and strengthen retention. Teachers will also model and demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term) For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will this content.

Curriculum content is covered in depth in Autumn Term 1 and revisited throughout the year. Pupils should know the three behaviour expectations in school and be able to recall these instantly. These are to:

- Be respectful
- Be ready
- Be safe

Pupils should be able to give examples of these three principles which may include:

Be respectful	Be ready	Be safe
Say please and thank you Hold doors open for people Talk kindly to other pupils Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow instructions given by staff members Tidy up own workspace and ensure the classroom is tidy	Always listening and watching the adult for instructions so you know what is expected of you. Respond to instructions immediately so no learning time is lost Settle quickly when returning from breaktime or lunchtime to the classroom	Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical Using calm and respectful tones when we communicate

Captain Webb recognises that incidents occurring within the school community, locally, nationally or globally may have an impact on pupils' wellbeing, relationships and behaviour. Where appropriate, the curriculum will be adapted to respond to significant events, emerging concerns or incidents that may affect pupils or the wider school community.

Where incidents of racism, discrimination, prejudice, bullying, harassment or other harmful behaviour occur, staff may introduce additional lessons, discussions, assemblies or learning opportunities to address the underlying issues. These opportunities will be age-appropriate, sensitive and carefully planned, with the aim of promoting understanding, respect, empathy, equality and positive relationships.

Any incidents of racism are recorded on IRIS by a DSL.

Our Routines

Wonderful Listening

Staff use a SILENT SIGNALLER to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and respond with STAR. Staff may use auditory cues when appropriate e.g. a whistle on the playground. “Eyes on me… 1, 2, 3” can be used in classrooms.

- S -Sitting or standing up straight
- T – Tracking the teacher
- A- Attention at all times
- R- Respect towards others

Wonderful Walking

We walk around school using WONDERFUL WALKING
Wonderful Walking is –

- Facing forward
- Walking in a straight line
- Hands by side
- Quietly and calmly
- Without leaning on walls whilst waiting

Pupils understand we use Wonderful Walking to keep everyone safe and to make sure the learning of other children the learning of other children is not disrupted as we move around school.

Informing parents

Parents play a very important role in behaviour management. New parents are directed to the Behaviour Policy and its use and purpose. Parents are encouraged to share any concerns that they have about behaviour with the school through contact with the Behaviour Leader, Class teachers, Parent Governors or by contacting the Head teacher directly. If a child is involved in a behaviour issue, parents and carers are contacted on the same day, either via ClassDojo or via a phone call if appropriate.

Confidentiality

It is very important to remember that all incidents should be treated as confidential. If parents approach TA's or lunchtime supervisors for information regarding an incident at school they must direct them to the Behaviour Leader, Class teacher or Head Teacher.

Physical Contact

Physical Contact is a key part of a positive relationship; touching a pupil might be appropriate or necessary when:

- Comforting a distressed pupil
- A pupil is being congratulated or praised
- Holding a hand for support or control when moving around school
- Demonstrating exercises/techniques during, for example music or PE lessons
- To give first aid

Behaviour Logs

CPOMS is used for logging significant incidents or concerns relating to a child's behaviour, whether it be from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues. It is the class teacher's responsibility to ensure incidents are logged. Class Dojo is used to record and monitor gained and lost dojo points.

Individual Behaviour Support Plans

It is important to note that as a school we recognise that there are some pupils who have significant behaviour difficulties for whom this behaviour plan may not be appropriate. These children will have an IBSP (Individual Behaviour Plan) (Appendix 1) and Risk Assessment (Appendix 5) if necessary. An IBSP plan will contain individualised targets which should move a child towards the expected level behaviour in achievable steps. IBSPs should be reviewed regularly by class teachers and the SLT, achievements celebrated and further progressive targets set. Where a child is finding it difficult to achieve the targets that have been set for them, teachers will be supported by the SLT in further strategies to support the improvement of the child's behaviour before producing an IBSP.

These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child, parents and the behaviour lead or class teacher, so that there is mutual understanding about any individualised sanctions or agreements that are put in place.

Children with serious or repeated behaviour difficulties may need to have an individual plan in accordance with the Special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or with agreement from parents or carer, refer to Mental Health Support Team or BeeU. If assistance is required, consultation with our SENCO, Chris Pilling, will take place.

Pupil Voice

We have a group of elected school councillors, one from each class, who hold office for a year. Children can be nominated by their peers or put themselves forward to become the class representative. Each child then must make a short presentation to the class stating why they think they would make a good school councillor. The class then vote, by secret ballot, for their chosen representative. Councillors meet regularly with the Behaviour Leader and with the Head teacher to discuss a wide range of issues. Councillors are encouraged to bring any concerns from class members to the attention of the School Council for discussion. The School Council has an important role in the decision-making process for school improvement, including the school's Golden Rules and the Behaviour Policy.

Transition times/Moving around school

It is expected that when children are moving around school as a large group that they walk on the left hand side in single file in a pre-arranged line order. It is all staffs' responsibility to ensure this happens.

- All children must be escorted to and collected from the playground by the class teacher, both at break time and lunchtime. Each class teacher must wait on the playground until the Teacher or Lunchtime supervisors who are responsible for the playground duty arrive on the playground. It is essential that ALL children are delivered to the playground by their class teacher.
- KS2- At the end of the day the class teacher are responsible for dismissing the children and ensuring that they go directly to an identified parent / carer or, where other arrangements have been made, another identified responsible adult.

Act of Worship

Unless teachers are delivering planned interventions, they must remain in the hall during this time to support with monitoring behaviour. It is not a time for teachers to plan/prepare work, the Government have clearly stated that this time must not be used for this purpose. This also applies to singing practice.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Head teacher are lawful. (See appendix 3)

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Staff Induction, Development and Support

Induction

As part of their induction, new staff and ECTs are shown and given with explanation:

- The school's Behaviour Policy
- Copy of Behaviour Plans
- Meeting with Behaviour Lead
- Explanation of rewards and consequences

Development

Behaviour management forms part of our school's monitoring processes. The Head teacher and members of the SLT are responsible for ensuring that all of the school systems and social norms are being consistently put into practice. Where areas of development are found, through formal and informal observations, individual, team or whole school training and CPD is put into place to improve behaviour management as appropriate. This can include one-to-one support, internal whole school staff meetings, or CPD offered by outside agencies.

Support

We recognise that all staff will need varying degrees of support with behaviour management. This may take the form of:

- Formal monitoring processes with suggested behaviour management strategy actions to be completed;
- Informal observations of behaviour management strategies with suggested behaviour management strategy actions to be completed;
- One-to-one support from the Head teacher, Behaviour Lead, the SLT or senior teachers;
- Ongoing CPD

In the event of severe behaviour that may result in harm being caused to a child or member of staff, Gemma Boden, Claire Watkins, Sarah Passey or members of the SLT should be contacted immediately.

Key members of staff have been trained in Safety Intervention Training should always be called to a situation which may escalate. These are:

Fran Tranter
Chris Pilling
Natalie Manns
Gemma Boden
Nicola Weston-Blakey

See Appendix 4 – 'Restrictive Interventions, Including Reasonable Force' for more information.

Supporting Pupils with SEND and SEMH Needs

The school recognises that behaviour may be influenced by special educational needs and disabilities (SEND), social, emotional and mental health (SEMH) needs, communication and interaction difficulties, attachment needs, sensory processing needs, trauma and adverse childhood experiences. Staff recognise that behaviour can be a form of communication and will seek to understand the underlying causes of behaviour before determining the most appropriate response.

The school will:

- apply a graduated response to behaviour concerns;
- make reasonable adjustments where required;
- work in partnership with parents and carers;
- involve the SENCO and other professionals where appropriate;
- use individual support plans and risk assessments where necessary;
- regularly review support strategies and interventions.

Reasonable adjustments may include:

- adapted routines and expectations;
- visual supports;
- additional processing time;
- sensory or regulation breaks;
- personalised reward systems;
- adapted transition arrangements;
- safe spaces for regulation.

When considering serious sanctions, including suspension or permanent exclusion, the school will consider whether a pupil's SEND or SEMH needs may have contributed to the behaviour and whether further support or reasonable adjustments are required.

Restrictive Interventions, Reasonable Force and Seclusion

Captain Webb Primary School is committed to reducing the need for restrictive interventions through effective relationships, positive behaviour support, preventative approaches, reasonable adjustments and de-escalation strategies. Restrictive interventions will only be used as a last resort when it is necessary, reasonable and proportionate to do so. The school recognises that restrictive interventions must always respect the dignity, rights and welfare of the child.

All staff have a legal power to use reasonable force when it is necessary to:

- prevent injury to a pupil or another person;
- prevent damage to property;
- prevent criminal behaviour;
- prevent serious disorder.

Any force used will always be:

- reasonable;
- proportionate;
- necessary;
- used for the shortest possible duration.

Force must never be used as a punishment.

Commented [CP7]: New section required to align with April 2026 DfE Restrictive Intervention guidance.

Seclusion will never be used as a punishment and will only be considered where it is necessary to maintain immediate safety. Any use of seclusion will be recorded, reported and reviewed in accordance with statutory guidance.

The school will not permit the use of any intervention that intentionally affects a pupil's breathing, airway or circulation. Where known risks exist, Behaviour Support Plans and Risk Assessments will be completed and reviewed regularly. The school will prioritise prevention, de-escalation and co-regulation before considering restrictive interventions.

Recording and Reporting Restrictive Interventions

All significant incidents involving restrictive intervention or reasonable force will be recorded as soon as practicable and wherever possible on the same day (See Appendix 6 - Restrictive Intervention and Seclusion Record Form)

Records will include:

- pupil name;

- staff involved;
- location;
- duration;
- known SEND status;
- antecedents and triggers;
- de-escalation strategies attempted;
- rationale for intervention;
- injury information;
- post-incident support.

Parents/carers will be informed as soon as practicable following any significant use of force, restraint or seclusion. Following any significant restrictive intervention, appropriate support and debrief opportunities will be provided to the pupil and staff involved. Behaviour plans and risk assessments will be reviewed where necessary.

The school will review incident data regularly to identify patterns, inform behaviour planning and reduce future interventions.

Commented [CP8]: This reflects the new statutory recording requirements introduced in 2026.

Safeguarding and Behaviour

Commented [CP9]: Added to strengthen links between behaviour and safeguarding expectations within KCSIE 2026.

The school recognises that behavioural changes may indicate that a pupil is experiencing abuse, neglect, exploitation, mental health difficulties, unmet SEND needs or other safeguarding concerns.

Staff must consider safeguarding concerns whenever:

• behaviour changes significantly;

• repeated behavioural incidents occur;

• behaviour presents a risk to self or others;

• suspension or permanent exclusion is being considered.

Where behaviour raises safeguarding concerns, staff will follow safeguarding procedures and consult with the Designated Safeguarding Lead. The school will consider behaviour, safeguarding, attendance, SEND and wellbeing information holistically when assessing a pupil's needs and planning support.

Child-on-child Abuse

Child-on-child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim.

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. It can happen both inside and outside of school and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals.

All staff should be clear as to the school policy and procedures with regards to child-on-child abuse.

Indicators of Child-on-child abuse

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep

- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- harmful towards others

Sexual harassment, online sexual abuse and sexual violence

All staff must:

- assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, use the school's policies and procedures to address them
- where incidents are reported, understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with the DfE's guidance
- undertake relevant training and CPD (including teachers delivering relationships, sex and health education)
- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship, both online and offline

Responsibilities

It is the responsibility of all staff to:

- Create a healthy, safe environment based on equality and informed choice allowing children and young people to know their rights and responsibilities, what to do if they are unhappy with something and what it means to give true consent. Staff and students should treat each other with respect and understand how their actions affect others. Staff and students should feel able to openly discuss issues that could motivate child on child abuse. Make it clear that our school has a zero-tolerance whole-setting approach i.e. harmful behaviours will not be passed off as 'banter', 'just growing up', etc. Issues that might later provoke conflict should be addressed early.
- Ensure that our reporting systems are well promoted, easily understood and easily accessible and have the confidence of children and young people. Staff should recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.
- Understand our local community and the context in which children and young people at our setting are growing up.
- Ensure children/young people know the risks – talk about child-on-child abuse in an age-appropriate way. Create opportunities for children/young people to weigh up risks and recognise that sometimes this means they will take risks we as adults and professionals disagree with. Our role is to be influencing children/young people to be making the healthiest long-term choices and keeping them safe from harm in the short-term.

- Understand the impact of child-on-child abuse on children/young people's mental health as well as the additional needs/vulnerabilities of children/young people with special educational needs or disabilities; those who identify as lesbian, gay, bisexual and/or transgender; and/or those who have other perceived differences
- Check children/young people have safe relationships – in their family, with their peers and with your staff. Create the environment where it is OK to talk, even about the most difficult things.
- Spot the signs and know what to do – refer any concerns to a Designated Safeguarding Lead immediately.

Online Safety

At Captain Webb Primary School, we recognise that staying safe online is related to behaviour, personal and social development and knowledge of the risks of various online environments. We take a holistic approach to ensuring that children stay safe when they are online, that they are positive members of online communities and are respectful when they communicate using digital technologies. Online safety is taught through PSHE lessons, during Computing units of learning where appropriate, during an annual Online Safety Week (using guidance from Education for a Connected World – 2020 and resources adapted from *Project Evolve*) and through assemblies delivered by the Online Safety Lead and outside agencies. Age related Online Safety Agreements (See Online Safety Policy appendices) are discussed with each class by their teacher at the beginning of the year, agreed to and signed by each child before they are given access to technology and are displayed in every classroom. Intentionally breaking the Online Safety Agreement forms part of the whole school behaviour Rewards and Consequences Matrix (Behaviour Policy appendix 3). Staff receive regular CPD relating to Online Safety. Incidents that occur are dealt with by members of the Senior Leadership Team according to the Behaviour Policy and Online Safety Policy and are recorded on CPOMS. This enables us to keep a trail, address recurring issues and adapt the curriculum offer for Online Safety in our school.

Banned Items

School staff can search a pupil for any item if the pupil agrees (The ability to give consent may be influenced by the child's age or other factors). The Headteacher, and staff authorised by the Headteacher, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Where practicable, parents/carers may be informed and invited to attend. However, where staff have lawful powers to search and a search is necessary and proportionate, the search may proceed without parental attendance. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers or vapes
- fireworks
- pornographic images

- any article that the member of staff 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).

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to and from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into the school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day. Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officer of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Appendices

Appendix 1 - Individual Behaviour Support Plan (IBSP)

X's Individual Behaviour Support Plan		
My teacher is:	Date plan agreed:	Risk Assessment required & attached? YES/NO
Description of the behaviour concern (observable behaviour, frequency, intensity and duration):		

	My strengths, interests and motivators are:
	Triggers that might lead up to the behaviour concern are (situations, demands, environments, sensory, social, emotional triggers):
	Things that might help me are:
	I have noticed that you are good at:
	I have noticed that triggers that can lead up to the behaviour are (situations, demands, environments, sensory, social, emotional triggers):
	I have noticed that early warning signs of the behaviour are:
	My SENDCo thinks… (any SEND needs, diagnosis, identified barriers):
	My parent(s) / carer(s) say:

Positive Behaviour Plan	
SMART Behaviour Target(s) **The next step towards good behaviour** • Specific • Measurable • Achievable • Realistic • Timed	
Prevention Strategies **What adaptations will be made to prevent the behaviour of concern?** • Teaching and Learning • Environmental • Visuals • Transitions • Check-ins	
De-escalation Strategies **When early signs appear…** • Preferred communication approaches • Calming strategies that work • Actions to avoid	
Support and Interventions **Will additional provision be available?** • Nurture group • Mentoring • Social skills group • SEND Support • External agency involvement	
Response Plan **Agreed actions** • Expected staff at different levels of escalation • When support is sought • Agreed use of restrictive practices (if necessary)	

Plan Review Date:	

	Name	Signature	Date
Child			
Parent/Carer			
Teacher / Key Adult			
Headteacher / SENDCo / Behaviour Lead			

Appendix 2 – Behaviour Curriculum

Be respectful	Be ready	Be safe
Say please and thank you Hold doors open for people Talk kindly to other pupils Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow instructions given by staff members Tidy up own workspace and ensure the classroom is tidy	Always listening and watching the adult for instructions so you know what is expected of you Respond to instructions immediately so no learning time is lost Settle quickly when returning from breaktime or lunchtime to the classroom	Sitting sensibly in the classroom Walking through corridors quietly and calmly Playing games that do not become too physical Using calm and respectful tones when we communicate

Arriving at school at the beginning of the day

I know that I arrive on time at school

I know that I walk calmly to my classroom

I know that I greet staff with a smile and a good morning

I know that I hang my coat up, put my water bottle in the box before sitting down

I know that as soon as I sit down, I start my morning work and don't leave the classroom without permission

Playground behaviour

I know I must walk from the classroom to the playground using Wonderful Walking

I know I must play safely without hurting anyone

I know I must not play fight because I may hurt someone by accident

I know I must be kind by including others in my games and sharing equipment

I know I must line up in my line order straight way when called

I know I must walk back to my classroom using Wonderful Walking

Lunchtime

I know that I use Wonderful Walking when walking to the hall

I know that I line up sensibly without touching anyone while waiting for my food to be served

I know to use a normal talking volume when in the hall.

I know how to use good manners when I talk to lunchtime staff

I know to say please and thank you when I am being given my food or a drink

I know that I should not leave my seat once I have sat down

I know that once I have finished, I clear any rubbish from my table and empty any left-over food into the correct bin

I know that I use Wonderful Walking when walking from the dining hall to the playground

End of the day routine

I know that when my teacher signals (1) I should collect my things for home and return to my chair or the carpet immediately (This will be done a table at a time

I know that when my teacher signals (2) I should stand up and tuck my chair in

I know that when my teacher signals (3) I should move to my line space quietly

I know that I use Wonderful Walking when walking from the classroom to the playground

General classroom expectations

I know that I should not leave my seat during a lesson unless I am asked to do so

I know that I should be using the toilet at break and lunchtime so as not to interrupt learning time

I know that I should not have any objects on my table that distract me from my learning

I know that it is my responsibility to keep my table clear from clutter

I know that I have a responsibility to ensure that the classroom is kept tidy

I know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop my self and others from learning.

Using good manners

I know that I say please when asking for something

I know I say thank you when I receive something, or someone does something nice for me

Pupils should say good morning/afternoon to an adult if spoken to

Pupils should always use a calm and polite tone to show respect

Appendix 3 - Searching and confiscation

Searching Pupils

School staff may search a pupil for any item where the pupil agrees.

The Headteacher and staff authorised by the headteacher may conduct a search without consent where there are reasonable grounds to suspect that a pupil possesses a prohibited item.

Prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette paper and vapes;
- fireworks;
- pornographic images;
- any article which has been, or may be, used to commit an offence, cause injury or damage property.

Conducting Searches

Searches will:

- be proportionate;
- be conducted respectfully;
- take account of safeguarding considerations;
- take account of SEND and additional vulnerabilities;
- comply with current DfE Searching, Screening and Confiscation guidance.
- Confiscation

Staff may confiscate any item which:

- is prohibited by law;
- breaches school rules;
- presents a risk to safety;
- disrupts learning;
- is detrimental to good order and discipline.
- Electronic Devices

Where an electronic device is confiscated and staff reasonably believe it contains evidence of:

- bullying;
- safeguarding concerns;
- criminal activity;

- behaviour incidents;

The device may be examined in accordance with current legislation and DfE guidance.

Where necessary, devices may be passed to the police or other appropriate agencies.

Recording and Communication

Significant searches, confiscation incidents and safeguarding-related concerns will be recorded on CPOMS.

Parents/carers will be informed where appropriate, particularly where prohibited items or safeguarding concerns are involved.

Appendix 4: Restrictive Interventions, Including Reasonable Force

Captain Webb Primary School is committed to creating a safe, calm and supportive environment where restrictive interventions are rarely necessary.

The school prioritises:

- positive relationships;
- emotional regulation;
- behaviour support planning;
- reasonable adjustments;
- prevention and de-escalation.

Restrictive intervention refers to any intervention that restricts a pupil's movement, liberty or freedom to act independently.

Reasonable force may only be used where necessary and proportionate to:

- prevent injury;
- prevent serious damage to property;
- prevent serious disorder;
- maintain safety.

Force must never be used as a punishment. Particular consideration will be given to the needs of pupils with SEND and SEMH needs. Where risks are known, individual risk assessments and Positive Handling Plans may be used.

Following any significant restrictive intervention:

- the incident will be recorded on CPOMS;
- parents/carers will be informed as soon as reasonably practicable;
- any injuries will be recorded;
- the incident will be reviewed by a senior leader;
- risk assessments and support plans will be reviewed where necessary.

The Governing Body will receive anonymised information regarding the use of restrictive interventions to support oversight and monitoring.

Appendix 5 - Individual Behaviour Risk Assessment

Individual Behaviour Risk Assessment

Captain Webb Primary School

Pupil Information

Field	Information
Pupil Name	
Class	
Date Plan Started	
Plan Review Date	
Parent / Carer	
Other Professionals Involved	

Known triggers:	
Early Warning signs:	
Reasonable adjustments:	
Prevention strategies:	
De-escalation strategies:	
Emergency response plan:	

The *Decision-Making Matrix*SM

Risk = Likelihood x Severity

Severity of Harm	Rare Will probably never happen	Unlikely Is not expected to happen, but it could	Possible Might happen	Likely Will probably happen	Certain Will undoubtedly happen
Catastrophic Death will occur, or the level of injury will lead to permanent or irreversible ill-health	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
Major Psychological or physical injury will require treatment leading to long term incapacity or disability	MEDIUM	HIGH	HIGH	EXTREME	EXTREME
Moderate Psychological or physical injury will require treatment and/or lead to medium term incapacity and ill-health	LOW	MEDIUM	HIGH	HIGH	EXTREME
Minor Psychological or physical injury will be non-permanent and/or cause no lasting ill-health	LOW	MEDIUM	MEDIUM	HIGH	HIGH
Negligible Psychological or physical injury will be minimal	LOW	LOW	LOW	MEDIUM	MEDIUM

Likelihood of Behaviour

Crisis Prevention Institute Safety Intervention Foundation

Risk and/or Hazardous behaviours:

Risk Behaviours	Risk Rating (likelihood x severity)	Agreed actions
	Likelihood ( ) x severity ( ) =	
	Likelihood ( ) x severity ( ) =	
	Likelihood ( ) x severity ( ) =	

Signed:

	Name	Signature	Date
Parent/Carer			
Teacher / Key Adult			
Headteacher / SENDCo / Behaviour Lead			

Appendix 6 - Restrictive Intervention Record Form

Restrictive Intervention / Seclusion Record Form

Captain Webb Primary School

Pupil Name:
Date:
Time:
Location:
Duration:

Staff Directly Involved and other witnesses

Antecedents and Triggers

Behaviour Presented

De-escalation Strategies Attempted Before Intervention

Details of Restrictive Intervention Used

Rationale: Why Intervention Was Necessary and Proportionate (refer to Behaviour Policy Appendix 5 – Risk Matrix if necessary)

Injury Record (Pupil/Staff)

Parent/Carer Notification (Method, Date, Time)

Pupil Debrief

Staff Debrief

Follow-Up Actions (Risk Assessment/IBSP amendments)

Senior Leader Review

Review of Tracking / previous incidents / patterns of behaviour

Signed:

	Name	Signature	Date
Parent/Carer			
Teacher / Key Adult			
Headteacher / SENDCo / Behaviour Lead			

Suspension and Reintegration Record

Captain Webb Primary School

Part A: Suspension Decision Record

Pupil name:
Date:
Length of suspension:
Reason for suspension:

Considerations Before Decision (Safeguarding, SEND, SEMH, Reasonable Adjustments, Previous Support)

Alternatives Considered

Headteacher Decision

Part B: Reintegration Meeting

Attendees

Pupil Voice

Parent/Carer Voice

Support and Interventions Agreed

Reasonable Adjustments

Behaviour Targets

Monitoring Arrangements

Review Date Parents/Carers invited?

Part C: Reintegration Review (Attendance, Behaviour, Progress, Outcome)

Review of Attendance

Review of Behaviour targets

Pupil Voice

Parent/Carer views

Signed:

	Name	Signature	Date
Parent/Carer			
Teacher / Key Adult			
Headteacher / SENDCo / Behaviour Lead			

Key Guidance Documents

Behaviour in schools: advice for headteachers and school staff (DfE, 2024)

Restrictive Interventions, Including Use of Reasonable Force in Schools: Guidance for schools in England (2026)

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Statutory guidance for maintained schools, academies and pupil referral units in England (2026)

Keeping Children Safe in Education (2026)

Special educational needs and disability code of practice: 0 to 25 years (2015)

Searching, Screening and Confiscation: Advice for schools (2023)