



St Agatha's Catholic Primary School

Policy	A Relationship Approach to Positive Behaviour Management Policy
Author	Kate Hubbard
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Date of Review	September 2025
Governor Committee	FGB
Statutory Policy	Yes

Aims of our school:

We aim to achieve a respectful, secure and safe environment where everyone shows consideration and kindness towards each other.

We aim to support all our children to access and learn through an inspirational and relevant curriculum and prioritise the teaching of basic skills to enable a more independent and curious approach to learning. This will contribute to positive self-perceptions as a learner, enabling children to engage positively with class-based learning.

We enable children to reach their potential; respecting and celebrating our diverse community.

In our school pupil voice is encouraged and valued; all opinions are heard and considered. Everyone is a unique child of God – the children, parents, staff and governors. Together we all support the children in becoming well-rounded citizens who can have a positive impact as members of their school, local and global communities.

We aim to create and maintain a positive learning environment with realistic expectations of children's behaviour, based on their age, individual needs and stage of development.

We aim to create an environment where children feel safe to make mistakes and to learn from these, ensuring they are committed to growing in their learning in this way.

We aim to foster happy, healthy children who know how to stay safe and who enjoy their relationships with others; understanding healthy boundaries.

Our Guiding Beliefs and Understanding of Behaviour:

At St Agatha's Catholic Primary School, we believe that relationships are key and that there should always be "connection before correction";

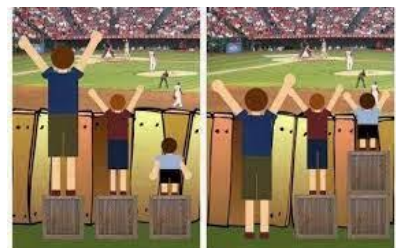
As an Attachment Aware School, we use the knowledge of attachment and trauma as the cornerstone of this policy;

We understand that behaviour is a form of communication, communicating an emotional need (whether conscious or unconscious);

We believe that with support to self-regulate through unconditional positive regard and reference to 'Zones of Regulation', pupils can be helped to think about their behaviour and how it impacts others and to consider alternative ways to meet these emotional needs safely;

We believe that rewards should specifically reinforce the core values of the school and expected behaviours in the school context and that consequences must be meaningful and relevant to the individual child in question;

We believe in equity - everyone getting what they need, which does not mean that everyone gets the same;



Our Approach:

We provide a calm, nurturing and supportive learning environment; we believe that children must be emotionally 'ready to learn' in order to reach their academic potential;

In order to be able to challenge themselves and carry out tasks independently, children must be able to regulate their behaviour in the classroom. We encourage children to focus their attention, to be 'active listeners' and to develop the capacity to make 'good choices' through noticing and praising positive behaviours.

We focus on modelling and teaching '**expected**' behaviours along with tools to support children's emotional and sensory regulation ('**Zones of Regulation**'/'**Socially Thinking**' curriculum);

We teach children that all feelings are OK but that the type or size of their reaction to a trigger may be '**unexpected**' in that context; we encourage children to consider the size of the problem and match the size of their reaction.

We help children to recognise what has happened and take responsibility;

We support children to reflect on the impact of unexpected behaviours on their own and others' wellbeing;

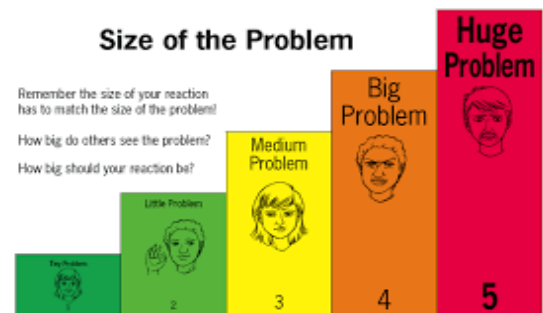
We support children to repair the situation as part of the natural and logical consequence to their actions;

We seek to develop children's self-esteem and confidence encouraging relationships and interactions based on kindness, honesty and respect;

We use PACE (Playfulness, Acceptance, Curiosity and Empathy) and restorative approaches to ensure positive interactions that build relationships; (For further information on PACE, see appendix 2)

We take a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

We prioritise the explicit teaching of expected and unexpected behaviours and relate this back to our RESPECT code (see appendix 3). It is important to ensure that children are clearly guided in what behaviours are **expected** and when children present with behaviours that are **unexpected**, that this is clearly explained. For example - throwing is **expected** when playing with balls in the playground but **unexpected** when using learning equipment in the classroom. Explaining when we can throw; when we cannot; reasons why this might be dangerous and how this would disturb another child's learning.



The Zones of Regulation

At St Agatha's Catholic Primary School, we use The Zones of Regulation as a whole school approach in supporting children to understand their own and others' emotions and to learn to self-regulate.

All staff use this common language to discuss emotions and behaviours. There is a Zones of Regulation display in every class and the school hall.

Key learning from the Zones of Regulation curriculum is revisited at an age-appropriate level at the start of each academic year, as part of the children's induction to their new year group. This is then revisited through assemblies and the PSHE curriculum throughout the year.

'The Colour Monster' (from the book by Anna Llenas) is used to introduce the concept of colours representing emotions in reception.



The Zones are applied throughout all strands of behaviour management – proactive and preventative support, responding within the moment and reflecting on what has happened.

Our Response to unexpected behaviours:

Staff refer to undesirable behaviours as **unexpected**. This may be because the behaviour does not match the situation or the size of a child's response does not match the size of the problem. Children are taught a range of thinking, calming and sensory tools to support their self-regulation.

Our staff team is respectful of the children's needs and speak calmly to each child with kindness and care to help each child to become self-aware and to support each child in self-regulating their behaviour.

All members of staff have been trained so that they are able to use 'the 3 R's' (appendix 4) and the 'BCARE' processes associated with **Emotion Coaching** (appendix 5), to use supportive language to help our children understand what is happening.

Positive acknowledgement

Children thrive on recognition and praise which encourage them to make good choices and achieve both academically and socially.

We encourage children to develop intrinsic motivations and to become aware of the benefits of making a good choice and how their behaviour impacts the thoughts and feelings of others.

We provide opportunities to reflect on their behaviour and celebrate their own successes. We do this by using precise praise e.g. *'I can see you are excited and want to go first. Well done for waiting for your turn'*.

We regularly model to children through verbalising our thoughts and externalising our feelings e.g. "When you held the door for me, it made me feel really respected, thank you." "When I saw you offer to help your friend, I imagine that they had positive thoughts about you too." "How did it make you feel when you let someone new join your game?"

In developing intrinsic motivation, we use a range of rewards to acknowledge where children have shown and developed various aspects of our RESPECT code. This can be in the form of the following:

- verbal praise and feedback,
- talk with parents/carers at the end of the day about positive behaviour and engagement with learning,
- individual rewards e.g. stickers/postcards home
- house points
- awarding certificates that promote the positive behaviour demonstrated

Individual class teachers can use their discretion to implement additional reward systems in their classrooms to meet the needs of their cohort. These must relate to or build upon the whole school systems above. Class teachers may allow their class to earn additional rewards (e.g. choosing music to have on during a creative lesson) or, more rarely, short periods of additional 'social time' as a reward.

Consequences

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

All actions/choices have consequences, both positive and negative and this is an important lesson for our children. At St Agatha's Catholic Primary School, we encourage children to consider their choices and take responsibility for the consequences of these choices.

Consequences are not to be viewed as 'punishment'. Their function is not to exert power but to teach and reinforce expected behaviours alongside strategies to use next time the situation is encountered. They must be meaningful to the child involved.

As far as possible, all adults working in school should seek to reward positive/expected behaviour choices rather than give consequences for unexpected behaviours.

We believe strongly that praise should be public (unless this does not fit with a child's individual needs) and correction/consequences should be kept discreet.

There should be no negative equivalent to the class positive behaviour visual to avoid creating a climate of shame, which is only likely to exacerbate challenging behaviours and reinforce negative self-image.

A distress behaviour in response to feeling overwhelmed, is not considered to be a choice (red zone/fight, flight or freeze response). The same 4 step approach is used:

- the child is given time to calm/regulate;
- once calm, a discussion ([connect](#)) about what has happened and supported to recognise the feelings involved ([reflect](#)) and have these validated by the adult ([accept](#));
- adult support to identify where they started to lose control (yellow zone -to red zone) and identify the behaviour that needs to change ([end stage](#));
- reflecting on this behaviour and problem solving (thinking of alternative positive choices they can make next time prior to becoming overwhelmed)

Rather than focusing on consequences, we support children to recognise their own bodies response to big emotions and teach them to self-regulate.

[\(The blue comments relate to the BCARE approach described in appendix 5\)](#)

At St Agatha's Catholic Primary School, where a child's behaviour choices do not support the RESPECT code, we use the following hierarchy as a guide for Staff to ensure a consistent response.

Hierarchy of response:

Pre-correction strategies:

- Greeting children at the door has been found to have a positive effect on behaviour.
- Getting to know children as individuals; their likes and dislikes. This supports relationship building; shows the child you are interested in them.
- Noticing, affirming and reinforcing the behaviour we want to see impacts all children.
- Modelling expected behaviour makes explicit the expectation but also demonstrates strategies.
- Remaining calm and using a light-hearted tone when responding to behaviour avoids escalating emotions and supports emotional regulation.
- Providing nurture opportunities for identified children who need additional emotional support.



To avoid children progressing through the steps below, we actively look for positive behaviours to praise, throughout the different steps. This provides the child with a clear reminder that they are valued and we notice their positive behaviour.

Step 1 Positive redirection back to learning/play. Offer support and a reminder of expectations.

Step 2 Repeat step 1 and make explicit the behaviour that we want to change. Clarify choices and identify consequences e.g. impact on others (how others might feel), lack of engagement in learning.

Step 3 Enquiry and intervention - what is the behaviour communicating? What is the child trying to gain and how can we provide it in a more positive way?

Ask the child what they need. Validate their feelings. Remind them of their choices, and offer additional support / increased adult presence. Clear warning of consequences if the behaviour is repeated / continues.

Step 4 Appropriate consequence takes place. These will vary depending on the individual needs of the pupil, and should support the child's understanding of expectations e.g. moving to a different learning space to support the child in managing their distractions, working with a different learning partner to support engagement in task, 5 minutes away from an activity to reflect on behaviour choices.

Step 5 In the case of behaviour continuing or escalating, we will engage with parents either face to face at the end of the day or via a telephone call to communicate and seek collaboration in identifying possible causes and next steps in supporting their child.

This will be recorded on CPOMS, our behaviour tracking and monitoring system and should also be verbally shared with a member of SLT.

Step 6 In the case of repeated behaviour on sequential days or a more serious incident e.g. physical behaviour or putting themselves or others in danger, parents will be invited to an informal discussion with the class teacher or senior leader depending on the circumstances – the child is supported to reflect on what is happening: where, when, who with and relate to their feelings, identify any patterns and explore solutions.

This may result in a consequence relating to the incident e.g. if the behaviour happened in a particular area of the playground, they may be asked not to play in this area for 2/3 days and an agreement made prior to returning to the area to identify alternative responses / strategies.

This will be recorded on CPOMS, our behaviour tracking and monitoring system and one of the following must be informed: Head Teacher or Assistant Head Teacher or SENDCo.

Step 7 Where there have been ongoing discussions with parents, a further meeting with the class teacher and a senior leader will take place. An Individual behaviour plan will be set up or a daily diary devised to monitor behaviour – kept by the child and class teacher. Additional support will be agreed and targets set to support the child with their social and emotional responses. This will be monitored over time and support adjusted as required. This may result in seeking support from outside agencies.

Where the above stages have been thoroughly explored and outside agency advice has been followed and the child is continuing to demonstrate distressed behaviour which impacts the safety of the child or others, the Head teacher or Assistant headteacher will meet with parents/carers to discuss a possible suspension. The Governing Body and Local Authority are informed and may result in involvement of the Governor Discipline committee (see appendix 6).

Please note that in the event of: physical actions towards others (harmful) or discriminating against protected characteristics, it is necessary to move to a higher stage and omit other stages. All such incidents are recorded through CPOMS: any racist comments are also recorded on CPOMS and numbers are reported to Governors termly.

Physical Intervention (Positive Touch)

When a child is distressed and their behaviour is out of control they may engage in behaviours that require physical support from supporting adults e.g. to ensure the safety of the child or others. This will always be a last resort and strategies will be used to de-escalate and redirect the behaviour in the first instance.

The Head Teacher delegates responsibility for physically intervening to all staff members, where appropriate, following the guidance set out below.

Physical intervention:

- Should only be used if there is an **immediate danger** to pupils, staff or themselves.
- Should be used as a **last resort**, once de-escalation strategies have been attempted.
- Should only be used if you honestly believe that it is in the best interest of the child.

Where physical support has been required, parents will be informed and a positive handling report will be completed to detail the incident, strategies used prior to physical intervention and details of the physical support given.

In the case of a child who requires frequent physical intervention support, this will be discussed and agreed with parents. At the start of the academic year, these parents will be given the physical intervention section of this policy and will be asked to sign to say that they have read and understood it.

The Nest teacher, Miss Louise Lennon, is trained in 'positive handling', using techniques acquired from Team Teach training. Team Teach is accredited, award-winning positive behaviour management training, equipping individuals and teams to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life. Other members of The Nest staff have received basic positive handling training.

Team Teach focuses on 95% de-escalation strategies and 5% (or less) physical measures to maintain control of immediate dangers in the school setting. This means de-escalation is always a first response to any heightened situation.

As a last resort, children may be held or restrained by a member of staff if there is an immediate danger to children, staff or property. Should this happen to your child you will be informed and a written report will be kept in school.

We would like to reassure you that any measures used with your child will only take place as a last resort when all other de-escalation attempts have failed. Please be assured that all Team Teach techniques used are safe and intended to not cause any harm. However, any type of physical contact may lead to minor injuries, particularly if the child is resistant or physically violent during the process. An accurate account of any physical contact administered will be shared and reflected upon with your input and support. Further information is available via the Team Teach website <https://www.teamteach.com/about/>

DFE advice regarding physical intervention:

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

At St Agatha's Catholic Primary School physical restraint will only be used in the case of:

Preventing pupils from hurting themselves

Preventing pupils from hurting others

Preventing pupils from damaging property

For more information see appendix 7.

Bullying

The school does not tolerate bullying of any kind. In line with our relationship approach, we would seek to support all involved in any bullying incident. We recognise that both the child experiencing and the child exhibiting bullying behaviour need to be supported and the bullying behaviour stopped.

The school has a separate Anti- bullying policy.

Individual needs (SEND)

At times, for individual children, the behaviour policy may need to be adapted to appropriately match their individual needs. Rewards and consequences used with children must be appropriate to their needs and abilities. Teachers will have regard to the level of maturity of each child and their educational/ emotional needs.

Children on the SEND register will have a Learning Passport and a Pupil Profile that may include individualised behaviour targets and strategies.

Responsibilities and Expectations:

The school's Governors and Senior Leadership Team:

Lead the drive to maintain the school's positive behavioural ethos.

Ensure that all staff are aware of this policy and the roles and responsibilities that they have in line with it, including providing relevant training.

Monitor that the school's behaviour policy is implemented consistently across the school and reviewed regularly.

Promote good lines of communication regarding children's behaviour within the school and with parents/carers, Governors, the community and outside agencies.

Support the staff in their implementation of this policy, providing that they have acted in line with the aims and practices within this document.

Staff:

Ensuring, acknowledging and encouraging positive behaviour is everyone's responsibility.

High standards are required from all staff including office and lunchtime staff and visitors, as they model expectations to children - sharing the policy in an age appropriate way.

It is the responsibility of all staff to regularly reference the St Agatha's Catholic Primary School RESPECT code in order to reinforce our ethos and support the development of our pupils' social and emotional understanding and behaviour.

Staff are responsible for recording behaviour through CPOMS, our system for recording and monitoring behaviour. Staff should additionally seek the support of a member of SLT when engaging with accelerated or repeated patterns of behaviour.

All staff should ensure good communication regarding children's behaviour within school; with parents/carers, governors, the community and outside agencies.

We will alert parents/carers to any changes experienced at school through effective verbal communication in the first instance (a phone call or a brief meeting).

Parents:

As part of our positive relationship-based approach, we are fully committed to collaborating as partners with parents/carers. We believe children are far more successful when school and home are both working to support one another.

We expect parents /carers:

To support their children to follow the St Agatha's Catholic Primary School RESPECT code.

To inform the school of any changes in home circumstances that may affect their child's emotions and in turn, behaviour.

To discuss any emotional/behavioural concerns with the class teacher.

To work in partnership with school to provide children with consistent expectations and guidelines around behaviour.

Children:

Will understand the policy, in an age-appropriate way, and the responsibilities they have under the policy.

Will communicate their emotions openly with staff and each other e.g. through the zones of regulations.

Will behave in a way that contributes to the school's positive behavioural ethos.

Will be made aware of the systems that exist to reward expected behaviours and positive behaviour choices as well as the consequences for unexpected behaviours.

Appendix 1

Below are some visuals and analogies which help to illustrate our approach to behaviour management:

Iceberg analogy

Behaviour is the 'tip of the iceberg' – what is it communicating?

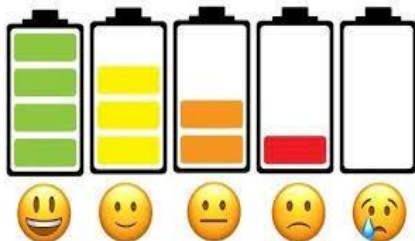


The Mobile Phone Analogy for Neurodiversity

- Different types of brains can be thought of as different types of phones.
- If you try to get an Android phone to use an iPhone app, it won't work properly.
- This isn't because it is broken; it is because you are trying to get it to be something it isn't.
- You wouldn't try to fix the phone; you'd change your approach and use a different app (approach).

Maslow's Hierarchy of Needs

Children's basic needs must be met in order for them to achieve academically



The Battery Analogy

Many children arrive at school with a full, or nearly full 'battery' (charged up with positive experiences and interactions that meet their needs). This gives them reserves to cope with the challenges of the day.

Others may arrive at school with low or nearly empty batteries. These children have little or no reserves to draw upon when faced with challenges so may appear to 'over-react'. They may also engage in unexpected behaviours in an attempt to 'charge up' their battery.

The Water Analogy

Consider challenging behaviour as the child 'drowning'. Trying to discipline or correct them while they are dysregulated serves to 'push them further under water' – they will then fight harder 'for air'. Offering a 'life ring' in the form of a distraction or sensory tool helps the child out of the situation so it can be dealt with. Then we can teach them how to 'swim' for next time – with 'floats' at first.



Appendix 2

Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness. Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way.

Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Examples of PACE used with pupils:

Pupil in heightened state of anxiety, attempting to climb on the roof and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. If you fall, I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

Acceptance - the pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

Curiosity- Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"

Empathy - Show that you understand how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset, I just want to run away from everything."

Using PACE and a calm approach, the pupil's anxiety decreased and they came down off the fence. They went with an adult to the wellbeing room. Instead of imposing consequences, once the pupil was calm, a discussion was had about the dangers of climbing the fence. The pupil was able to reflect on their behaviour and think of alternative things they could do next time.

Appendix 3

The St Agatha's Catholic Primary School RESPECT Codes

R **Respect everyone.**
Know we are all God's children.
Keep hands and feet to ourselves.
Speak politely to everyone; show good manners through words and actions.

E **Encourage each other.**
Follow Jesus' example – love one another.
Give praise.
Give genuine feedback to help other pupils' learning improve.

S **Speak truthfully.**
Be ready to say sorry and show forgiveness.
We are honest.
We say/recognise what we have done and admit when we have done something wrong and apologise for this. We are honest about our choices.

P **Practise, persevere and make progress.**
Make time to pray – knowing God is with us.
We try again and again to improve our skills. We do not give up.
We use our purple polishing pens with pride.

E **Embrace mistakes.**
Know we are loved by God.
We learn from our errors.
We look at mistakes as a way of moving our learning forward.

C **Consider our choices.**
Christ at the centre.
We think before we act.
We know we always have a choice.
We can say "no".

T **Thrive together as a team.**
Trust in God.
We work together.
We help each other and celebrate achievements of other children as well as our own.

R **We treat everyone with respect.**
We respect our environment and the equipment we have – only using it for its intended purpose. We respect each others' space – we are aware of what is going on around us.

E **We encourage each other to make the right choices.**
We take turns in games. We allow others to join in our games.
We stay where we can be seen so that we are all kept safe.

S **We speak truthfully and kindly.**
We show kindness towards others in our actions and the words that we use. We always tell the truth.

P **We practise and persevere.**
We know that sometimes games don't go the way we want them to. We try not to get upset and cross with others when this happens. We talk calmly about what has gone wrong.

E **We embrace mistakes.**
Sometimes, we may not make the right choice, but we own up to this and reflect on what we could do differently next time. We take responsibility for our own actions.

C **We consider our choices.**
We know that we play chasing games on the main playground because there is more space for running around. We know that we don't pick up or carry the younger children because it is not safe to do so.

T **We thrive together as a team.**
We all work together to pick up the equipment at the end of lunchtime.
We all help to make our playground a pleasant environment for everyone.

Appendix 4

'The 3 Rs'

Regulate (them and you)

Calm the flight, flight, freeze response

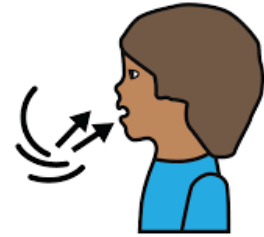
Relate

Connect through attuned, sensitive, relationships. Empathise and validate feelings so they feel seen, heard and understood.

Reason

Now they are calm and connected, they may be able to engage in reason and learning

Take deep breath



Appendix 5

BCARE (always pause first to regulate your own emotions)

Become Aware - Notice the emotion - look at the body language and facial expression.

Connect - Help them to work out how they feel - "you look like you might be in blue zone" – this will give the connection the young person is looking for. This will help them to work out how they feel. Become curious... "I wonder if..."

Accept - Acknowledge, empathise and validate the emotion - This is one of the most important ways to respond to a young person. This can be done with non-verbal communication. All emotions are okay and you understand that, even if it's a difficult feeling for them.

Reflect - - Say what you see, use words to describe feelings.

Clarify with a question - this will help them to understand how they are feeling in order for them to name the emotion.

End Stage – scaffold problem solving, use emotion tool kits, encourage ideas from them or set boundaries and how it could be better next time.



Appendix 6

Exclusion

Internal exclusion

It may be necessary for a child to be separate from their class for a period of time as a sanction for persistent low-level behaviour or a serious incident. The Deputy Head will take responsibility for supervision of the child while the teacher will provide work. The teacher or teaching assistant will check in with the child regularly to repair relationships and prepare for reintegration. All internal exclusions are recorded, including the date, duration, and reason on CPOMS.

Fixed term exclusion

Exclusion from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015).

The decision to exclude a pupil must be lawful, reasonable, and fair. Schools have a statutory duty not to discriminate against pupils based on protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.

The purpose of exclusion may be to allow:

- a cooling off period,
- time for thought and discussion,
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be excluded for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the exclusion and their rights to have their views considered. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of schoolwork. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Headteacher may be requested if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

Permanent exclusion

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

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

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Headteacher's discretion, a case conference may be organised. The purpose is to:

1. allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
2. enable parents/carers to provide information and express their views; or
3. consider the circumstances and reach agreement, if possible, about what is to be done.

Notifying appropriate bodies regarding exclusions

The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent.
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term.
- it would result in a pupil missing a public examination or national curriculum test.

Appendix 7

Physical Intervention at St Agatha's Catholic Primary School- Positive Touch

Positive touch is an intervention to support pupils whose behaviour has a tendency to escalate.

As described in our 'Relationship approach to behaviour policy', relationships are key to supporting pupils' emotional and behavioural needs. Staff take the time to get to know pupils well, including being familiar with any SEN documents and Individual Behaviour Plans (IBPs).

Knowing about family background, interests and motivations are vital in relationship building but also in providing successful support - distraction and diversion, motivation and rewards.

De-escalation strategies are the priority for us to reduce the incidences of high levels of behaviour and minimise the need for physical restraint.

There might be occasional incidences where there is not time to de-escalate but usually observing a pupil's behaviour, knowing their triggers and early signs of dysregulation (emotional build up), we can use a range of personalised strategies to de-escalate (these are recorded in an IBP)

Prior to using formal physical restraint holds, we will try to 'guide away' (still trying to de-escalate) redirecting a pupil to a designated safe space (outside space or room).

Physical restraint will only be used in the case of:

- **Preventing pupils from hurting themselves**
- **Preventing pupils from hurting others**
- **Preventing pupils from damaging property**

All members of school staff have a legal power to use reasonable force with any child in these circumstances (they do not need to have training or have prior permission from parents).

Staff will take responsibility for risk assessing each situation and keeping themselves safe as a priority e.g. Objects/ lanyards/scarfs/ jewellery

We will use 'Caring C's' (cupped hands)

Physical holds we are trained to use: (currently 6 members of staff have attended updated training and further training will follow)

- Single person restraint (Standing/walking/sitting)
- Single double elbow
- Two-person restraint (Standing/walking/sitting/spitting)
- Single double elbow in chairs

Whenever these physical holds are used, staff must complete a 'Positive Handling report' and parents must be informed as soon as possible.

After physical intervention, and once the child is regulated, their view will always be gathered and recorded on the positive handling report.

There is no expectation on staff with regard to use of physical restraint and this will be discussed with individuals in relation to individual circumstances.