



Shaftesbury C of E Primary School

(Part of the Sherborne Area Schools' Trust)

Behaviour and Anti-Bullying Policy

Status:	Approved
Version No.:	2.0
Date last revised:	April 2026
Date for review:	September 2027



Rationale

The Department for Education guidance for headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is based on a behaviourist approach.

“Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions”

(DfE (Department for Education), Behaviour and discipline in schools: Advice for headteachers and schools' staff, published July 2013; last updated September 2022)

Although behaviourist approaches can work for the majority of children & young people (CYP), they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For CYP who have experienced trauma and loss, including vulnerable groups such as children in care (CiC), children at the edge of the care system, and children previously in care (PiC), behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

At Shaftesbury CE Primary School, we believe that excellent behaviour management lies in the consistency of adults through a relational practice approach.

Our approach is based on:

- Being ‘**fair**’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of **communication**. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.
- Taking a **non-judgmental**, curious, and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. CYP with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Putting **relationships** first. This requires a school ethos that promotes strong relationships between staff, CYP and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect, and value for all members of the school community.
- Maintaining clear **boundaries** and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines, or structure. To help CYP feel safe, their educational environment needs to be high in both nurture and structure. CYP need predictable routines, expectations, and responses to

behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

- **Natural rewards and consequences** that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise CYP from their peers, school community and family, leading to potentially more negative behaviour.
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of CYP are within their control. Therefore, the language of choice (e.g., 'good choice/bad choice') is not always helpful.
- Behaviour must always be viewed systemically and within the context of important **relationships** (i.e., a relational communication pattern rather than an internal problem).
- Encouraging **parental engagement** and involvement is crucial when addressing and planning support for CYP's SEMH needs.

"The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

Four Expectations

All members of our school community will:

- Be Safe
- Be Loved
- Be INSPIRED
- Be Ready

How will staff behave?

1. Model positive behaviours and build relationships
2. Follow up every time – retain ownership and not passing on
3. Value and respect all learners
4. Be consistent and predictable
5. Deliberate Botheredness (Paul Dix)

All Staff Everyday

1. Meet and greet at the door
2. Emotion check in
3. Monitor children who may require extra emotional or pastoral support
4. Plan lessons that engage, challenge, and meet the needs of all learners
5. Use visible recognition throughout every lesson to identify positives (INSPIRE/Christian Values)
6. Everyone treated as an individual (differentiated to behaviour need)
7. Use assertive sentence stems to encourage expected behaviour (see restorative approach)
8. PLACE



PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

LOVE is about creating loving relationships.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives, and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe, and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

Phase Leaders

1. Regularly celebrate staff and learners who go above and beyond
2. Ensure training needs are identified and targeted
3. Supporting colleagues to take responsibility – guiding and modelling – showing a unified consistency

Phase leaders are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Low level behaviour to be dealt with by class teachers (some examples)	Behaviour to be dealt with by SLT (Senior Leadership Team) (Some examples)
Unable to follow instructions Peer on Peer Abuse Calling out Friendship issues Showing a lack of respect for each other and equipment Not engaging in learning	Persistently unable to follow instructions Peer on Peer Abuse (repeated/violent or racist) Repeatedly showing a lack of respect for each other and equipment Leaving the classroom Other unsafe behaviour to themselves or others Destructive behaviour



Rewards

1. Class rewards – marble jars
2. INSPIRE

Recognising Conduct That is Over and Above

1. Praise/Celebration Assembly
2. Positive notes home/Postcards
3. Telephone calls home
4. Certificates

Support Beyond the Classroom

1. Shared language and shared approach (emotion coaching scripts)
2. Buddy system for staff (phase support)
3. Teamwork and shared consistency and support from all staff

Alternatives to Isolation/Exclusion

1. Mentoring/Emotion Coaching
2. Behaviour support plans with progress monitored (SEN leads) - tiered approach
3. Reducing Anxiety Management Plans (RAMPs)
4. Be calm and give 'take up time' – prevent before sanctions.

Emotion Coaching in Practice (co-regulation):

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Step 3: (if needed) Setting limits on behaviour ('We can't always get what we want')

Step 4: Problem-solving with the child/young person ('We can sort this out')

Consistency in Practice

- Consistent language (Emotion Coaching); consistent response: referring to the agreement made between staff and learners (Jigsaw – Class Charter/Four Expectations – Safe, Loved, Inspired and Ready)
- Simple and clear expectations in all conversations about behaviour
- Never passing on the behaviour to another staff member – seeking support but never delegating
- Consistent positive reinforcement: encouraging and celebrating
- Consistent consequences and established structures for more serious behaviour (see chart below)
- Consistent respect from the adults – even in the face of disrespectful learners!



- Consistent models of emotional control: emotional restraint that is modelled and not just taught
- Consistent routines for behaviours around the school – indoor and outdoor, corridors and positive interactions with all staff. Children are expected to walk in the corridors and use ‘indoor’ voices.
- Consistent environment: display the quality of a good primary school, consistent visual message and echoes of core values and positive images of learners (see display policy)

The Restorative Approach – All adults will respond to a behaviour incident in this way

Practical steps in managing and modifying unwanted behaviour:

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following steps for dealing with unwanted conduct. Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront unwanted behaviour with anger.

The reminder:

A reminder of the expectations for learners be safe, be loved, be INSPIRED and be ready. Delivered privately to the learner (where possible). The teacher makes them aware of their behaviour.

Step 1: The verbal warning

A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Learners will be reminded of their previous good conduct to prove that they can behave appropriately. They will be clear of which school expectation they need to follow.

Assertive sentence stems:

- You need to....
- I need to see you... (expectation)
- I expect to see...
- I know you will...
- Thank you for...
- I heard what you said now you must...
- We will... (chat about this later/have a positive day now)

Step 2: Caution

- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c) Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. Ask the child to think carefully about their next step.



- d) Walk away from the learner; allow the child to decide what to do next. We resist endless discussions around behaviour and spend our energy returning learners to their learning. (If comments are made as you walk away, address these at a later point.)

Step 3: Time-out of the learning

- The learner is asked to speak to the teacher (preferably away from others).
- Boundaries are reset. Final opportunity to engage.
- Learner is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning.
- Learner is given 3 or 5 minutes of reflection time (away from the learning if needs be) and then is given a final opportunity to reengage with the learning / follow instructions.

Step 4: Time-out in another room

If the step above is unsuccessful, or if a learner refuses to go and take a time out then the learner will be asked to leave the room. Another member of staff will escort the learner to a workspace outside the teaching room (not in the corridor) to do the learning. Learners can only be sent to another classroom once in a day. The behaviour is recorded on My Concern. Parents are informed by telephone the same day.

Step 5: Time-out with SLT

If step 5 is reached, the learner is sent with work to spend the rest of the morning or afternoon session with SLT. The behaviour is recorded on My Concern.

Restore

Reparation meetings at Shaftesbury CE Primary School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps (ICPS language/emotion coaching):

1. What has happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading reparation meetings; phase leaders will support when requested.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets – if appropriate, this will be in conjunction with an SEN lead.

We recognise that some children will need a tailored pastoral support programme and will work closely with trained members of staff. This may involve seeking support and advice from other professionals/outside agencies.

Suspension and Exclusion

On some occasions, the decision will be made to exclude a child. This will only be done on disciplinary grounds when there has been a serious breach of the behaviour policy.

- The decision to exclude can be made in respect of behaviour inside or outside of school.
- A pupil can be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.
- The decision to exclude must be lawful, reasonable, fair and proportionate.
- Pupils whose behaviour is disruptive at lunchtime may be excluded from the school premises for the lunch period.

Full information can be found in the SAST Inclusion, Suspension and Exclusion Policy.

[Policies - SAST - Sherborne Area Schools' Trust](#)

Restrictive interventions, including use of reasonable force, in schools – DfE Guidance April 2026:

Guiding Principles:

The majority of the document is guidance but there is one part that is statutory guidance and therefore must be followed:

Every significant incident must be shared with parents and recorded on the same day.

In terms of good practice all the guidance should be followed.

The guidance aims to help schools proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies (see behaviour policy strategies and interventions), and when necessary, to help school staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

Summary

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.



Principles of using restrictive interventions

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

When it is not appropriate to use reasonable force

- Never use force as a punishment.
- Never use techniques that restrict breathing or circulation (e.g., pressure on the neck, abdomen, or holding a pupil face-down).
- Never use seclusion as a disciplinary measure; it must only be a safety measure during extreme dysregulation.

Post incident

Schools should evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan.

Incidents in which a member of staff uses reasonable force or seclusion on a pupil **must** be recorded as described in '[Recording and reporting duties](#)' in **Restrictive Interventions, including use of reasonable force, in schools** (p14)

Schools should also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation should be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue. This process should ideally be facilitated by a staff member who was not involved in the incident.

Recording form:

Form should also be scanned/filed onto Arbor and My Concern.

Name of Student	
Year Group	
Name of Member/s of staff involved	

Name of staff member completing form	
Date	
Time	
Location	
Duration of use of reasonable force/ restrictive intervention / seclusion	
Student's relevant needs/circumstances, including SEND status.	
Detailed account of the incident: ☞ What led to the incident. ☞ Identified or potential triggers. ☞ De-escalation strategies used. ☞ Type and degree of force applied and by whom (please use full names) ☞ Details of any physical injuries.	
Reason for assessing the use of intervention/ seclusion as necessary.	
Summary of de-escalation strategies used before the use of intervention/ seclusion	
Detail any injuries sustained by pupil or staff (<i>ensure these are reported, responded to and recoded using the relevant first aider and injuries / medical logs</i>)	
Detail any medical assessments or treatments undertaken	



Parent Notified of Incident (recommend face to face meeting or via telephone - put notes from conversation)	
Form shared with Parents (if via email, consent has been sought from parents - put notes)	
Follow up Actions - ✍ Post support for pupil and staff (please record on here) ✍ Behavior support plans are reviewed and amended if necessary. ✍ Risk assessments to be reviewed and amended if necessary ✍ Form uploaded to Arbor ✍ Update school's reasonable force tracker ✍ Schools need to be regularly reporting data to the LSC	

Other resources:

- Child on Child Abuse Statement
- Therapeutic Thinking Training
- Team Teach Training
- Relational Practice Training
- INSPIRE
- Graduated response
- Emotion Coaching Scripts
- When the Adults Change by Paul Dix