



St Christopher's School & Nursery

(Including EYFS, Before & After School Care & Clubs)

Emotional Wellbeing and Behaviour Management Policy

Date Reviewed by Author	Next Review Date
February 2026	February 2028
Name of staff member responsible for document: Bronia Grehan, Headteacher	
Date Approved by Governing Body: March 2026	
Next Review by Governing Body Due: March 2028	

INTRODUCTION

At St Christopher's School ("the School") our community is based upon respect, good manners and fair play. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

St Christopher's is an inclusive community. We welcome pupils from a wide variety of backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS) and our before and after school provision. Our designated staff member responsible for behaviour management in EYFS is Mrs Payne (Assistant Headteacher for EYFS) in the first instance. All behaviour incidents are reported to the Headteacher.

AIMS

This policy aims to:

- Define what good behaviour looks like at St Christopher's
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community in regard to behaviour management
- Outline our system of rewards and sanctions

LEGISLATION & STATUTORY REQUIREMENTS

This policy is based on advice from the Department of Education (DfE) on:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Searching, Screening and Confiscation](#)
- [Equality Act Advice Final.pdf](#)
- Children and Families Act 2014

- Supporting Children with medical conditions at school
- SEND Code of Practice
- The Statutory Framework for the Early Years Foundation Stage September 2025
- Restrictive interventions, including use of reasonable force, in schools April 2026
- Mobile Phones in Schools, January 2026
- the Education and Inspections Act 2006, especially sections 93 and 93A
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) regulations 2014, paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour Policy and paragraph 10 requires the school to have an anti-bullying strategy.

WHOLE-SCHOOL APPROACH TO BEHAVIOUR

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness, and respect. To demonstrate our commitment to these values, we have firmly placed the principle of empathy as one of our core principles for the school. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School's community of Governors, staff, parents, and pupils adhere to an established routine and code of conduct.

BEST PRACTICE IN EYFS AND KEY STAGE ONE AT ST CHRISTOPHER'S

Many different strands of educational best practice flow into helping pupils to be successful, productive learners, and as such help pupils to demonstrate the behaviours we wish to promote:

Wellbeing is paramount. All learner's basic needs must be met in order to allow them to concentrate and make progress. Pupils who are well-rested, well-fed and have plenty of opportunities to be active are most likely to focus in a classroom environment.

Respect and kindness should be visible and consistent in all relationships and interactions between staff and pupils. Adults set an example of the manners, values and language that we expect to see in the pupils.

Modelling exactly what a pupil should do in an area of provision or in a set task makes our expectations as explicit and clear as possible. We show what we expect, in order for pupils to know what success looks like.

Routines and expectations should be clear and well-rehearsed, to allow even our youngest learners to know what is expected of them. Well-organised, calm environments are easier to navigate by all learners and remove extraneous cognitive load.

Pitch and differentiation of tasks and activities should be carefully planned to motivate and engage all learners, who bring unique needs and qualities to the classroom.

Reducing cognitive load for learners is an important part of allowing pupils to concentrate on the most important parts of learning or their instructions. Pupils of different ages and abilities may need specific adaptations to allow them to achieve their best.

A culture of learning from mistakes is important in developing a healthy, growth mindset to learning. We embrace mistakes and reflect on our learning, and we are curious to learn from our experiences.

Teaching emotional literacy equips pupils with the language they need to express their feelings appropriately, rather than resorting to inappropriate behaviours' when agitated.

Listening to pupils and valuing their contributions is an important part of our school culture as it enables us to understand them and to centre the pupil in their developmental journey. All behaviour communicates something, and staff are alongside to listen and help.

Play is essential to all pupils in order to develop social skills and to develop in line with the Pre-Prep age range, including time to be active and out of doors. In the Early Years, pupils spend significant time learning through play.

Personal, social and emotional development is an important part of the curriculum, and regular assemblies and PSHE lessons are also used to teach important social messages that reinforce our values and positive behaviours.

Collaboration with parents is an effective tool in supporting positive behaviour. For pupils of all ages, we work in partnership with parents to support pupils to do their best.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below.

INVOLVEMENT OF PARENTS AND GUARDIANS

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies including educational or clinical psychologists, our Locality Early Help Advisors, Mindworks Surrey, or Healthy Professionals. The School has a number of support systems in place to meet the needs of all pupils. These include Individual Behaviour or Support Plans, social and emotional interventions and support from our learning support lead and SENDco, Ms Louvel.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

UNEXPLAINED ABSENCES

We will always telephone parents on the first day of an unexplained absence to determine the child's whereabouts, in accordance with the School's safeguarding obligations, and the School's Attendance Policy.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

INVOLVEMENT OF PUPILS

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils (including EYFS pupils) understand their duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

St Christopher's Core Values and Golden Rules

The core values which flow throughout the whole of St Christopher's coalesce around the fundamental principle of kindness. For our learners, we begin by explicating focusing our praise and feedback around four core values of respect, kindness, being polite and being fair.

The School Rules are designed to encourage positive behaviour and self-discipline. We believe that pupils need boundaries to feel secure and thrive, discipline needs to be consistent and fair and that we all need a chance to put right out mistakes.

Our Golden Rules

Our rules can be summed up by saying “At St Christopher’s we show respect, we are kind, polite, and fair.”

This means that:

- *We show respect.*
- *We share, take turns, and play fair.*
- *We use kind hands, kind words and kind feet.*
- *We take care of our belongings and show pride in our school.*
- *We listen to others and join in.*
- *We use good manners.*
- *We always have a go.*
- *We are good friends with everyone.*

In addition to our School Rules, each class will create their own Class Rules or Code of Conduct agreement, which outlines the required behaviours within their classroom. These rules include not only general good behaviour, but also positive learning behaviours and routines that will be always demonstrated.

Both the general rules and the individual class-based rules are by no means exhaustive, rather represent the key habits and routines expected at St Christopher’s.

Copies of the School Rules are set out above and are on the School’s website and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Headteacher in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

Manners at St Christopher’s

Manners are an important part of how everyone behaves at St Christopher’s, staff encourage good manners and model good manners in our interactions with the pupils, our colleagues, parents and visitors to the school. We specifically talk about the following expectations at St Christopher’s:

- We say “please” and “thank you” and greet people nicely.
- We look at who is talking to us.
- We show patience.
- We are helpful.

PROMOTING GOOD BEHAVIOUR AND CELEBRATING ACHIEVEMENT

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

At the School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils in a number of ways including:

- All adults modelling desirable behaviour.
- Regularly praising pupils verbally for good behaviour, good manners and great work and effort in learning.
- Housepoints are given for good work, good effort, good or kind behaviour, helpfulness, etc. taking into account the individual pupil.
- Visits to the Headteacher for excellent work.
- Having a weekly merit assembly and awarding cups annually to celebrate positive attitudes and good work.
- Celebrating achievements outside of school on a weekly basis with pupils adding their achievements to our "Spotty Box".
- Golden Time is a reward of free time for the pupils who have not broken the school's rules over a set period of time. The aim is for pupils to keep as many of these minutes as possible during the week. If unwanted behaviour persists, the pupil will lose a minute from Golden Time.
- Communicating praise to parents via phone call or written correspondence to celebrate pupils' exceptional contributions or demonstrating outstanding kindness, thoughtfulness, friendship to offer a few examples.
- Listening to pupils with an open mind and considering all sides of a story.

Once pupils reach Year 2 at St Christopher's, every Year 2 pupil is given an Honour which assists the School in promoting and setting an example of good behaviour at all times. The pupils are expected to set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

ZONES OF REGULATION

At St Christopher's, we recognise that how we are feeling, our mood or emotions can impact upon our behaviour choice. In positive recognition of this, each classroom and many learning spaces have a Zones of Regulation display, which staff and pupils use to explain their feelings and generate conversations about how to regulate their emotions. Supported by a member of staff, pupils can discuss what zone they are in and why and what action they could take, if necessary, to change their zone.

RESPONDING TO MISBEHAVIOUR

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff.

The School's aim in any response to misbehaviour is to restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- Deterrence – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- Protection – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- Improvement – supporting pupils to understand and meet the behaviour expectations of the School and re-engage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

MOBILE PHONES

The school is a mobile free environment. The school has regard to the DfE guidance *Mobile Phones in Schools (January 2026)*. Pupils at St Christopher's are not permitted to bring into school or to use mobile phones whilst on school premises, during a school trip or residential trip.

SANCTIONS AND DISCIPLINARY PROCEDURES

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their child for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and Child Protection Policy.

Our guidance for our disciplinary strategy can be found in Appendix A.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements such as casual rudeness, or disruption in class, and poorly completed work. They may impose any of the sanctions above, such as the setting of additional work, or setting a written task. Repetition of misbehaviour will be reported to the Headteacher and may lead to further sanctions.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Child Protection and Safeguarding policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

LOSS OF BREAK TIME

Staff may give a loss of break time for either work or behavioural offences and should not be more than 10 minutes. The school does not run after-school detentions.

For pupils with SEND, break time is often an essential break in the day where they are able to refocus their minds, and reduce mental workload. Form teachers should think extremely carefully when considering the removal of breaktime for these pupils; seek advice from the SENDCo or SLT as there may be an alternative that would be more beneficial.

SUPPORTING PUPILS FOLLOWING A SANCTION

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting, or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

A SERIOUS BREACH OF THE SCHOOL RULES

The School's Discipline, Exclusions and Required Removal Policy is set out in a separate policy and available on the School's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include, but not limited to, theft, bullying, physical assault, fighting, damage to property and persistent disruptive behaviour.

Serious sanctions in accordance with the School's Discipline, Exclusion and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection / Safeguarding Policy and Low Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding and Child Protection Policy and Discipline, Exclusions and Required Removal Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

REMOVAL FROM CLASSROOMS

At St Christopher's, we consider the removal of a pupil from their classroom as a serious sanction. It is a sanction that should only be used when necessary and once other behavioural strategies in the classroom have been attempted. However, behaviour that is so extreme that it endangers pupils, or staff would warrant immediate removal. Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

The School's arrangements when a pupil is removed from the classroom include

- A pupil working in the classroom of a Senior Teacher or Assistant Headteacher
- A pupil might work quietly in the library with the SENDco or another member of staff
- A pupil may be required to work quietly with the Headteacher

PREVENTING RECURRENCE OF MISBEHAVIOUR

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include individual support plans, social and emotional interventions and additional support.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

CONTEXTUAL SAFEGUARDING

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the School's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

SPECIAL EDUCATIONAL NEEDS

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes the following/appropriate reasonable adjustments for pupils with SEND or certain health conditions.

- Social stories to help support behaviour expectations
- Individual support plans
- Additional support in the classroom or playground
- Social and emotional interventions

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

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

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Discipline, Exclusions and Required Removal Policy.

PHYSICAL CONTACT WITH PUPILS

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions.

This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

PREVENTION AND DESCALATION

At St Christopher's, we emphasise the importance of prevention, de-escalation and a graduated approach to behaviour management. We have whole school measures and individual support which we employ.

Whole-school measures can include:

- zones of regulation strategies
- regulation station activities
- sensory circuits to support sensory needs
- recording and analysing data on the use of restrictive interventions to inform improvement planning

Individual approaches can include:

- working closely with parents to support individual pupils
- strategies to support individual pupils based on their identified needs, including the development of behaviour support plans.
- giving pupils time, space and strategies to calm down before their behaviour escalates

USE OF RESTRICTIVE INTERVENTIONS

This policy explains how the school promotes good behaviour and, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with Department for Education guidance and applicable legislation. It sets out definitions, decision-making principles, unacceptable practices, and our statutory recording and reporting duties so that staff and parents understand when and how such measures may be used, and how we reduce their use over time.

St Christopher's employs a prevention and de-escalation approach to behaviour to minimise the need for restrictive interventions. There are, however, circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

Definitions

Restrictive intervention: any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil's movement; this includes non-physical restraint (e.g., removal of a mobility aid).

Seclusion: a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal. Staff will use proactive strategies and de-escalation wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, pupils and parents as part of our behaviour culture.

We will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, predictability and inclusion for all pupils. Whole school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and tutor time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, predictable School and classroom environment.
- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.

- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice, autism and ADHD awareness, and lawful decision-making in regard to the use of restrictive interventions.
- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers, and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and the Head will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

When restrictive interventions may be used

The School does not operate a “no contact” policy. Staff may make appropriate, non-force physical contact in context (e.g., first aid, assisting with personal care in line with care plans, guiding a pupil, comforting a distressed pupil, or demonstrating activities), consistent with discharging safeguarding duties.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

- (a) causing injury to themselves or others;
- (b) seriously damaging property where this creates a risk to safety; or
- (c) posing an immediate risk of disorder that presents a risk of harm.

Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.

Before intervening, and while an intervention is ongoing, staff will always consider:

- **Necessity:** Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- **Proportionality:** Is the degree and duration of restriction the minimum necessary to reduce the risk?
- **Welfare and context:** Has the pupil’s age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. Staff likely to use restrictive interventions will receive relevant training, including prevention and de-escalation. The school will undertake risk assessments to support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation).

Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity).

Recording and reporting

Every member of staff will inform the Headteacher immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact.

Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and pupils involved; details of the pupil's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

Incidents will be reported to parents as soon as practicable, in writing and, where possible, the same day. The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration and there is any risk that reporting the incident would likely result in serious harm. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule

In addition, the Headteacher will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Support following an incident

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties

SEARCHING

At St Christopher's, the need to search a pupil is highly unlikely, however, it cannot be ruled out.

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Child Protection and Safeguarding Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably

suspected to have in their possession any of the following items that might be thought to be a weapon, stolen or illegal.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

CONFISCATION

At St Christopher's, the need to confiscate items from a pupil are highly unlikely but cannot be ruled out. Therefore, a member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

ELECTRONIC DEVICES

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection / Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff pupils, governors, trustees and other stake holders on their perceptions and experiences of the school behaviour culture.

This policy is reviewed and updated at least annually by the School's Senior Management Team and biennially by the Governing body.

APPENDIX A - Emotional Regulation and Behaviour Support Guide

"Our staged behaviour policy ensures that all pupils, from Nursery through to Year 2, are supported to develop self-regulation, social skills, and positive learning behaviours. The policy provides a **graduated response**, beginning with reminders and regulation support, moving to structured intervention plans, and only applying formal sanctions in **exceptional circumstances**. This approach aligns with the Early Years Foundation Stage framework and the Key Stage One statutory guidance, ensuring that behaviour management is **developmentally appropriate, safe, consistent, and transparent**. Senior leadership and parents are involved at appropriate stages, and all interventions focus on **restoring relationships, teaching self-regulation, and supporting positive choices.**"

Our Behaviour Expectations – An Explanation for Children

At our school:

- We show respect, we are kind, polite, and fair.
- We make choices that help everyone **learn and play happily**.
- We try our best to **follow the school rules**.

Sometimes children make wrong choices. When this happens:

- An adult will help you understand **what went wrong**.
- You may be helped to **calm your body and feelings**.
- You will be shown how to make a **better choice next time**.
- If someone gets hurt or upset, you may be asked to **say sorry** and make things better.

We are here to help you learn, grow, and feel safe.

Summary of Our Graduated Response

Step One – Reminder

- We are reminded of our school rules.
 - Adults help us remember what we should be doing.
-

Step Two – Second Reminder

- This is a warning.
 - If we forget the rules again, we will have a short 3-minute time out to think.
-

Step Three – Time Out

- We take a 3-minute time out using a timer.
 - This is a quiet moment to think about the rule we forgot and how to make better choices.
-

Step Four – Missing Playtime

- If we still forget or choose not to follow the rules, we may miss some playtime.
 - A senior leader is informed.
 - This is a chance to think and get ready to make better choices next time.
-

Step Five – Parents Informed

- If the behaviour continues, we let our parents know.
- Together, we will think of ways to help us remember the rules and make good choices.

Levels of Behaviour and Responses

Level 1 – Minor Disruption

Behaviour:

- Interrupting play or learning
- Not following simple instructions
- Small disagreements with peers

Response:

- Calm reminder of expectations
- Refer to **Zones of Regulation** or other regulation strategies
- Explain why behaviour affects others
- Encourage restorative actions (e.g., apology, helping)
- Record informally if helpful for monitoring, but not formally logged

Purpose:

Support children to learn **self-regulation and social skills** early.

Level 2 – Repeated Minor Disruption

Behaviour:

- Repetition of Level 1 behaviours
- Small but consistent interruptions

Response:

- Short, supervised removal from the activity to **regulate emotions**
- Explain why behaviour is not acceptable and what to do differently
- Introduce **social scenarios or role-play** to teach understanding
- Parents/carers informed to agree on home–school strategies
- Record in **behaviour and communication log** for monitoring

Purpose:

Help children **recognise patterns in their behaviour** and learn positive choices with adult guidance.

Level 3 – Harmful or Ongoing Disruption

Behaviour:

- Hurting another pupil (e.g., biting, kicking, scratching)
- Ongoing repetition of Level 1 or 2 behaviours despite intervention

Response:

- Remove the child from the classroom or setting to **calm and regulate**
- **Assistant Headteacher / SENDCo involvement**
- Parents/carers informed
- Consider a **Personalised Behaviour Plan** with clear expectations, supportive strategies, and positive incentives
- Encourage restorative practices to repair relationships
- Record all meetings and outcomes in **behaviour and communication log**

Purpose:

Ensure **safety** while continuing to teach self-regulation and empathy.

Level 4 – Persistent Serious Disruption

Behaviour:

- Repeated disruption after Level 3 interventions
- Behaviour significantly affecting learning, play, or wellbeing of others

Response:

- **Assistant Headteacher & SENDCo** collaborate to review triggers and strategies
- Complete **ABC or reflective observation forms**
- Share observations and co-create **Behaviour Plan** with parents
- Short, supervised breaks from activities or home time may be agreed to **support regulation**
- Focus on **restorative conversations, teaching alternative behaviours, and positive reinforcement**
- Log incidents in **CPOMs**

Purpose:

Provide **structured, supportive interventions** to restore positive participation and learning.

Level 5 – Serious Breach of Rules

Behaviour:

- Fighting, repeated unsafe behaviour, rudeness to staff, deliberate damage
- Behaviour poses a **safety risk or major disruption**

Response:

- **Assistant Headteacher, SENDCo, or Headteacher** involved to ensure consistent approach
- Review and update **Behaviour Plan**, adjusting supports and incentives
- Encourage reflective discussions with the child to understand consequences
- Seek **external professional advice or support** if appropriate
- Formal interventions (e.g., supervised time-out, adjusted activities) applied **only after supportive strategies**
- Maintain **ongoing parent partnership**
- Log all actions in CPOMs

Purpose:

Balance **high expectations** with developmental support and safety, ensuring children understand consequences.

Level 6 – Exceptional or Escalating Behaviour

Behaviour:

- Persistent repetition of Level 5 behaviours
- Behaviour that **threatens safety, wellbeing, or cannot be safely managed in school**

Response:

- Meeting with **Senior Leadership Team and parents** to review all supports
- Continue intensive **regulation and behaviour support strategies**
- Short suspension or other measures may be used **only as a last resort**
- Multi-agency support considered if needed (educational psychologist, behaviour support)
- Parents informed of **appeal rights** if formal exclusion or withdrawal is recommended
- Documentation kept up-to-date in CPOMs

Purpose:

Ensure **safety for all children and staff**, while maximising **support, adjustment, and teaching opportunities** before any formal exclusion.