The Slough and East Berkshire C. of E. Multi Academy Trust

Colnbrook C. of E. Primary School

Behaviour Regulation Policy

including Restrictive Intervention Policy

Owner:	Headteacher
Ratified by Governing Body:	
Date Ratified:	March 2026
Date Policy to be reviewed:	March 2027

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves, so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

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1. Aims, purpose & scope of this policy

Colnbrook C. of E. Primary School is committed to the social, emotional and mental well-being of its staff, children, parents and carers. The purpose of this document is to outline our approach to supporting children regulate their behaviour both in and outside of the classroom. In line with our Christian vision and ethos, we foster a culture of forgiveness and restoration, allowing all children to flourish.

We recognise the difficulties adults face in working with children with complex social, emotional and mental health needs and behaviours that challenge. We therefore aim to implement a whole school approach based on evidence-based principles shown to work in helping children regulate their behaviour. We want all our children to be strong, courageous and resilient by the time they leave us in Year 6.

Our aims are to:

- Put relationships first, always striving to foster and strengthen these between staff, children, parents, carers and members of the wider school community.
- Ensure members of staff feel supported and equipped in helping children to regulate behaviour
- Ensure children feel safe, secure and ready to learn
- Ensure children feel a sense of belonging, identity and achievement
- Support the development of emotional-regulation and positive mental health

This policy is based on Legislation and the latest statutory requirements from the Department for Education (DfE) on:

- Behaviour in Schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Supporting children with medical conditions at school
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England
- SEND Code of Practice
- Restrictive interventions, including use of reasonable force, in schools 2025

This policy complies with our funding agreement and articles of association.

2. What is 'behaviour'?

Behaviour is an integral part of life and is displayed by all human beings. Behaviour can be positive or negative but all behaviours are communications in response to a feeling, experience or stimulus. Everything that we do, or don't do as human beings – our words, actions, postures, planning and organisation are all examples of behaviours.

Our approach to behaviour is rooted in trauma-informed practice. Trauma-informed practice is an effective way of supporting children with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills. We recognise the diversity in childhood experiences and the impact this has on children's behaviour regulation and readiness to learn. Traditional behaviourist approaches to behaviour management can work for the majority of children but are not successful for all. This is especially true for those who have experienced childhood adversity. In line with our Christian ethos and vision, we want to develop resilience and courage in our children and we do this through the way we help children regulate behaviour. We aim to embed a holistic approach to behaviour regulation.

When a positive relationship is established, it enables the child to feel calm, valued, recognised, respected and comfortable.

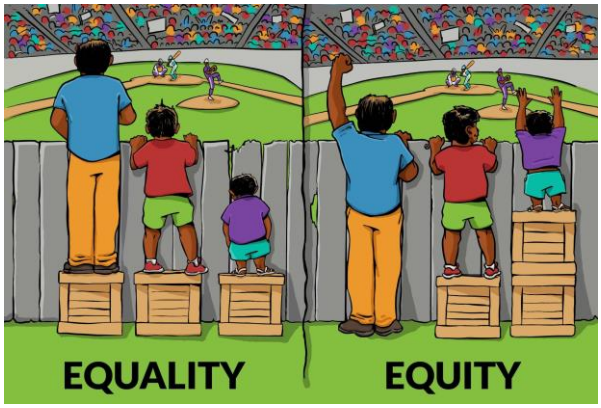
Positive experiences create positive feelings.

Positive feelings create positive behaviour.

3. Key principles

3.1 Behaviour as a special education need

At Colnbrook C. of E. Primary School we believe that behaviour should be considered within the context of social, emotional and mental health needs and that inclusion and equality must be central to this policy. We do not promote a blunt approach whereby all children must receive the same (equality); but rather an approach whereby all children receive what they need (equity).



3.2 Behaviour as a form of communication

Behaviours which challenge must be viewed as communication of an emotional need. Behaviour should be viewed within the context of the system around the child and within the context of important relationships. Staff should also be mindful of safeguarding concerns, particularly those related to trauma and mental health, when supporting a child's behaviour and report this to the Designated Safeguarding Lead in line with the school's Child Protection and Safeguarding Policy.

3.3 A curious, empathetic, non-judgemental approach

Staff at Colnbrook must take a non-judgmental, curious and empathic attitude towards behaviour. We encourage all staff, volunteers and visitors to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

3.4 Relationships first

Human beings are designed for interdependence; therefore, we emphasise the importance of putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. *'We know that developing safe and meaningful relationships is central to emotional growth. The same is true for learning." (Bomber & Hughes, 2013)*

All staff are responsible for promoting a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community in line with the school values of aspiration, resilience, respect, responsibility, community and compassion.

3.5 Restoration and natural consequences

Natural rewards and consequences can be made explicit without the need to enforce sanctions that may serve to shame, re-traumatise or ostracise children from their peer group. At Colnbrook we use a restorative and reparative approach in which children are supported to develop insight into their emotions and behaviours, appreciate the perspective of others and rebuild trust and relationships. We want our children to be able to regulate their behaviour effectively because they are internally able to do so, not simply to avoid 'sanctions'.

4. How positive behaviour is promoted at Colnbrook

Excellent learning takes place with excellent behaviour, and Colnbrook C. of E. Primary School has high expectations of all children. We aim to treat children with dignity and respect at all times, and in doing so, encourage a two-way dialogue with children about both excellent and poor behaviour.

Behaviour should not define or be used to label a child; the actions of a child are 'choices' and adults always encourage children to discuss better courses of action, suggest consequences and also how they might repair any poor choices or relationships. Care should be taken to not label choices as 'good' or 'bad' but as a communication of a child's needs.

Staff are trained in delivering therapeutic responses to behaviour and as such will make every effort to help the child be successful at school. Positive role-modelling from all adults is key, and we will always aim to recognise good choices from children, and reward them accordingly.

We recognise the tremendous impact trauma or external events can have on children, and so we employ an approach in which everyone involved in supporting each child understands their context and background, and can therefore be consistent in how they manage the challenges the child may face. This allows all our children, including those who are most vulnerable, to have the best possible nurturing support to succeed. Our focus on pastoral care and nurture from all adults, teamed with clear and consistent boundaries is a key cornerstone for dealing with behaviour positively.

4.1 Using positive phrasing and limited choice to support children

Staff must use clear and unambiguous language when speaking to children. There must never be anything in the vocabulary, tone or delivery of something said by a member of staff that would make a child feel isolated, humiliated or worthless. Staff must not use instructions which either give the child no choice or an open choice. Instead, children should be presented with an appropriate and planned limited choice such as - 'where shall we talk, in here or in the library?'

4.2 Using positive body language

Staff must not incite negative behaviour by being too close to a child (within arm's length), talking to them whilst being eye-to-eye, blocking their path, using aggressive gestures or standing over them. Staff must keep a good distance, stand to one side of children, and have relaxed hands at their side and come down to the children sitting or standing height when holding a conversation.

4.3 Whole School Rewards

Children are rewarded regularly for positive behaviour. This can take a number of forms including:

- Bonus points issued that can be collected and 'spent' in the Bonus Point Shop
- Achievement certificates given weekly in celebration assemblies

- Weekly class 'Star of the Week' that receives a reward
- Showing a member of SLT good work or good progress in their learning
- Extra break time
- Participating in whole class rewards
- Stickers or stamps on their work
- Sending good work home to show parents / carers
- 'Values Award' issued at the end of each term

5. Graduated approach

In order to meet the social, emotional and mental health (SEMH) needs of all children, we should consider the following:

- All behaviour is communicating a message. At times we can make judgements about an individual as a result of their behaviour. Instead, adults should respond in an empathetic and caring manner, considering the thoughts and feelings that have led to the child's behaviour.
- Social, Emotional and Mental Health (SEMH) needs can be manifested and communicated in a number of different ways. Staff should recognise that some children may externalise their feelings, demonstrating them through disruptive behaviours such as non-compliance, mood swings, absconding or aggression. Other children will internalise their feelings and communicate behaviour by means such as becoming withdrawn, isolated, reluctant to speak or anxious. It is important to identify children who are externalising and internalising their feelings as they are equally vulnerable.



Stages of intervention	**The school will…**	**Individuals involved**
Quality first teaching practice	• Implement a Therapeutic Behaviour Regulation Policy • Deliver an evidence-based PSRHE curriculum (Jigsaw) that includes the teaching of social and emotional skills • Adopt practices that aim to raise resilience of all children • Provide staff with the appropriate training to deliver inclusive quality first teaching to all children	Class teacher and support staff
Internal SEN support Delivery of evidence based intervention and additional support	• Provide staff with the appropriate training to identify children demonstrating SEMH needs through externalising AND internalising behaviours • Identify and monitor SEMH needs • Deliver preventative and early intervention evidence based support programmes (e.g. ELSA, Nurture Groups) and monitor progress • Involve parents/carers in all progress and review meetings	Class teacher Parents **+ SENDCo/ SLT**
External SEN support Additional support from external agencies	• Seek advice from specialists (e.g. Educational Psychologist, Early Help Team, SEBDOS, Virtual School, Young People's Service, Family Information Service, Children's Services) • Involve parents/carers in all progress and review meetings with external professionals	Class teacher Parents SENDCo/ SLT **+ external specialists**

6. Strategies to support behaviour regulation

Below are examples of possible behaviours that could be demonstrated by a child and what staff should do in response. This is not an exhaustive list, but suggestions of how situations could be dealt with in a therapeutic manner.

Behaviours listed in the tables below are to be considered 'breaches' of the behaviour policy.

Internalised Behaviour	**Response**
Refusing to complete work set (but remains seated and quiet) or Ignoring instructions	1. Talk to the child 1:1 – encourage and support (do you need resources to help? Would you like support form a partner? 2. Explain that they will have to complete work in their own time (break/lunch/after school) 3. If behaviour continues, contact parents and discuss concerns or seek advice from SENDCo. Consider if there is an unmet mental health need.
Choosing to do another activity during learning time	1. Do not draw attention to behaviour; praise others focussed on learning. 2. Talk to the child 1:1 – encourage them to continue with learning and offer support (Do you need resources to help? Would you like support form a partner?) 3. Explain that they will have to complete work in their own time (break/lunch/after school). Give child a limited choice (Do you want to complete the work now, or at break time?)
Hiding in the classroom/corridors/toilets	1. Ensure you know where the child is and is safe, give them a few minutes 2. Approach child and encourage them to join the class/back to their seat. If they need to talk to you about something that may be bothering them, they can see you at break time. 3. If the child refuses, give a limited choice (Would you like to talk in the corridor or in the library?). Encourage the child to talk and staff will listen. 4. If the behaviour is repeated or regular, seek advice from SENDCo and class teacher to consider an individual behaviour plan.
Refusing to change for PE	1. Approach the child 1:1 and explain changing can be daunting but it is important for hygiene reasons. Ask them to change socks and shoes this time. 2. After the session speak with the child and ask them to explain why they don't want to change. 3. Speak to parents and inform them of what happened and reinforce the importance of needing to change for PE. 4. Consider alternatives for changing (e.g. changing in a different space / coming into school in PE kit on PE days etc).

Externalised behaviour	**Response**
Calling out or shouting during lessons	1. Set the rest of the class on task, before speaking to child quietly on their level. Ask if they require any support with their learning. 2. At a second attempt, quietly remind them the learning must be completed at some stage- but you know they are capable and will do well. 3. If behaviour is disruptive, send the child to complete work in a different space or classroom for a limited time or explain that they will have to complete work in their own time (break/lunch/after school). Give the child limited choice (Would you like to complete your work here or in the library? If you want to stay in the classroom, I need you to not disturb the learning of others). 4. Hold a restorative conversation during the next break. Staff to discuss how their behaviour made them feel (e.g. frustrated as staff can't teach / others can't focus etc.) and give the child the opportunity to respond. 5. If continues then speak to parents and consider an individual behaviour plan.
Verbal Disagreement with peers	1. Calmly acknowledge that the child/children are not happy/angry. Explain that you can talk to them when they are ready. Give the child/children space to calm down.

	2. Speak to the child 1:1. Give them a limited choice – e.g. would you like to talk to me here or in the library/outside? 3. Use a restorative conversation between the children involved to explore what happened and how it made each individual feel (see section 8). Ask the children to acknowledge the harm they have caused and suggest how they might respond differently next time. 4. Children discuss possible consequences as appropriate (see section 9).
Misusing equipment e.g. snapping pencils or sawing at table with a ruler	1. As soon as behaviour is observed, set class going immediately on a task. Talk to the child 1:1 about how they are feeling and the impact of their actions on the feelings of others. Consider any underlying issues that is causing this behaviour that need to be unpicked. 2. If pupil continues to misuse equipment, arrange a restorative consequence where the impact of this behaviour can be discussed outside of learning time. 3. Set restorative consequence depending on age, aptitude and background of the child (see section 9).
Stealing	1. When first observed/suspected, talk to child 1:1 away from peers. Say that you think, or know, that they have taken something that doesn't belong to them. Explain that, when they are ready to return it, they should give it to you or put it in a box, for example. 2. If behaviour continues, talk to child about real world implications and inform parents. Keep a log of the behaviour and of the restorative conversations had after each situation. 3. Set restorative consequence depending on age, aptitude and background of the child (see section 9).
Refusing to follow instructions	1. Ask the other children to carry out a task to allow you to speak to the child. 2. Talk to the child 1:1 – tell them that you care and are there to listen. Tell them that their actions are telling you they are angry/anxious/upset. Explain that it is ok to be angry. 3. Explain to the child that you can talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? 4. Restorative conversation at an appropriate time after to review behaviour and impact on the feelings of others. 5. Set restorative consequence depending on age, aptitude and background of the child (see section 9). 6. Record the incident on the Behaviour System.
Running out of the classroom and/or leaving the school building	1. Without speaking to the child, ensure that you know where they are and that they are safe. Ignore the behaviour as long as another adult is in the vicinity. 2. Explain to the child that you can talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? 3. If the child refuses or demonstrates dangerous behaviour, ask another staff member for support and use 'change of face'. New staff member repeat step 2. 4. If behaviour continues, or becomes more dangerous, call for SLT to support. 5. Hold restorative conversation with the child and adult involved. 6. Set restorative consequence depending on age, aptitude and background of the child (see section 9). 7. Record the incident on the Behaviour System.
Sitting under table	1. Without speaking to child, ensure you know they are safe. 2. If behaviour continues, do not draw attention to it and praise those focussed on learning. 3. Set the other children on a task and get down on the level of the child and speak calmly to child. Tell them that their actions are telling you they are angry/anxious/upset. Explain that it is ok to be angry. 4. Explain to the child that you can talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? 5. At the next break opportunity hold restorative conversation with the child. Set

	restorative consequence depending on age, aptitude and background of the child (see section 9). 6. If behaviour continues speak to SENDCo – consider unmet mental health need. If repeated, or regular, report on the Behaviour System.
Swearing at children	1. Acknowledge that the child is upset/angry. Give limited choice of places to calm down. 2. Talk to all children involved once they are fully calm. Hold a restorative conversation between children. 3. Inform relevant staff members and speak to parents before the end of day. 4. Set restorative consequence depending on age, aptitude and background of the child (see section 9). 5. Report on the Behaviour System.

Dangerous Behaviour	**Response**
Absconding from the school	1. Ensure that the child can be seen and knows you are watching to make sure they are safe- do not chase the child. 2. Notify other staff as soon as possible. SLT to respond and support 3. Prevent child from leaving the premises by monitoring exit points and have a key person to talk to the child. Physical intervention may be required to keep children safe. If this is needed, a Team Teach member of staff to attend. (See section 14). 4. Restorative consequence: once calm - conversation about strategies to calm down for next time and consequence dependant on child 5. Parents to be informed by agreed member of staff and incident reported on Behaviour System. SLT & teacher to consider IBP if incident is likely to be repeated.
Intimidation through making threats to another child or children	1. Acknowledge that the child is upset/angry. Give limited choice of places to leave the situation and calm down. 2. Hold a restorative conversation between children when all are calm. 3. Record incident on Behaviour System. Inform relevant staff members and speak to parents before the end of day. 4. Set restorative consequence depending on age, aptitude and background of the child (see section 9).
Throwing equipment with force Or Throwing furniture Or Slamming doors with force	1. Ensure that other children are removed from the situation. Request a Team Teach trained staff member to attend. Consider if a 'change of face' would help the situation. 2. Acknowledge and name the child's feelings. Explain these feelings are OK and that you are there to listen. 3. Use limited choices to distract them or calm them down e.g. would you like to talk or do some colouring? 4. Set restorative consequence depending on age, aptitude and background of the child (see section 9). 5. If behaviour is repeated, SENDCo and Class Teacher to discuss whether an IBP is appropriate.
Bringing dangerous items into school, or threatening to use a dangerous item	1. Speak calmly to the child and ask them to hand over the item. If appropriate ask for an adult well-known to the child to support 2. SLT to be called and child supported to answer questions about the item 3. Parents to be informed of incident by SLT 4. Headteacher or most senior member of staff to call police if necessary (weapons / knives must be handed over to the police). 5. Set restorative consequence depending on age, aptitude and background of the child (see section 9). SENDCo / teacher to implement a plan to stop future incidents.
Hitting, kicking, slapping, scratching, biting, spitting or pushing (including fighting or	1. Ask the other children to move out of the way so they are safe. Request Team Teach trained staff attend immediately. Other staff should stand at a distance to avoid overwhelming the child. (See section 14). 2. Approach the child and acknowledge their feelings and that something has

injury to staff)	happened. Explain that you are there to help. Say 'Talk and I will listen'. 3. If behaviour continues where another child or staff member are no longer safe, use Team Teach physical intervention (those who are trained). 4. Once calm, hold restorative conversation between those involved (staff or other pupils) to acknowledge harm caused and provide an opportunity for apology and restoring of relationships. 5. Set restorative consequence depending on age, aptitude and background of the child (see section 9). 6. If behaviour is repeated or is likely to reoccur, SENDCo and Class Teacher to discuss whether an IBP is appropriate and refer to external agencies.

7. Sexist, racist or homophobic comments and behaviour

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist, racist or homophobic comments.

All staff and pupils are encouraged to call out and report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate to senior staff if the pupil refuses to apologise or the behaviour is repeated
- Put in place a restorative consequence to help the perpetrator understand the impact of their words and / or actions
- Engage with parents of both parties
- Refer to external support if / when required

8. Restorative Conversations

Restorative conversations and consequences should occur as the result of a behaviour incident. This should be undertaken by the class teacher or member of support staff that has established a relationship with the child. Consequences should be set within a restorative conversation and, where appropriate, set with or by the child. To avoid unnecessary embarrassment, restorative conversations should take place in a private setting. Restorative conversations can take place between children or between an adult and a child to repair a relationship if required.

Restorative conversations should include:

1. Children involved and adults sit in a circle facing each other
2. Ask each child to explain their version of events, without interruption. Each child asked how the event made them feel. Adult to ask open questions such as 'Tell me what happened…', 'What were you feeling?', 'What were you thinking at the time?'
3. Ask the wrongdoer to identify the hurt that has been caused. Ask both children how they are feeling now.
4. Ask the wrongdoer what they think needs to happen to repair the relationship. Ask the victim if they think that this is appropriate.
5. Adult to determine whether the consequence is appropriate (see section 8).
6. Discuss strategies to avoid a repetition of the behaviour.
7. If appropriate, ask children to shake hands or recognise that the issue is dealt with

Further information about restorative questioning is included in Annex A.

9. Consequences

The word ‘consequence’ should be used instead of negative language such as ‘punishment’ or ‘sanction’.

We understand that set or ‘blanket’ consequences for all children is not appropriate. Staff must take into account the age, aptitude and background of the children when setting consequences for any behaviour breach. Staff must ensure an ‘equitable’ rather than ‘equal’ approach is applied. Consequences, where appropriate, should be set at the end of a restorative conversation and involve the children where deemed appropriate.

Possible consequences could include:

- Missing part of break, lunch time or any reward time (as soon as possible after the event)
- Writing a letter of apology
- Repairing any damage
- Missing part of class free time
- Spending time in another classroom
- Completing job in the classroom during break or lunch time (e.g. sharpening pencils / tidying up etc.)
- Working in the office area for a set period of time
- Children being place ‘on report’ with regular meetings with parents

If the behaviour breach is serious or persistent a suspension (fixed-term exclusion) may be issued at the discretion of the Headteacher. As a last resort, a permanent exclusion may be issued in line with statutory guidance and the school’s Exclusion policy (see section 10).

10. Emotion coaching

When supporting children to regulate their behaviour, staff should employ the use of Emotion Coaching to support children in understanding and regulating their behaviour. Emotion coaching is an approach which can be embedded into everyday practice when working with children to support the development of behaviour regulation. It is an approach that focuses on the development of emotional regulation through supportive relationships.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts. It is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

What Emotion Coaching means in practice (how co-regulation works)

Step 1: **Being aware of the child’s emotions and your own**

Step 2: **Recognising the emotion as an opportunity for intimacy and teaching** (‘Would you like to talk about it?’)

Step 3: **Empathetic listing and validation** (‘I understand. That sounds hard.’)

Step 4: **Labelling the feelings** (‘This is what is happening. This is what you are feeling.’)

Step 5: **Setting limits and problem-solving** (‘We can’t always get what we want’ or ‘We can sort this out.’)

11. Roles and Responsibilities

11.1 Teachers will:

- Get to know individuals in their class and take time to build relationships
- Ensure the classroom is welcoming and organised ready for each day
- Provide consistent classroom routines and warn children of any planned changes
- Consistently implement the behaviour regulation policy and use restorative practice and/or emotion coaching to deal with any incidents that arise
- Communicate regularly with parents
- Use the behaviour system to log incidents and track patterns
- Recognise and report any safeguarding concerns that are linked to a change in behaviour
- Use positive reinforcement for all children
- Be respectful, fair and non-judgemental
- Stay calm and act as a good role model
- Report any noticeable or unusual changes in behaviour on CPOMS (Child Protection Online Management System) for SLT to monitor.

11.2 Support staff (including teaching assistants, lunchtime staff and admin) will:

- Get to know individuals they are working with and take time to build relationships
- Liaise regularly with the class teacher to implement consistent behaviour regulation strategies
- Ensure the children are engaged in activities at break times and lunch times
- Use positive reinforcement for all children
- Be respectful, fair and non-judgemental
- Use restorative practice and /or emotion coaching to deal with any incidents that arise
- Stay calm and act as a good role model

11.3 The Senior Leadership Team will:

- Support staff and children's emotional wellbeing and mental health
- Liaise with external professionals to support with specific cases
- Regularly review the behaviour log and work alongside staff to identify patterns and triggers
- Stay calm and act as a good role model
- Be respectful, fair and non-judgemental

11.4 Parents will:

- Communicate with class teachers, sharing information that could affect their child's behaviour at school
- Work with school staff to develop consistent strategies for behaviour regulation at home and school
- Stay calm and act as a good role model
- Attend any meetings held by the school to support their child's behaviour regulation

12. Support for staff

The Senior Leadership Team (SLT) and Local Governing Board (LGB) recognise the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. To this end, staff have been given a number of strategies to aid their own self-care including training on mental health and well-being, an 'open door policy' of the Senior Leadership Team and access to external support and advice. It is important that staff have the opportunity to 'de-brief' where there has been a serious incident to share experiences, support each other and discuss plans that may help stop any reoccurrences. Where appropriate, we use external services to provide coaching to staff working with children with complex social and emotional needs. More information can be found in the school's Wellbeing Policy.

13. Persistent, ongoing or dangerous behaviour

Colnbrook C. of E. Primary School is an inclusive school, but we understand that some rare cases it is appropriate to, at the discretion of the headteacher, issue a suspension (previously known as a fixed-term exclusion) or permanent exclusion. These decisions are not taken lightly and are made in line with statutory guidance. A suspension or permanent exclusion may be issued due to a serious breach, or persistent breaches of behaviour outlined in section 6 and 7 above. The headteacher may also consider whether a suspension or permanent exclusion is appropriate in response to an incident or series of incidents of poor behaviour not outlined above (for example, due to behaviour outside of school).

If a suspension or permanent exclusion is issued, parents will be informed of the decision and reasons without delay. A reintegration meeting will be held with the parents and child on their return to school. Further information can be found in the school's Exclusion Policy and in the latest DfE document 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England'.

If staff suspect a dangerous item has been brought into school, belongings may be searched in line with guidance set out in of 'Behaviour in Schools (2022)' and 'Searching, screening and confiscation (2022)'.

14 Prohibition of pupil mobile phones / devices

Our school's policy is founded in the DfE guidance 'Mobile phones in schools', published January 2026.

Our school **does not** allow pupils to carry or use their mobile phone during the school day, inclusive of break time and lunch time. Additionally, our school does also not allow mobile phones or devices to be taken on school trips, including residential visits. This is to ensure that the pupil's educational experience is not disrupted by the presence of mobile phones, and to ensure high levels of safeguarding.

Pupils in Year 5 and 6 who travel to and from school alone, may bring a mobile phone to school, but these must be handed in to main reception on arrival at school and collected once they have been dismissed at the end of the day. Pupils must not keep mobile phones in bags, blazers or pockets. Pupils who do not walk to and from school unaccompanied are not permitted to bring a mobile phone or device to school.

If mobile devices are found in a pupil's possession during the school day, including on a school trip or residential, the device will be confiscated by staff and held until the parent collects the device from the school office.

The headteacher, or staff they authorise, have a statutory power to search a pupil or their belongings where there are reasonable grounds to suspect that they have a prohibited item. As mobile phones are prohibitied in our school, this is something that may be searched for. The guidance document 'Searching, screening and confiscation in schools' will be adhered to when conducting searches.

15. Restrictive Intervention Policy

15.1 Definitions

'Restrictive interventions' are a range of ways that staff might restrain or restrict a pupil. 'Reasonable force' describes the amount of force that those staff members can (in certain circumstances) use on a

pupil. This policy follows the DfE guidance 'Restrictive interventions, including use of reasonable force, in schools' published December 2025.

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. Restrictive interventions include physical and non-physical actions aimed at restraining pupils' movement. For example, putting a pupil in a room and not allowing them to leave is a restrictive intervention.

- **Reasonable force** is the amount of force that staff members can (in certain circumstances) legally use to temporarily restrict a pupil's movement. It means using no more force than is necessary, for the least amount of time for the desired outcome.

- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact (see definition below) between a member of staff and a pupil.

- **Appropriate contact** might include a handshake to congratulate a pupil, giving first aid, or demonstrating how to use a musical instrument.

- **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room is a form of seclusion.

All members of school staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing an 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

15.2 Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation. For example, by covering the nose or mouth or applying pressure to the neck or abdomen.

If a pupil is unintentionally held on the ground, staff should release them, or re-position into a safer alternative or standing position as quickly as possible.

15.3 Using reasonable force to search pupils

Headteachers and other members of staff authorised by the headteacher have the statutory power to search pupils and/or their possessions if they have reasonable grounds to suspect that the pupil has a prohibited item.

Staff use force to search a pupil for a prohibited item, but not to search for an item banned only under the school rules. For example, force could be used to search for illegal drugs or a weapon, but not for a mobile phone.

15.4 De-escalation strategies

Our school follows the 'Team Teach' model of de-escalation and restrictive interventions as a last resort. Principles outlined earlier in this policy should also be followed in an effort to de-escalate behaviour and avoid the need to use restrictive interventions.

Before considering using restrictive interventions, staff will aim to de-escalate the pupil, supporting them to regulate their behaviour.

De-escalations strategies for pupils might include:

- Using calm facial expressions and warm, open body language
- Using a warm, calm tone of voice
- Calmly reminding the pupil of expectations
- Avoiding having too many members of staff present when de-escalating
- Giving the pupil limited choice (choice of two options)
- Change of face (where an adult swaps with another member of staff)

15.4 When to use restrictive interventions

Before using a restrictive intervention (see 'Definitions' section, above) with a pupil, staff should consider:

- **If it's necessary:** there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further

- **If it's proportionate:** staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions

- **The pupil's welfare:** staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity

If a restraint or hold is carried out, then the minimum force necessary must be used and the restraint itself must be reasonable and proportionate to the behaviour being carried out by the student.

15.5 After using a restrictive intervention

All incidents of restraint must be recorded on the Behaviour System and parents will be informed on the same day that the incident has occurred.

A follow-up conversation with the staff member(s) and pupil(s) involved should be facilitated after the incident, so an understanding can be gathered what happened during the incident and why, repair and rebuild relationships, and foster a culture of continuous improvement. This can be facilitated by a member of the senior leadership team or another adult who was not involved.

Using this information, the SENDCo and/or senior staff should evaluate the incident as soon as possible after the event to understand why the restrictive intervention was used, the impact on pupils and staff, any patterns or trends, and how you could avoid using restrictive interventions in future – for example, by amending or introducing a behaviour support plan for the pupil. After the first instance of a child needing physical intervention, an Individual Behaviour Plan and risk assessment must be created which lists the holds that indicates which Team Teach holds to use. This must then be discussed with parents.

If an Individual Behaviour Plan is in place, then it will be redrafted to include the need for physical intervention.

Staff should continue to monitor the wellbeing of the pupil(s) and staff member(s) and provide additional support where needed. Pupils who witnessed the incident may also need support.
The incident report should be completed as soon as possible after the event. Ideally, this should be on the same day.

As a minimum, members of staff should record the following details:

- The names of the pupil(s) and staff involved
- Any relevant needs or circumstances of the pupil, including if the pupil has SEND and their SEN code
- The time, date, location and approximate duration of the intervention
- Details of any physical injuries
- Any support provided after the incident, including any medical treatment for injuries

If the staff member(s) didn't use reasonable force, include:

- A brief account of why the staff member(s) assessed that it was necessary to use the intervention

If they did use reasonable force, include:

- A brief account of the incident, including what led up to it, any known triggers that were or may have been involved, and any preventative or de-escalation strategies used
- The type of reasonable force and the degree of force that was used
- A brief account of why the staff member(s) assessed that it was necessary to use force

If reasonable force is used in an incident, staff do not need to record it separately under reports for reasonable force and for restrictive interventions; everything should be covered in the same report.

Having too many members of staff in view during a restraint can contribute to students remaining in a crisis state, so if members of staff are not involved or helping it is essential that they move themselves away from the situation. 'Change of face' is an extremely important tool to use after an episode of restraint as it is very likely that in the initial period after being held the student will be very angry with the staff member/s who carried out the restraint. Therefore a 'change of face' to members of staff not involved in the physical intervention may help the student to calm quicker.

Team Teach techniques seek to avoid injury to the student but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student remains safe. Additionally, due to the nature of the behaviour displayed by some children, there may be times when staff members receive minor injuries themselves. Any injuries that occur to students or staff during a restraint or episode of challenging behaviour by a child must be recorded on both the Behaviour System and in the accident book.

15.6 Statutory Reporting Requirements

The school must give a report of the incident to each of the pupil's parents/carers as soon as possible, even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan.

The report should be in writing, and given to the parents/carers on the same day. You should include at least:

- Time, date location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary
- A brief account of what type of force was applied, and the degree of force
- Details of any physical injuries and any post-incident support

16. Use of a Calm Room / Seclusion

There is a designated space in school which children may use when they are in a heightened state or following incidents of extreme crisis. The use of the calm room should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

The calm room should generally be used in situations where it is no longer appropriate for a child to remain in class and they would benefit from a calming area to deescalate. The calm room will typically be used when children are able to take themselves there at staff requests. Calm rooms are rooms that have low stimulus and limited furniture where a child may use to calm down. The calm room should feel safe and not threatening to the pupil.

The calm room / seclusion should not be implemented through threat of punishment.

When a student is in a calm room, they must be monitored by staff at all times with the following procedure being followed.

- Member of staff will sit/stand in the Calm or Safe room with the door open.
- If the above is not safe to do, member of staff will sit/stand in the doorway of the Calm or Safe room with door open.
- If the above is not safe to do, member of staff will view the student at all times from outside the room, with door closed, through viewing panel in door.
- As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Whilst the student is in a calm room, a member of staff will keep a written record (which will be put on Behaviour System) of the emotional and physical presentation of the student referencing this every five minutes. If the student remains in the calm room after 15 minutes, then the SENDCo or SLT must be consulted (if not already aware) and give permission for the student to remain in there longer if this is needed. If the student is still in the Calm or Safe room after 30 minutes then the Headteacher must notified and give permission for the student to remain in there if this is needed.

Children for whom the use of a calm room is likely must have it written in their Individual Behaviour Plan (see annex B) and / or risk assessment. Parents must be notified on the same day whenever a calm room is used and are welcome to come into school to view them if they wish. Children who do not have the use of a calm room included on their Individual Behaviour Plan may use it only in extreme circumstances on a single occasion but following this a new Behaviour Support Plan and/or risk assessment must be created if the child did not have one.

After the use of the calm room / seclusion, a written report must be made. The report should record the following details as a minimum:

- Names of pupils and staff directly involved
- Time, date, location and approximate duration of the calm room
- Any relevant needs or circumstances of the pupil, including SEND
- Brief account of why the calm room / seclusion was necessary in that instance

- Details of any physical injuries sustained, if applicable
- Any post-incident support, such as any medical treatment for injuries or any adverse impacts

17. Monitoring and review

Our behaviour regulation policy is reviewed annually or more regularly if there are significant changes to statutory guidance.

18. Linked policies

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- PSRHE Policy
- Suspension and Permanent Exclusions Policy
- Staff and Pupil Wellbeing Policy
- Governors' Statement of Behaviour Principles

Annex A:

Restorative Dialogue:

Using Restorative Questions

The basic questions for responding to behaviour are:
1. What happened, and what were you thinking at the time of the incident?
2. What have you thought about since?
3. Who has been affected by what happened and how?
4. What about this has been the hardest for you?
5. What do you think needs to be done to make things as right as possible?

These questions act as the building blocks for all forms of restorative processes that seek to discover the root cause/s of children's behaviour, determine the impact, repair any harm, and ultimately restore damaged relationships.

Restorative questions:

- are non-blaming and open ended
- allow for storytelling and attentive listening
- separate children's behaviour from their intrinsic worth as a person
- allow for all people involved to identify their thoughts and feelings associated with particular actions
- provide a forum for meaningful expression of emotions (affective statements)
- focus on impact and how others (people and community) were affected by the action/s
- are an inclusive and collaborative approach to problem solving, emphasizing finding solutions rather than assigning blame
- holds people accountable and requires people to take responsibility for their actions
- attends to the needs of those harmed
- resolves underlying issues that act as the root cause of challenging behaviour.

Conflict is natural and likely to occur when people with diverse opinions and experiences unite. Restorative practices view conflict as an opportunity to foster meaningful learning experiences and strengthen relationships.

Criteria for Restorative Conversations

When using the restorative conversations staff should:

- Ask the wrongdoer to identify who has been harmed.
- Ask the wrongdoer to describe what harm was done.
- Ask the wrongdoer to describe what needs to be done to make things right.
- Require a verbal or written response from the wrongdoer.
- Ask the person harmed to express their feelings by using Affective Statements to describe the harm done and to identify what needs to be done to make things right.

Staff should use Restorative Questions:

- in a non-judgmental way that communicates a genuine desire for understanding.
- in an appropriate public or private setting.

Application of Restorative Questions:

With slight adaptions, restorative conversations can be used in a wide variety of situations and settings, ranging from brief informal corridor chat, to whole class discussions.

Accountability and Natural Consequences vs. Punishment:

When wrongdoing occurs it is important that consequences are identified and required. The restorative questions allow for deeper exploration of impact and involve all stakeholders in the process of determining the most appropriate consequences along with the person who caused the harm. With natural consequences, children become active participants by recognising the harm they caused and by taking responsibility to make things as right as possible by following through with the identified consequences.

Natural consequences are defined as a result or effect of an action or condition, while punishment is defined as something that is imposed on someone, generally with the intention of creating pain and discomfort. Punishment allows for the person to remain a passive recipient without having to take responsibility for their actions.

Facilitating Restorative Conversations

The following steps provide the format for a restorative dialogue to be used in a variety of different situations.

1. Engagement (to all involved in the incident)
We need to talk about what just happened.
Can you tell me what happened?

2. Reflection (to person responsible for the harm)
What were you thinking about at the time?
What were you hoping would happen?
What made you decide to do that?
What have you thought about since?

3. Understanding the harm/impact
1. First to the person who caused harm

Who has been affected by what happened?
How do you think they have been affected?

2. To the person harmed:

What did you think when that happened?
What was that like for you?
What was the worst bit?

4. Acknowledgement (to person responsible for harm)
What do you think now about what you did?

5. Agreement (to person harmed first)
What would you like to happen as a result?
Then to person responsible – *Is that fair?/ Could you do that?*
To both – *What else needs to happen to fix this?*

Annex B: Individual Behaviour Plan Template

(Available for staff on the school system)

Colnbrook C. of E. Primary School

Individual Behaviour Plan

Pupil Name:		D.O.B		Date of Plan	

What I am good at:	Areas I need to improve:
•	•
What can trigger my behaviour:	**What can help me calm down:**
•	•

Short Term Targets			
Target	**Success Criteria**	**Strategies**	**Timescale**

Colnbrook C. of E. Primary School

Individual Behaviour Plan

Does the Calm Room need to be planned for?	☐Yes ☐No	
Behaviours that will lead to the Calm Room being used	•	
Does the Team Teach need to be planned for?	☐Yes ☐No	
Behaviours that may lead to Team Teach and holds that may be required	•	
Do any referrals need to be completed?	☐Yes ☐No	
What referrals need to be made and by whom?	•	Dates completed:

What external agencies are involved?						
☐SEBDOS	☐CAHMS	☐Behaviour Panel	☐Slough Children First	☐Home / School Link	☐GP	☐EHCP submitted

Additional comments		
Child's comments	**Parent/guardian's comments:**	**School's comments:**
Signed:	**Signed:**	**Signed:**
Planned review date:		