

# Locks Heath Infant & Nursery School

## Relational Behaviour Policy



Updated: Spring 2 2026	Next Review date: Autumn 2 2026
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This policy was updated within review periods in order to ensure compliance with [‘Restrictive interventions, including use of reasonable force, in schools; Guidance for schools in England, April 2026’](#), effective from 1<sup>st</sup> April 2026.

## **Legal Guidance**

This policy complies with the Teacher Standards, as defined by the Department for Education (DfE), Section 89 of the Education and Inspections Act 2006, and with DfE guidance on 'Suspension and Permanent Exclusion from maintained schools, academies and children referral units in England' September 2023. It is also compliant with 'Restrictive interventions, including use of reasonable force, in schools; Guidance for schools in England, April 2026'.

### **This policy should be read in conjunction with:**

- Anti-bullying policy
- Home School Agreement

## **Purpose and Intent**

The purpose and intent of this policy is to create, embed and support a safe and happy environment where everyone feels respected and can learn. This environment needs to be inclusive to all learners, ensuring every member of the school community feels a sense of belonging within their classroom and the school.

When it comes to talking about behaviour, the most often used phrase is 'manage', as in managing behaviour. At Locks Heath Infant & Nursery School, we feel that the best way to manage children's behaviour is through a consistent, positive, relational approach. This approach from all staff will promote positive choices which, in turn, directly lead to a safe and happy learning environment. We know that there will be times when positive choices are not made by children as they are still learning about the world, themselves and each other. When inappropriate behaviour has been displayed, we feel that children need to learn to take an increasing amount of responsibility for their actions, including accepting appropriate consequences, as this will support the child in learning from the results of their actions. Through consistent application of positive praise and a deep understanding of consequences, all staff are vital in helping pupils learn this skill.

It is important that children see positive attitudes and behaviour being modelled by all members of the school community, both in and out of school. This is the best way for them to learn appropriate behaviour and social skills. Developing high standards of behaviour is not left to chance. A well planned curriculum of taught and upheld expectations, positive reinforcement and adults promoting good social, emotional, moral and cultural development will assist children in developing their own understanding of acceptable behaviours and positive attitudes to learning.

## **Restorative Practice**

Maintaining positive relationships between the school community often requires the use of restorative practice. We are a school who adopts the restorative practice approach to resolving conflict. In essence, restorative practice is ensuring that open communication continues between alleged victims and perpetrators of negative behaviour. Through this process, children are encouraged to not only talk about the incident that occurred, but to discuss the factors that took place leading up to said incident and what the perpetrator expected to happen as a result of their actions. This way, alleged perpetrators and victims are all able to share their views in a safe, supported environment and agree on a way in which they feel is appropriate to move forward. On some occasions, this could differ from the schools behaviour policy. This is ok as it is a child led outcome and is therefore far more powerful. We are a restorative school and, by adopting this approach, we ensure that power is given to children in managing and, if needed, improving their own behaviour.

## **Aims**

Our Relational Behaviour Policy aims to:

- Encourage good behaviour through praise and focusing on the positive.
- Ensure that all children and staff have high expectations of their own and others' behaviour and safety at all times.
- Promote and recognise the learning values through positive behaviour strategies.
- To create an environment where children feel safe, valued and motivated to learn.

## **Expectations**

With this Relational Behaviour Policy comes expectations for all members of the school community:

**Leaders** are expected to:

- Work closely with school governors to review the behaviour policy and monitor its effectiveness.
- Model all aspects of the policy when working across the school and with all members of the school community.
- Support all staff in aiming for consistent delivery of the behaviour policy across the school.
- Organise and provide training for staff where appropriate.

**Governors** are expected to

- Work with school leaders to annually review the Governor's Statement of Written Behaviour Principles and the school's behaviour policy.
- Model high standards for professional behaviour, politeness, self-discipline and respect for all.
- Evaluate and hold senior leaders to account for the effectiveness of and adherence to the behaviour policy.
- Re-direct any parent or carer concerns back to the leadership team of the school.
- Follow procedures for managing cases of permanent exclusions.

**All Staff** are expected to:

- Set high standards for professional behaviour, politeness, self-discipline and respect for all.
- Foster strong relationships with all children as this leads to mutual respect that promotes good behaviour.
- Listen to children, making it clear through their response that children's comments are taken seriously and are of importance.
- Be reflective and have an enquiring mind about possible underlying causes of behaviours and take appropriate action to support the child.
- Use a systematic, consistently applied approach to behaviour management.  
Record all behaviour incidents in line with the flow chart (below) and all policies at the school. This includes incidents of repetitive low-level behaviours, serious behaviours (including those of a verbal, aggressive or destructive nature) and Child on Child abuse.
- Implement our highly effective approach to identifying and tackling bullying (*see Anti-bullying policy*).
- Actively teach the children what is expected of their behaviour, making explicit links with the school's learning values.
- Provide appropriate adaptations and/or support to enable neuro-divergent children to follow the Relational Behaviour Policy to the best of their ability.

**Children** are expected to:

- Contribute to a safe, positive learning environment, enabling others to learn and help to create an atmosphere of respect for and courtesy towards each other and adults.
- Show high levels of engagement, collaboration and co-operation in lessons and around the school.

- Have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption.
- Appropriately manage their own behaviour in the classroom and in social situations, taking ownership of their behaviour and understand the cause and effect in making the right choices.
- Be calm, orderly and considerate when moving around the school.
- Be aware of what bullying is and know what to do if they feel someone or a group of children are being unkind.
- Have a clear understanding of what constitutes unsafe situations and how to keep themselves and others safe.
- Value themselves and others, and form good relationships with their peers and adults.
- Develop an awareness of, and respect towards diversity, in relation to race, religion and belief, culture, gender, disability and neurodiversity.
- Understand the effects of their words and actions on others, and increasingly take responsibility for what they say and do.
- Understand what is right and what is wrong and make appropriate choices and understand the cause and effect of these choices.
- Demonstrate care for the environment, school resources and their own and others' property.

**Parents** are expected to:

- Reinforce the ethos of this policy at home.
- Help promote and engage with the learning values.
- Ensure their child is at school on time and ready for a new day of learning and discovery.
- Celebrate the efforts and endeavours of their children.
- Foster good relationships and show patience, compassion and respect towards all adults (staff and other parents) and children in our community and their needs.
- Raise any concerns or worries with their child's class teacher in the first instance, trusting the school to manage these.
- Share information about their children that will impact the ability of their child to learn and be safe in school.
- Act as role models for the behaviours we expect in our children.
- Model how to describe feelings and emotions with their children.

**Our Learning Values are the foundation of teaching behaviour for learning at Locks Heath Infant & Nursery School.**

**Guiding Principles**

- Never giving up →
- Everyone caring →
- Seeking to find out →
- Working together →

**Values**

- Determination and Resilience
- Respect and Empathy
- Curiosity and Love of Learning
- Collaboration and Teamwork



**Appropriate and Positive Behaviour within school is taught through:**

- Strong teacher child relationships through all adults' interactions with the children.
- A whole school approach to acknowledging and recognising feelings, where children are given the space, time and resources to talk and learn about different feelings.
- All staff have consistently high expectations of conduct and behaviour. This is modelled by all staff, for all children and at all times. Staff actively teach the children about expected and effective behaviour.

- Our PSHE curriculum (Jigsaw) actively promotes the values, giving the children time to be still, calm and reflective about how they and others feel in different situations.
- Strategically planned assemblies that model positive behaviour expected and celebrate good examples of behaviour linked to our learning values. Assemblies actively promote our guiding principles and learning values.
- Whole class focus on areas of expectation that are not yet consistent.
- Tailored and discrete class based discussions to address any behavioural problems that arise.
- Children are taught through intervention strategies such as ‘Social Detectives’ how to solve problems for themselves, alongside whole school approaches to support recognising their own feelings and taking appropriate action to manage these such as Colour Monsters and Zones of Regulation.
- Regular and consistent praise: Staff create a positive ethos for working, behaviour and play through verbal praise – ‘*catch them being good*’, clearly labelling the reason for the positive praise and this will be in line with our Learning Values. Positive behaviour is shared with other adults in school, peers and parents.

Alongside these methods of teaching positive behaviour, positive behaviour is also rewarded in school by the following methods. These rewards are also focussed on the mentality of ‘catch them being good’ as reinforcing positive attention is more effective than giving excess attention to the negative:

- *Discovery Awards*: These are given to celebrate when children show they are practising to do their utmost to achieve the Learning Values. Children will receive recognition through a visit to the Headteacher’s office and then the awards are presented in front of their peers during a weekly celebration and reflection assembly. Discovery Awards are taken home to share and celebrate with family members.
- *Stickers relating to our learning values*: These are given to children for showing one of the schools learning values and are designed to raise awareness of the positive learning behaviours through recognition and discussion. The actual sticker is not the most important part of this reward, it is the conversation that surrounds it that is crucial. By offering specific praise for the learning value that they have shown, the child is fully aware of the positives in their behaviour and, when questioned by other members of the school community, they will be able to take pride in explaining the reason for their reward.

#### **Appropriate and Positive Behaviour at lunchtime:**

The Lunchtime Play leaders model and encourage positive play and invite children to join in with organised games. Play equipment is available and children are actively encouraged to play games with it. These activities help to engage and interest the children and provide a stimulating and positive lunchtime experience. For Year 1 and Year 2 children, one sports coach leads organised games in the MUGA (Multi-use games area) twice a week and models expected behaviours in social and team game situations. Children are noticed and praised for following the school learning values and resolving problems for themselves. This is explicitly taught and modelled by adults as they work alongside the children.

#### **Inappropriate and dysregulated Behaviour:**

Good behaviour within school is central to a good education and, as such, we need to manage behaviour well in order to provide a calm, safe and supportive environment in which children will want to attend, learn and thrive. As such, inappropriate behaviour at any point in the school day will be responded to swiftly and appropriately in order to maintain the intended environment. We aim to respond to behaviour in the following manner, although please note that the school reserves the right to manage situations differently if our professional judgement deems it necessary.

### Responding to negative behaviours - Lunchtimes:

Lunchtime Playleaders will communicate key behaviours back to the class teacher. Inappropriate behaviour at playtime or lunchtime results in:

Step	Characteristics of Behaviour	Response / Restoration	Reporting, Recording & Parental Involvement
1	Unkindness  Inappropriate play	<b>Conversation:</b> Explore why the behaviours occurred and give verbal reminder if necessary.	<b>Inform child's class teacher. Class teacher's discretion as to whether to inform parents or not.</b>
2	Repeated occurrences of step 1  Unsafe behaviour  Dysregulated	<b>Pink Slip:</b> Time in' with an adult – this may be walking with them for a time while the adult models safe play with others. 'Time in' principle rather than 'time out'. 5 – 10 minutes would be appropriate time.  <i>"I am going to help you be safe"</i> <i>"I wonder if we can spot someone being safe?"</i> <i>"I wonder what you need to do to keep yourself and others safe?"</i>  Dysregulated and Distressed Behaviour Guidelines.	<b>Inform Class Teacher via pink slip handed to Class teacher at end of lunch.</b>  <b>Class teacher to inform parents.</b>  <b>Logged on CPOMS</b>
3	Serious / dangerous incidents  Violent behaviour	<b>Walkie Talkie: (You MUST take the class Walkie Talkie)</b> Senior Leaders to be alerted and discussion as to whether the child should be removed from the playground to co-regulate, and discuss and reflect upon what safe play looks like. Leaders and teachers will follow the chart below regarding follow up actions.  Senior Lunchtime Playleader on call to respond to radio assistance calls in the first instance.	<b>Logged on CPOMS</b>  <b>Parents informed by class teacher</b>  <b>Risk Assessment (if appropriate)</b>

## **Responding to negative behaviours - Within school:**

There is no 'one size fits all' approach to behaviour. All behaviour is communication and is best managed by adults who have a good relationship with the child, adults who maintain high expectations of children and appropriately model the expected behaviour. Language used with the children at Locks Heath Infant & Nursery School is based around consequences of three types; natural, logical and protective.

**Natural Consequences:** Natural consequences are things that happen as a direct result of the child's behaviour. These are not determined on an adults response and simply happen as a result of behaviour. For example: A child runs outside without their shoes on and gets their feet wet. The natural consequence is discomfort from having soggy socks. There is nothing that the adult has done there to 'enforce' a consequence, but the natural consequence may be enough to deter the child from making that choice again.

**Logical Consequences:** Logical consequences are things that adults need to put in place. They are situation based and, in most cases, are used when the adult has little choice but to issue a logical consequence. Examples of this situation would be when a child has chosen not to complete their work, then missed work would be completed in their own time (in break time or social time for example), or a child making an effort to restore a friendship after being unkind to someone else such as a card or picture to give to the other child.

**Protective Consequences:** Protective consequences are things that adults sometimes need to put in place in order to keep other members of the school community safe. This could be in response to a singular high level situation, or in response to a repeated incident of lower level behaviours. Protective consequences can vary greatly and depend entirely on the situation at hand. They could be measures such as removing sharp items (pencils or scissors) from the classroom after unsafe behaviour with them, or spending some time away from other pupils who are finding it challenging to learn near them. These consequences would, in most cases, be discussed with Mr Herring (Behaviour Leader) or the child's Year group leader.

Please note that, whilst the language of consequences is used and there are three types of consequence available, it will not always be necessary or appropriate to issue a logical or protective consequence to all situations. In some situations, the natural consequence will be enough, as long as it has been addressed and discussed with the child.

A list of potential consequences that could be used is listed below, categorised into sample scenarios. This list is not exhaustive.

	Natural Consequences	Logical Consequences	Protective Consequences
Physically or verbally hurting someone	I may feel shame Other children may not want to be friends with me. I may need to be handled to ensure that others are safe. ...	I will need to rebuild the friendship. This could be through an apology or making the other person something as a way of saying sorry.	I may need to be kept away from the people that I am hurting. I may not be allowed out at break times.
Refusing to engage in learning	I may not understand what is happening in my learning. I may not have the knowledge that we are working on. I may fall behind my friends.	I will need to catch up with my learning in my own time. This could be during my break, lunch or explorer/discovery/social time.	
Damaging or throwing resources	I may not be allowed to use the resources. I may need to be handled by school staff to ensure that myself and others.	I will need to try and fix the resources in my own time.	The resources may need to be taken away from other children. This would mean that other children would not be able to use them either. They may feel upset because of this and my behaviour.
Stopping the learning of others	It may upset my friends. It may mean that other children cannot learn and will be frustrated with me. The learning might take longer for everyone. This may make other children feel frustrated.	I will need to have a different place to sit that is away from other children. The learning will take longer for everyone.	I may have to complete my learning elsewhere as agreed with my year leader.
Putting myself in danger / leaving the classroom.	I might be unable to have those objects again. I may hurt myself. I may hurt others by mistake. I may take away adults who are supporting the learning of other children. I may need to be handled to ensure that I am safe.	I will need to complete my learning at another time. I will need to work on a way to be safer within school.	I may not be able to go on school trips as it would not be safe. I may need to complete my learning in my own time. This could be at home or at school.

## Recording of Negative Behaviours:

At Locks Heath Infant & Nursery school, we record children's behaviour on CPOMS. Please see the below table for different varieties of behaviours and recording / reporting arrangements. It also details potential

Step	Characteristics of Behaviour	Response / Restoration	Reporting, Recording & Parental Involvement
<p><b>1a. Low level disruptive behaviours</b></p>	<p>Distracting others. Interrupting others / calling out.</p> <p>Off task with their learning.</p> <p>Lack of engagement or not making an effort to learn.</p>	<p>Praise children working hard / listening / making the expected choices. <i>"I can see you are just about to..."</i></p> <p>Identify need: Look, gesture, touch on the shoulder as reminder to refocus. <i>"I wonder if it would help if you sat in a quieter location / away from distraction"</i></p> <p>Catching children when they make the right choices – eg not calling out and putting hand up.</p> <p>Check if further support is needed. <i>"I notice you haven't got started yet, can I help you?"</i></p> <p>Reminding children why they are learning content. Clear expectations of what is expected and by when. <i>"Playtime is in 5 minutes and this task needs to be finished, I wouldn't want you to miss any of your playtime to finish your learning."</i></p> <p>Child receives their 'First Warning' Child could receive a 'second warning', if deemed appropriate.</p>	<p><b>Teacher judgement whether parental involvement is required at this stage.</b></p> <p><b>Flowchart 1</b></p>

<p><b>1b. Persistent low level or more serious disruption / inappropriate behaviour</b></p>	<p>Frequent disruptive behaviour.</p> <p>Prolonged lack of effort.</p> <p>Other child(ren) hurt as a result of rough play getting out of hand.</p>	<p>Teacher to investigate why this is happening / underlying causes and whether child's needs are being met.</p> <p>Frequent check ins / reminders  <i>"I know you find it difficult to remember to put your hand up but we need to work as a team..."</i></p> <p>Talk with child / time in at either play, lunch or explorer / social time to formulate a verbal plan. (Restorative approach)</p> <p>Teacher seek support / professional knowledge from wider professionals – e.g. experienced colleague, Year Leader or SENDCO.</p> <p>Delay going out to play, lunch or starting Explorer / Social Time for the child to be supported in restoration + what to do differently.</p> <p>Follow up meeting with parents to measure progress. (weekly check in with parents to report progress)</p> <p>If this continues, teacher to raise situation with AHT or HT who will then speak to the child.</p>	<p><b>Parents will be informed (from the outset) of incident or behaviour and involved in discussion regarding resolving the issue.</b></p> <p><b>Flowchart 1 (but giving parents a heads up)</b></p>
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<p><b>3. High level disruption or incident.</b></p> <p><b>At this stage, Risk Assessment would be needed.</b></p>	<p>Serious challenge to authority.</p> <p>Sustained refusal of instructions.</p> <p>Repeated refusal to comply.</p>	<p>Risk Assessment created if necessary. Positive handling could be used.</p> <p>Use scripts to calm the situation:  <i>We are here to keep you safe.</i>  <i>I can see you are upset.</i>  <i>How can I help you?</i>  <i>I am listening to you.</i>  <i>Remind them you are there to support them.</i></p> <p>Give them time and space if they are safe.          If strategies are unsuccessful and behaviour accelerates call for support. Adult to investigate, listening to both sides of the story.</p> <p>Playtime: Tell them they are not keeping others safe and hold their hand for a period of time.  <i>"I am going to help you be safe"</i>  <i>"Can we spot someone being safe?"</i></p>	<p><b>Reported to Parents, Senior Leaders, record on CPOMS with ABCC.</b></p> <p><b>Incident forms to be completed.</b></p> <p><b>Involvement with outside agencies.</b></p>
<p><b>3. High level disruption or incident. (cont.)</b></p>	<p>Intentional harm to others.</p> <p>Deliberate damage to property.</p> <p>Leaving the classroom without permission.          Malicious allegations against others.          Bullying / abusive / discriminatory behaviours.</p>	<p>Discuss what happened referring to Learning Values of the School. Discuss with child how this could be made better.</p> <p>If called to support, give child time and space in first instance if the child is safe.</p> <p>Investigation of exactly what has happened.          Anti-Bullying Behaviour Policy forms to be completed with Senior Leaders.</p> <p>If this is repeated or in more serious incidents, teacher to raise situation with the Senior Leadership Team who will then speak to the child.</p> <p>Teacher to set up Positive Support Plan in conjunction with the parents.</p>	

<p><b>4. Persistent high level disruption / very serious incidents.</b></p> <p><b>Children who show this level of behaviour are likely to have risk assessments already in place.</b></p> <p><b>At this stage, Primary Behaviour Service (PBS) involvement could be sought.</b></p>	<p>Persistent bullying, abusive / discriminatory behaviours.</p> <p>Continuous and repeated challenge to authority.</p> <p>Serious intention to harm others / property.</p> <p>Leaving school boundary.</p>	<p>Risk Assessment &amp; Positive Support Plan reviewed and meeting to be held with Senior leaders.</p> <p>Internal exclusion considered.</p> <p>Suspension considered.</p> <p>Exclusion considered.</p> <p>Permanent exclusion considered.</p> <p><i>The outcome will depend upon severity of behaviour, the level of pre-determination, child's special needs, any mitigating circumstances, frequency and severity of child's previous behaviours.</i></p> <p>Staff should refer to Dysregulated and Distressed Behaviour guidance.</p>	<p><b>Reported to Senior Leaders and parents/carers of all children involved.</b></p> <p><b>Senior Leaders to review incident(s) and consider outcomes.</b></p> <p><b>Reported to Governors. Record on CPOMS with ABCC.</b></p>
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### **More extreme/repeated incidents of dysregulated/distressed behavior:**

For behaviours that are more extreme and repetitive in nature, higher level consequences and responses can be used and the school reserves the right to use these as needed. These include internal exclusions, suspensions and permanent exclusions. These consequences would be discussed with parents if they were deemed as needed.

#### **Internal Exclusion:**

These can be issued by the school's senior leadership team in response to higher level behaviours which place pupils or adults in danger or disrupt the classroom learning to a level that interferes with other children's right to learn. Internal exclusions mean that the child is not allowed back in their classroom for a fixed period of time, completing their learning with an agreed member or members of the school staff. This could also include a separate break or lunch time. Internal exclusion could also be used in response for incidents of bullying policy (see anti-bullying policy).

#### **External Suspension:**

Decisions to suspend or exclude will not be taken lightly and will be made by the suspension and exclusion committee, made up of all members of SLT who are on site at that time. The accounts and facts of the event will be reviewed and the committee will decide whether the incident warrants and suspension or exclusion from school. Parents will be fully involved in all such cases with appropriate work set for any children suspended from school attendance.

If it is deemed necessary, the school follows the DfE guidelines on suspensions and exclusions, further information can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

These can only be issued by the Headteacher, Mr Jump. In his absence, these can be issued by Miss Burden (Assistant Headteacher). These are used as a clear signal of unacceptable behaviour. These can be issued for the following reasons:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use or threat of use of an offensive weapon or prohibited item
- Bullying, racist abuse, abuse against a sexual orientation or gender reassignment, abuse relating to disability.

Written letters will be issued when a suspension has been given and, during the period of external exclusion, it is the duty of the parent/carer to ensure that the pupil is not visible in public places during school hours.

#### **Use of Reasonable Force**

There may be times when pupil's behaviour presents particular challenges that may be requiring of 'positive handling'. Positive handling is defined as:

'The use of force to intentionally restrict a pupil's movement against their will.'

Positive handling is always the last resort and is not to be confused with physical contact that may be appropriate within the school day, such as physical guidance in a PE lesson or practical activities, or emotional support when pupils are distressed, or physical care. Positive handling is also never use as a punishment.

Whilst in most cases an activity diversion, request to stop or reminder of what could happen would be enough to stop the behaviour, sometimes this is not sufficient. If judged as necessary by the adult/s involved, positive handling can be used by any member of school staff who deem themselves as able to when a pupil is, or is highly likely to:

- Cause injury to themselves or others
- Commit a criminal offence
- Damage property
- Cause disorder among pupils at the school, whether during a teaching session or otherwise

Whilst positive handling can be used in these situations, it is always the last resort. Other acts which could be used first, particularly for those pupils with Special Educational Needs (SEN) would be:

- Change of face
- Distraction
- Offer of alternative task / choices
- Offer of preferred task
- Reminder of expected behaviour
- Take up time (time to process the request)
- Conversations about other topics and known interests

The school is also able to, if judged as necessary, use the practice of 'Seclusion' in these situations. Seclusion is a non-disciplinary intervention that involves keeping a pupil confined to a place away from others and when they are also prevented from leaving. It 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. Like positive handling, Seclusion is not used as a punishment.

Please note that parents cannot opt out of positive handling for their child as it can legally be used by any adult to ensure safety of members of the school community. Should any complaint be made regarding the use of positive handling, the onus is on the person making the complaint to prove that their allegations are true rather than the staff member to show that they acted reasonably – this should be done via the school Complaint Policy. Furthermore, the school will follow the enhanced guidelines from the DfE, including powers to take disciplinary action against children who have made malicious accusations against staff. All staff receive annual training which follows the principles of 'Restrictive interventions, including use of reasonable force, in schools; Guidance for schools in England, April 2026'.

If positive handling and/or seclusion has taken place, the school has a statutory duty to record the event as soon as possible and inform parents 'as soon as practicable after the incident' and, as a school, we feel that this should be on the same day. These records are reviewed by the school governors on a termly basis.

### **Post Event Support.**

It can be emotionally challenging for staff to provide for children showing distressed and dysregulated behaviours. It can also be emotionally challenging for children to regain trust in staff after positive handling or seclusion has been used.

For behaviour provision to be highly effective, all staff must ensure they are always 'Working Together' as a team. Key principles that must always be adhered to by all staff at Locks Heath Infant & Nursery School are;

- Be honest – let another member of staff know if you have reached your threshold.
- Be honest – ask for help at any time if you feel you need support.
- Swap over with another adult if needed.
- Take a break if needed.
- Talk to another member of staff when de-briefing as soon after challenging behaviour incidents or positive handling.
- Ask a senior leader to sit with you with parents & carers, or advisors.

Following any incidents of positive handling, seclusion or staff being hurt or injured, the school has a commitment to ensuring time is set aside for quality de-briefs. This involves time away from the hustle and bustle of the school day for the staff member and pupil to talk to someone and reflect upon the events. Any violent incidents or incidents where staff are hurt as a result of behaviours, will be reported on the Hampshire County Council reporting incidents and accidents portal. The link for this is communicated every week in the staff communication.

### **Further Information**

Further details on our whole school approach to distressed behaviour can be found in the dysregulated/distressed Behaviour Guidelines located in Staff Share – Policies – Relational Behaviour Policy. Parents or carers may request a copy of this at any time.

It is possible and quite likely that children can exhibit behaviours from different stages of the Strategies and Procedures table in this policy. The list of interventions and actions is not exhaustive and do not directly correlate to the characteristics in the chart above. In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought under the consideration of staff.