Ferring CE Primary School	
Policy:	**Behaviour and Anti-Bullying Policy**
Policy date:	Autumn 2026
Review date:	Autumn 2027
Person responsible	Headteacher

1. Our vision and commitment

At Ferring Church of England Primary School, we are committed to creating an inspiring place to **grow, believe and achieve a life in all its fullness**.

Our Christian vision and values of **Love, Hope and Joy** underpin the way we live and work together.

Our three school rules provide a simple and consistent framework for behaviour:



Ready

- We are ready to learn, participate and make positive choices.

Respectful

- We treat ourselves, others, our school and our community with dignity and respect.

Safe

- We make choices that keep ourselves and others physically and emotionally safe.

Our behaviour approach is based upon the belief that children learn to behave well through clear expectations, explicit teaching, positive relationships, consistent adult responses, appropriate consequences and opportunities to reflect, repair and reset.

We maintain high expectations for every pupil while recognising that pupils may require different support, adaptations and reasonable adjustments to meet those expectations successfully.

Consistency does not always mean identical responses.

Our approach is therefore consistent, fair, relational and inclusive.

2. Purpose of this policy

This policy sets out how Ferring CE Primary School:

- promotes positive behaviour and self-discipline;
- establishes high expectations for behaviour;
- creates a calm, safe and supportive environment;
- teaches pupils how to behave well;
- promotes positive relationships;
- celebrates pupils who demonstrate our values and expectations;

- responds consistently and proportionately when behaviour falls below expectations;
- uses the Ferring Footsteps to provide a clear graduated response;
- supports pupils to regulate their emotions and behaviour;
- makes appropriate reasonable adjustments for pupils who experience barriers to meeting expectations;
- provides targeted support where the universal offer is insufficient;
- prevents and responds to bullying, discrimination, harassment and violence;
- works in partnership with parents and carers;
- uses behaviour information to identify patterns and improve provision;
- uses suspension and permanent exclusion only where appropriate and in accordance with statutory guidance;
- minimises the use of restrictive interventions and uses them only where necessary and lawful.

This policy should be read alongside the school's:

- Inclusion Strategy;
- Accessibility Policy and Accessibility Plan;
- Equality Policy;
- Attendance Policy;
- Safeguarding and Child Protection Policy;
- Medical Policy;
- Restrictive Interventions and Reasonable Force procedures;
- Complaints Policy.

3. Our behaviour culture

Excellent behaviour is explicitly taught.

We do not assume that pupils automatically know how to behave in every situation. Staff teach, model, practise and reinforce expectations throughout the school day.

This includes expectations for:

- classrooms;
- corridors;
- assemblies and collective worship;
- dining areas;
- playgrounds;
- toilets;
- educational visits;
- clubs and enrichment activities;
- transitions;
- arrival and departure;
- online behaviour where this affects the school community.

Our behaviour culture is rooted in positive relationships and high expectations.

Adults are expected to:

- model Ready, Respectful and Safe behaviour;

- use calm and respectful language;
- give clear, explicit instructions;
- establish predictable routines;
- praise specifically;
- correct behaviour consistently;
- avoid unnecessary confrontation;
- provide appropriate processing time;
- recognise individual needs;
- use agreed reasonable adjustments;
- follow Individual Behaviour Plans and other individual plans;
- seek support when behaviour is escalating;
- repair relationships following incidents through a restorative process.

4. Teaching positive behaviour

Excellent behaviour is taught in the same way that other important skills are taught.

Pupils are explicitly taught:

- what Ready, Respectful and Safe look like;
- how to behave in different environments;
- how to manage disagreement and confrontation;
- how to seek help;
- how to resolve problems;
- how to recognise emotions;
- how to regulate themselves;
- how their behaviour affects others;
- how to repair relationships through a restorative process;
- how to respond when things do not go as planned.

Expectations are reinforced through:

- collective worship;
- RSHE;
- assemblies;
- class discussion;
- role play;
- modelling;
- social stories where appropriate;
- restorative conversations;
- positive recognition;
- adult modelling.

Behaviour expectations are particularly reinforced at transition points and during less structured times such as break and lunchtime.

5. Inclusive behaviour practice

Ferring CE Primary School maintains high expectations for behaviour for every pupil.

We recognise, however, that pupils may experience different barriers to meeting those expectations.

Our approach is therefore based on the principle that:

High expectations can be maintained while appropriate support and reasonable adjustments are provided.

When behaviour presents a difficulty, staff will consider both the behaviour being displayed and the circumstances or barriers that may be contributing to it.

We will seek to understand what the behaviour may be communicating and what support may enable the pupil to regulate, participate and meet expectations successfully.

We will not wait for a formal diagnosis before responding to an identified barrier.

Staff will consider:

- the pupil's strengths;
- SEND or emerging SEND;
- communication and language needs;
- sensory or physical needs;
- social, emotional and mental health needs;
- emotional regulation;
- learning and curriculum access;
- transitions and changes in routine;
- medical needs;
- attendance and wellbeing;
- disadvantage;
- young caring responsibilities;
- significant changes or challenges in a pupil's life;
- previous experiences or known triggers;
- environmental factors;
- whether the adult response or learning environment is contributing to the difficulty.

This reflects the school's Inclusion Strategy, which requires staff to identify barriers rather than wait for diagnosis and to consider what can be changed within the classroom or environment before determining what additional support may be required.

6. Our five inclusion questions

When a pupil is experiencing difficulty, staff should consider:

1. What is the barrier?

What is making it difficult for this pupil to meet the expectation?

2. What does the pupil need?

What support would enable them to access learning, participation and relationships successfully?

3. What can we change?

Can the task, environment, communication, transition or adult response be adapted?

4. What additional support may be required?

Would the pupil benefit from targeted support, an Individual Behaviour Plan, Individual Support Plan, pastoral support or specialist advice?

5. How will we know whether it is working?

What evidence will show whether the support or adjustment is making a difference?

These questions support Ferring's Assess–Plan–Do–Review approach.

7. Reasonable adjustments and adaptations

The school has a legal duty to make reasonable adjustments for disabled pupils.

Reasonable adjustments will be considered where a pupil experiences a barrier associated with disability or SEND.

Adjustments may also be appropriate as part of the school's inclusive practice for pupils experiencing other barriers to behaviour, participation or wellbeing.

Reasonable adjustments do not remove the school's expectations that pupils should be **Ready, Respectful and Safe**.

They are intended to enable pupils to meet those expectations successfully.

Depending on individual need, reasonable adjustments may include:

- visual prompts;
- visual timetables;
- clear and concise instructions;
- additional processing time;
- checking understanding;
- structured choices;
- agreed regulation or movement breaks;
- access to an agreed calm space;
- reduced unnecessary sensory stimulation;
- adapted language;
- advance preparation for changes;
- additional transition support;
- use of a known adult;

- communication aids;
- social stories;
- modified presentation of tasks;
- appropriate scaffolding;
- sensory resources;
- adapted arrangements during break and lunchtime;
- planned regulation opportunities;
- alternative ways of demonstrating readiness;
- an individualised route through the Ferring Footsteps.

Where reasonable adjustments are required on an ongoing basis, they should be recorded within the pupil's appropriate individual plan.

The effectiveness of adjustments will be reviewed.

The school will not assume that an adjustment that works for one pupil will be appropriate for another

8. Assess–Plan–Do–Review

Where behaviour difficulties persist or indicate an emerging need, the school will use an Assess–Plan–Do–Review approach.

Assess

Identify:

- strengths;
- needs;
- barriers;
- triggers;
- patterns;
- desired outcomes.

Information may come from:

- staff observation;
- behaviour records;
- pupil voice;
- parent/carer information;
- assessment;
- previous settings;
- existing plans;
- external professionals.

Plan

Agree:

- intended outcomes;
- preventative strategies;

- reasonable adjustments;
- regulation strategies;
- adult responses;
- consequences;
- communication arrangements;
- monitoring arrangements.

Where appropriate, the pupil and parents/carers will be involved.

Do

Implement the agreed approach consistently.

Staff will monitor:

- engagement;
- regulation;
- behaviour;
- learning;
- relationships;
- attendance;
- participation.

Review

Evaluate:

- what worked;
- what did not work;
- whether the pupil's needs have changed;
- whether adjustments remain appropriate;
- whether additional support is required.

Where an intervention is not working, the school will review and adapt the approach rather than simply increasing consequences.

9. Individual Behaviour Plans

Some pupils will require an Individual Behaviour Plan (IBP) or other individualised behaviour support.

An IBP may include:

- pupil strengths;
- identified barriers;
- known triggers;
- early warning signs;
- preventative strategies;
- communication strategies;
- regulation strategies;
- reasonable adjustments;

- the pupil's individualised Footsteps journey;
- adult responses;
- agreed consequences;
- safeguarding arrangements;
- risk management;
- reintegration arrangements;
- success measures;
- review arrangements.

Where a pupil is at increased risk of requiring restrictive intervention, appropriate risk assessment and preventative planning will be undertaken.

IBPs will be developed, implemented and reviewed in partnership with the pupil and parents/carers where appropriate.

Following a significant incident, an individual plan will be reviewed where necessary.

10. Ferring Footsteps

The Ferring Footsteps provide our whole-school framework for showing pupils that choices have consequences and that they can reflect, reset, repair and return successfully to learning.



The Footsteps apply during:

- learning time;
- break time;
- lunchtime;
- other supervised school activities.

The same expectations apply throughout the school.

The Footsteps are not a punishment ladder.

They are a graduated process of:

Prompt → Support → Choice → Consequence → Regulation → Repair → Reset

The purpose is to help pupils return to being **Ready, Respectful and Safe**.

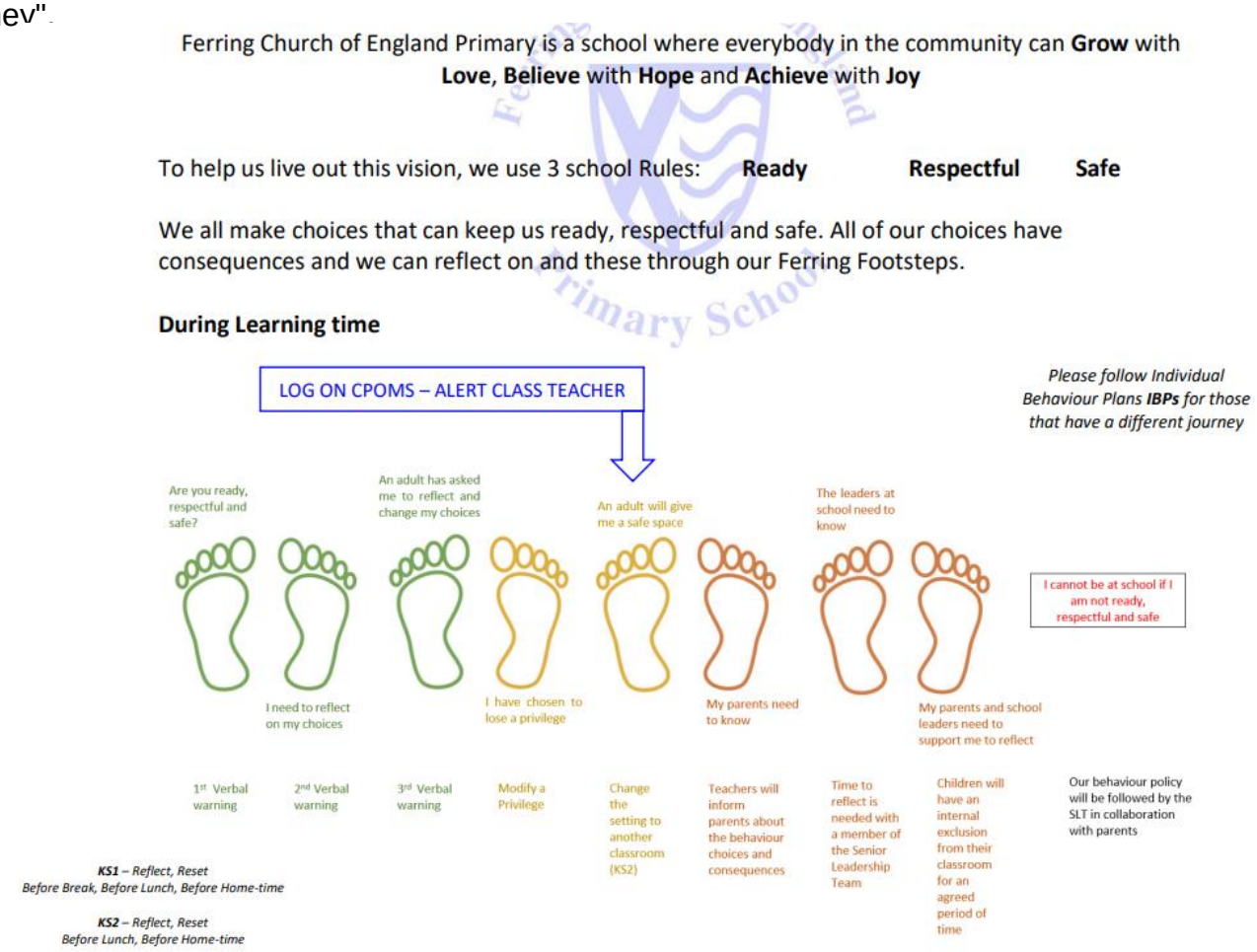
The Footsteps are progressive but are not necessarily sequential.

A pupil may move more quickly through the stages where behaviour is serious, persistent or creates a safety concern.

Equally, where a pupil responds to support and successfully resets, the process may stop.

For pupils with an IBP, ISP, risk assessment or other individual provision, staff must follow the agreed individual approach.

The Ferring Footsteps document explicitly recognises that some pupils may have a "different journey".



Pre Footsteps – Prevent and support

Before moving a pupil onto the formal Footsteps, staff should consider whether the difficulty can be resolved through preventative support.

This may include:

- *a calm reminder;*
- *positive redirection;*
- *checking understanding;*
- *reducing unnecessary language;*
- *giving processing time;*
- *offering a choice;*
- *changing the presentation of a task;*
- *using a visual prompt;*
- *providing a regulation strategy;*
- *reducing sensory stimulation;*
- *using distraction;*
- *referring to an IBP or other individual plan.*

The objective is to give the pupil a successful route back to Ready, Respectful and Safe behaviour.

Step 1 – First verbal warning

The adult gives a calm, specific reminder.

The adult identifies:

- *what behaviour is causing difficulty;*
- *which school expectation is involved;*
- *what the pupil needs to do next.*

For example:

"You are not being respectful at the moment. Please stop and use respectful language."

The pupil is given an opportunity to reset.

Step 2 – Second verbal warning

If the behaviour continues, the adult gives a second clear warning.

The adult:

- *remains calm;*
- *uses concise language;*
- *identifies the expected behaviour;*
- *reminds the pupil that they can still make a positive choice;*

- *provides processing time where appropriate.*

A structured choice may be offered.

Step 3 – Third verbal warning

If the behaviour continues, the adult gives a final warning.

The pupil is reminded of the consequence that will follow if the behaviour does not change.

The adult should avoid prolonged debate or confrontation.

Where appropriate:

"This is your final reminder. You need to make a safe and respectful choice now."

Step 4 – Loss or modification of privilege

If the pupil chooses not to change their behaviour, an appropriate consequence may be applied.

During learning this may include:

- *modifying an activity;*
- *temporarily removing a privilege;*
- *changing the working arrangement;*
- *moving to an alternative learning space.*

During break or lunchtime this may include:

- *modifying an activity;*
- *a short supervised reset;*
- *temporary removal from a particular game or activity.*

Consequences will be:

- *proportionate;*
- *related where possible to the behaviour;*
- *age appropriate;*
- *respectful;*
- *consistent with any reasonable adjustments.*

Step 5 – Supported change of setting

Where behaviour continues, or where changing the environment is likely to prevent escalation, the pupil may be moved to another supervised learning space.

The purpose is to:

- *reduce stimulation;*
- *provide space to regulate;*
- *maintain safety;*
- *allow learning to continue;*
- *provide an opportunity for reflection;*
- *support a return to learning.*

This is not intended to shame or humiliate the pupil.

Step 6 – Senior leadership involvement

A member of the Senior Leadership Team may become involved where behaviour is:

- *persistent;*
- *serious;*
- *significantly disruptive;*
- *creating a safety concern;*
- *requiring additional support.*

The senior leader will consider:

- *what happened;*
- *the immediate risk;*
- *the pupil's individual circumstances;*
- *reasonable adjustments;*
- *whether the pupil's IBP/ISP has been followed;*
- *the impact on other pupils and staff;*
- *whether parents/carers should be contacted;*
- *whether CPOMS recording is required;*
- *whether an individual plan requires review.*

Step 7 – Supervised internal removal

Where a pupil cannot safely or successfully remain in the usual learning environment, a senior leader may arrange supervised internal removal.

This is ***not a suspension or exclusion from school****.*

The pupil remains under the school's care and supervision.

Education should continue wherever reasonably possible.

The period should be proportionate and reviewed regularly.

The purpose is to:

- *maintain safety;*
- *enable regulation;*
- *protect the learning environment;*
- *support reflection;*
- *facilitate a return to learning.*

Internal removal must not become an informal or indefinite exclusion.

Immediate escalation

The Footsteps do not require staff to work sequentially where there is an immediate risk of serious harm.

Immediate senior support should be sought where behaviour presents a significant risk of:

- *serious injury;*
- *violence;*
- *serious damage;*
- *a safeguarding incident;*
- *a pupil leaving a safe area;*
- *significant danger to the pupil or others.*

Staff should prioritise:

1. *safety;*
2. *de-escalation;*
3. *moving other pupils away from risk;*
4. *seeking additional adult support;*
5. *following any individual risk assessment or behaviour support plan.*

Where necessary, reasonable force or another restrictive intervention may be used in accordance with this policy and current DfE guidance.

De-escalation

At every stage, staff should seek to reduce rather than increase the pupil's level of distress.

Staff should:

- *remain calm;*
- *use a low-arousal tone;*
- *use concise language;*
- *avoid unnecessary confrontation;*
- *avoid public humiliation;*
- *give processing time;*
- *offer limited realistic choices;*
- *reduce environmental stimulation;*
- *use known regulation strategies;*

- *use visual or non-verbal communication where appropriate;*
- *seek support from another adult;*
- *follow the pupil's individual plan.*

Staff should not attempt a restorative conversation while a pupil is significantly dysregulated.

The priority during dysregulation is ***safety and regulation****.*

Reset, reflection and restoration

Once the pupil is regulated, the adult will support a return to learning as soon as reasonably possible.

Where appropriate, the pupil will be supported to consider:

What happened?

What happened from your point of view?

Which rule was affected?

Was the difficulty related to being Ready, Respectful or Safe?

Who was affected?

How might other people have felt?

What can we do to put things right?

What needs to happen to repair any harm?

What will help next time?

What strategy can help you make a successful choice next time?

Restorative work should be proportionate and should take place when the pupil is able to participate meaningfully.

A pupil who has been affected by another pupil's behaviour will not be required to participate in restorative work where this would be inappropriate.

11. Recording behaviour

Not every low-level behaviour correction requires a written record.

Significant or repeated incidents should be recorded where they:

- involve serious disruption;
- involve aggression;

- involve bullying or discriminatory behaviour;
- raise a safeguarding concern;
- result in significant removal from learning;
- require senior leadership involvement;
- involve injury;
- involve restrictive intervention;
- indicate that an individual plan may need to be reviewed.

Where appropriate, incidents will be recorded on CPOMS and relevant staff alerted.

Behaviour information will be used to identify patterns and improve provision.

12. Monitoring behaviour and inclusion

Leaders will analyse behaviour alongside inclusion information.

Monitoring may consider:

- frequency of incidents;
- type of behaviour;
- location;
- time of day;
- lesson or activity;
- individual pupils;
- year groups;
- SEND;
- disadvantage;
- attendance;
- young carers;
- other relevant characteristics;
- sanctions;
- internal removal;
- suspension;
- restrictive interventions;
- dysregulation;
- participation;
- wellbeing;
- belonging.

Where patterns or disproportionality are identified, leaders will consider whether changes are required to:

- teaching;
- classroom practice;
- environment;
- transitions;
- reasonable adjustments;
- individual support;
- staff training;
- curriculum access;

- pastoral provision.

Behaviour data will therefore be used as a tool for **school improvement**, not simply for counting incidents.

13. Positive recognition and House Points

Ferring recognises and celebrates pupils who demonstrate the school's values and expectations.

The school's individual positive recognition system will use **House Points** rather than Class Dojo points.

All pupils belong to one of four houses:

- **Ruby**
- **Sapphire**
- **Emerald**
- **Topaz**

Staff may award House Points when pupils demonstrate clear examples of:

- Love;
- Hope;
- Joy;
- being Ready;
- being Respectful;
- being Safe;
- kindness;
- helpfulness;
- perseverance;
- responsibility;
- positive contribution to the school community.

House Points recognise **specific positive behaviours and contributions**, rather than simply rewarding compliance.

Pupils record their House Points on individual House Point sheets, which are kept in school.

House Points contribute both to individual recognition and to the collective House total.

Individual House Point awards

Pupils work towards:

- **Bronze Headteacher Sticker – 50 House Points**
- **Silver Headteacher Sticker – 75 House Points**
- **Gold Headteacher Sticker – 100 House Points**

Cumulative recognition is provided through:

- **Bronze Pin Badge – 3 Bronze Headteacher Stickers**
- **Silver Pin Badge – 3 Silver Headteacher Stickers**
- **Gold Pin Badge – 3 Gold Headteacher Stickers**

Awards are presented through the school's weekly Friday **Hall of Fame celebration worship**.

Collective House recognition

House Points contribute to each House's termly total.

House Captains collect class totals and submit them for the whole-school count.

At the end of each term, the House with the highest total earns the privilege of voting for the next SOFSA enrichment activity, which is then enjoyed by the whole school community.

Points are never removed

House Points that have been awarded will not be removed as a sanction.

Positive recognition is separate from the consequences within the Ferring Footsteps.

14. Whole-class recognition – Marbles

Marbles may be awarded for whole-class effort, kindness, helpfulness and positive collective behaviour.

Marbles contribute to a class jar and build towards a collective class reward.

The class reward is selected democratically by pupils and takes place at the end of each half term.

Marbles may be awarded by any adult in the school.

Where appropriate, adults may reinforce the awarding of marbles by recognising excellent behaviour when pupils move around the school.

Marbles will not be removed as a sanction.

15. Praise and recognition

Positive recognition may include:

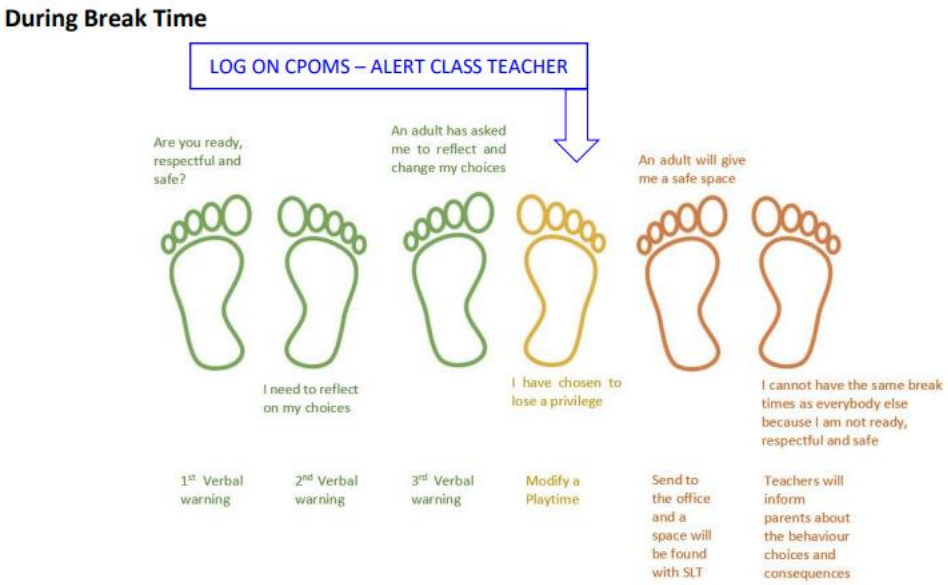
- specific verbal praise;
- positive messages to the class teacher;
- House Points;
- Headteacher Stickers;
- Pin Badges;
- Hall of Fame recognition;
- House recognition;
- Marbles;
- Sports Leader awards;

- recognition of sporting achievements;
- opportunities for leadership and responsibility.

Recognition should be:

- genuine;
- specific;
- proportionate;
- accessible to all pupils;
- focused on effort, values and positive contribution.

16. Playground and lunchtime behaviour



The same Ready, Respectful and Safe expectations apply outside the classroom.

On the playground we:

- listen to adults;
- respect quiet zones;
- play together and look after each other;
- allow other children to continue their own games;
- sort out problems fairly;
- look after equipment;
- respond to the whistle appropriately;
- return to learning ready, respectful and safe.

We never:

- harm another person physically or through words;
- deliberately exclude others;
- use abusive or inappropriate language;
- insult another child;

- deliberately intimidate or threaten others;
- deliberately damage equipment or property.

Staff supervising unstructured times will use the same relational, inclusive and graduated approach as classroom staff.

Particular attention will be given to pupils who experience difficulties during less structured times.

17. Bullying

Ferring CE Primary School does not tolerate bullying.

Bullying is behaviour that is:

- deliberately intended to hurt or harm;
- repeated or persistent, or forms part of a pattern;
- targeted at an individual or group;
- often characterised by an imbalance of power.

Bullying can be:

- physical;
- verbal;
- emotional;
- relational;
- discriminatory;
- racist;
- homophobic or biphobic;
- sexual or sexist;
- related to disability or SEND;
- related to religion or belief;
- related to another protected characteristic;
- online or through digital communication.

A single incident may not meet the school's definition of bullying but may still constitute serious misconduct, harassment, discrimination, violence, safeguarding concern or another significant behaviour issue and will be dealt with appropriately.

18. Preventing bullying

The school promotes positive relationships and prevents bullying through:

- our Christian values;
- Ready, Respectful and Safe;
- collective worship;
- RSHE;
- explicit teaching about relationships;
- teaching respect for difference;
- role play;

- discussion;
- pupil voice;
- posters and visual reminders;
- supervision of less structured times;
- appropriate online safety education.

Pupils are encouraged to report bullying or behaviour that concerns them.

Pupils who witness bullying should tell an adult rather than attempting to resolve the situation themselves.

19. Responding to bullying

When bullying is reported:

1. The concern will be taken seriously.
2. Immediate safety will be considered.
3. The relevant staff member or senior leader will gather information.
4. The pupils involved will be spoken to appropriately.
5. A written record will be made where required.
6. Parents/carers will be informed where appropriate.
7. Support will be provided to the pupil affected.
8. Appropriate support and strategies will be provided to the pupil responsible.
9. Relevant staff will be informed where necessary.
10. Appropriate consequences will be applied.
11. The situation will be monitored after the initial response.
12. Further action will be taken if the behaviour continues.

The school will consider safeguarding, equality and discrimination issues alongside the behaviour response.

20. Discriminatory behaviour, harassment and violence

The school will respond promptly to:

- racist behaviour;
- discriminatory language;
- homophobic, biphobic or transphobic abuse;
- sexist or misogynistic behaviour;
- disability-related abuse;
- religious or belief-based abuse;
- harassment;
- intimidation;
- threats;
- physical violence;
- sexual harassment;
- sexual violence;
- derogatory language.

Such incidents may be serious even where they do not meet the school's definition of bullying.

Where appropriate, safeguarding procedures will also be followed.

21. Safeguarding and behaviour

Behaviour can sometimes indicate that a child is experiencing harm, distress or an unmet need.

Staff should therefore consider whether significant or changed behaviour may indicate:

- safeguarding concerns;
- abuse or neglect;
- exploitation;
- family difficulties;
- trauma;
- mental health difficulties;
- unmet SEND;
- communication difficulties;
- other vulnerabilities.

Behaviour should never be considered in isolation where there are safeguarding concerns.

Any safeguarding concern must be reported in accordance with the Safeguarding and Child Protection Policy.

22. Working with parents and carers

Ferring CE Primary School believes that effective behaviour support depends upon positive relationships between school, pupils and families.

For routine behaviour concerns, parents/carers will be informed where appropriate.

For persistent or significant behaviour difficulties, the school will seek to work collaboratively with parents/carers to understand:

- the pupil's strengths;
- triggers;
- successful strategies;
- communication needs;
- regulation strategies;
- barriers;
- relevant changes in circumstances;
- what support is working.

Parents/carers will be involved in the development and review of individual behaviour support where appropriate.

Where English is not a family's first language, the school will consider whether additional communication support is required to ensure that parents/carers understand the behaviour procedures and any agreed support.

23. Suspension and permanent exclusion

Suspension and permanent exclusion are serious measures.

They are not simply the next steps on the Ferring Footsteps.

The Headteacher will make decisions about suspension in accordance with current statutory guidance and will consider the individual circumstances of the case.

Suspension may be considered where there has been:

- serious behaviour;
- persistent behaviour that has not improved following appropriate support and sanctions;
- behaviour which threatens the safety or wellbeing of others;
- other circumstances where suspension is lawful and proportionate.

Before deciding to suspend, the Headteacher will consider relevant circumstances, including where appropriate:

- SEND;
- disability;
- reasonable adjustments;
- safeguarding;
- vulnerability;
- previous support;
- individual behaviour plans;
- the impact of the behaviour on others;
- the seriousness of the incident.

A pupil will not be suspended simply because they have SEND or because the school finds their needs difficult to meet.

Any suspension will be recorded and communicated in accordance with statutory requirements.

Parents/carers will be informed of the reason and duration of the suspension and their rights.

Permanent exclusion will only be considered where lawful and appropriate and will be a last resort.

The school will follow current DfE statutory guidance on suspension and permanent exclusion and relevant West Sussex procedures.

24. Part-time timetables

A part-time timetable will not be used as a routine behaviour sanction.

Where a part-time timetable is considered necessary because of a pupil's individual educational or wellbeing needs, it will:

- have a clear rationale;
- be discussed with parents/carers;
- be formally recorded;
- be time limited;
- have clear review points;
- include a plan for increasing attendance;
- have a clear intended return to full-time education.

The school will seek relevant professional advice where appropriate.

25. Restrictive interventions and reasonable force

Ferring CE Primary School seeks to minimise the need for restrictive interventions through:

- positive relationships;
- early identification;
- reasonable adjustments;
- preventative support;
- effective communication;
- predictable routines;
- regulation strategies;
- de-escalation;
- individual behaviour support plans;
- appropriate risk assessment;
- staff training.

Restrictive intervention is never used as a punishment.

Reasonable force may be used by members of school staff where lawful and necessary to prevent or stop a pupil:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property;
- causing serious disorder.

Where reasonable force is required, staff will use the **least restrictive intervention necessary for the shortest reasonable period**, taking account of the individual circumstances.

Staff will consider:

- whether another less restrictive strategy is available;
- whether intervention is likely to reduce or increase risk;
- the pupil's age;
- SEND;
- disability;

- medical needs;
- vulnerabilities;
- sensory needs;
- communication needs;
- known triggers;
- the Equality Act 2010;
- the pupil's welfare and dignity.

Force must never be used for the purpose of punishment.

Force must not be applied in a way that restricts a pupil's airway, breathing or circulation.

26. Seclusion

Seclusion has a specific meaning in DfE guidance.

It is a non-disciplinary safety intervention in which a pupil is prevented from leaving a place.

Seclusion will only be considered as a safety measure where necessary to protect others from harm when a pupil is experiencing a high level of emotional or behavioural dysregulation.

It will:

- never be used as a punishment;
- never be threatened as a consequence;
- take place in a safe environment;
- involve continuous supervision;
- end as soon as the immediate risk of harm has reduced;
- be recorded and reported in accordance with statutory requirements.

A pupil being moved from a classroom as a disciplinary or educational measure is not automatically seclusion.

The distinction between removal from learning and seclusion will be understood by staff.

27. Restrictive intervention involving pupils with SEND

The school recognises that some pupils with SEND may communicate distress, pain, anxiety, sensory overload or confusion through behaviour.

Where a pupil is at increased risk of dysregulation or restrictive intervention, the school will seek to understand:

- known triggers;
- early warning signs;
- environmental factors;
- communication needs;
- sensory needs;

- effective preventative strategies;
- appropriate regulation strategies.

Where appropriate, the school will co-produce behaviour support plans with the pupil, parents/carers and relevant professionals.

Where an increased likelihood of reasonable force or restrictive intervention has been identified, appropriate risk assessment and preventative strategies will be put in place.

Individual plans will be reviewed following significant incidents and periodically to establish what is working and what needs to change.

28. Recording restrictive interventions

The school will maintain a procedure for recording significant incidents involving the use of force and incidents involving restraint or seclusion.

Records will be made as soon as practicable and, wherever possible, on the same day.

Records will include, as appropriate:

- pupil name;
- staff involved;
- date;
- time;
- location;
- approximate duration;
- relevant SEND or other circumstances;
- what happened beforehand;
- known or potential triggers;
- preventative strategies used;
- de-escalation strategies used;
- the intervention used;
- why it was necessary;
- injuries;
- medical treatment;
- post-incident support.

The governing body will have appropriate oversight of restrictive-intervention data.

29. Reporting restrictive interventions to parents

Where a significant use of force occurs, parents/carers will be informed as soon as practicable and, wherever possible, on the same day.

Information will include:

- when and where the intervention occurred;

- why it was considered necessary;
- the type and degree of force used;
- any injuries sustained.

The school will provide an opportunity for follow-up discussion where appropriate.

Where restraint or seclusion is used, the school will follow the statutory recording and reporting requirements that apply.

30. Post-incident support and review

Following a significant restrictive intervention:

- the pupil will be checked for injury or distress;
- staff will be supported;
- witnesses will be supported where appropriate;
- parents/carers will be informed;
- the incident will be reviewed;
- the pupil's individual plan will be considered;
- preventative strategies will be reviewed;
- risk assessments will be updated where necessary.

A follow-up conversation should focus on:

- what happened;
- what led to the incident;
- what the pupil and staff experienced;
- what worked;
- what did not work;
- what could be done differently;
- how relationships can be repaired.

Where possible, the review should be facilitated by someone who was not directly involved in the intervention.

The purpose is **learning, support, repair and prevention of recurrence**, not blame.

31. Staff training and consistency

All staff will receive appropriate induction and ongoing training in:

- the Behaviour Policy;
- Ready, Respectful, Safe;
- Ferring Footsteps;
- positive behaviour strategies;
- inclusive practice;
- SEND;
- reasonable adjustments;

- de-escalation;
- regulation;
- restorative approaches;
- safeguarding;
- bullying and discriminatory behaviour.

Staff who may reasonably be expected to use restrictive interventions will receive appropriate training in accordance with their role and the school's assessed needs.

Staff will be expected to use the same core language and principles while exercising appropriate professional judgement.

32. Staff wellbeing and support

Managing challenging behaviour can affect staff wellbeing.

The school will provide appropriate support following significant incidents.

This may include:

- debriefing;
- leadership support;
- professional reflection;
- additional training;
- review of risk;
- occupational health or other support where appropriate.

Staff should report concerns where they believe behaviour arrangements are placing pupils or staff at unacceptable risk.

33. Pupil voice

Pupils will have opportunities to contribute to the development and evaluation of behaviour arrangements.

This may include:

- pupil voice;
- school council;
- class discussion;
- individual review meetings;
- behaviour-plan reviews;
- surveys;
- discussions following significant incidents.

Pupils will be supported to explain:

- what helps them;

- what makes behaviour difficult;
- what adults can do;
- what strategies work;
- what makes situations worse;
- what helps them return successfully to learning.

34. Monitoring, evaluation and governance

The Headteacher and senior leaders will monitor:

- behaviour incidents;
- sanctions;
- Footsteps use;
- internal removal;
- suspension;
- permanent exclusion;
- bullying;
- discriminatory incidents;
- restrictive interventions;
- attendance;
- SEND;
- vulnerable groups;
- pupil wellbeing;
- participation;
- belonging.

The school will consider whether behaviour arrangements are:

- effective;
- consistently implemented;
- inclusive;
- proportionate;
- understood by staff and pupils;
- making appropriate reasonable adjustments;
- improving outcomes.

Governors will receive appropriate information about:

- behaviour trends;
- significant incidents;
- suspensions and exclusions;
- restrictive interventions;
- bullying;
- vulnerable groups;
- SEND and behaviour;
- equality and disproportionality;
- impact of the school's behaviour approach.

The governing body will challenge leaders where evidence indicates that changes are required.

35. Evaluating impact

The school will not judge the success of its behaviour approach simply by counting sanctions.

We will consider:

Behaviour

- Are incidents reducing?
- Are pupils increasingly able to regulate?
- Are pupils following routines?
- Are serious incidents reducing?

Inclusion

- Are pupils with SEND able to meet expectations successfully?
- Are reasonable adjustments effective?
- Are barriers being identified earlier?
- Are individual interventions working?

Learning

- Is behaviour supporting access to the curriculum?
- Is disruption reducing?
- Are pupils able to learn successfully?

Relationships

- Do pupils feel respected?
- Do pupils feel safe?
- Are relationships repaired following incidents?

Belonging

- Do pupils feel that they belong?
- Are vulnerable pupils participating fully in school life?

Family partnership

- Do parents/carers feel listened to?
- Do they understand how behaviour is supported?
- Are they involved appropriately in individual planning?

Restrictive intervention

- Is its use rare?
- Are patterns being identified?
- Are preventative strategies reducing its use?
- Are individual plans being changed when evidence indicates they should be?

36. Review of this policy

This policy will be reviewed annually, or sooner where there are significant changes to:

- legislation;
- DfE guidance;
- Ofsted inspection arrangements;
- West Sussex County Council expectations;
- school circumstances;
- behaviour data;
- inclusion evidence.

The annual review will consider:

1. What did we intend to improve?
2. What did we do?
3. What difference did it make?
4. What does the evidence tell us?
5. What needs to change?

Pupil, parent/carer, staff and governor views will inform the review where appropriate.

37. Our central principle

At Ferring CE Primary School:

We maintain high expectations.

We teach behaviour explicitly.

We respond consistently and fairly.

We recognise that consistency does not always mean identical responses.

We identify and remove barriers.

We make reasonable adjustments where required.

We de-escalate wherever possible.

We use consequences proportionately.

We repair relationships.

We give every child a route back to successful learning.

Our aim is that every pupil can say:

"My school is an inspiring place to grow with love, believe with hope and achieve with joy."

"I am ready, respectful and safe"

Appendices

Appendix 1 – Ferring Footsteps: quick reference

During learning

Prevent and support

↓

1. First verbal warning

↓

2. Second verbal warning

↓

3. Third verbal warning

↓

4. Loss/modification of privilege

↓

5. Supported change of setting

↓

6. Senior leadership involvement

↓

7. Supervised internal removal

↓

8. Headteacher considers appropriate statutory response where safety cannot reasonably be maintained

At any point, staff may:

Pause → De-escalate → Regulate → Reset

Where there is an immediate serious safety concern, the sequence may be accelerated.

During break/lunchtime

Prevent and support

↓

1. First verbal warning

↓

2. Second verbal warning

↓

3. Third verbal warning

↓

4. Modification of play/activity

↓

5. Supervised reset / appropriate safe space

↓

6. Senior staff involvement where required

The existing Ferring Footsteps document establishes the shorter break-time sequence and the expectation that incidents are communicated to the class teacher.

Appendix 2 – Before escalating the Footsteps

Staff should ask:

Is the pupil safe?

↓

Have I clearly communicated the expectation?

↓

Does the pupil understand what I am asking?

↓

Is there an identifiable barrier?

↓

Does the pupil need a reasonable adjustment?

↓

Can I reduce the demand, stimulation or language?

↓

Can I offer processing time or a choice?

↓

Can I use an agreed regulation strategy?

↓

Has the pupil been given a genuine opportunity to reset?

↓

If behaviour continues, what is the proportionate consequence?

Appendix 3 – Individualised Footsteps

An individualised Footsteps journey may include:

Known trigger

→ **Early warning sign**

→ **Preventative strategy**

→ **Adult prompt**

→ **Regulation strategy**

→ **Reasonable adjustment**

→ **Supported choice**

→ **Reset**

→ **Return to learning**

Where behaviour continues:

Appropriate consequence

→ **Reflection**

→ **Repair**

→ **Review**

→ **Adapt support**

The individualised route does not lower the school's expectations.

It provides the support required for the pupil to meet them.

Appendix 4 – Related statutory and guidance framework

This policy should be implemented alongside the current versions of:

- Department for Education – **Behaviour in Schools**
- Department for Education – **School suspensions and permanent exclusions**
- Department for Education – **Restrictive interventions, including use of reasonable force, in schools**
- Department for Education – **Preventing and tackling bullying**
- Department for Education – **Keeping Children Safe in Education 2026**
- Department for Education – **SEND Code of Practice: 0 to 25 years**
- Department for Education – **Working Together to Improve School Attendance**
- Department for Education – **Mobile Phones in Schools**
- Equality Act 2010
- Education and Inspections Act 2006
- West Sussex County Council – **Ordinarily Available Inclusive Practice**
- West Sussex County Council – **Inclusion Framework**
- West Sussex County Council – relevant behaviour, inclusion, suspension and restrictive-intervention procedures.