Riccall Community Primary School
Behaviour Policy
(Includes information on Restrictive Interventions)

Riccall Community Primary School

This policy was adopted by the school on:	July 8th 2026
Estimated next review date	1 year

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1. Policy Statement & Rationale

We believe that the behaviour of our pupils at Riccall Community Primary School is good. However, our goal is to be an excellent school and that includes the behaviour of our pupils. To enable this, based on current guidance and research, we adopt a relational approach.

We have three rules that we consistently refer to and expect every member of the community (pupils, parents and carers, volunteers and all staff) to adhere to:

- **Ready** (The right to learn here)
- **Respectful** (The right to respect and fair treatment)
- **Safe** (The right to feel safe here)

The Rationale

We know that many children who experience social, emotional and mental health needs find a 'reward and consequence' behaviour system challenging as it does not offer them emotional support around how to express themselves in a more appropriate way or teach them the ability to learn to be responsible for their behaviours. In addition, we know that children and adults benefit from being in an environment with a clear, shared understanding of expectations and consistent procedures.

Staff are trained in the Thrive Approach®, operating on the principle that the adult–child relationship is vital when developing social and emotional skills. We understand that behaviour is a form of communication—a conscious or unconscious expression of a social or emotional need that requires both validation and a supportive response. Without addressing the cause of behaviour, children will not develop the ability to take responsibility for their actions. Neuroscience and attachment theory show a direct correlation between positive mental health and positive educational outcomes. If wellbeing is high, children can reach their full potential.

2. Policy Aims & Objectives

This policy aims to:

- Facilitate and nurture a calm, purposeful and happy environment, which encourages each individual to achieve their potential and feel valued.
- Establish a fair and consistent whole-school approach that promotes positive behaviour, centring upon mutual respect and our Riccall values of Perseverance, Enthusiasm, Teamwork and Success (Riccall PETS).

- Outline clear expectations, de-escalation pathways, and consequences.
- Define what we consider to be unacceptable behaviour, including bullying, discrimination, and risks requiring emergency intervention.

Policy Objectives:

- To promote a culture of praise and encouragement where respect and kindness are key.
- To ensure that our pupils are intrinsically motivated to make appropriate choices for themselves as responsible young people.
- To provide clear, legally compliant guidance to staff, parents, and carers on how we support our pupils to manage their behaviour, safely navigate crisis points, and minimize restrictive practices.

3. Legislation, Statutory Requirements and Statutory Guidance

This policy has regard to statutory legislation and government advice including, but not limited to:

- *Section 93 of the Education and Inspections Act 2006*
- *Section 3(1) of The Criminal Law Act 1967 and Common Law*
- *The Health and Safety at Work Act 1974*
- *The Equality Act 2010 (incorporating the duty to make reasonable adjustments to disciplinary sanctions for SEND pupils)*
- *Keeping Children Safe in Education (Current Version)*
- *Behaviour in Schools: Advice for Headteachers and School Staff 2022*
- *Searching, Screening and Confiscation: Advice for Schools 2022*
- *Suspension and Permanent Exclusion Guidance 2022*
- *Restrictive interventions, including use of reasonable force, in schools (DfE 2026 Statutory Guidance)*
- *The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025*
- *The North Yorkshire Council (NYC) SEND Graduated Response Framework*

4. Definitions of Behaviour

Misbehaviour is defined as:

- Disruption in lessons and during transitions around the school or at break/lunchtimes.
- Non-completion of classwork where the child's decision is based on defiance rather than understanding or emotional distress.
- Poor attitude.

Serious misbehaviour is defined as:

- Repeated breaches of school rules.
- Physical attacks on staff members or peers.
- Any form of bullying, swearing, or racist, sexist, homophobic, or discriminatory behaviour.

- Sexual violence and/or harassment.
- Vandalism, theft, fighting, smoking, vaping, or possession of prohibited items.

5. Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Riccall Community Primary School has a dedicated Anti-Bullying Policy that functions alongside this unified policy.

6. Roles and Responsibilities

- **Governing Body:** Responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.
- **Headteacher & Senior Leaders:** Responsible for ensuring a safe environment; providing clear staff induction, training in relational behaviour management, and SEND considerations; monitoring behavioural data on CPOMS; and systematically reviewing all incidents involving physical intervention to ensure safety and minimize future use.
- **Staff:** Responsible for consistently maintaining school boundaries; building relationships through PACE (Playfulness, Acceptance, Curiosity, Empathy); recording incidents promptly on CPOMS; prioritizing proactive de-escalation; and strictly following statutory safety protocols if physical intervention becomes unavoidable.
- **Parents and Carers:** Partners in supporting their child's relational goals, sharing changing circumstances that affect behaviour, and engaging with co-produced behaviour support plans.

7. Managing Behaviour Relationally – The Thrive Approach

We demonstrate a relational approach to supporting social and emotional development based on six core principles:

1. Behaviour is a communication; we separate the child from their behaviour.
2. Developmental stages provide opportunities to role-model and explicitly teach appropriate choices.
3. We provide containment, predictability, and routine to build a sense of safety.
4. We encourage children to become accountable, promoting solution-focused outcomes to change future behaviours.
5. We keep in mind that we are the adults and the children are still growing and developing.
6. We seek to restore relationships and change behaviours rather than punish.

8. Behaviour Curriculum and Class Routines

Excellent behaviour is established through explicit teaching. Staff take time to catch children doing the right thing. To act as a prompt, staff use consistent signals such as **"3, 2, 1, Ready, Respectful, Safe"** or '3, 2, 1 fingers'. We teach explicit sub-routines for *Excellent Relationships, Excellent Walking, Excellent Sitting, and Excellent Dining* using visual reminders.

9. Rewards and Sanctions (The Stepped Approach)

Positive recognition strategies include verbal praise, Golden Tickets for weekly assembly draws, Riccall PETS recognition, and peer nominations for shout-outs.

When a child demonstrates distressed or dysregulated behaviour, adults follow a tiered intervention path:

- **Step 1 (Reminders):** Gentle private reminders of expectations, highlighting desired behaviours positively.
- **Step 2 (Private Conversation):** Formulating boundaries while using PACE and allowing "take-up time".
- **Step 3 (Refocus / Time-In):** Giving children time and space within the classroom environment to regulate.
- **Step 4 (Regulate):** Supportive co-regulation utilizing quieter school spaces or sensory adjustments with an adult.
- **Step 5 (Reflect & Repair):** High-level or serious misbehaviour enters here. A senior leader or trusted adult 'lends their brain' to complete a formal restorative dialogue to resolve the rupture without escalating the situation.

10. Natural (or Logical) Consequences of Behaviour

Consequences must always be logical, educational, and co-decided with the pupil where appropriate. Examples include:

- **Causing distress:** Making a formal apology, making amends, or spending time with an adult working on relational skills.
- **Disrupting learning:** Moving to an area of the room where learning isn't disrupted; short catch-up intervals during breaktimes if necessary.
- **Property damage/Disrespect:** Tidying or helping to repair the affected school space.

11. Prohibited Sanctions

The school explicitly forbids the use of:

- Any form of ridicule, sarcasm, public/private humiliation, or remarks undermining self-confidence.
- Collective punishment applied to whole classes for individual or small-group actions.
- Leaving a child in an unsupervised situation (e.g., unattended in corridors or quiet zones).
- Consistently denying a child access to a particular part of the core curriculum.

12. Framework for Physical Touch and Restrictive Interventions

At Riccall Community Primary School, we recognize that there are different types of touch that staff may use for valid professional purposes:

- **Casual/Instructional Touch:** Giving physical guidance in PE lessons or directing a pupil

safely to a particular area.
- **Supportive/Comforting Touch:** Providing emotional reassurance when a child is distressed or dysregulated.
- **Care Touch:** Providing medical first aid or necessary intimate toileting care.

Definitions under the 2026 DfE Framework

1. **Restrictive Intervention:** An umbrella term covering both physical force and non-physical changes used to prevent, restrict, or subdue a pupil's freedom of movement.
2. **Reasonable Force / Physical Restraint:** The application of force to overcome active resistance from a pupil during a crisis. This is strictly an emergency safety measure of last resort and must never be used as a punishment.
3. **Seclusion:** Forcing a pupil to remain alone in a room or space from which they cannot freely leave, or are led to believe they cannot leave. Seclusion is heavily restricted under the law and must only be used as an emergency safety response to protect others from severe physical harm. The pupil must be visually supervised by a staff member at all times.

Legal Justification for Use

A staff member may use reasonable force/physical restraint only when there is an immediate, identifiable risk of:
- The pupil causing personal injury to themselves.
- The pupil causing personal injury to other pupils, staff, or members of the public.
- Serious damage to school property which may lead to secondary injury.

Any force applied must satisfy two criteria: it must be **strictly necessary** (no safer option exists) and **strictly proportionate** to the amount of harm it intends to prevent. Force must **never** be used as a form of punishment—doing so is strictly unlawful.

13. Steps to Take BEFORE a Restrictive Intervention (De-escalation)

Unless an emergency requires immediate protective action, staff must exhaust all proactive de-escalation alternatives. Behaviours that help reduce incidents include:
- **Adult Presentation:** Remaining calm, using positive and open body language, and stepping back to allow the child "take-up time."
- **Communication:** Using simple, clear language, an even tone, and addressing the child by name to maintain a safe connection.
- **Environmental Safety Actions:** Putting distance between the dysregulated child and peers by calmly moving others to a safer area.
- **Object Removal:** Calmly removing anything that could be used as a weapon, including hot drinks, hard objects, or loose furniture.
- **PACE:** Actively validating the child’s emotional distress while maintaining safe boundaries.

14. Steps to Take DURING a Restrictive Intervention

If physical intervention becomes absolutely unavoidable to preserve safety, staff must adhere to the following strict operational rules:

- **Minimum Intervention:** Use the least possible force for the absolute minimum length of time required to re-establish safety.
- **Approved Staff and Methods:** Unless in an emergency situation, only staff trained in school-approved **React UK** techniques should apply physical handling. Single-person techniques are restricted to exceptional circumstances.
- **Emotional Regulation:** Adults must maintain a calm, measured approach and must never act out of frustration or anger. If an adult's response becomes emotionally charged, a **"change of face"** strategy must be initiated immediately, with a colleague stepping in to take over.
- **Strictly Prohibited Techniques:** Staff must never touch or hold a pupil in a way that restricts breathing, compromises airways, or places pressure on the chest, neck, throat, or abdomen. Staff must never hold or pull a pupil by their hair, or hold a pupil face-down on the ground.
- **Medical Priority:** Monitor the child closely for any signs of physical distress. First aid or emergency services must be engaged immediately if an injury or respiratory distress occurs.

15. Steps to Take AFTER an Intervention (Support, Repair, and Rebuild)

Following any incident where physical restraint or seclusion has occurred, the school operates a mandatory post-incident support protocol:

- **Immediate Safety Check:** Conduct a medical check of the pupil and the staff involved to address any immediate physical needs.
- **Rupture and Repair:** Once the pupil is fully calm, regulated, and feels safe, a trusted adult will engage them in a supportive restorative conversation. This ensures that the relationship is actively rebuilt, and help is given to teach alternative coping strategies.
- **Staff Debrief:** Senior leaders will conduct a formal debrief with the staff involved to provide emotional support, evaluate the effectiveness of the de-escalation tried, and identify preventative adjustments.

16. SEND and Proactive Safety Planning

In line with the Equality Act 2010 and the NYC SEND framework, disciplinary sanctions—including suspension—are never applied automatically to pupils with SEND. The school will always review whether the distressed behaviour was a manifestation of the pupil's underlying needs, and will prioritise adjusting the environment and updating co-produced support plans over exclusionary measures.

Where a pupil's distressed or dysregulated behaviour is linked to identified or suspected Special Educational Needs and Disabilities (SEND), Riccall Community Primary School strictly adheres to the North Yorkshire Council Graduated Response.

- **Short Notes & Adjustments:** Initial patterns of distressed behaviour will be met with immediate classroom adjustments, logged as "Short Notes", and discussed with parents.

- **Co-Produced Support Plans:** If difficulties persist, individual Behaviour Support Plans (BSPs) will be co-produced alongside the pupil, parents, and the SENDCO. These plans will specify documented sensory triggers, preferred de-escalation pathways, and agreed parameters for physical handling to minimize trauma.

- **External Referral Pathways:** Where internal targeted interventions are exhausted, the SENCO will lead on parental-consented referrals to external agencies, including the North Yorkshire SEND Hubs, Early Help Assessments, or explore preventative Alternative Provision (AP) in line with local authority criteria.

- **Part-Time Timetables:** These will only ever be used as an exceptional, short-term measure in the best interests of the child. Before implementation, the school will formally assess environmental classroom triggers. The Class Teacher, supported closely by the SENCO and Senior Leadership Team, will retain regular oversight, track the pupil's emotional progress, and manage the transition back to full-time education.

17. Statutory Recording, Reporting, and Monitoring Duties

Under modern statutory safety requirements, recording and reporting are binding legal duties.

- **Internal Logging:** Every instance of physical restraint or seclusion must be comprehensively logged on **CPOMS** within 24 hours of the incident occurring. The record must specify the exact timeline, what triggered the behaviour, the de-escalation techniques attempted, the specific holds used, the duration, any injuries sustained, and post-incident checks.
- **Parental Notification:** Parents or carers must be verbally notified of the incident as soon as practicable, with the definitive aim of contact being made **before the end of the school day**.
- **Provision of Incident Forms:** Parents or carers must be provided with a copy of the formal written incident record (based on the *React UK Use of Force Report* parameters) within statutory timelines.
- **Local Authority Reporting:** Incidents must be formally reported to North Yorkshire Council via the Synergy platform as required by local protocols.
- **Strategic Monitoring:** The Headteacher and Governing Body review anonymized CPOMS physical intervention data termly to evaluate trends, review risk assessments, identify staff training requirements, and systematically implement strategies to minimize the overall use of restrictive practices across Riccall Community Primary School.

18. Links to Other Policies

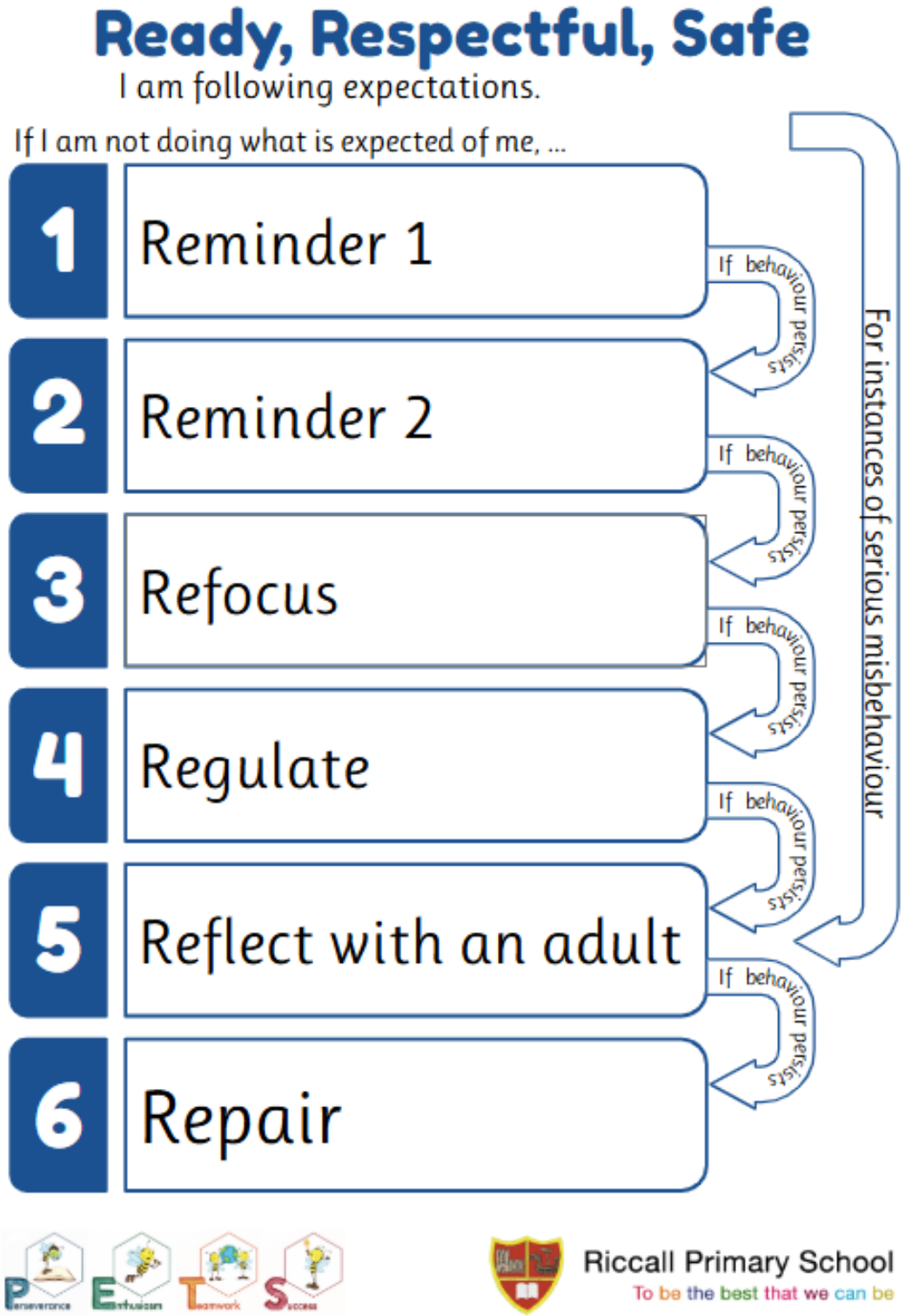
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Exclusion and Suspension Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy

Appendices (to follow)

Appendix 1: Use of Force Incident Report form (needs updating)

Appendix 2: Classroom Routines & Scripts

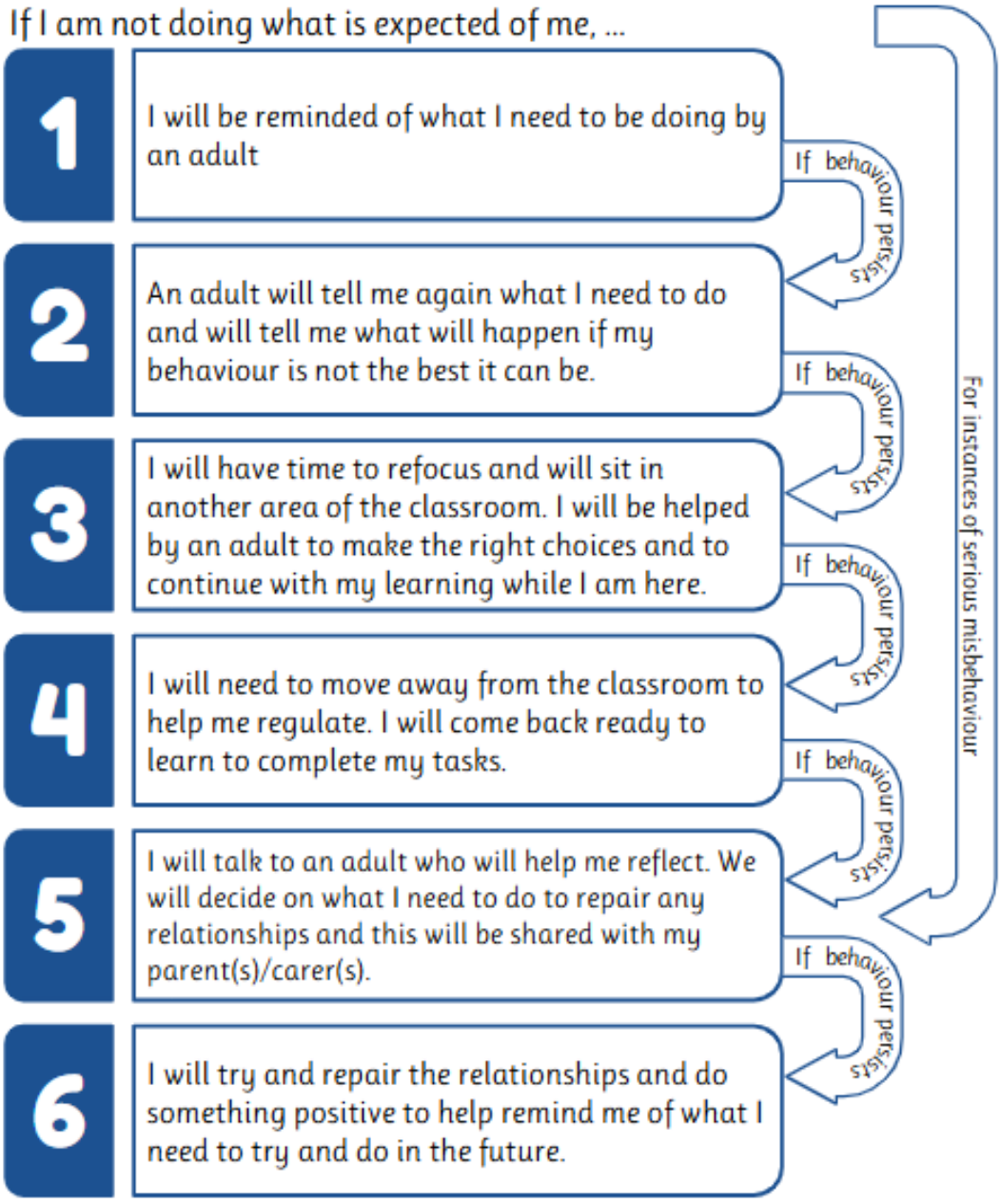
Appendix 2a: Expectations in EYFS/KS1 classroom



Appendix 2b: Expectations in KS2

Ready, Respectful, Safe

I am following expectations.



Riccall Primary School

To be the best that we can be

Appendix 2c: Excellent Routines

Excellent Walking

	hands by side
	looking ahead
	quiet feet
	voices off

Excellent Sitting

	sit up straight
	eyes on learning
	own space
	focused hands

Excellent Relationships

	kind words
	kind hands and feet
	respect other people's space
RICCALL C.P.SCHOOL	show school values

Excellent Dining

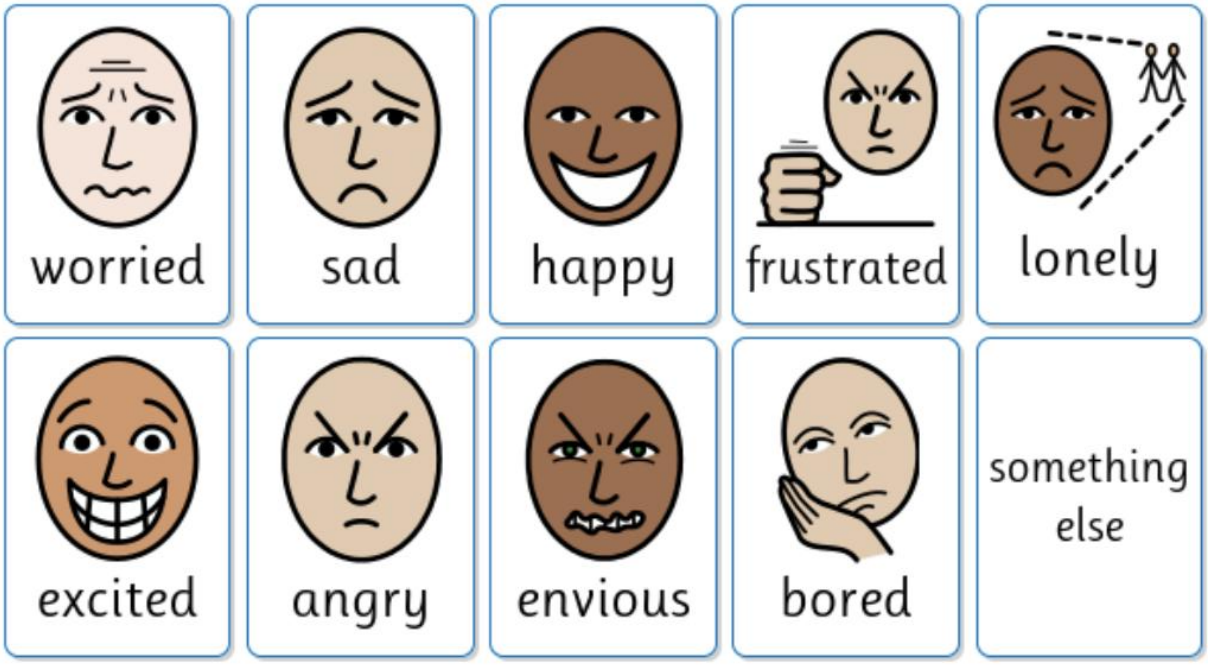
	use manners
	remain seated
	tidy eating
	inside voices

Appendix 3: Prompts for restorative conversations

What happened?



How did you feel at the time?



What were the consequences of your actions?


someone's feelings were hurt


someone's body was hurt


others couldn't learn as much

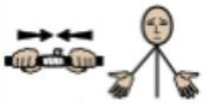

I lost someone's trust


I have a problem to solve


I feel worse


I didn't learn as much


I lost a privilege


I need to repair a relationship

something else

How can you try to make it better?


apologise


do something kind

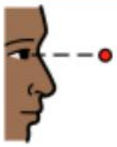

complete my work


clean up

something else

What can you do next time?


take deep breaths


focus on my work


take a break


keep my hands and feet to myself

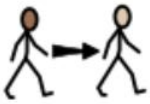

take a movement break


ask an adult for help


stop and think


use my words


listen and pay attention


follow instructions


stay where I am supposed to be

something else

Appendix 4: Individual Behaviour Support plan template

Riccall Crisis Curve for INSERT PUPIL

1	2	3	4	5	6
Anxiety/ Trigger	Defensive/ Escalation	Crisis	Recovery	Depression	Restoration
Need for diversion, support and reassurance	Needs for diversion, reassurance, clear limits, boundaries and choices	Possible need for intervention appropriate for the child	Need for coordinated 'letting go', support and reassurance	Need for observation, support and monitoring recovery and repair	Reflect, repair and reconnect

What I can do

How I feel

Appendix 4: Restorative Reflect & Repair prompts

- *What happened?* (Explored without judgement)
- *What were you thinking/feeling at the time?* (Validating the emotion)
- *Who has been affected by what happened?* (Building empathy)
- *In what way have they been affected?*
- *What do you think needs to happen to make things right?* (Educational consequence)