The Queen Anne
Royal Free CE First School

The Queen Anne Royal Free CE Controlled First School

In our Christian Community we Achieve, Enjoy and Include.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control." Galatians 5:22-23

Behaviour and Relationships Policy

Safeguarding all of our children is at the centre of every aspect of school policy.

Policy information	Details
Policy owner	Headteacher
Approved by	Governing Body
Approval date	October 2026
Review date	September 2027 or earlier if guidance changes
Applies to	All pupils from Reception to Year 4, on site, at wraparound provision, on visits and in other circumstances described in this policy

Policy information	Details
Read alongside	Child Protection and Safeguarding; SEND; Equality; PSHE and RSE; Online Safety; Smartphone Free; Staff Code of Conduct; Suspensions and Permanent Exclusions; Complaints

Policy status. This policy sets out the school's statutory behaviour policy and its anti-bullying strategy. It should be published on the school website and communicated to pupils, parents and staff at least annually.

1 Purpose and principles

We want every child and adult to feel known, safe, respected and ready to learn. Our relational approach combines warm, dependable relationships with high expectations, explicit teaching, fair boundaries and proportionate consequences. It recognises that behaviour can communicate need, emotion or distress. Understanding that communication helps us respond effectively; it does not make unsafe or harmful behaviour acceptable.

As a Gold Attachment Aware School, we prioritise connection, co-regulation, prevention and repair. We respond to behaviour without shaming the child, preserve dignity and offer a fresh start. We also protect the right of every pupil to learn and the right of pupils and staff to be safe.

2 Legal and statutory framework

The Headteacher determines the measures in this policy in accordance with the Governing Body's statement of behaviour principles. In doing so, the school has regard to current legislation and guidance, including:

- Education and Inspections Act 2006, including the duties to encourage good behaviour and respect, secure an acceptable standard of behaviour, promote self-discipline and prevent all forms of bullying;
- Equality Act 2010, including the duty not to discriminate and to make reasonable adjustments for disabled pupils;
- Children and Families Act 2014 and the SEND Code of Practice, including the duty to use best endeavours to meet SEND and secure provision in an EHC plan;
- Keeping Children Safe in Education 2026, including child-on-child abuse and the requirement for behaviour policies to include measures to prevent cyberbullying, prejudice-based and discriminatory bullying;
- DfE Behaviour in Schools 2024; Preventing and Tackling Bullying; Searching, Screening and Confiscation; Restrictive Interventions including the Use of Reasonable Force 2026; and Suspension and Permanent Exclusion guidance effective from 26 July 2026;
- Ofsted's current state-funded school inspection toolkit, particularly expectations for safe, respectful relationships, inclusive practice, consistent routines and rapid, effective action on bullying, discrimination, harassment and derogatory language.

3 Our ethos and behaviour curriculum

Our three school rules are Ready, Respectful and Safe. They are taught explicitly, modelled by adults, revisited after holidays and transitions, and applied in classrooms, at playtimes, in wraparound care, on visits and online where conduct affects school life. The Fruit of the Spirit - love, joy, peace, patience, kindness, goodness,

faithfulness, gentleness and self-control - is the golden thread that helps children understand the character and relationships behind the rules.

Rule	What it looks like
Ready	Arrive and settle promptly; listen and participate; have what is needed; try, persist and ask for help; return to learning after a setback.
Respectful	Use kind and appropriate words; listen to others; value difference; respect boundaries, beliefs, property and the environment; repair harm.
Safe	Use kind hands and feet; move and use equipment safely; follow safety instructions; tell an adult about worries; make safe choices online and beyond the gate.

4 Roles and responsibilities

Who	Key responsibilities
Governing Body	Sets behaviour principles; approves and monitors the policy; holds leaders to account; reviews anonymised data, including bullying, discrimination, suspensions and restrictive interventions, for patterns and disproportionate impact.
Headteacher and leaders	Lead a visible, consistent culture; ensure induction and training; support staff; oversee serious incidents, exclusions and safeguarding links; review implementation and data; ensure the policy is published and communicated.
All staff	Build positive relationships; teach and model routines; notice and reinforce positive conduct; respond calmly, consistently and promptly; make reasonable adjustments; record and report concerns; seek help when needed.
Pupils	Learn and follow the rules and routines; allow others to learn; seek help; report bullying, discrimination or unsafe behaviour; take part in reflection and repair in an age-appropriate way.
Parents and carers	Work in partnership with school; share relevant changes or needs; reinforce expectations; attend meetings and support plans where possible; raise concerns directly and respectfully.

5 Prevention and positive relationships

Behaviour is taught, practised and reinforced. Our ordinarily available, whole-school provision includes:

- warm greetings, predictable routines, clear transitions and consistent adult language;
- well-planned, appropriately adapted teaching that supports attention, communication, independence and success;
- visual timetables, first-then language, choices, movement or sensory breaks and calm spaces where these reduce barriers;
- Zones of Regulation, MyHappyMind, PSHE and RSE, collective worship, stories, assemblies and coached social problem-solving;

- active supervision and purposeful play opportunities, with particular attention to less structured times and known hotspots;
- regular pupil voice and accessible ways to identify a trusted adult and report a worry;
- early communication with families and timely pastoral, SEND or multi-agency support where patterns emerge.

6 Recognition

Staff use specific, sincere feedback to help children understand what they have done well and why it matters. Recognition may include private or public verbal praise, written feedback, responsibilities, sharing success with another adult or at home, house points, and celebration linked to the weekly Fruit of the Spirit. Public praise is adapted for children who find it uncomfortable. Earned recognition is not removed as a later sanction.

7 Responding when expectations are not met

Adults respond to the behaviour in front of them while considering its function, context, impact and the child's age, development, SEND, disability, communication, mental health, trauma or other vulnerability. Responses are calm, certain, proportionate and focused on safety, learning and preventing recurrence. A serious incident may move directly to leadership and safeguarding procedures.

All staff use calm, low-volume, concise language and avoid calling or shouting across a space except to prevent immediate harm. The quick-reference wording for classrooms, playgrounds and other school situations is set out in Appendix 2.

Stage	Adult response	Possible outcome
1 Notice and remind	Use non-verbal cues, proximity, positive redirection or a private reminder linked to Ready, Respectful or Safe. Allow take-up time.	The pupil re-engages and receives positive acknowledgement.
2 Regulate and reset	Check what is happening; use co-regulation and Emotion Coaching where helpful; acknowledge and validate the emotion without approving harmful behaviour; restate the boundary; offer an appropriate choice, movement, regulation break or adjusted support.	A brief reset in class or a supervised calm space, followed by a supported return.
3 Consequence and repair	Use a logical, age-appropriate consequence. Explore impact only when the child and others are regulated. Plan how to put things right and practise a better response. Have an informal, proportionate conversation with parents or carers where this will help secure a consistent response, particularly after repeated or significant incidents.	Examples include completing interrupted learning, repairing or replacing damage where appropriate, temporary loss of a related privilege, or a short, supervised loss of playtime.
4 Escalate and plan	Seek SLT support for serious, repeated or escalating behaviour. Inform parents, record the incident, review triggers and provision, and agree targeted support.	Risk assessment, individual behaviour or regulation plan, SEND graduated response, pastoral or external-agency support, or a serious sanction.

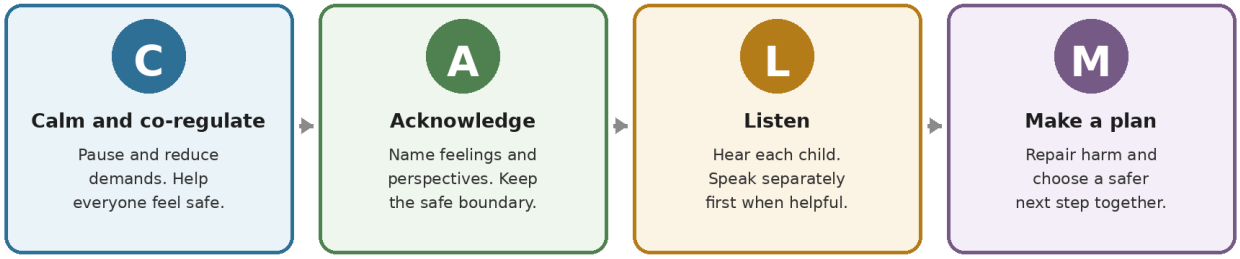
Consequences will not humiliate, shame, remove food, deny toilet access or routinely punish a whole group for an individual's behaviour. Missing playtime will be brief, supervised and used as an opportunity to reflect, problem-solve and agree how to repair harm or make a safer, more respectful choice. Pupils will still have time to eat, drink, use the toilet and move. Removal from a classroom is used only when necessary to restore safety or learning, for no longer than needed, with meaningful supervision, suitable work and a planned return.

Emotion Coaching

Emotion Coaching may be used when a child is experiencing strong feelings or beginning to become dysregulated. The adult connects and co-regulates, notices and names the likely emotion, validates the feeling, sets a clear limit on unsafe or harmful behaviour and, when the child is ready, supports problem-solving. Emotion Coaching may be used before CALM or on its own; CALM is used later to help children understand and repair an everyday conflict.

CALM approach to conflict

When children are regulated and it is safe and appropriate, staff use CALM to coach them through everyday disagreements:



The full CALM staff script is set out in Appendix 1.

CALM is not used to require reconciliation or mediation. Where there is bullying, discriminatory behaviour, sexual harassment or another safeguarding concern, staff follow section 9. A child who has been harmed will not be required to meet or negotiate with the other child.

Child strategy for unwanted behaviour

Children are taught the simple Stop Step Share strategy when another child's behaviour is unwanted:



Telling is seeking help, not getting someone into trouble. Adults will listen and help children explain what happened using their preferred communication.

A child should go straight to an adult if they feel unsafe, are hurt or threatened, the behaviour is repeated, or speaking may make the situation worse. Adults will never suggest that a child consented to unwanted behaviour because they did not say “stop” or could not move away or report immediately.

Serious behaviour

Serious behaviour includes, but is not limited to, significant or repeated physical aggression; bullying; discriminatory, prejudiced or derogatory behaviour; sexual harassment or harmful sexual behaviour; threats; serious disruption; deliberate significant damage; theft; absconding or serious unsafe conduct; and possession or use of a prohibited item. Leaders decide the response case by case. The school may contact the DSL, parents, the local authority, police or other agencies as appropriate.

8 SEND disability and additional vulnerability

High expectations apply to all pupils, but equity does not always mean identical treatment. The school will anticipate and remove barriers, make reasonable adjustments, and use the assess-plan-do-review cycle when a pupil needs additional support. Before deciding a response, staff will consider whether the pupil understood the rule or instruction; whether SEND, disability, communication, medical need, trauma or mental health affected their ability to act differently; what reasonable adjustments were in place; the impact on others; and what support will reduce recurrence.

Adjustments may include adapted language or visuals, preparation for change, sensory or movement support, access to a trusted adult or regulation space, a different method or timing of reflection, individual scripts, a positive support plan and risk assessment. Adjustments support access to the same safe culture; they are not a lowering of ambition. Where behaviour changes or persists, staff will consider unmet need and consult the SENCo, DSL, parents and external professionals as appropriate.

Self-harm and acute distress

Self-harm, suicidal thoughts, threats or attempts are treated as welfare and safeguarding concerns, not as misconduct. Staff will stay calm, establish immediate safety, provide first aid where needed, remain with the child and inform the DSL or a deputy without delay. If there is immediate danger or urgent medical need, staff will call 999 or seek emergency medical help.

The DSL will follow the Child Protection and Safeguarding Policy, record the concern, consider referral or specialist advice, and involve parents or carers unless doing so would increase risk or conflict with advice from children’s social care or police. The child will be listened to, supported and not sanctioned for self-harm, suicidal thoughts or distress. Any separate behaviour that harmed another person or damaged property will be considered individually and compassionately.

9 Bullying discrimination and child on child abuse

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group and involves an imbalance of power. It may be physical, verbal, relational or emotional, direct or indirect, and may happen face to face or online.

Form	Examples
Cyberbullying	Harm through messaging, gaming, social media, images, audio, video or AI-generated content; exclusion from online groups; impersonation; threats; repeated unwanted contact.
Prejudice-based or discriminatory	Conduct connected to actual or perceived race, religion or belief, sex, disability or SEND, sexual orientation, gender reassignment, pregnancy or maternity, or to other difference such as being adopted, in care, a young carer, family circumstance or appearance.
Relational or emotional	Deliberate exclusion, rumour-spreading, coercion, intimidation, humiliation, manipulation or damage to friendships.
Physical or verbal	Hitting, kicking, pushing, taking belongings, threats, name-calling, taunts or repeated derogatory language.
Sexual or sexist	Unwanted sexual comments, jokes, gestures, touching, interference with clothing, sexualised bullying or online harassment. All concerns are handled under safeguarding procedures.

Preventing bullying and discriminatory behaviour

- We explicitly teach kindness, consent, respectful relationships, online safety, protected characteristics, bystander responsibility and how to seek help through age-appropriate PSHE and RSE, computing, worship, assemblies and stories.
- Adults model inclusive language, challenge stereotypes and derogatory language, and intervene early. Harmful conduct is never dismissed as banter, a joke, part of growing up or boys being boys.
- Staff supervise known hotspots, listen to pupil voice, notice changes in behaviour or attendance, and remain alert to children who may be more vulnerable or less able to report.
- Pupils can report to any trusted adult verbally, in writing, through agreed class worry systems or with communication support. Bystanders are encouraged to tell an adult. Reports are taken seriously even where intent is disputed.
- Staff training, induction, parent information and regular review of incident data keep the approach consistent. Anti-Bullying Week reinforces, but does not replace, year-round work.

Responding to a report

1. Listen calmly, reassure the child, avoid promising confidentiality, and establish immediate safety. Do not require the child harmed to confront or mediate with the other child.
2. Respond proportionately to everyday, one-off incidents and share relevant information with staff who need to know; these do not routinely require a formal record. Make a factual record on the school recording system where an incident is serious, requires safeguarding action or medical assistance, may involve bullying, discrimination or child-on-child abuse, is repeated or forms a pattern, or needs closer monitoring. Include the child's own words where relevant and inform a senior leader or the DSL as appropriate.
3. Investigate promptly and fairly, speaking to children separately where appropriate, considering online evidence without asking staff or pupils to forward illegal or sexual imagery.
4. Inform parents unless doing so would create a safeguarding risk or conflict with advice from children's social care or police. Agree proportionate consequences and support.
5. Support the child harmed, the child displaying the behaviour and witnesses or bystanders. Put in place a safety or risk plan where needed, monitor over time and check directly with the child that the behaviour has stopped.

6. Where a formal record is made, record the action and outcome and review for recurrence, retaliation and wider patterns. In all cases, remain alert to further concerns. A restorative conversation may be offered only when safe, appropriate and freely agreed; it does not replace safeguarding action or consequences.

The school has zero tolerance of child-on-child abuse, sexual harassment, bullying, unlawful discrimination and victimisation: this means such conduct is never normalised or ignored. It does not mean every case receives the same sanction. Responses are safeguarding-led, age-appropriate, proportionate and attentive to the needs and safety of all children involved.

10 Behaviour online and outside school

The school may respond to conduct outside the premises when a pupil is taking part in a school activity, travelling to or from school, wearing uniform or otherwise identifiable as a pupil, or when the conduct could affect the orderly running or reputation of the school or threaten another pupil, staff member or member of the public. This includes online behaviour and cyberbullying. Any sanction is imposed on school premises or while the pupil is under the lawful control of staff. Safeguarding and police referrals are made where appropriate, and the school works with parents to preserve evidence and support children.

11 Mobile phones, banned items searches and confiscation

Pupils must follow the school's Smartphone Free Policy. Any device exceptionally brought to school under agreed arrangements must be handed in as directed and must not be used during the school day. Smart watches with communication, camera or recording functions are treated in the same way.

Prohibited items include knives or weapons; alcohol; illegal drugs; stolen items; tobacco, cigarette papers, e-cigarettes or vapes; fireworks; pornographic images; and any article reasonably suspected to have been or be likely to be used to commit an offence, cause injury or damage property. The school also bans items that are unsafe, harmful or likely to disrupt learning, including imitation weapons and unauthorised recording devices.

Only the Headteacher or an authorised member of staff will search a pupil or possessions, and searches and confiscation will follow current DfE guidance and safeguarding requirements. Staff will seek cooperation, protect dignity, consider SEND and other vulnerabilities, record searches as required and inform the DSL and parents where appropriate. Force must never be used to search for an item banned only under school rules.

12 Restrictive intervention and reasonable force

The school proactively minimises restrictive intervention through relationships, appropriate provision, co-regulation, de-escalation, individual planning and staff training. Restrictive intervention is not a behaviour-management shortcut and force is never used as punishment or simply to secure compliance.

All school staff have the legal power to use reasonable force in limited circumstances. Any use must be lawful, necessary and proportionate, use no more force than necessary for the shortest possible time, and preserve safety and dignity. Staff must consider the pupil's age, SEND, disability, medical needs, trauma and other vulnerabilities. Planned approaches for pupils with known risk will be documented with parents and relevant professionals where possible.

Every significant incident involving force, and every incident of seclusion, will be recorded and reported to parents as soon as practicable in line with the statutory requirements effective from 1 April 2026. The child and staff will be checked and supported afterwards; the child's views will be sought in an accessible way; leaders will debrief, review plans and analyse patterns. The Governing Body will scrutinise anonymised data and action taken to reduce recurrence. The school follows current DfE guidance on restrictive interventions, including the use of reasonable force, alongside its safeguarding, recording, reporting and review procedures.

13 Suspension and permanent exclusion

Only the Headteacher, or formally appointed acting Headteacher, may suspend or permanently exclude a pupil on disciplinary grounds. Decisions will be lawful, reasonable, fair and proportionate and will follow the current DfE statutory guidance. A suspension may be used where warranted; permanent exclusion is a last resort. The school will consider the pupil's views, contributing factors, SEND and disability duties, support already provided and the safety and learning of the whole community. Unofficial or informal exclusions are not permitted.

Education will be provided as required during suspension. On return, the school will offer a fresh start through an age-appropriate reintegration plan that restores belonging, teaches expectations and addresses underlying needs. A pupil will not be prevented from returning because a parent cannot or does not attend a reintegration meeting. Part-time timetables will not be used to manage behaviour.

14 Recording monitoring training and review

Staff record serious incidents, bullying, discriminatory and prejudice-related incidents, sexual or harmful behaviour, restrictive intervention, searches and repeated patterns on the school's agreed system. Records distinguish observed facts, children's accounts, professional decisions, actions and review dates. Leaders analyse data at least termly by type, location, time, recurrence and relevant pupil groups to identify hotspots, unmet needs, disproportionality and the impact of action. Anonymised themes are reported to governors; safeguarding records remain confidential.

All staff, including lunchtime and wraparound staff, receive induction and regular updates on rules, routines, de-escalation, Emotion Coaching, the CALM approach, attachment-aware practice, SEND and reasonable adjustments, recognising and reporting self-harm or acute distress, bullying and discrimination, child-on-child abuse, recording and restrictive intervention. Pupils receive induction and re-induction, with extra support for mid-year arrivals and transitions. Pupil, staff and parent views inform annual evaluation. The policy is reviewed annually and sooner after significant guidance changes or where monitoring shows it is not working as intended.

15 Concerns and complaints

Parents should raise day-to-day concerns first with the class teacher and then a senior leader or Headteacher. Complaints are handled under the school's Complaints Policy. Safeguarding concerns should be reported immediately to the DSL. Complaints about the use of force are considered under both safeguarding and complaints procedures as appropriate. Concerns about a suspension or permanent exclusion follow the statutory representations and review arrangements explained in the exclusion notice.

Appendix 1 Consistent adult language and repair

Private reminder

"I have noticed that… Our rule is Ready / Respectful / Safe. I need you to… I will give you a moment and come back. Thank you."

Connect regulate and set the limit

"I can see this is difficult and I am here to help. It is OK to feel angry / worried / disappointed. It is not OK to hurt, threaten or damage. Let us get safe and calm first. Then we will make a plan."

Emotion Coaching script

Use the child's preferred communication and avoid asking for explanations while they are dysregulated.

Connect and notice: "I am here with you. I can see something feels difficult."

Name and validate: "I wonder if you are feeling angry / worried / disappointed. It is OK to feel that way."

Set the limit: "It is not OK to hurt people / damage things. I will help us stay safe."

Problem-solve when ready: "What would help now? What could we try next time?"

CALM conflict script

Use CALM only when children are regulated enough to take part. Speak with children separately first when this is safer, fairer or more supportive.

Calm and co-regulate: "Let's pause. You are safe and I am here to help. We will talk when everyone is calm enough."

Acknowledge: "I can see you are feeling… It is OK to feel that way. It is not OK to hurt, threaten, damage or use unkind words."

Listen: "Tell me what happened from your point of view. What were you feeling or needing? I will listen to each person."

Make a plan: "Who has been affected? What needs to happen now? What can we do differently next time? What support will help?"

Restorative reflection when regulated

- What happened?
- What were you feeling or needing?
- Who has been affected and how?
- What needs to happen to put things right?
- What could help you make a safer or more respectful choice next time?
- What support do you need from an adult?

Adults adapt questions, timing and communication for the child. An apology is encouraged when meaningful but is not forced. Repair may instead include checking on someone, restoring property, completing learning, practising language or agreeing a safety plan.

Appendix 2 Calm and Consistent Staff Script

Use this prompt in classrooms, corridors, playgrounds, wraparound provision, visits and other school situations. Move close enough to be heard where it is safe to do so. Speak calmly, quietly and firmly, using as few words as the child needs. Do not call or shout across a space unless a short, clear safety command is needed to prevent immediate harm.

1 PAUSE AND POSITION	2 CONNECT	3 BOUNDARY AND DIRECTION	4 WAIT AND RECONNECT
Move nearer. Reduce the audience. Take one breath before speaking.	Use the child's name. "I am here to help. I can see this is difficult."	Name the rule and one action. "Our rule is Safe. Step back with me."	Allow processing time. Repeat once if needed. Welcome the child back.

Ready to use words

Situation	Calm adult words
Classroom reminder	"[Name], our rule is Ready. I need you to [clear action]. I will give you a moment and come back."
Refusal or transition	"First [task], then [what follows]. You can [safe choice A] or [safe choice B]."
Playground conflict	"Stop. Hands and feet safe. Step back with me. I will listen to each person when everyone is calm."
Child becoming dysregulated	"You are safe. I am here. Let us get calm first." Use fewer words, reduce questions and allow time.
Immediate danger	"Stop. Put it down. Step back." Use a firm safety voice, summon help and follow the appropriate procedure.
Return and repair	"You are welcome back. What happened? Who was affected? What will help put it right? What will help next time?"

Remember

Calm voice • private where possible • one clear instruction • processing time • fresh start

Adapt language, visuals, gesture, first-then prompts and communication systems to the child. Do not demand eye contact, debate the incident while a child is dysregulated, use sarcasm or require an immediate apology. Keep the safety boundary and return to reflection and repair when the child is regulated.

Appendix 3 Governing Body statement of behaviour principles

The Governing Body believes that:

- every pupil and adult has the right to learn and work in a calm, safe, respectful and inclusive environment;
- the school's Christian vision, Fruit of the Spirit and rules of Ready, Respectful and Safe should be visible in relationships, routines and decisions;
- positive, trusting relationships and attachment-aware practice should sit alongside clear boundaries, high expectations and proportionate consequences;
- bullying, cyberbullying, child-on-child abuse, prejudice-based and discriminatory behaviour, harassment, victimisation, violence and derogatory language are unacceptable and must be prevented and addressed quickly and effectively;
- pupils should be taught expected behaviour and supported to regulate, reflect, repair harm and make a fresh start;
- responses should be consistent and fair, while reasonable adjustments and individualised support secure equity for pupils with SEND, disability or other vulnerabilities;
- suspension and permanent exclusion must follow statutory guidance, with permanent exclusion used only as a last resort;
- restrictive intervention must be minimised, used only when lawful, necessary and proportionate, and recorded, reported and reviewed;
- pupil and parent voice and accurate, anonymised data should inform oversight and continuous improvement.

Appendix 4 Behaviour Support and Response Guide

This guide supports consistent professional judgement. The examples are not exhaustive and the responses are not an automatic tariff. Staff consider safety, impact, context, age, development, SEND, disability, communication, trauma, mental or physical health, previous patterns and the support already in place. Staff begin with the least intrusive response likely to be effective, but serious or safeguarding concerns move immediately to an appropriate senior leader or the DSL.

Staff reporting flow

The class teacher is the usual first point of contact because they hold the overview of the child, class routines, previous incidents and communication with home. Support staff should manage immediate safety and use the policy response in the moment, then follow the route below. If the class teacher is unavailable and the matter cannot safely wait, staff should contact the duty senior leader.

Everyday or one-off **Class teacher first**	**Repeated significant or escalating** **Class teacher then SLT**	**Immediate safety or safeguarding** **DSL or senior leader now**
Respond now: Use the staged response, regulation support and CALM where appropriate. **Speak to:** The class teacher at an appropriate point if follow-up is needed or a pattern may be developing. **Do not:** Refer routinely to SLT or the Headteacher, or make a formal record unless the policy criteria are met.	**Respond now:** Make the situation safe, support regulation and gather a factual account. **Speak to:** The class teacher promptly. The class teacher coordinates the response and consults SLT, the SENCo or DSL as needed. **If it cannot wait:** Contact the duty senior leader. Do not wait until the end of the day.	**Respond now:** Protect safety, seek first aid or emergency help where needed and remain with the child. **Speak to:** The DSL or a deputy immediately for safeguarding; contact the duty senior leader for a serious safety or behaviour incident. **Do not:** Wait to find the class teacher before raising the concern.

The Headteacher should be informed without delay when there is a serious assault or significant injury; a credible risk of serious harm; a weapon or dangerous item; a missing child or serious absconding incident; emergency-service, police or local-authority involvement; a significant use of reasonable force or any seclusion; a possible suspension or permanent exclusion; or when the DSL or another senior leader directs this. In an emergency, staff may go straight to the Headteacher, DSL or nearest senior leader.

Contact with parents or carers: the class teacher normally makes or agrees routine contact. SLT supports significant, repeated or escalating cases; the DSL decides how and when parents are contacted about safeguarding concerns; and the Headteacher leads communication about exclusions and the most serious incidents. Support staff should not promise a particular consequence or parent contact before this has been agreed.

Examples and usual response

Use the examples to identify the closest response. Move directly to a more urgent response whenever the impact, repetition, risk or safeguarding context requires it.

1 Everyday reminder or redirection | Class teacher first		
Clear examples	**What staff should do**	**Who to tell and what to record**
• Calling out, being off task, interrupting or excessive noise. • Running indoors or minor misuse of equipment. • A one-off unkind or inappropriate comment. • Difficulty following a routine or reasonable instruction.	• Use a non-verbal cue, proximity or a private reminder linked to Ready, Respectful or Safe. • Allow take-up time and offer regulation support or a reasonable adjustment where needed. • Notice and acknowledge re-engagement.	• Tell the class teacher first if follow-up is needed or a pattern may be developing. • No routine Headteacher referral. • No formal record is normally needed. The class teacher may agree an informal parent conversation.

2 Consequence and repair | Class teacher promptly		
Clear examples	**What staff should do**	**Who to tell and what to record**
• Repeated everyday behaviour or sustained disruption. • Deliberate name-calling or unkindness. • Minor damage, pushing, grabbing or throwing without serious injury. • Leaving an agreed area, repeated non-completion after support, or inappropriate technology use.	• Check safety and regulation, then gather a brief factual account. • Use CALM for an everyday peer conflict when it is safe and appropriate. • Use a related consequence and support repair, such as restoring property, completing learning or practising a safer response.	• Tell the class teacher promptly. The class teacher decides whether SLT or the SENCo should be consulted. • The class teacher normally gives parents or carers an informal, timely update. • Record the incident if it is repeated, significant or needs closer monitoring.

3 Serious or unsafe behaviour | Class teacher and senior leader		
Clear examples	**What staff should do**	**Who to tell and what to record**
• Significant or repeated aggression, fighting, threats or intimidation. • Discriminatory, prejudiced or derogatory language, or a bullying concern. • Sexualised behaviour or harassment, serious damage or theft. • Absconding, dangerous conduct, serious cyber behaviour or a prohibited item.	• Restore safety, call for support and support regulation. • Keep children apart where needed and preserve relevant evidence. • Investigate fairly when safe, then agree a proportionate consequence and support or safety plan.	• Tell the class teacher and duty senior leader promptly. Tell the DSL where there may be a safeguarding concern. • SLT involves the Headteacher where the thresholds above are met. • Make a formal record and contact parents or carers unless this would create a safeguarding risk.

4 Safeguarding or emergency response | DSL or senior leader immediately		
Clear examples	**What staff should do**	**Who to tell and what to record**
• A credible risk of serious harm, serious assault or significant injury. • A weapon or dangerous item, sexual violence or abuse, or a missing child. • Suspected exploitation or radicalisation. • Self-harm, suicidal thoughts, an attempt or another disclosure requiring immediate protection.	• Protect life and safety, seek first aid and call 999 when required. • Remain with the child and follow safeguarding and emergency procedures. • Listen and establish only the information needed for safety; do not conduct a detailed investigation.	• Contact the DSL or a deputy without delay and alert the Headteacher or duty senior leader as set out above. • The DSL or SLT decides parent contact where safeguarding advice is needed. • Record actions and decisions. Self-harm, suicidal thoughts and acute distress are not misconduct and are not sanctioned.

A behaviour may move directly to a more urgent response because of its impact, repetition, risk or safeguarding context. Reasonable adjustments change how support, reflection or communication is provided; they do not remove the school's duty to protect pupils and staff. After any consequence, the child is welcomed back, relationships are repaired where possible and the plan for success is made clear.