Original Date Written	Latest Date Reviewed	Date for Review
November 2016	September 2026	September 2027

Marlborough St Mary's CE Primary School

MARLBOROUGH ST MARY'S PRIMARY SCHOOL

Behaviour and Inclusion Policy

Together we believe, learn and achieve

Marlborough St Mary's CE Primary School

Behaviour and Inclusion Policy

Our Vision is of an inclusive, happy and successful school at the heart of the local community. Together, our families and staff help our children to become confident, independent learners that care for themselves, each other and the environment around them. Be brilliant, be bold, be kind and together we will believe, learn and achieve.

Intent

At Marlborough St Mary's Primary School, we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or social economic background. We believe that it is the right of all pupils to be educated in a safe environment free from disruption by others.

All members of our school community are expected to demonstrate our 6 Values. They are:

Respect, Friendship, Courage, Perseverance, Fairness and Love**.**

We have one school rule that all members of the school community are expected to demonstrate. It is simple and straight forward: Be Kind.

At Marlborough St Mary's our aim is to build connected relationships, that are fundamental to all human well-beings. We recognise that all behaviour is a communication of need therefore adults will use respond, engage, relax, play and talk to meet the emotional needs of all our pupils including those with more complex behavioural needs increasing resilience, emotional wellbeing, good mental health and prosocial behaviour.

Aims

- To use positive behaviour management strategies, focusing on de-escalation, to achieve high standards of behaviour.
- To develop connected relationships through emotional well-being.
- To manage behaviour through a clear, calm and consistent approach.
- To enable children to make positive choices about their behaviour.
- To encourage all children to be proud of themselves and our school
- To promote respect and tolerance at all levels
- To explicitly teach positive learning behaviour.

Implementation

Whole School Approach

The classroom environment will have a significant impact on behaviour. As a school we will:

- Ensure there is always a member of the SLT 'on the gate' each morning to greet children with a smile and a greeting
- Ensure the class teacher or TA welcomes the children at the classroom door each morning with a smile and a greeting
- Ensure all classrooms and communal spaces are interesting, appropriately stimulating, calm and tidy spaces allowing children to flourish
- Ensure all work is appropriately challenging, well-paced and engaging
- Ensure an effective balance of praise and constructive verbal feedback to aid pupils to be their best selves
- Ensure all learning resources are prepared and 'ready to go' to avoid any 'dead time'
- Ensure all staff are clear and calm in their behavior management. They will demonstrate our 6 Values and one school rule
- Each class establishes its own specific class expectations (non-negotiables), which are displayed at the beginning of each year, amended as appropriate and referred to regularly to remind pupils of expectations.

To ensure a calm and consistent approach across the school, we will also:

- Ensure all staff use the 54321 technique to gain children's attention
- Ensure all staff use a calm and respectful manner at all times. We do not shout and we are ambassadors for manners and politeness
- Use 'Think, Pair, Share' questioning technique and the RWI techniques to ensure children are all engaged in learning
- We follow the 'Zones of Regulation' approach. (More detail below)

Zones of Regulation

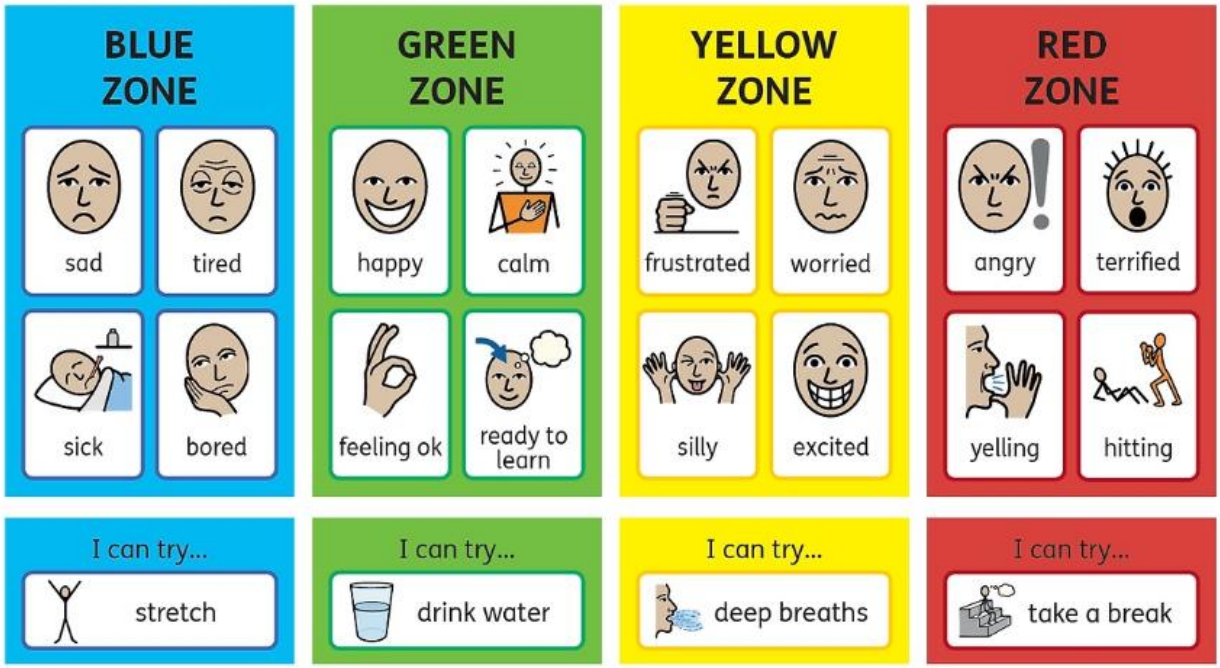
The Zones of Regulation is an approach based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. It is designed to help children better understand their emotions, sensory needs and thinking patterns.

The children learn different strategies to cope and manage their emotions based on which colour zone they're in. The Zones of Regulation helps children to recognise their own triggers,

learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

It is important that we remind pupils that we will experience all zones and there are no good or bad zones, however our success in regulating our emotions depends on us recognising our emotions, understanding them and having various support strategies in place.

We use colourful pictures to help explain the zones to our children:



When things go right!

We recognise that children demonstrating good behaviour, in line with the 6 Values and one rule should be rewarded. This demonstrates the importance of their behaviour and encourages others. We will do this by:

- Rewarding good behavior with praise and reward. This looks different across the school as we recognize that rewards should be age and stage appropriate however the rewards may include:
    - Dojo points
    - Stickers
    - A Dojo message home
    - A phone call or conversation with families
    - Verbal praise
    - Certificates in Pride assembly
- Behavior rewards will be based around the 6 Values and the one Rule
- In line with our focus on British Values, positions of trust such as house captains and elected positions, however, these roles are contingent on the children acting as role models and demonstrating our school values.

When things go wrong

We also recognize however that children will sometimes fail to follow the 6 Values and one Rule. This behavior is often a communication of need and our first response will always come from an empathetic viewpoint with safeguarding in mind. All staff have access to the Five to Thrive training and resources. These techniques can be used to help de-escalate children so that we can talk to children about what happened when they are regulated and able to reflect.

If children have fallen out or have been unkind to one another then we will follow the principle of Restorative Justice. Examples of Restorative Practice techniques are:

Restorative questions to respond to challenging behaviour

- What happened?
- What were you thinking/feeling at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- Does that seem fair? or
- What do you think needs to happen next?

Restorative questions to help those harmed by other's actions

- What happened?
- What did you think/feel at the time?
- What have your thoughts been since?
- How have you been affected by this?
- How have your friends and family been affected?
- What do you want to see happen now? or
- What do you want to see happen to repair the harm?

We are a fully inclusive school and we recognize that many of our children have social, emotional and mental health needs. We are also welcoming of children with SEND needs and run a Resource Base. For this reason, we use our professional judgement when it comes to implementing the school rules- it is not a 'one size fits all' approach. Instead, our trauma-informed approach means that our knowledge of the individual child will determine how we help them. If children require a bespoke approach then this will be explained in an individual behavior plan.

Nurture room

Children will also have access to the 'Nurture Room'. This is a room where children are welcome. If children are in the Blue or Yellow zones then the Nurture Room is a place to go

where they can help themselves to reach the Green zone. It may not be appropriate for children to access the room if they are in the Red zone for the safety and wellbeing of other children using the room.

Resource Base

The Orchard plays a key role in ensuring our school serves the needs of our whole community. We recognize however that, due to the needs of the children in the Orchard (who all have an EHC Plan) they may not always be able to meet the expectations of the school's behavior policy or demonstrate the 6 Values and one Rule. We will therefore exercise discretion and professional judgement when determining the consequences for a child's actions. For example, it may not be effective or purposeful to sanction a child in The Orchard by removing their break-time. This may not be understood by the child and would not be positive for their wellbeing and would not help the child understand the root of the problem. Instead, it may be better to explore what went wrong through social stories and talk.

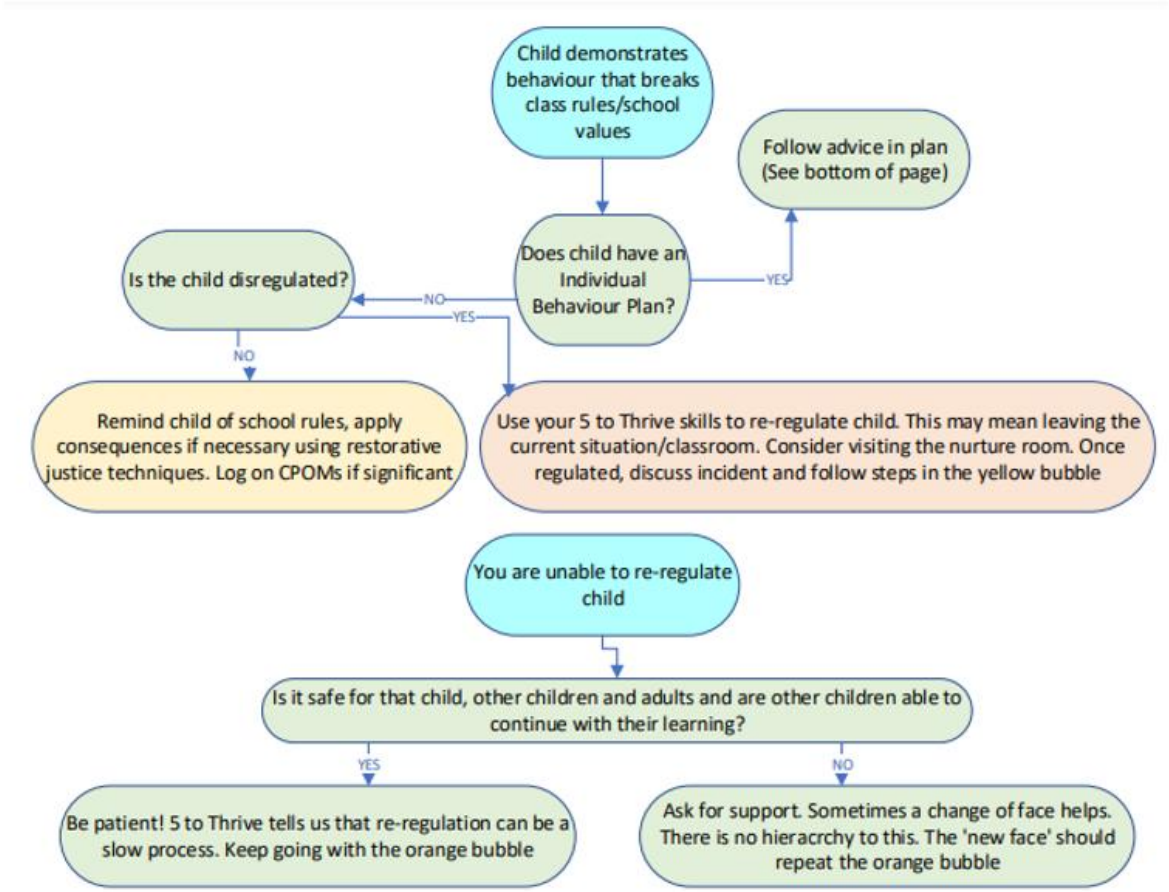
If behavior in The Orchard impacts upon the efficient and effective education of others or places staff/children at risk of harm then the school retains the right to implement the sanctions set out in this policy.

Behaviour Meetings

To help support staff in managing individual behaviour needs, weekly behaviour surgeries are available. These are led by the Behaviour and Inclusion lead, Laura Stewart. She is available one afternoon every week to observe children, classes and staff. The Behaviour and Inclusion Lead can then provide expert advice and feedback to support staff. Meetings with key staff such as the SENDCo, Phase Lead/Deputy Headteacher and Nurture staff to help configure individual behaviour plans and review their effectiveness. We expect all children who have a behaviour need to have a behavior plan. The children should have clear targets and rewards within this plan. Children should know their targets and so should their families and the staff that work with them.

Flow chart

We have a handy flow chart that helps us remember our key strategies to promote good behaviour. We will often use the phrase, 'Change of face, change of place' as a technique to help us when we are finding it tricky to regulate a child. The flowchart is below:



Sanctions

As a school we will always try to focus on the positive and to praise children displaying good behaviour. We recognize however that, despite individual circumstances, there may be times when it is necessary to sanction a child's behaviour because of the impact it is having on the wellbeing of others.

Sanctions can be instigated at the staff's discretions and can take the form of the following:

- Sitting alone to work.
- Time out- on a "quiet chair" if indoors or, if the class are outside, this may be on a bench on the playground
- Depriving the child of break time
- Spending time 'Repairing Harm' e.g. cleaning up defaced equipment, repairing any damage, apologising.
- Depriving the child of an enjoyed activity or withholding participation in a special event/trip that is not an essential part of the curriculum
- Completing work missed due to behaviour in own time
- Internal exclusions
- External suspensions

Parents should be involved by the class teacher in a low-key way early on so that the child sees home and school working together.

In more serious incidents the Phase Leaders, Deputy Headteacher or Headteacher should be consulted early on to:

- Discuss strategies
- Talk to the child
- Involve parents
- Ensure that any background information is known.

Incidents of behaviour may be recorded on CPOMS (our electronic Safeguarding and Behaviour Monitoring System) to help build a bigger picture of behaviour.

Exclusions

If serious cases of negative behaviour continue the school may need to implement more severe consequences such as internal exclusions, external suspensions and ultimately permanent exclusion. It is the philosophy of Marlborough St. Mary's Primary School that these consequences will only be utilised in exceptional circumstances. These circumstances might include, but are not limited to:

- Physical assault against a pupil/adult
- Sexual assault against a pupil/adult
- Verbal abuse against a pupil/adult
- Serious damage to school property
- Bullying
- Repeated disruptive behaviour

As the Governing Body of Marlborough St Mary's School, we wish to uphold the ethos of care and respect for each other that the school endeavours to promote.

The exclusion of a child is something that would never be undertaken lightly and without due consideration of all the factors involved in any one instance. It is our last resort when all other options have been exhausted.

If exclusion is deemed necessary, Marlborough St. Mary's Primary School will follow the guidance set out in the 'School Suspensions and Permanent Exclusions- A Guide and Information for School Leaders and Governors- September 2022'. The school and Governing Body will use this guidance and the recognised Government procedures. These can be found at:

https://www.gov.uk/government/publications/school-exclusion

When considering a suspension or permanent exclusion the DSL and, if appropriate, Social Care will be consulted to ensure that any safeguarding concerns have been considered. Any risks will be identified and appropriate mitigations established.

Restrictive Interventions and Use of Reasonable Force

Staff retain the legal power to use reasonable force only as an emergency last resort, where strictly necessary and proportionate to prevent a pupil from causing physical injury to themselves or others, or causing serious damage to property that compromises safety. Physical intervention must never be used as a punishment, disciplinary sanction, or routine behaviour management tool.

Primary emphasis is always placed on proactive, non-physical de-escalation strategies. Where physical intervention becomes unavoidable, staff must employ the **least restrictive option available** for the shortest possible duration.

Categories of Intervention

- **Physical Restrictive Intervention (RPI):** Low-level physical contact or guiding used to direct a child to safety.
- **Environmental Restraint:** Briefly restricting a child's movement spatially to maintain safety (e.g., standing in a doorway to prevent a pupil fleeing into a dangerous area). Staff **must remain inside the room** with the child at all times. Locking a child in a room alone or preventing exit without an adult present (seclusion) is strictly prohibited.
- **Accredited Restraints (Team Teach):** Formal physical intervention executed exclusively by staff holding active Team Teach certification, used only when lower-level interventions are insufficient to prevent immediate harm.

Reporting, Logging, and Parental Notification

All incidents involving reasonable force, environmental restraint, or physical intervention are subject to mandatory statutory recording protocols:

- **Immediate Escalation:** Staff involved must notify the Designated Safeguarding Lead (DSL) or Deputy DSL immediately following the incident.
- **Same-Day Parent Contact:** Parents/carers **must be notified on the same day** that any physical intervention or environmental restraint has occurred.
- **CPOMS Recording:** The incident must be logged on CPOMS within 24 hours, accurately selecting the relevant category (*Physical Restrictive Intervention*, *Environmental Restraint*, or *Team Teach*).

All staff must follow the step-by-step operational protocol set out in the visual flow chart: **"Using Restrictive Intervention Including the Use of Reasonable Force at Marlborough St Mary's"** (see Appendix C), which outlines the required actions from initial de-escalation through to post-incident debriefs and Risk Reduction Plan reviews.

Safe Handling

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. If a pupil has been identified as potentially being at risk of needing physical intervention, the staff working with that child will receive 'Team Teach' training. This is a form of positive behaviour training recommended and facilitated by the Local Authority. We use the minimum of force and follow the guidelines laid down by the DCSF. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force
- De-escalating incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Risk assessments and positive handling for individual pupils

(See DfE Guidance, 'Restrictive interventions including use of reasonable force April 2026')

Pupil Searches

On rare occasions it may be deemed necessary to search a pupil at the school. In these circumstances, the school will follow the procedures outlined in appendix B.

Special Needs

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. The age and stage of the pupil must always guide any sanctions or support. (See separate Special Educational Needs and Disability Policy)
For children with behaviour as an additional need the guidance in Wiltshire Graduated Response to SEND Support Document (GRSS) is followed.

PSHE

Themes such as dealing with conflict and bullying are addressed in class through the 'Jigsaw' PSHE scheme.

Impact

All racist and homophobic incidents will be recorded and tagged as such on CPOMS. These incidents are reported to parents of both the perpetrator and the victim to help avoid repetition and emphasise the importance of the event. These incidents are also reported to governors. Governors monitor suspensions and exclusions and the demographic trends within these.

We do not report arbitrary figures of behaviour incidents as this can result in mis-leading data that is often cohort or child specific. Instead, the Senior Leadership Team regularly review behaviour patterns for individuals and groups to monitor the effectiveness of provision. This is reported to governors through anecdotal qualitative evidence.

Related Policies

- Anti-Bullying Policy
- Single Equalities Policy
- Drug education and incident policy
- Home School Agreement
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Safeguarding and Child Protection Policy
- PSHE and RSE Policy
- Searching, Screening and Confiscation Advice for Schools- July 2022
- School Suspensions and Permanent Exclusions- A Guide and Information for School Leaders and Governors- September 2022

Appendix A

Governors Behaviour Principles Statement

Governors and Stakeholders agree that it is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust. Using a restorative approach, the school behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We apply this behaviour policy in a consistent way throughout the school community to encourage children to become positive, responsible and increasingly independent.

- Our school values of respect, love, perseverance, friendship, fairness, and courage have been chosen by the children and other stakeholders at the school and form the basis of our school collective worship programme.
- There is a positive attitude based on sense of community and shared values. Qualities and emotions such as anger, sharing, forgiving, bullying, respect, trust, kindness, honesty and perseverance are explicitly explored and taught in PSHE, assembly, collective worship and circle times.
- Social skills and emotional literacy support groups assist children who need extra help.
- Our behaviour code is shared with the children so that they know what is expected of them.
- The children are valued and encouraged in a positive manner.
- All members of the school community recognise that they have a part to play and are committed to developing good behaviour.
- There is a consistent approach throughout the school.
- Parents are involved in the school community and understand the principles and aims of the school. The behaviour policy will be clearly communicated to parents, volunteers and any clubs connected to the school.
- The development of self-esteem, self-awareness and independence are encouraged.
- Children are encouraged to take responsibility and behave in a responsible way.
- Children's achievements (both in and out of school, academic and otherwise) are recognised and celebrated.
- The children's individual needs are recognised and catered for.
- In line with the Equality Act 2010 the school promotes equality of opportunity, welfare of pupils and good relations across the whole school community
- We are committed to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying
- We recognise that staff have the power to discipline pupils, confiscate property and to use reasonable force to prevent a pupil committing an offence, causing personal injury or damage to property or prejudicing good order and discipline

Appendix B

Pupil Searches

In line with the 'Searching, Screening and Confiscation Advice for Schools- July 2022', staff at Marlborough St. Mary's Primary School have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The banned items for which a search may be made include, but are not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- vapes
- tobacco and cigarette papers
- fireworks
- pornographic images.

This policy will be communicated to all members of the school community to ensure expectations are transparent to all pupils, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy.

All searches must be carried out by a member of the school's Safeguarding Team and all searches must be authorised by either the Headteacher of the deputy Headteacher prior to the search.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item

- do not understand the instruction
- are unaware of what a search may involve
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

When conducting a search an appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency

- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a record of the search is kept. The extent of the search will follow the guidance clearly defined in 'Searching, Screening and Confiscation Advice for Schools- July 2022'.

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education.

They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited items are found during the search, the member of staff should follow the guidance set out in 'Searching, Screening and Confiscation Advice for Schools- July 2022'.

If a pupil is found to be in possession of a prohibited item listed in paragraph 3, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

All searches will be recorded on CPOMS- the school's electronic Safeguarding system. The following must be recorded:

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search.

Marlborough St. Mary's Primary School will reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Electronic Devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

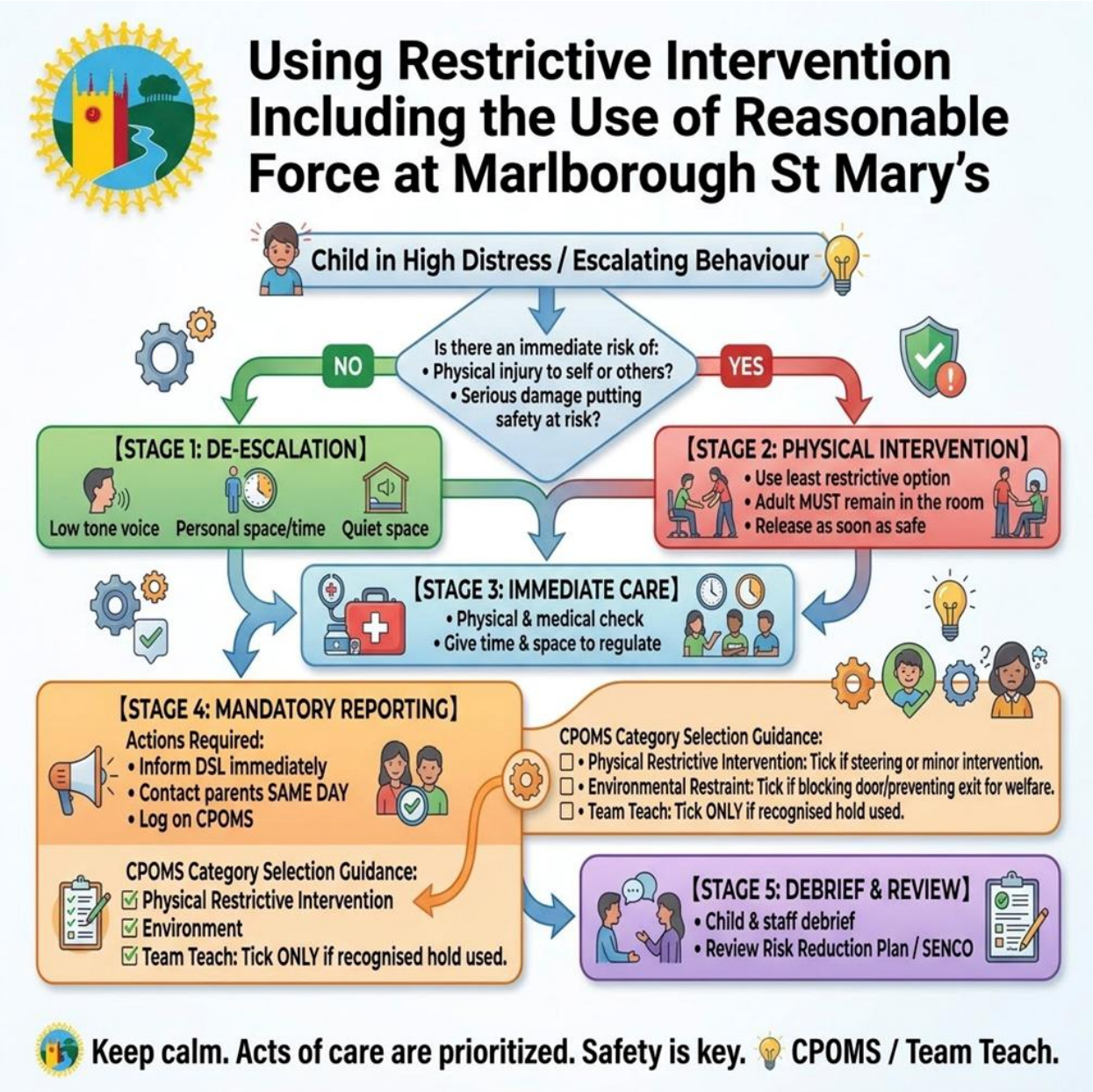
Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in

education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Appendix C –
Using Restrictive Physical Interventions Including Use of Reasonable force



Appendix: School Based Nursery Update August 2026

1. Context & Scope This addendum complements the main Marlborough St Mary's Behaviour Policy and tailors our relational, trauma-informed approach to the developmental needs of 2-, 3-, and 4-year-olds in our Early Years setting. It operates under the principles of the Early Years Foundation Stage (EYFS) statutory framework, recognizing that behaviour in very young children is a direct communication of emotional and physical needs.

2. Relational Approach & Co-Regulation

- **Co-Regulation Focus:** Nursery practitioners provide active co-regulation to help young children identify and manage overwhelming emotions, using visual tools adapted from the *Zones of Regulation* (e.g., simplified emotion faces and calm spaces).
- **5 to Thrive Framework:** Staff apply *5 to Thrive* principles (Respond, Engage, Relax, Play, Talk) to create a safe, predictable environment and de-escalate emotional distress.
- **Core Expectations:** The overarching school rule—*Be Kind*—and our core values are embedded through daily play, storytelling, and adult modelling.

3. Positive Reinforcement & Rewards In the Nursery, positive behaviour and prosocial choices are recognized in age-appropriate, immediate ways:

- Verbal praise, non-verbal affirmation (thumbs up, high-fives), and specific descriptive encouragement.
- Nursery visual reward displays, stickers, and informal verbal feedback to parents/carers at pick-up times.

4. Managing Challenging Behaviour & Developmentally Appropriate Responses We recognize that behaviours such as biting, pushing, or snatching are common developmental stages in early years as children learn to share and communicate.

- **Immediate De-escalation:** Staff use calm, simple language and redirection to distract or guide children toward positive choices.
- **Restorative Conversations:** Simplified restorative prompts are used when developmentally appropriate (e.g., *"Look at [Name]'s face, how are they feeling?"* and *"How can we make them feel better?"*).
- **Individual Support Plans:** Where a child displays persistent or severe distress/disruption, staff collaborate with the SENCO/Phase Lead to create an Early Years Individual Behaviour/Support Plan in partnership with parents.

5. Exclusion & Physical Intervention in Early Years

- **Sanctions & Exclusions:** Traditional primary sanctions (such as loss of break time or formal internal exclusion) are not appropriate for early years pupils. External suspensions/exclusions remain an absolute last resort following local authority and statutory EYFS guidance.

- **Safe Handling:** Physical intervention in the Nursery is strictly limited to protecting a child from immediate physical danger or preventing harm to others, in accordance with the school's physical handling guidelines.