CHILTON FOLIAT CofE VA PRIMARY SCHOOL

Our School Christian Vision

With thankfulness, courage and love,
we strive to improve heart and mind.

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a **thirst for knowledge**. This is delivered in a safe, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do. We encourage strong partnerships and inclusive relationships amongst pupils, parents, carers, staff and the wider community. Our children leave Chilton Foliat Primary School with a deep understanding of the impact of living out our school vision and values. As a result, they are well-rounded, confident and able to contribute positively to a wider community. They want to continue to **thirst for knowledge** and strive to improve **heart** and **mind** enjoying a diverse curriculum in their next educational setting.

Positive Behaviour Policy

Date Reviewed	May 2026
Review Period	Annually/**2 Yearly**/Readopted/Other
Review Body	Headteacher with staff colleagues and key personnel

Jesus said, "Everyone who drinks of this water will be thirsty again, but whoever drinks the water I give him will never thirst". John 4:13

Key Personnel			
Role	**Name**	**Tel:**	**Email**
Headteacher	**Katie Turner**	**01488 682630**	**head@chiltonfoliat.wilts.sch.uk**
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This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding and Child Protection Policy
- Model Staff Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- SEND Policy

Aims and Values

It is a primary aim of our school that every member of the school community feels safe valued and respected, and that each person is treated fairly and well. We are a caring Christian community, whose values are built on mutual trust and respect for all. The school's positive behaviour policy is therefore designed to provide the way in which all members of the school can live and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We aim to be a school that does not tolerate persecution or bullying of others on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation.

We support our children to develop their character as whole people and to take control of their contribution as global citizens, now and in the future. We do this by constantly promoting our three Christian core values, thankfulness, courage and love.

Our aim is to teach positive behaviour in the same way we teach any other subject – as a journey of learning and growth. We recognise that children develop these skills over time, through small, carefully supported steps. By modelling expectations, monitoring progress and regularly reflecting on what is working well, we help pupils understand that positive behaviour is something they can learn, practise and improve, just like reading, writing or maths.

Our children are taught to be:

Ready - Respectful - Safe

These characteristics underpin everything we do at Chilton Foliat and are code for high expectations for behaviour. We have a whole school agreed approach where everyone, children, staff, governors, and our families have a shared understanding of what is acceptable and unacceptable behaviour.

Ready

We support our children to be ready to learn by encouraging:

- Our bodies – feeling rested, fed and healthy
- Our minds - focussed, calm and ready to try
- Our attitudes – positive, kind and willing to learn.

Respectful

We expect all members of the school community to be respectful by:

- Respecting each other's personal space, privacy and dignity at all times
- Listening carefully, speaking thoughtfully, and interacting with kindness through our words and actions
- Taking care of our classrooms and shared spaces
- Valuing our own learning and showing consideration for others' right to learn.

Safe

We ensure our school is safe by:

- Keeping ourselves safe, both physically and emotionally
- Making safe decisions by asking, *"Is this a safe choice?"*
- Caring for others through actions and words that do not cause harm
- Looking out for one another and sharing responsibility for safety
- Creating safe spaces to talk, play and learn, where everyone feels secure.

Our Approach

- Positive behaviour is taught through well-structured, adaptive teaching, where lessons are creative, engaging and appropriately scaffolded, we meet pupils' differing needs and remove barriers to learning
- This inclusive approach supports pupils to regulate their emotions, manage their own behaviour and take increasing responsibility for their choices
- We recognise that behaviour is a form of communication and respond with consistency, empathy and high expectations for all
- We use restorative conversations as our first approach, helping children reflect on their behaviour and make positive choices
- Teachers and staff intentionally build strong, inclusive class communities, using age-appropriate restorative approaches and relationship-building with children and families
- Each class will develop a class charter that clearly links expectations to *Ready, Respectful and Safe*. These shared agreements will be regularly revisited, talked about and clearly understood by all
- We engage positively with parents and carers, recognising that working together supports consistent expectations and effective responses when behaviour is unacceptable
- We work closely with families, building positive partnerships that support children's emotional wellbeing, behaviour and success at school.

Inclusion, Safety and Professional Judgement

At all times, the school reserves the right to apply immediate and proportionate intervention where necessary to protect pupils or adults from harm, including harm to self. The safety and wellbeing of all members of the school community is paramount.

As an inclusive school, we acknowledge that many of our pupils experience social, emotional and mental health needs and that unwanted behaviour is often a response to unmet needs or underlying challenges.

For this reason, behaviour expectations and responses are not applied as a 'one-size-fits-all' approach. Instead, staff use their professional judgement, underpinned by strong relationships and knowledge of the individual child, to determine the most appropriate support and intervention.

We work closely with families to take a holistic view of the potential drivers behind behaviour and to ensure a consistent, supportive approach between home and school. Where a child requires a more personalised approach to behaviour support, this

will be clearly outlined in an individual behaviour plan, developed in collaboration with pupils, families and relevant professionals where appropriate.

Special Educational Needs and Disabilities

The school recognises that there is a wide range of special educational needs and disabilities that can impact on children's behaviour, and that a universal behaviour system will not meet the needs of all pupils. The Education Endowment Foundation (EEF) highlights that some children require a more personalised approach, while maintaining equally high expectations. Where needed, staff seek specific advice and make reasonable adjustments to an individual pupil's classroom behaviour plan to ensure it is inclusive, equitable, and effective. This may include consideration of individual needs, triggers, and communication styles, alongside proactive strategies such as visual supports, modified language, sensory regulation opportunities, and additional processing time.

As with all SEND provision, pupils are supported through scaffolded approaches to meet the same behavioural expectations as their peers, with behaviour understood in the context of need. Pupils are supported to develop self-regulation skills over time, and where appropriate, individual behaviour support plans are implemented and reviewed in collaboration with the SENCO, parents/carers, and external professionals. Consequences are applied consistently but flexibly, with a strong emphasis on teaching behaviour and repairing relationships.

Graduated consequences will still need to be in place in situations where behaviour has been unacceptable, despite support.

Examples of possible support:

- Individual behaviour plans
- Personal reward charts
- Regular daily check ins
- Personalised timetables
- Risk assessments
- Referral to Local Authority Behaviour Support
- Early Support Assessment (ESA)

It is the responsibility of the class teacher to ensure that these are shared with other teachers and staff who work with those pupils. This will be coordinated and directed by the SENCO.

Safeguarding

In line with the school's Safeguarding Policy, all staff are vigilant to the possibility that changes in behaviour or persistent negative behaviour may be an indicator that a child is experiencing harm or is at risk. Staff apply professional curiosity and do not view behaviour in isolation. This may include concerns relating to:

- Abuse, including emotional, physical, sexual abuse and neglect
- Harmful sexual behaviours (HSB), including peer-on-peer abuse
- Online or offline relational harm
- Discrimination or prejudice-related behaviour

Where behaviour gives cause for concern, staff follow safeguarding procedures promptly, recording and reporting concerns in line with school policy. Behaviour responses are always underpinned by the safeguarding duty to protect children from harm.

Diversity and Inclusion

The school recognises that a respectful understanding of difference, including characteristics protected in law, is central to positive behaviour and strong relationships. An inclusive culture underpins both conduct and wellbeing, ensuring that all members of the school community are treated with dignity and feel safe, welcomed, and able to thrive. We are proactive in:

- Creating opportunities through the curriculum and wider school life to learn about, discuss, and celebrate difference
- Promoting respect for individual identities, backgrounds, beliefs, and lived experiences
- Taking active steps, where possible, to increase diversity within our staff and volunteer body
- Ensuring new pupils, families, staff, and volunteers are welcomed and supported to become part of the school community.

Language or behaviour that undermines inclusion, including conduct related to protected characteristics, is not acceptable and is addressed consistently in line with the school's behaviour procedures.

Working in Partnership with Parents and Carers

We believe that the most successful support for children's behaviour comes through strong, honest partnerships between home and school. While the school provides clear expectations, consistent routines and inclusive support, parents and carers hold primary responsibility for their child's behaviour and attitudes.

Parents and carers can support their child by:

- Actively engaging with the school, responding to communication, attending meetings, and working collaboratively with staff when concerns arise
- Reinforcing school expectations at home, including the shared language of *Ready, Respectful and Safe*, so that children receive consistent messages.
- Supporting agreed strategies or behaviour plans, helping children to practise and embed these approaches beyond school
- Sharing relevant information that may impact behaviour, including changes at home or emerging needs, so that school support can be timely and appropriate.
- Modelling respectful behaviour, calm communication and positive problem-solving, recognising that children learn behaviour through adult example.

Where behaviour concerns arise, we are committed to working openly and constructively with families to understand the underlying causes and to agree next steps. However, families are expected to engage positively with this process. A lack of engagement or willingness to work in partnership may limit the effectiveness of support and impact outcomes for the child. Our shared aim is to support children to develop self-regulation, responsibility and positive relationships, preparing them not only for success in school, but for life beyond it.

Positive Recognition

Positive behaviour is consistently recognised to reinforce expectations and contribute to a calm, purposeful learning environment. Rewards are used to motivate pupils, promote inclusion, and celebrate effort as well as achievement. Examples of positive recognition include:

- Specific and immediate verbal praise
- Dojo or team points contributing to shared goals
- Individual Dojo points for "going above and beyond".
- Stickers or stamps in books or reward charts or on person (EYFS) jumpers
- Headteacher's awards or Growth mindset certificates (celebration assemblies)
- Link to celebration the ability to share a piece of work at celebration assembly
- Share successes with parents of work achieved in school

- Sharing successes with other adults (showcasing work or positive choices)
- Positive communication with parents/carers
- Positions of responsibility
- Privilege time
- Non uniform day for Dojo House winners every small term – Thursday before the last week of term.
- Table or group rewards
- Additional playtime for sustained positive behaviour
- Positive end of day and Celebration Assembly communication with parents/carers
- Whole class rewards earned collectively

Unacceptable Behaviours

At Chilton Foliat, we agree that the following behaviours are unacceptable

- Bullying, including repeated or targeted behaviour intended to cause harm or distress
- Disrespectful behaviour or language towards pupils, staff or visitors
- Disruptive behaviour that interferes with teaching and learning
- Misuse of school equipment or property, including damaging or stealing property or the work of others
- Verbal or physical aggression, including shouting, fighting, spitting or swearing
- Any form of discrimination, including racism, sexism, homophobia, transphobia or prejudice-based behaviour

These behaviours will be responded to in line with this policy, taking account of individual needs, context and safeguarding considerations. See Appendix 4 – School Behaviour Plan.

Monitoring and Review

Behaviour is regularly monitored and reviewed through structured staff discussions and ongoing analysis of behaviour data recorded on CPOMS, the school's secure online system for logging concerns relating to pupils' wellbeing, behaviour and safety.
Staff meet routinely to discuss pupils for whom there are concerns, including those who appear frequently in behaviour monitoring records.

These discussions focus on identifying patterns, evaluating the effectiveness of strategies in place, and agreeing appropriate next steps, including targeted support or individual plans where necessary.

Behaviour is considered alongside attendance, SEND and safeguarding information to ensure a holistic understanding of each pupil's needs. Behaviour is recognised as a form of communication, and repeated or escalating patterns — such as physical or emotional unkindness — are explored carefully, as these may indicate an unmet need or, in some cases, a safeguarding concern.

The school maintains clear and accurate records of serious, persistent or concerning behaviour. These records are reviewed regularly by the Headteacher, Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) to ensure that appropriate action is taken and followed up in line with safeguarding procedures and statutory guidance.

All staff involved in managing pupil behaviour are expected to record incidents, actions taken and, where appropriate, consequences applied, in line with school procedures. Midday Supervisory Assistants (MDSAs) and Chilton Childcare Club staff apply this policy consistently and take an active role in supporting pupils to improve behaviour, rather than passing concerns on without engagement.

Staff who require additional support to develop or implement behaviour strategies are expected to seek guidance from the Headteacher or SENCO, ensuring early intervention and consistent practice.

Accountability

The Headteacher is responsible for ensuring that this behaviour policy is implemented consistently and effectively across the school. The Headteacher reports to governors on the effectiveness of the policy when requested, including evidence that:

- records are maintained for serious or repeated incidents of inappropriate behaviour
- behaviour data is used to inform support, intervention and improvement
- staff are supported through training, monitoring and feedback to implement the policy confidently and consistently.

Appendices

Appendix No.	
1.	**Core Principles in Practice**
2.	**30-Second Conversation Script**
3.	**Restorative Practice**
4.	**School Behaviour Plan**
5.	**Guide to Behaviour Levels and Consequences and links to Classroom Plan**

Appendix 1: Core Principles in Practice

Visible Consistency, Visible Kindness – Being "Bothered"

- Chilton Foliat aims for absolute clarity and consistency in behaviour expectations: *this is how we do things here*. This applies to all adults and all pupils. We actively challenge unhelpful habits or past practices that undermine consistency
- Consistency is strengthened by using three clear expectations – Ready, Respectful and Safe. These are easily understood, consistently referenced and shared across the school
- Behaviour is addressed through calm, measured and reflective adult responses; emotionally reactive responses are avoided
- Our first approach is "naming and faming, not naming and shaming", recognising and reinforcing positive behaviours
- Adults earn emotional currency by taking genuine interest in pupils, listening to them, and noticing everyday acts of kindness, effort and improvement
- Pupils are acknowledged when they go above and beyond, with specific, authentic praise that encourages others to aspire positively
- Being "bothered" is about building meaningful relationships over time so that pupils feel genuinely heard, valued and cared for. Strong relationships reduce the likelihood of behaviour escalating and support pupils to make better choices.

Relentless Routines: Consistent, Calm Adult Behaviour

- *Ready, Respectful and Safe* is a shared language and a consistent reference point for all behaviour expectations
- Adults are relentlessly positive and consistent, recognising that improvement is built over time
- Staff create environments where every child can succeed, noticing and celebrating even the smallest achievements
- Pupils are greeted warmly and made to feel welcome and valued
- Praise is sincere, specific and frequent, recognising effort, kindness and growth
- Achievement is celebrated in different ways, recognising that not all pupils wish to be publicly praised, but all want to feel valued

Restore, Redraw and Repair

- We recognise that sanction alone does not teach better behaviour. Restorative conversations help pupils to understand the impact of their actions, take responsibility and repair relationships
- Adults who have invested time in building relationships are better placed to hold meaningful restorative conversations

- Restorative conversations are carefully managed, with attention to tone, body language, positioning and timing, so that pupils feel safe and able to engage honestly
- Adults allow sufficient time for these conversations, listen without judgement, avoid interrupting, and end on a positive, forward-looking note
- Restorative questions are selected thoughtfully and adapted according to age and stage.

Appendix 2: 30-Second Conversation Script

1. Gentle approach, personal, non-threatening, side on, eye level or lower.

2. State the behaviour that was observed and which rule was broken.

Repeat the choices and consequences mantra:
"You need to understand that every choice has a consequence and your behaviour is disruptive/dangerous"
Ask the child: "***What rule have you broken?"***

3. Tell the learner what the sanction is.
"If you choose to (insert desired behaviour), that would be fantastic.
If you choose not to, then this will happen… (consequence)"

4. Immediately refer to previous good behaviour as a model for the desired behaviour.
"Do you remember earlier today when you...? that's who I want to see now. I'll leave you to make your decision".

Follow with: "***You are going to be brilliant. I believe you can be a success. I care about what happens."***

5. Allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.

6. Look around the room with a view to catch somebody following the rules.
Make a copy of the script for your lanyard if you need it.

Appendix 3. Restorative Practice and Repair

Restorative Practice is central to life at Chilton Foliat Primary School and underpins our values, relationships, and approach to behaviour. It is an expected part of the school's behaviour response and is used to support pupils to take responsibility, repair harm, and re-engage positively with learning.

Restorative Practice is most used at Step 5: Repair of the School Behaviour Plan (Appendix 4.) following an incident or conflict. It may also be used earlier where appropriate to prevent escalation and support resolution.

Restorative conversations are used to:

- Address what has happened and the impact of the behaviour
- Reinforce expectations and reset behaviour
- Repair relationships and restore trust
- Support long-term positive behaviour change.

For restorative practice to be effective, the following principles apply:

- The conversation is led by the adult directly involved and is not delegated
- Adequate time is given to ensure the pupil feels listened to and understood
- The focus remains on the behaviour or incident, not the child's character
- Clear expectations are reaffirmed and responsibility is encouraged.

Through restorative practice, adults consistently demonstrate positive regard for all pupils and build strong, trusting relationships. This approach ensures that behaviour is addressed in a way that is fair, relational, and focused on learning, repair, and improvement rather than punishment alone.

Use 'The Restorative 5' – select 5 questions from the list below to structure your conversation.

- What happened?
- What were you thinking about at the time?
- What have you thought since?
- How did this make other people feel?
- Who has been affected?
- How have you been affected?
- What should we do to put things right?
- How can we do things differently in the future?

NB: 5 questions might be too much for a child in reception or year 1. Select 2 and feed in more questions as children grow and develop their understanding of how this works.

Three things to do when children clam up:

- 'Ok, imagine there were (people affected/a way of putting it right/things you could do differently), what would they be?
- 1-10 scales: 'on a scale of 1-10 how angry were you?
- Offer a postponement and some support if the child is not ready to speak: 'I can see you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Mrs Smith sit with you and help you with the answers?'

Appendix 4: School Behaviour Plan

All pupils are expected to follow the three school rules: **Ready, Respectful, Safe**. These are taught explicitly and reinforced consistently across all classrooms.

Step 1: Reminder
Staff give a calm, private reminder of the school rules. Where required, reminders may be repeated to reflect reasonable adjustments. Staff take proactive steps to prevent escalation and support positive engagement at this stage.

Step 2: Caution
A clear verbal caution is given, preferably in private, identifying the behaviour and the likely consequence if it continues. Staff use the agreed phrase: *"Think carefully about your next step."*

Step 3: Last Chance
The pupil is spoken to privately and given a final opportunity to re-engage positively. A clear choice is offered, supported by reference to previous examples of the pupil's positive behaviour. The 30-second scripted intervention (See Appendix 3) is used consistently at this stage.

If the unwanted behaviour continues, at this point, the consequence is applied. This consequence is immediate and non-negotiable. It cannot be removed, reduced, or substituted.

Step 4: Time Out
In addition to a consequence, time out may take place briefly outside the classroom or in an agreed space within the classroom. This provides the pupil with time to calm, regulate emotions, and prepare to return to learning. In the most extreme of cases, suspension from school may also be considered.

Step 5: Repair
Repair focuses on restoring relationships and learning from the incident. This may involve a restorative conversation (See Appendix 2) or, where necessary, a more formal meeting. Pupils are supported to reflect on their behaviour and its impact on others.

Consequences

Behavioural consequences are designed to be calm, proportionate and educational, helping children understand the impact of their actions and learn more positive ways to behave. Typical responses range from gentle verbal reminders, reflection or thinking time, and restorative conversations, through to loss of privileges or time with a trusted adult to support regulation. Where

appropriate, children are supported to repair harm by apologising or making amends. More serious or repeated behaviour may involve senior staff, parental communication, or an individual behaviour plan, with exclusion used only rarely and as a last resort. All consequences are applied with consideration of a child's age, needs and circumstances, and sit alongside consistent teaching of expectations, strong relationships and inclusive support.

Appendix 5

Guide to Behaviour Levels: Consequences and links to School Behaviour Plan

Notes:

a) Consequences are always applied as part of a restorative conversation and are age-appropriate. Wherever possible, repair strategies are prioritised over sanctions.

b) Responses at each Level are enacted through the School Behaviour Plan (Steps 1–6). Repair is delivered through Restorative Practice.

Level/Descriptor of Behaviour	Examples	Response	Alignment to School Behaviour Plan
Level 1 – Low Level Disruption	• Lack of focus or minimum effort • Wasting time • Disruption of learning • Play fighting	Reminder, warning, restorative conversation, support to re-engage. Recording: Not typically recorded unless patterns emerge. Who: Class Adult/MDSA	Step 1: Reminder → calm, private reminder of Ready, Respectful, Safe; reasonable adjustments as needed Step 2: Caution → if repeated in the same session: clear caution; use agreed phrase "Think carefully about your next step." Repair: Brief, in-the-moment check-in (30 second script) if helpful.
Level 2 – Disrespectful or	• Lack of respect for property or the school environment	Restorative conversation, consequence if	Step 2: Caution → name behaviour; outline consequence if continued

Inappropriate Behaviour	• Inappropriate language (not directed or discriminatory) • Thoughtless/careless physical behaviour • Using group dynamics to exclude others • Theft of small items (first offence, impulsive). •	needed, behaviour reset. Time out Recording: Log in CPOMS if repeated or if property/environment is affected. Who: Class adult; inform parents if property is damaged.	Step 3: Last Chance → choose own response to turn around and reset → refer to previous positives; → time out if behaviour continues. Step 4: Time Out → if needed to de-escalate and enable re-engagement Step 5: Repair → short restorative conversation to reset expectations.
Level 3 – Harmful or Escalating Behaviour	• Repeated lack of respect for property or the school environment • Inappropriate language directed at peer or adults • Purposeful pushing, hitting, or rough behaviour with intent to harm • Repeated use of group dynamics to exclude others • Leaving the classroom without permission (use discretion) • Repeated theft.	Consequence applied and recorded in CPOMs. Formal restorative process. Involvement of senior staff if required. Who: Class adult with SLT as needed; parents engaged about incident and consequences. Options:	Step 4: Time Out → likely required (in or out of class) Step 5: Repair → formal restorative conversation; may involve phase/SLT depending on context.

	• Harmful Sexualised Behaviour (investigation needed before action).	playground, telephone, f-f meeting). Option for parents to take part in three way " In the moment" conversation via phone or face to face. Feedback from parents following event.	
Level 4 – Serious Behaviour or Discriminatory Conduct	• Discriminatory language (including first incidents without prior awareness) • Targeted and/or repeated physical harm to children or adults (or self) • Targeted and/or repeated inappropriate or threatening language towards children and adults • Harmful Sexualised Behaviour (investigation needed before action). • Refusal to follow reasonable instructions	Consequence applied and recorded in CPOMs, Parents informed immediately and invited to engage. Senior staff involvement. restorative meeting, parents/carers engagement informed, discussion offered/face to face meeting. External agency Behaviour support considered. Initiate a Behaviour Plan to support.	Step 4: Time Out → immediate and managed Step 5: Repair → formal restorative meeting; leadership present; standards/expectations reset Consider additional consequences (e.g., loss of privilege/time with staff, reparation for harm).

	• Behaviour off site that impacts the school's reputation • Behaviour meeting multiple indicators of relational harm		
Level 5 – High Risk or Persistent Behaviour	• Persistent harmful behaviour (including harmful sexualised behaviour) despite previous interventions • Bullying behaviour following prior warnings and support • Serious theft • Fighting with intent to harm • Leaving the school site without permission • Discriminatory language with intent or repetition.	Immediate senior staff involvement, safeguarding considered, extending and following formal behaviour or safeguarding procedures. Inform parents/carers immediately. Recording: Detailed record; DSL review if safeguarding risk; update Behaviour Plan. Who: Head/SLT and DSL; parents/carers; possible external agency involvement.	Immediate safety response (pre-Step 4 if required): de-escalation; keep pupils safe Step 4: Time Out → managed by SLT Step 4a; Considering of suspension if deemed necessary for safety reasons Step 5: Repair → formal restorative and leadership meeting; plan/support reviewed or created Follow formal procedures (behaviour/safeguarding) as appropriate.

Repeated or Escalating Behaviour

Repeated incidents at any level may result in escalation to the next level and/or additional support, planning, or safeguarding action.

Suspension and permanent exclusion

Step 5: Repair represents the final stage of the School Behaviour Plan. In some cases, where behaviour is serious, persistent, or places others at risk, further action may be required beyond the classroom response. This may include consideration of suspension or exclusion, in line with statutory guidance and the school's Exclusion Policy. Where exclusion is used, restorative practice remains an essential part of the process and is used to support reintegration, repair relationships, and reduce the likelihood of recurrence.

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency e.g. Wiltshire Council SEND, and Targeted Education support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Physical intervention

Physical intervention is only be used when all other options for de-escalating a conflict situation have failed.
Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) may be used as part of a support plan set up incorporating the views of the parents and the child.

Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all children. All physical intervention is be carried out in such a way as to

safeguard the pupil and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

For further information please see Gov.UK document: Restrictive interventions including use of reasonable force, in schools April 2026