Shires Multi Academy Trust	With God we grow to live life in all its fullness	
Behaviour and Relationships Policy	**Issued**: September 2026	**Issued by**: T Howarth - Headteacher
Policy Number: FPS/0010		

Feckenham CE Primary School

BEHAVIOUR AND RELATIONSHIPS POLICY

Date Policy Reviewed:	September 2026	
Date Approved By Governing Body:		
Signed Headteacher:		Tanya Howarth
Signed Chair of Governors:		Julie Grieve
Review Date:	September 2027	

At Feckenham CE Primary School, we believe that all pupils, staff and families are loved by God and are of intrinsic value. Our mission is to help everyone flourish personally and academically, fulfilling their potential through the guiding principles of wisdom, hope, community and dignity.
As a Church of England school, we seek to create a community where every child feels valued, respected and encouraged to become the very best version of themselves. Guided by the words, ***'Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you'*** Ephesians 4:32**,** we support children to develop positive attitudes, make wise choices and demonstrate behaviours that enable both themselves and others to thrive.
We believe that positive behaviour is built through strong relationships, clear expectations and a culture of care and belonging. Children learn best when they feel safe, secure and understood. Through consistent approaches, high expectations and a rich curriculum, we help pupils develop self-discipline, responsibility and respect for others.
Inspired by the words of 1 Timothy 4:12, ***"Don't let anyone look down on you because you are young, but set an example in speech, in conduct, in love, in faith"*,** we encourage all children to recognise the positive influence they can have within our school and wider community.
This policy sets out our shared expectations for behaviour and relationships, ensuring that Feckenham CE Primary School remains a place where every member of the community is supported to flourish and where learning can take place within a calm, respectful and nurturing environment.

Legislation and Statutory Requirements

This policy has been developed in accordance with current legislation and Department for Education guidance, including:

- *Behaviour in Schools*
- *Searching, Screening and Confiscation*
- *Restrictive Interventions, including the Use of Reasonable Force in Schools* (2026)
- *Keeping Children Safe in Education* (KCSIE) 2026
- *The Equality Act 2010*
- *Supporting Pupils at School with Medical Conditions*

Legislation and Statutory Requirements

This policy has been developed in accordance with current legislation and Department for Education guidance, including:

- *Behaviour in Schools*
- *Searching, Screening and Confiscation*
- *Mobile Phones in Schools (2026)*
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Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. As stated in *Keeping Children Safe in Education* (2026),"***All staff have a responsibility to provide a safe environment in which children can learn."***
At Feckenham CE Primary School, we recognise that behaviour can sometimes be a communication of need and may indicate that a child requires additional support, early help or protection. Staff will always consider whether a child's behaviour may be linked to safeguarding concerns, unmet needs, trauma, mental health, SEND or experiences outside school. Concerns will be responded to promptly and in line with the school's Child Protection and Safeguarding Policy.

Any behaviour that raises a safeguarding concern must be recorded on our safeguarding system, CPOMS. This ensures that we have a comprehensive and timely understanding of the needs of our children and can take swift action when necessary. All staff members are responsible for logging behaviour incidents that may indicate potential safeguarding concerns, ensuring that we support every child in a holistic and informed manner.

This policy should therefore be read alongside the school's safeguarding procedures and contributes to our commitment to ensuring that every child feels safe, valued, respected and able to flourish.

Purpose and Aims

At Feckenham CE Primary School, we aim to promote behaviour based on mutual respect, enabling all members of our school community to learn and work within a calm, supportive and purposeful environment. Rooted in our distinctly Christian vision and values of **wisdom, hope, community** and **dignity**, we seek to help every child flourish both personally and academically.
Through positive relationships, high expectations and a broad, inspiring curriculum, we nurture the attitudes, values and behaviours that enable children to contribute positively to their own development, the life of the school and the wider community. We believe that all children should have the opportunity to ***"live life in all its fullness"***, reaching their full potential academically, socially, emotionally and spiritually.

We aim to:

- Promote a positive, inclusive environment where all children feel safe, valued and respected.
- Foster strong relationships built on trust, kindness, mutual respect and open communication.
- Develop children's self-discipline, responsibility and confidence to make positive choices.
- Support children to understand the impact of their actions on themselves and others.
- Encourage behaviour that reflects our Christian vision and values.
- Enable every child to flourish and make a positive contribution to their community and the wider world.

Staff Induction on Behaviour Management

- All new staff members (including teachers, teaching assistants, and support staff) receive comprehensive induction on our behaviour policy and practices as part of their initial induction process. All new staff receive:
- A copy of the behaviour policy to read and discuss
- Overview of school behaviour expectations and systems (rewards and consequences) - Introduction to key behaviour management strategies used across school
- Information about pupils with specific needs
- Safeguarding procedures related to behaviour, including the importance of listening to the child's voice
- SLT will record behaviour incidents required on CPOMS.

Supply teachers and student teachers also receive:

- A copy of the behaviour policy on arrival
- Access to class-specific behaviour information
- Support from the class teacher or senior leader as needed
- Clear guidance on behaviour expectations and procedures

Ongoing Staff Development and Training Annual Safeguarding Training:

All staff receive annual safeguarding training which includes:

- The critical importance of listening to and acting upon the child's voice

- Understanding how behaviour may be a communication of distress or unmet needs
- Recognising when behaviour may indicate safeguarding concerns
- Links between trauma, adverse childhood experiences and behaviour
- How to respond to disclosures and concerns appropriately

Recording and reporting procedures Annual Behaviour Training:

Behaviour expectations and the behaviour and relationships policy are reiterated annually with all staff to ensure:

- Consistency in approach across the school
- All staff are aware of any policy updates or changes
- Staff are confident in applying the behaviour policy
- New strategies or approaches are shared
- Staff understand their roles and responsibilities

Additional Training:

Staff receive further training as needed on:

- Specific pupil needs and effective strategies
- De-escalation techniques
- Positive behaviour management approaches
- SEND and behaviour needs
- Mental health and wellbeing support
- Restorative approaches

Role of School Leadership Team

The Leadership Team including the Headteacher, SENDCO, Designated Safeguarding Leads and Mental Health First Aider all support positive behaviour practices in school and are here to assist and advise staff and parents and carers. The Headteacher in particular is highly visible around school and will induct new staff members in our behaviour and relationships policy and implementation. It is important that all staff members know that they have the support from the school leadership team and also understand that they have a responsibility to ensure our behaviour and relationships policy is followed so our pupils are able to flourish academically, socially and spiritually. If the Leadership Team identify staff members who may benefit from specific training in promoting positive behaviour, this will be sought from internal our external sources as soon as possible.

Role of Governors

Governors are responsible for ensuring the school behaviour and relationships policy is reviewed annually and is published on the school website. Governors liaise with the Headteacher and Leadership Team to ensure behaviour is monitored by the school and procedures are followed correctly. The Headteacher includes behaviour in the Headteacher's report to Governors and it is the responsibility of governors to respond to this information with curiosity and ask for clarification if required. The Safeguarding Governor liaises with the Designated Safeguarding Lead prior to Local Governing Body meetings and when required.

Role of Staff Members

All teaching and non-teaching staff are expected to teach and promote the skills of self-discipline, co-operation, respect, empathy, forgiveness and tolerance to all pupils. Without these skills our academic objectives cannot be achieved. Achievements of every kind are valued, both academic and non-academic and all pupils should have equal opportunities to achieve their potential. Pupils are expected to work hard and do their best. Staff have high expectations of all pupils, regardless of the starting points or personal needs.

Each child's class teacher is particularly responsible for dealing with any day-to-day issues which might affect a pupil. They are there to confide in, share hopes and fears with, liaise with parents if a child is unwell and to offer comfort should some problem at home or at school be upsetting one of their pupils. However, all staff, both teaching and non-teaching, share in the pastoral care of the pupils. We are all here to help in whatever way is most appropriate.

Staff communication boxes are located centrally in the school library area where children can post an emoji style note to communicate with the staff member, if they would like to talk to regarding both negative and positive issues or

events. However, children are reminded regularly that they can talk to any grown up when they need to; they do not have to wait to post a communication.

The underlying principle is that all children are individuals who have rights but also responsibilities. Each needs to appreciate that their behaviour has consequences for themselves and also for others.

Recognition, Praise and Celebration

At Feckenham CE Primary School, we believe that strong relationships and the recognition of positive behaviour are central to creating a culture where every child can flourish. In line with our vision, *"With God we grow to live life in all its fullness"*, we actively notice, celebrate and reinforce kindness, effort, positive behaviour and contributions to our school community.

Our approach to recognition and rewards is rooted in this vision and is intended to encourage all children to make positive choices and live out our shared values. Our weekly **Celebration Assembly** provides an opportunity to recognise and celebrate children (and sometimes adults) who have demonstrated our core values of **Wisdom, Dignity, Community and Hope**. Families are invited to join these celebrations, where children may receive certificates for academic achievement, positive behaviour, acts of kindness, service to others, resilience, effort or contributions to the life of the school. Through consistent recognition and celebration, we seek to encourage the behaviours, attitudes and values that enable every child to grow, flourish and make a positive contribution to our community.

By recognising and celebrating these positive behaviours, we encourage everyone to appreciate the strengths and contributions of others, helping to build a community where all can grow, belong and live life in all its fullness.

Behaviour is everyone's responsibility, and we aim to create a culture where positive choices are recognised and valued. Every classroom has a **Recognition Board**, which is used to highlight and celebrate children who demonstrate the behaviours, attitudes and values that help our school community thrive.

Children may receive:

- Verbal praise and encouragement
- Stickers and other age-appropriate recognition
- Positive feedback for effort, perseverance and excellent work
- Recognition on classroom Recognition Boards
- Certificates and awards celebrating positive contributions to school life

All staff are instructed to read then sign the Shires Mat Staff Code of Conduct annually to ensure that all adults in school behave in a way that promotes positive role models for our pupils.

Role of Parents and Carers

Our relationship with parents and carers has a huge role to play in creating and maintaining positive behaviour in our school. Through our open-door policy, parents and carers can raise any worries or concerns with a member of staff and any communication will be dealt with swiftly and in a caring and supportive manner. Our school Early Help Offer – found on our school website under About Us, Supporting Families, provides more detail for parents and carers.
It is important that parents and carers know our policy on behaviour and we will support any parent or carer if their child's behaviour is having a negative impact on academic, mental health and wellbeing and/or relationships with other children or staff.

Role of Pupils

In order for all our pupils to grow to live life in all its fullness, they deserve a safe, calm and nurturing environment, free from worry or harm. They also need the guidance from trusted adults when their behaviour is below what is expected. Positive behaviour is expected from all our pupils, and this is communicated in child friendly and age-appropriate ways, e.g. through assemblies and collective worship, PSHE lessons, class recognition boards and through weekly appreciation of good behaviour through our Celebration Assemblies (with parents and carers invited).
Our Whole School Council approach means that all children get to discuss and help promote positive behaviour and will have a contribution to make around keeping our school a safe and happy place to learn and play.

Code of Conduct

The Code of Conduct for our pupils is as follows:

- All pupils to demonstrate 'good listening' in lessons and assemblies and should only be asked once to remember the rules of 'good listening'. Those who choose not to follow good listening principles and ignore an adult's request to listen are being disrespectful to the adult and the children in their class or assembly and stopping other children from learning. As a consequence, appropriate restorative or protective actions will be put in place to help children repair, reflect and return positively to learning.
- All pupils should participate effectively in their own learning in and out of the classroom and not disturb others in their learning. Those who choose to deliberately stop themselves or others learning will be dealt with according to the school behaviour response.
- All pupils should respect the school environment by taking care of school equipment and the school grounds. Children who choose to deliberately damage school property will be dealt with through the school behaviour response.
- All pupils should respect the rights of others to have a happy and safe experience in lessons and at playtimes/lunchtimes. Any child deliberately causing upset to another child or children will be dealt with according to the school behaviour response.
- All pupils should respect the right of others not to be physically hurt by a deliberate action of aggression. Any child choosing to hurt another child in this way will be removed from the classroom or playground and addressed by the supervising adult, with follow up from a senior member of staff (SLT) if required. If this behaviour continues especially within the same week, parents will be informed either in person at the end of the school day, by telephone or letter.
- Behaviour incidents online will be responded to in school as this behaviour will affect a child's experience in school and in turn the school culture. Parents and carers should inform the school as soon as possible if they know an incident has occurred. Lessons in school around online safety and cyber bullying are planned to keep children aware of their responsibilities to themselves and others in the real and virtual world.
- The member of staff who dealt with this incident is required to log the incident on CPOMs.

Note: Behaviour which deliberately and consistently causes upset either mentally or physically to another child will be dealt with following the steps outlined in the school Anti-Bullying Policy.

This code of conduct has been developed to provide a caring environment protecting the wellbeing of all. On occasions when a child does not act accordingly there are a range of behaviour responses that can be used. These will vary according to the nature of the unwanted behaviour and will usually involve loss of privileges. For example, unruly behaviour in the playground will lead to loss of some playtime, disruption in the classroom may mean moving from their usual seat or move to another classroom, unacceptable work through deliberate lack of effort or care will be redone or sent home.
It is important to note that carrying out behaviour responses demonstrates care for the individual and this should be communicated to the child who has made an error in their behaviour.

Promoting Positive Behaviour

We believe in promoting and modelling the behaviour we want to see in our children. As Paul Dix states, "The advertising of poor behaviour to the rest of the class doesn't help but routinely advertising the behaviour that you do want does." Our focus is on encouraging positive behaviour through praise, rewards, and by setting clear expectations. This approach reflects our vision, "*With God we grow to live life in all its fullness*", by helping children to grow in confidence, character and responsibility through positive relationships, encouragement and recognition of the choices that help our whole community flourish.

Restorative Approaches

When issues arise, we focus on restorative practices that encourage children to reflect on their behaviour and consider its impact on others. This aligns with our belief that mistakes are opportunities for growth and learning. We encourage pupils to take responsibility for their actions, repair any harm caused, and work towards reconciliation. This is usually done through a restorative conversation alongside the schools Behaviour reflection **(appendix 1 and 2).**

Unacceptable behaviours

If a child makes a poor behaviour choice, they will normally spend part of their playtime or lunchtime completing a restorative reflection with a member of staff. This supports them in understanding the impact of their actions, repairing relationships where needed and making positive choices in the future. A member of the Senior Leadership Team (SLT) may be involved where additional support is required. When deciding the consequence, staff will always consider the child's individual circumstances, safeguarding factors, special educational needs and disabilities (SEND), and whether the response is proportionate.

Unacceptable behaviours may include:

- Sexist / racist / homophobic comments
- Swearing
- Physical aggression towards a peer
- Verbal aggression towards a peer
- Rudeness towards an adult
- Deliberate damage to school property

The member of staff who dealt with this incident is required to log the incident on CPOMs. Teachers/SLT will ensure the parents/carers are informed of the incident

Feckenham CE Primary school has a zero-tolerance approach to sexual harassment and sexual violence. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Unacceptable behaviours

There is an expectation that children will follow the school code of conduct, however we all make mistakes and wrong choices, on occasion, and it is important to learn from them.

Unacceptable behaviours will be dealt with according to the criteria outlined below:

Guidelines to using Code of Conduct effectively:

1. Behaviour responses must be applied calmly following a script: Our approach uses agreed scripts to promote consistency, certainty and calm adult responses. (Paul Dix) (Appendix 1)

2. Discreet reprimands are often more effective than public ones (although care must be taken in ensuring the child is not finding the individual attention rewarding)
3. Behaviour responses should be applied consistently
4. The focus must be upon the deed, not the child
5. The restorative reflection should include a message about what the child should do in the future, closing with our value Hope: Believing we can always do better
6. Behaviour responses are generally more effective if applied immediately
7. Early praise should be sought to endorse better behaviour following a reprimand

CPOMS should be used to record behaviours that go beyond the typical fall out between friends and other children e.g. physical or verbal aggression. Designated Safeguarding Leads and Deputies will monitor records and take further action if necessary. Governors are informed through the Headteachers' reports on the number of CPOMS records and their categories.

Behaviour Responses Following Unacceptable behaviours - in the classroom

If a child makes an inappropriate behaviour choice in the classroom, then the order of actions the teacher will take are as follows:

- Through a scripted response to promote consistency, certainty and calm adult responses, (Paul Dix) inform the child of the behaviour which must stop/remind the child what is expected. Remind the child of our school values and how they keep our school a safe and happy place to learn. *(Appendix 1 and 2)*
- Warn the child that the behaviour response will be enforced unless they make better choices; sanctions include,

moving places, working in isolation within the classroom, missing a playtime, having a few minutes with a member of staff out of the classroom to calm and re-regulate.

- Enforce the appropriate behaviour response.
- Send the child to the Headteacher or senior member of staff if Headteacher not available so the child can re-regulate in a safe space and have a restorative conversation with a senior member of staff.
- When issues arise, during playtime, a member of staff will focus on restorative practices that encourage children to reflect on their behaviour and consider its impact on others. This aligns with our belief that 'with God we grow to live life in all its fullness' and that mistakes are opportunities for growth and learning.
- We encourage pupils to take responsibility for their actions, repair any harm caused, and work towards reconciliation. This is usually through a restorative reflection conversation.

Behaviour Response Following unacceptable behaviours – in the playground

If a child makes an inappropriate behaviour choice in the playground, then the order of behaviour response the adult in charge will take are as follows:

- Through a scripted response to promote consistency, certainty and calm adult responses, (Paul Dix) inform the child of the behaviour which must stop/remind the child what is expected. Remind the child of our school values and how they keep our school a safe and happy place to learn. *(Appendix 1)*
- Warn the child that the behaviour response will be enforced unless they make better choices; spending time away from other children either by the school fence or being sent back into school.
- Enforce the appropriate behaviour response,
- Send the child to a senior member of staff or Headteacher
- When issues arise, during playtime, a member of staff will focus on restorative practices that encourage children to reflect on their behaviour and consider its impact on others. This aligns with our belief that 'with God we grow to live life in all its fullness' and that mistakes are opportunities for growth and learning.
- We encourage pupils to take responsibility for their actions, repair any harm caused, and work towards reconciliation. This is usually through a restorative reflection conversation.

Positive behaviour strategies are used by all staff to mitigate poor behaviour, including Recognition Boards in each classroom. An appropriate positive behaviour is agreed by the class or can be chosen by the teacher to address unwanted behaviour.

Staff understand that each individual child may have mitigating circumstances that could have an impact on their behaviour, where this is the case staff will take into account these factors and seek advice from the Leadership Team to support them and the child find the best way to reverse the negative behaviour.

Informing Parents/Carers of unwanted behaviour

Not all instances of unwanted behaviour are reported to parents, it is expected that once an adult has enforced the school's behaviour response, the child will choose to correct his/her behaviour accordingly without having to take the issue further. Only when incidents are deemed serious enough or in the case of persistent unacceptable behaviour, parents will be contacted either by the teacher or a senior member of staff. A parent may be informed in person e.g. at the end of the school day or by telephone/letter.
It is very rare but on occasion a child's actions are serious enough to warrant a fixed term exclusion. On these occasions parents will be informed that day of the decision to exclude and be invited to meet with the Headteacher to discuss the exclusion and the follow up action plan.

Suspensions and Exclusions

The school will always seek to support children to make positive behaviour choices and remain engaged in education. However, in exceptional circumstances, a suspension or permanent exclusion may be considered where a child's behaviour is serious and has a significant impact on the safety, wellbeing or learning of others.
Behaviours that may result in a suspension or permanent exclusion include, but are not limited to:

- Serious or repeated physical aggression towards a pupil or adult.
- Repeated patterns of behaviour that place others at risk of harm.
- Serious vandalism or deliberate damage to property.

- Persistent breaches of the behaviour policy despite appropriate support and intervention.
- Any other serious incident where the Headteacher considers exclusion to be a necessary and proportionate response.

Decisions regarding suspension or permanent exclusion will be made by the Headteacher in line with statutory guidance and after careful consideration of the individual circumstances, safeguarding factors, SEND, reasonable adjustments where appropriate, and the proportionality of the response.

Restrictive Intervention

In line with current Department for Education guidance, including *Behaviour in Schools* (February 2024) and *Use of Reasonable Force in Schools*, Feckenham CE Primary School is committed to creating a calm, safe and supportive environment where all pupils can learn and flourish. We promote positive behaviour through strong relationships, clear expectations, early intervention, reasonable adjustments and effective de-escalation strategies. Our aim is always to prevent situations from escalating and to minimise the need for restrictive interventions wherever possible. School staff have the legal power to use reasonable force when it is necessary, reasonable and proportionate to prevent a pupil from causing injury to themselves or others, damaging property, or causing serious disruption.

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently. Restrictive interventions may be physical or non-physical. They will only be used when lawful, necessary, reasonable and proportionate to prevent:

- A pupil causing injury to themselves or others;
- Serious damage to property;
- The commission of a criminal offence;
- Serious disruption that is likely to cause harm, compromise safety, or prevent effective supervision of pupils.

Restrictive interventions will never be used as a punishment, to secure compliance, or simply because a pupil refuses to follow an instruction.

Any restrictive intervention must:

- Be the least restrictive option available;
- Be proportionate to the level of risk presented;
- Preserve the child's dignity wherever possible;
- Last only for the minimum amount of time required to reduce the risk;
- Take account of the child's age, understanding, SEND, medical needs and individual circumstances.

Prevention and De-escalation

Staff will always seek to prevent situations from escalating through:

- Positive relationships and consistent expectations;
- Calm and supportive communication;
- Environmental adjustments;
- Reasonable adjustments where SEND needs have been identified;
- Individual behaviour support plans where appropriate;
- Restorative approaches and emotional regulation strategies.

Restrictive interventions will only be considered when preventative and de-escalation strategies have been unsuccessful or where an immediate risk of harm means intervention cannot be avoided.

SEND and Additional Needs

We have high behaviour expectations for all our pupils as we want all to grow to live life in all its fullness. This means that regardless of SEND needs children will require the caring guidance of adults when their behaviour negatively impacts themselves or others around them. We will however make any reasonable adjustments to behaviour responses and responses if a child's SEND needs means that to follow the original behaviour responses would be unjust to the child in question.
Discussions and decisions around any adjustments will be made in collaboration with the class teacher and Leadership Team and disseminated to staff in the school so a consistent approach is followed.

The school recognises that behaviour can sometimes be a form of communication and may be linked to:

- Special Educational Needs and Disabilities (SEND);
- Communication difficulties;
- Sensory processing differences;
- Medical needs;
- Trauma or adverse childhood experiences;
- Mental health and wellbeing needs.

When responding to behaviour, staff will consider these factors and make reasonable adjustments where appropriate. Behaviour support will focus on understanding and addressing underlying needs, making reasonable adjustments where appropriate, and maintaining high expectations for all pupils.

Prohibited Restrictive Practices

The safety and welfare of children is paramount. Staff must not use techniques that:

- Restrict or interfere with a pupil's breathing or circulation;
- Apply pressure to the neck, throat, chest or abdomen;
- Cover a pupil's mouth or nose;
- Deliberately inflict pain;
- Humiliate, intimidate or degrade a pupil.

Any physical intervention must be carried out in accordance with school training and guidance and must prioritise the safety and dignity of all involved.

Children with emotional/behavioural difficulties

In circumstances where individual children have emotional and/or behavioural difficulties that cannot be fully addressed by the school Code of Conduct, a behaviour plan will be drawn up. This will involve the Headteacher, class teacher and parents/carers of the child. Staff will be made aware of the plan, so behaviour responses and rewards are consistently applied. On occasion, the school may wish to contact the Positive Behaviour Team for advice and support.

Seclusion

The DFE define seclusion as 'a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving.' They state it should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.' It is distinct from a child choosing to use a quiet space or taking time away from an activity with support from an adult.

At Feckenham CE Primary School, seclusion is not used as a disciplinary behaviour response or punishment. In very rare circumstances, it may be used as a short-term safety measure where a pupil's behaviour presents an immediate risk of significant harm to themselves, or others and no less restrictive alternative is available.

Any use of seclusion will:

- Be proportionate to the level of risk;

- Last only for the minimum time necessary;
- Be continuously monitored by staff;
- Be recorded on CPOMS;
- Be reviewed by a senior leader;
- Be communicated to parents/carers as soon as reasonably practicable, normally on the same day.

Following any incident involving seclusion, appropriate support and restorative conversations will take place to support the pupil and reduce the likelihood of future incidents.

- Governors will review seclusions.

Recording Behaviour

All significant behaviour incidents are recorded on CPOMS.

Recording behaviour enables staff and leaders to identify patterns, monitor trends over time and respond appropriately to emerging needs. These records help us to evaluate the effectiveness of support and interventions, inform future actions and maintain a safe, supportive and positive learning environment for all pupils.

Mobile Phones and Smart Devices

This section is informed by the Department for Education's *Mobile Phones in Schools* guidance, revised in January 2026 and made statutory from June 2026. Feckenham CE Primary school operates a no mobile phone policy for pupils in the classroom and around school. All schools should be mobile phone-free environments.
We permit year 5 and 6 pupils to bring mobile phones, where parents/carers have consented permission and signed the schools Independent Walking Policy. Mobile phones MUST be handed into the office, where they are stored in a lockable clear box and will remain so until 3pm, or until an after-school club.

This policy is in place to:

- Protect children from potential harm and inappropriate content
- Prevent distraction from learning
- Reduce risk of loss, theft or damage
- Promote face- to face social interaction Support children's wellbeing and mental health
- Ensure safeguarding of all pupils

Prohibited devices

The following devices are not permitted in school premises;

- Smart watched with communication of internet capabilities
- Tablets or iPads (unless specifically required for SEND support and agreed with school)
- Any other internet enabled personal devices.

Prohibited Items: Keeping Our School Safe

In accordance with the Department for Education's Behaviour in schools: advice for headteachers and school staff (February 2024), school staff may confiscate, retain or dispose of a pupil's property as a disciplinary measure where it is reasonable and lawful to do so. The law protects staff from liability for loss of or damage to confiscated items provided they have acted lawfully.

In the very rare circumstances that a pupil would need to be screened or searched we follow the DFE advice for schools in their 'Searching, Screening and Confiscation' document.

The Headteacher and Leadership Team have a right to search a pupil if they have reasonable grounds to suspect that a pupil may have a prohibited item. The Headteacher can authorise another member of staff to conduct a search if absolutely necessary.

Before considering screening or searching a child, we would ask for their cooperation in handing over such items and then working with the child to determine if there are any other prohibited items on the school premises e.g. in their bag or drawers.

In line with the Department for Education's Searching, screening and confiscation in schools' guidance and our commitment to providing a safe environment for all, certain items must not be brought onto school premises or taken on school activities.
Prohibited items include:

- Knives, weapons or items intended to be used as weapons
- Alcohol
- Illegal drugs or substances presented as illegal drugs
- Stolen items
- Tobacco products, cigarette papers, e-cigarettes and vaping devices
- Fireworks or explosive materials
- Pornographic images or materials
- Any item that may be used to commit an offence, cause injury or damage property
- Any item identified by the school as unsafe or unsuitable for the school environment

Age-Appropriate Considerations

As a primary school, we recognise that children may not always understand that certain items are unsafe or unsuitable for school. In line with our safeguarding responsibilities, we will always consider the age, maturity and understanding of the child when responding to any incident.
We will:

- Teach children about safety, responsibility and the importance of bringing appropriate items to school.
- Work closely with parents/carers if a prohibited item is discovered.
- Consider each incident individually, taking account of the child's age, understanding and intent.
- Prioritise education, support and safeguarding alongside any necessary consequences.
- Ensure that any response is proportionate and helps children learn from the situation.

If a Prohibited Item is Found

If a prohibited item is brought into school, staff will act promptly to ensure the safety and wellbeing of all members of the school community.

1. The item will be removed and secured by a member of staff.
2. The Headteacher and, where appropriate, the Deputy Designated Safeguarding Leads (DDSLs) will be informed.
3. Parents/carers will be contacted as soon as possible.
4. The item will be stored securely or, where required by law or guidance, passed to the police or other appropriate authority.
5. The school will consider the circumstances of the incident, including the child's age, understanding and intent, before deciding on any further action.
6. The incident will be recorded in accordance with the school's safeguarding and behaviour procedures.
7. Appropriate support, education and follow-up will be provided to help prevent a recurrence.

Any pupil found to be in possession of the above will have the offending articles confiscated. In most cases items will be returned to the parent/carer. Although in the unlikely event of this becoming more serious, they may be surrendered to the police. Illegal drugs, stolen items, inappropriate images, featuring children or any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence to cause personal injury to, or damage to the property of, any person (including the student) will be surrendered to the police.
Children who possess prohibited items may be involved in Child Criminal Exploitation and/or Child Sexual Exploitation; therefore, we will work with parents (in the case of carers, the Virtual School also) and any other services that will assist in safeguarding the child.

Forgiveness

'Bear with each other and forgive one another if any of you have a grievance against someone. Forgive as the Lord forgave you.'
Colossians 3:13

It is fitting to conclude with the importance of forgiveness, reconciliation and restoration. Forgiveness is a Christian value that lies at the heart of our approach to behaviour and relationships. Through our Vision and Values, children

learn the importance of taking responsibility for their actions, seeking forgiveness when things go wrong, offering forgiveness to others and learning to forgive themselves.

At Feckenham CE Primary School, our vision, "With God we grow to live life in all its fullness", underpins all that we do. We are committed to nurturing a community in which every child can grow, flourish and reach their God-given potential. When mistakes are made, we seek not only to address behaviour but also to restore relationships, rebuild trust and support children in making positive choices for the future.

Through forgiveness, reflection and support, we encourage children to learn from their experiences, develop compassion and resilience, and make a positive contribution to our school community.

This policy is linked to our Anti-Bullying Policy, Safeguarding Policy and Online Safety Policy. It will be reviewed annually or earlier if required.

Appendix 1

Restorative Conversation Script

Our Values

Wisdom: - Making good choices

Community: Looking after each other

Dignity: Treating everyone with respect

Hope: Believing we can always do better

Quick Value Reference for Staff

Wisdom → Poor choices, safety issues, disruption, not following instructions

Community → Unkindness, exclusion, not helping others, stopping others from learning

Dignity → Name-calling, rudeness, physical aggression, disrespect to adults or peers

Hope → Always use to close - believing they can do better tomorrow

Script Structure

1. Name the behaviour:

"You're missing xx minutes of playtime/lunchtime because you [specific behaviour]"

2. Link to value:

"That broke our rule about [wisdom/community/dignity] - [brief explanation of value]"

3. Explain the impact:

"When your [behaviour], [person] felt [emotion/impact]"

4. Explain why the rule exists:

"We have this rule because [reason - safety/learning/respect/inclusion]"

5. Ask the restorative question, use the behaviour refection:

"What could you do differently next time?"

“How has my behaviour affected others?”

6. Listen first, then guide

7. Close with hope:

"I'm glad we've talked about this. Tomorrow/next lesson/playtime is a fresh start."

Appendix 2

Behaviour Response: Restorative Reflection

Pupil.....

Teacher.....

Parent.....

Date.....









