Richard Coates
CE Primary School



Behaviour Policy

Let your light shine before others, that they may see your good works and glorify your Father in heaven. (Matthew 5:16)

Implemented: September 2026
To be reviewed: September 2027

PELE TRUST

Richard Coates CE Primary School is part of Pele Trust.

Richard Coates
CE Primary School

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Richard Coates CE Primary School

1. Our vision and rationale

Richard Coates CE Primary School is committed to ensuring that every member of the school community flourishes and achieves their very best, within a caring and happy school where the Christian values of kindness, respect and perseverance are at the heart of all we do.

Let your light shine guides our community in all aspects of school life. It refers not only to academic performance but also to the way in which we interact with each other. Matthew 5:16 speaks of good works that others can see, and in a primary school those good works are mostly small and everyday: including someone at playtime, listening first time, trying again after a mistake.

Behaviour for learning here is founded on our Christian values and on the gospel of Matthew, do unto others as you would have them do unto you (Matthew 7:12). Behaviour is therefore not a system running alongside our vision. It is our vision in practice.

Two beliefs shape how adults respond to behavioural concerns.

Dignity: Every person is made in the image of God (Genesis 1:27) and is of equal worth, whatever they have just done. Addressing behaviour is therefore private and calm. It is never public and never shaming.

Forgiveness: Errors of judgement can be put right, and no child is defined by one. Every child begins each day welcomed and trusted. We keep clear records, which help us to understand each child and respond in the right way.

A relational approach is more effective in supporting behaviour than a behavioural framework alone. Relationships are among the strongest factors in fostering positive behaviour, alongside good communication and coordination between everyone involved. In practice this means firm boundaries held calmly, consequences that are certain and repair that is real. Every child meets the same response from every adult, in every space, every time.

Children learn best in a purposeful and orderly environment. Creating and maintaining that environment is the shared responsibility of every adult in school.

2. Aims

This policy is designed to:

- build a kind, respectful and empathetic school community where everyone feels valued, treated fairly and safe;
- develop a shared understanding of positive behaviour and attitudes and celebrate these across the whole community;
- teach behaviour explicitly, so that children know what is expected and are supported to self-regulate and be ready to learn;
- set out one system that every adult applies consistently, so that boundaries are clear;
- communicate expectations clearly to pupils, staff, parents, carers, the Academy Committee and other stakeholders;
- take a holistic and inclusive approach that recognises the whole child and their individual needs;

- base our practice on evidence and current research, so that what we do is effective and meaningful;
- hold dignity and forgiveness at the centre, so that our behaviour practice is recognisably an expression of our Christian foundation.

3. What informs our approach

This policy is informed by current research and by Department for Education guidance.

Consistency matters more than the system chosen. Bennett (DfE, 2017) and the Education Endowment Foundation guidance report Improving Behaviour in Schools (2019) both find that the strongest factor is how consistently all adults apply an approach.

What deters behaviour is certainty rather than severity. Children respond best when they know that a consequence will be calm, fair and consistently applied.

A whole school system will not meet every need. The EEF supports personalised approaches, including daily report cards, for the small number of children who need them.

Attachment aware practice, including work from the Rees Centre at the University of Oxford, supports keeping clear boundaries and real consequences alongside practices that maintain the dignity of every child.

4. Legislation and statutory guidance

This policy has regard to the following legislation and statutory guidance:

- Behaviour in schools: advice for headteachers and school staff (DfE, February 2024)
- School suspensions and permanent exclusions (DfE, statutory, in force from 26 July 2026)
- Restrictive interventions, including the use of reasonable force, in schools (DfE, in force from 1 April 2026)
- Mobile phones in schools (DfE, statutory from 29 June 2026)
- Keeping Children Safe in Education (DfE, 2026)
- Searching, screening and confiscation in schools (DfE, 2023)
- Preventing bullying (DfE, 2026)
- Behaviour and discipline in schools: guidance for governing bodies (DfE)
- Mental health and behaviour in schools (DfE)
- Supporting pupils at school with medical conditions (DfE)
- Working together to improve school attendance (DfE, statutory)
- The Equality Act 2010
- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years

- The Education and Inspections Act 2006 and the Education Act 1996, together with The Schools (Specification and Disposal of Articles) Regulations 2012
- The Children's Wellbeing and Schools Act 2025 and associated regulations governing off site direction
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This policy should be read alongside the following school policies, all of which are available on the Policies page of the school website: Mobile Phones and Smart Technology Addendum; Use of Restrictive Interventions and Reasonable Force Addendum; Anti-Bullying Policy; Online Safety and Acceptable Use Policy; Safeguarding and Child Protection Policy; Supporting Pupils with Medical Conditions Policy; SEND and Inclusion Policy; Whistleblowing Policy; Complaints Procedure.

5. Roles and responsibilities

All staff

- Share responsibility for the welfare, behaviour and discipline of all pupils by following the policy fairly and consistently. This applies to all staff, who use the same steps and the same language.
- Create a positive, calm and safe environment where behaviour is taught, encouraged and celebrated. This includes planning engaging and challenging lessons that are accessible to all children.
- Model high standards of behaviour, promoting honesty, courtesy and relationships based on kindness, respect and compassion.
- Establish and maintain consistent, clear boundaries and show daily care and interest in pupils.
- Support pupils to self-regulate, resolve difficulties and repair relationships when needed. Use restorative dialogue to seek resolution and learning, provide early intervention and build strong relationships. Recognise different stages of development and apply rules and expectations appropriately.
- Record significant behaviour incidents promptly and accurately on CPOMS.

Headteacher

- Ensure the school environment and culture encourage positive behaviour.
- Provide induction and ongoing training for staff on behaviour management, including SEND, mental health and de-escalation.
- Monitor the implementation of this policy and review behaviour data regularly, including patterns for groups of pupils.
- Ensure the behaviour policy works alongside safeguarding to balance sanctions with support. The Headteacher also holds the right to make judgements on serious incidents, including suspension and permanent exclusion, when necessary.
- Provide termly reports regarding behaviour in school to the Academy Committee.

Academy Committee

- Agree and support the school behaviour policy and its addenda.
- Monitor its effectiveness and hold the Headteacher to account for its consistent implementation, reviewing behaviour reports formally three times per year.
- Review data on suspensions, exclusions and restrictive interventions, including any disproportionate impact on pupils with SEND or other protected characteristics.
- Take overall responsibility for ensuring the policy does not discriminate on any grounds and review exclusions fairly and impartially.

Parents and carers

- Support the school in upholding this policy and talk with their child about our values and expectations.
- Tell us about anything that may affect their child's behaviour or wellbeing, and work in partnership with staff when we make contact.

Pupils

Pupils will be supported to:

- Know behaviour we expect so that everyone feels safe and able to learn.
- Understand that everyone has a responsibility to follow the behaviour policy.
- Demonstrate the school values of kindness, respect and perseverance.
- Know that good choices will be rewarded, and that poor choices may have consequences.
- Take care for school property and technology in accordance with school policy.
- Knowing that there is always support available to help you make good choices and meet our expectations.

Our agreed classroom rules:

Listen carefully.
Everyone be kind.
Always try your best.
Respect everyone and everything.
Never give up.

6. Our behaviour curriculum

We teach behaviour explicitly with expectations being explained, modelled, practised and revisited.

Zones of Regulation

Our school uses the Zones of Regulation approach to support children in understanding and managing their emotions and behaviour. The Zones provide a simple framework to help pupils recognise how they are feeling and to choose appropriate strategies to regulate themselves.

Blue Zone – low alertness, e.g. tired, sad, bored.

Green Zone – calm, focused, happy, ready to learn.

Yellow Zone – heightened alertness but some control, e.g. anxious, silly, excited, frustrated.

Red Zone – extremely heightened states, e.g. anger, rage, panic, or elation.

The emotions linked to each colour are not a definitive list and this is explained to children. The colours are simply a way of giving a name to a feeling, making it easier to recognise and talk about. All Zones are normal and expected at times.

Children are taught strategies to manage their feelings in ways that are safe and appropriate. Examples include breathing techniques, taking a short break, movement activities or using a quiet space.

Daily practice

Each class has a visual display of the Zones.

Following transitions from break and lunchtime into lessons, children reflect on which Zone they are in.

This check-in helps pupils build vocabulary around feelings, talk through any issues that may have occurred and have their voice heard before learning begins.

The Zones form part of our school culture and underpin our approach to behaviour, ensuring that children are supported to regulate themselves and return to a calm, ready-to-learn state.

Behaviour in school is affected by:

- The physical environment
- The quality of teaching
- Relationships: children and their peers; children and adults; adults with adults
- High expectations and a supportive, flexible approach to learning
- The degree to which independence, self-reliance and pupil accountability are expected and encouraged
- Adults maintaining an active, positive professional presence
- A consistent approach to behaviour; that emphasises the individual and favours the least intrusive interventions
- Pupils' experience outside of school.

7. Positive recognition

Positive behaviour will always be praised publicly at our school. We are keen to celebrate in the success of each other in a variety of ways including:

Positive Noticing

At Richard Coates CE Primary School, positive behaviour is recognised publicly and consistently across the school. Any adult in school can award a child a recognition point for showing one of our three values:

Kindness	Includes others, helps unprompted, gentle actions and words.
Respect	Listens first time, looks after our space, courteous, calm movement.
Perseverance	Keeps going when it is hard, tries again, takes on feedback.

Points are always given with the value named, so children can hear which of our values they have just shown. A point is never taken away once given.

Our House System

Every child and every member of staff belong to one of five houses, named after St Mary, to whom our parish church is dedicated, together with four saints of the North East: St Aidan, St Bede and St Cuthbert and St Oswald. Children remain as part of their house community throughout their whole time at Richard Coates CE Primary School, which gives them a second belonging beyond their class and a mixed age team across the school.

Houses support a transition from individual conduct to collective impact, so that children experience their choices as something that affects a wider community. This is where Matthew 5:16 becomes visible: when children choose kind actions, those actions are not kept to themselves. It is seen by others and it lights the way for their whole house.

Celebration Worship

Certificates are awarded each week for children who have shown kindness, respect or perseverance. Achievements from outside school are welcomed and shared.

Lunchtime Legends

One class each week is chosen by staff for exemplary behaviour at break and lunchtime, and earns the Lunchtime Legends banner to display in their classroom. This award is shaped by the Good Samaritan's call to go and do likewise, and it deliberately honours acts performed with no expectation of being seen.

Shine Time Tea

Children recognised for going above and beyond through kindness, effort or contribution to the community join the Headteacher for juice and a treat on a Friday afternoon. Parents will be informed of their child's nomination with a special certificate for their child shared via email.

Stickers

Staff across all key stages award stickers for success in the classroom, including the Shining Star sticker for consistently positive learning behaviours.

Positive messages home

A note in the reading diary, a phone call or an email home strengthens the partnership between school and family and makes sure children's successes are seen.

8. Responding to behaviour

When a child's behaviour falls below what we expect, our response is calm, private and predictable. Every adult follows the same steps, so that children always know what will happen next and parents always know what to expect.

In the classroom

Most behaviour is dealt with quickly and quietly in the classroom, in four steps.

1	**A quiet signal**	The adult moves closer and gives a look or a pause. No words and no audience. This gives the child the chance to put things right themselves.
2	**A quiet word**	The adult speaks to the child privately, down at their level, using the same short words every time. The child is then given a moment to make a better choice.
3	**A quiet word away from the class**	A short, calm conversation away from other children to ensure dignity and respect. This is where the consequence is explained clearly, so the child knows what will happen and why.
4	**Consequence and repair**	The consequence is carried out. Once everyone is calm, the child and the adult talk about what happened, how it affected others and what will be different next time.

Where behaviour continues, we follow the steps below. Serious behaviour may be addressed directly by a senior leader.

Step	What it is	What happens
1	**The four steps in class**	The quiet signal, quiet word, quiet word away from the class, consequence and repair described above.
2	**Reflection time**	A short period of break or lunchtime in a calm, staffed space. It always ends with a restorative conversation before the child returns to class. Every visit is recorded.
3	**Phase leader and a call home**	If a child has reflection time more than once in a week, the class teacher makes contact with parents/carers so that school and home can work together. The phase leader meets with the child, and the child spends some time working in another classroom.
4	**Headteacher**	If behaviour continues, the child reviews their behaviour with the Headteacher or Deputy Headteacher. Parents are contacted and invited into school to discuss it together.
5	**Monitoring card**	A named senior leader checks in with the child each morning and afternoon against agreed targets. Parents are updated every week and there is a fixed review date.

Serious breaches of the behaviour policy

Some behaviour is serious enough that it is dealt with by a senior member of staff straight away. In these circumstances, the incident is always recorded and parents are always contacted.

The following behaviours are taken seriously and dealt with by the phase leader, who talks with the child, decides the consequence and contacts parents. The Headteacher is always informed.

- hurting another child, for example hitting, kicking, pushing, spitting or throwing something;
- swearing or making inappropriate gestures;
- refusing to follow a direct instruction from an adult, or open defiance;
- damaging school property or another person's belongings, including spoiling someone's work;
- taking something that belongs to the school, a member of staff or another child;
- behaving in a way that is unsafe for themselves or others;
- leaving the classroom or an adult without permission.

Some behaviour may be directly addressed by the Headteacher or Deputy Headteacher, including the following behaviours:

- bullying, meaning unkind behaviour repeated over time towards the same child;
- racist, sexist, homophobic or any other discriminatory language;
- any unwanted or inappropriate physical contact, including sexual harassment or sexual violence;
- deliberately hurting someone in a way that causes injury, or hurting a member of staff;
- bringing an unsafe or prohibited item into school, for example a knife, a vape or drugs;
- leaving the school site without permission;
- a serious breach of our online safety rules, or anything online that causes harm to another child;
- anything that raises a concern about a child's safety or wellbeing.

The Headteacher decides the appropriate actions in these circumstances. This may include completing learning alongside a senior leader, loss of free time, putting right the harm caused, a meeting with parents and carers, a monitoring card, a referral to another service or, in the most serious cases, a fixed term suspension may be issued.

Discriminatory language and any harm between children are always recorded and always talked through with the child, whatever their age. Where there is any concern about a child's safety or wellbeing, the Designated Safeguarding Lead is involved and our Safeguarding and Child Protection Policy applies

Restorative Conversations

At Richard Coates CE Primary School, we use restorative approaches to support children in reflecting on their behaviour, repairing relationships and moving forward positively. These conversations give pupils the chance to take responsibility, understand the impact of their actions and make a fresh start.

A restorative conversation closes the incident, not the pattern. Where the same behaviour happens again, our records are what allow us to see it and respond at the right level.

Restorative conversations only take place when everyone is calm. If a child is not ready, the discussion can be postponed until later. It is important that the conversation happens with the staff member directly involved, so the repair feels genuine. Where difficulties are ongoing, an individual support plan may be put in place to meet the child's needs.

During a restorative conversation, children are encouraged to think about what happened, how they were feeling at the time, how others may have been affected, what could be done to put things right and how they might make different choices in the future. The focus is always on the behaviour, not the child, ensuring that relationships remain safe, respectful and supportive.

Where two or more children have fallen out, a member of staff finds out what happened, each child has the chance to give their view, and the adult helps them reach a resolution together.

A child may also be asked to make amends in a practical way. If a child has spoiled the playground for others, they might help to tidy or restore it. A child may be asked to play alongside younger pupils at breaktime, setting a good example and rebuilding trust. We always explain the link between what happened and what we are asking them to do.

Extra support for individual children

Where appropriate, the school may write an individual support plan with the child, their parents and the SENCO. The plan sets out what tends to trigger difficulty, the strategies that help and any changes we will make to the steps above for that child. Plans are reviewed at least once a term and after any significant incident.

SEND and equality

Behaviour is communication. Before escalating, staff consider whether an unmet need, a communication or sensory difficulty, or a change at home is driving what we are seeing.

We have a duty under the Equality Act 2010 to make reasonable adjustments for pupils with a disability. Where behaviour arises from a disability and reasonable steps have not been taken, a sanction may be discriminatory. Adjustments change how we uphold a boundary rather than removing it, and the SENCO is involved early.

Behaviour outside school

This policy applies where a pupil has made poor behaviour choices off site while taking part in any school organised or school related activity, travelling to or from school, wearing school uniform, online, or in any other way identifiable as a pupil of our school.

Online behaviour

Behaviour incidents that occur online, including on personal devices out of school hours, are addressed under this policy where they affect the safety or wellbeing of pupils in school. Serious incidents are managed under our Safeguarding and Child Protection Policy and Online Safety and Acceptable Use Policy.

Child on Child Abuse

Where behaviour appears to be repeated and targeted towards the same child, we investigate further. A pattern of unkindness towards the same child is dealt with as bullying under our Anti-Bullying Policy. Details of our school's approach to preventing and addressing bullying/child on child abuse are set out in our Anti-Bullying Policy.

9. Fixed Term Suspensions and Permanent Exclusions

At Richard Coates CE Primary School, exclusion is always considered a last resort. We are committed to supporting pupils in making the right choices, working with parents and external agencies to avoid suspensions and exclusion whenever possible. However, the safety, wellbeing and learning of the whole school community must also be protected. Only the Headteacher can suspend or permanently exclude a pupil, and this decision cannot be delegated.

Prohibited items

Pupils must not bring prohibited items into school. These include knives or weapons, alcohol, illegal drugs, vapes, stolen items, fireworks, pornographic images and any item that a member of staff reasonably suspects will be used to commit an offence or to cause injury or damage. The Headteacher and staff authorised by the Headteacher may search a pupil or their possessions for any of these items, with or without consent, following the DfE guidance on searching, screening and confiscation.

Fixed-Term Suspension

A suspension is a disciplinary measure and may be used in response to a serious breach or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others, including staff. During a suspension the pupil must not come onto the school site. Work is provided from the first day, and where a suspension lasts more than five school days the school arranges suitable full-time education from the sixth day.

Parents are notified within the required timescales and provided with the necessary information, including their right to make representations to the Academy Committee. Records of all suspensions are held securely by the Headteacher and administrative staff, and the Academy Committee and the local authority are notified as required.

Keeping pupils apart for safeguarding reasons

In rare circumstances, for example following an allegation of harm by one pupil against another, the school may temporarily prevent a pupil from attending the school site in order to keep pupils apart. This is a safeguarding measure and is not a suspension or exclusion. It is used only where separation is essential and cannot practicably be managed in another way.

The Designated Safeguarding Lead is involved in the decision, parents are told the reason, and the Academy Committee is notified without delay. Education is arranged for the pupil throughout.

Permanent exclusion

Permanent exclusion is rare and is used only in response to a serious breach or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of others. It is a decision of last resort and is treated as separate from and more serious than a suspension.

Before reaching this point, the Headteacher will consider all other support options, including a behaviour support plan, external agency involvement, an off-site direction to improve behaviour, alternative provision or a managed move. Managed moves are used only where they are in the pupil's best interests and are always permanent

placements; trial managed moves and trial admissions are not lawful. Where a temporary placement is needed to support improvement, an off-site direction is used as an alternative.

In every case the Headteacher will consider whether unmet special educational needs, disability related behaviour, safeguarding concerns or a failure to make reasonable adjustments contributed to the incident.

Procedures and Parents' Rights

When a pupil is excluded, parents, the Chair of the Academy Committee and the Local Authority will be informed. Richard Coates CE Primary School always follows Northumberland County Council's agreed Exclusion Policy.

If a fixed-term suspension lasts for more than five consecutive school days, the school will provide suitable full-time education from the sixth day. In cases of permanent exclusion, this responsibility passes to the Local Authority.

Parents have the right to make representations to the Academy Committee about an exclusion. In the event of a permanent exclusion, parents also have the right to request an independent review panel.

Richard Coates CE Primary School

Use of Restrictive Interventions and Reasonable Force

Addendum to the Behaviour Policy

Implemented September 2026
Due review date: September 2027

All staff at Richard Coates CE Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety and wellbeing. Our policy on the use of restrictive intervention and reasonable force is part of our overall behaviour and pastoral care procedures, and should be read alongside our Behaviour Policy, the Mobile Phones and Smart Technology Addendum, our Safeguarding and Child Protection Policy and our SEND and Inclusion Policy.

Legal framework

The DfE guidance Restrictive interventions, including use of reasonable force, in schools, Guidance for schools in England 2026, allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children.

The right for school staff to use reasonable force is further set out in the DfE document Behaviour in Schools, which states that members of staff have the power to use reasonable force to prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property;
- causing disorder among pupils at the school, whether during a teaching session or otherwise.

Positive handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where possible.

Reasonable minimal force must be a matter of personal judgement. All teachers have a professional duty of care within their job description, which is underwritten by the Department for Education's Teachers' Standards.

Staff who are likely to need to use reasonable force or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. At Richard Coates this training forms part of induction for relevant staff and is refreshed annually.

Communicating the school's approach to the use of force

DfE guidance states:

- schools do not require parental consent to use force on a pupil;
- schools should not have a no contact policy.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include:

- to administer first aid;
- to guide or escort pupils, such as holding the hand of a pupil at the front or back of the line when going to worship, when walking together around school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate;
- to comfort a distressed pupil.

Determining when the use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following.

1. Is it necessary? Staff should consider whether there are other more effective, less restrictive ways to manage a situation, and assess whether a restrictive intervention is likely to successfully reduce the relevant risks.

2. Is it proportionate? Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

3. Have you considered the pupil's welfare? Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken.

- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

NB: This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

Schools cannot use force as a punishment. It is always unlawful to use force as a punishment. We will always look to minimise the need to use restrictive interventions, such as through prevention, de-escalation and approaches for individual pupils.

Whole school measures

At Richard Coates, the measures we use to reduce the need for any restrictive intervention include:

- consideration of how the school and classroom environment can support all pupils to achieve and thrive, including our reflection areas and sensory spaces.
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
- training staff in effective communication strategies, such as using an appropriate tone of voice and empathy to aid de-escalation, including the 30 second script and the PACE approach.
- development of working staff-pupil relationships and trust
- recording and analysing data on the use of restrictive interventions on CPOMS to inform improvement planning and individual risk assessments and support plans.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for legally prohibited items.

Searches will be conducted in line with the statutory guidance Searching, Screening and Confiscation in Schools.

Risk assessment and support plan

Some children with SEND or additional needs may require an individual risk assessment, support plan, behaviour plan or positive handling plan. At Richard Coates these are written by the SENCO with the class teacher, the child and their parents. They will be communicated to parents and carers and reviewed and updated accordingly, at least termly and after any significant incident. We will attempt to reduce risk by managing:

- the environment, including reducing stimuli or triggers that may be causing stress;
- staff approaches, including:
    - body language;
    - communication;
    - de-escalation strategies;
- medical factors, if relevant.

Where there is an identified risk, such as an increased likelihood of the need to use reasonable force or other restrictive interventions, we will have a specific risk assessment or plan in place and will, where possible, mitigate risks such as through staff training and prevention strategies.

Reporting and recording

Statutory guidance states that those with a governance responsibility must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006. At Richard Coates the Academy Committee holds this responsibility and reviews the resulting data each term.

We will contact parents and carers to share incidents as appropriate and for every significant incident, which is statutory. This includes when physical force is used to implement a non-physical restrictive intervention. Parents and carers should be contacted as soon as possible following a significant incident, and the incident should be explained to them. This action will also be recorded.

In deciding what a significant incident is, school leaders will use their professional judgement and consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

A report of the incident made to parents should include the following details as a minimum:

- the time, date, location and approximate duration of the intervention;
- a brief account of why the intervention was assessed as necessary in that instance;
- a brief account of what type of force was applied, and the degree of force;
- the details of any physical injuries sustained, if applicable.

The school will communicate this verbally wherever possible and follow up in writing, which is statutory, by email. This includes any child who required seclusion or restraint as part of a behaviour support plan or risk assessment.

Where necessary and appropriate, we will invite parents and carers into school to discuss significant incidents so that we can look at any potential warning signs or triggers, or actions that may be done differently in the future.

Staff will record all incidents of reasonable force on CPOMS in accordance with school procedures and report these to the Headteacher.

Seclusion

We may use seclusion as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.

Seclusion will not be used by staff through the threat of punishment.

The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on reporting and recording.

Pupil and staff support

As a school, we will evaluate all incidents involving restrictive intervention and seclusion as soon as practicable after an event to understand why it was used and the impact on pupils and staff. We will also look for any patterns or trends and identify how the use of restrictive interventions may be avoided in the future.

If appropriate, the pupils and staff members involved should receive a medical assessment and treatment for any injuries as soon as possible. Injuries will be recorded in line with our Health and Safety Policy.

The school will also hold a follow-up conversation to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be part of the debriefing process and will look to understand what happened during the incident and why. This will aim to bring closure to the incident. Wherever possible it is led by an adult who was not involved.

As a school, we will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Richard Coates CE Primary School

Mobile Phones and Smart Technology

Addendum to the Behaviour Policy

Implemented September 2026
Due review date: September 2027

This addendum forms part of our Behaviour Policy and should be read alongside it, together with the Use of Restrictive Interventions and Reasonable Force Addendum, our Safeguarding and Child Protection Policy and our Online Safety and Acceptable Use Policy.

1. Purpose and status

The Department for Education guidance Mobile Phones in Schools became statutory guidance on 29 June 2026 and schools are expected to follow it from 1 September 2026. It asks that all schools are mobile phone free environments by default, and that anything other than this is by exception only.

Richard Coates is a primary school. Almost all of our children arrive and leave with an adult, so for the great majority of our pupils the simplest expectation applies: mobile phones are not needed and should be left at home.

The school day at Richard Coates is a phone free day. No pupil uses a mobile phone or similar device at any point between arrival and departure, including lessons, breaktime and lunchtime.

2. What this policy covers

This addendum applies to mobile phones and to any other device with similar functionality, meaning anything that can send or receive messages or notifications over a mobile or data network, or that can record audio, photographs or video. This includes:

- mobile phones and phone watches;
- smart watches and fitness trackers with messaging or recording functions;
- wireless earbuds and headphones paired to a phone;
- tablets, handheld games consoles and other personal internet enabled devices.

School owned devices used for learning are not covered by this addendum and are governed by our Online Safety and Acceptable Use Policy.

3. Who may bring a phone to school

Only children in Year 5 and Year 6 may bring a mobile phone to school, and only where there is a genuine need connected with their journey to or from school.

Children in Nursery to Year 4 should not bring a mobile phone to school. There are two exceptions, and in both cases parents must seek written approval from the Headteacher in advance:

- the child travels to or from school independently, for example on a public bus, a school bus or a taxi;
- the child uses a phone as part of the monitoring or management of a medical condition, for example a continuous glucose monitor linked to a handset.

Requests are made using the form at Appendix A. Approval is given in writing, recorded by the school office, and reviewed at the start of each academic year or whenever circumstances change. Permission may be withdrawn if the expectations below are not met.

Where a phone supports a medical condition or is needed because of a disability, access is treated as a reasonable adjustment under the Equality Act 2010 and is agreed individually with the SENCO and the family, and recorded in the child's health care plan or support plan. In these cases the child may need to keep the device with them, and staff will agree with the family exactly when and where it can be used.

4. How it works in practice

1	The phone is switched off before the child enters the school grounds.
2	On arrival, the child hands the phone straight to the class teacher. It is logged and stored securely in a locked place in the classroom or the school office.
3	The phone stays switched off and stored for the whole day. It is not used in lessons, at break, at lunchtime or between lessons.
4	The phone is returned to the child at the end of the day by the class teacher.
5	It remains switched off until the child has left the school site.

Phones are brought to school at the family's own risk. The school takes reasonable care of devices handed in but cannot accept responsibility for loss or damage, and families are advised to check their home insurance. Devices should be clearly named.

If a child is absent or is collected early, the phone is returned by the school office to the adult collecting them.

5. Contacting your child during the school day

Parents who need to pass a message to their child should telephone the school office, which will always pass on urgent messages. Children who need to contact home during the day will be supported to do so using a school telephone.

6. What happens if the expectations are not met

A phone that is seen, heard or used during the school day is confiscated for the remainder of the day and returned at the end of the day, normally to a parent for a first breach in the youngest year groups. The incident is recorded on CPOMS and parents are informed.

- A first breach is dealt with by the class teacher, with a conversation and a call home.
- A repeated breach results in a phase leader conversation and the withdrawal of permission to bring a phone for a fixed period, normally half a term.
- Any use of a device to photograph, film or record another child or member of staff, or to send unkind or inappropriate messages, is treated as serious misbehaviour under the Behaviour Policy and is referred to the Headteacher.

Consequences are always proportionate and take account of the child's age, any special educational need or disability and their individual circumstances.

7. Searching and safeguarding

Mobile phones and similar devices are identified in this policy as items that may be searched for. The Headteacher, and staff authorised by the Headteacher, may search a pupil or their possessions where there are reasonable grounds to suspect a device is being concealed, following the DfE guidance on searching, screening and confiscation.

Where staff have any concern that a child may be at risk of harm, or where there is a concern about the content of a device, the matter is passed immediately to the Designated Safeguarding Lead. Staff do not view, search, share or delete content on a child's device themselves. Concerns involving nude or semi-nude images are handled under our Safeguarding and Child Protection Policy and the relevant national guidance.

8. Staff, visitors and volunteers

- Staff do not use personal mobile phones for personal reasons in front of pupils during the school day. Personal calls and messages are dealt with away from the children.
- Photographs and video of children are taken only on school devices, never on personal phones.
- Visitors, volunteers, contractors and students on placement are asked to keep phones out of sight and are not permitted to use them in areas where children are present.
- Where a member of staff needs a device for a legitimate school purpose, for example awarding recognition points, taking a register on a trip or multi-factor authentication, this is understood by the children and explained to them.

9. Trips, visits and after school clubs

Children do not take mobile phones on day trips or to after school clubs held on the school site. Where a residential visit takes place, arrangements are set out in the visit information for parents, and the default position is that phones are not brought. Staff carry a school mobile and the school office contact number is provided to all families.

10. Teaching children about phones

We teach children why the school day is phone free rather than simply telling them that it is. Through our computing, PSHE and relationships and health education curriculum, and through assemblies and worship, children learn about distraction and focus, about the impact of phones on friendships and sleep, about kindness online and about how to raise a concern with a trusted adult.

Parents are supported through information in the Friday Flyer and through online safety information sessions.

11. Communication and review

This addendum is published on the school website and shared with parents at the start of each academic year and at the point any child is given approval to bring a phone. Expectations are revisited with children at the start of the year and at regular points thereafter.

The policy is reviewed annually by the Headteacher and ratified by the Academy Committee, and sooner if statutory guidance changes. Parents are consulted where changes affect children travelling to and from school independently.

Richard Coates
CE Primary School

Appendix A: Request to bring a mobile phone to school

For all pupils in Nursery to Year 4, and for any pupil who needs to keep a device with them during the day. Please return the completed form to the school office. Approval will be confirmed in writing by the Headteacher.

Child's name	
Class	
Reason for the request	
Days and times this applies	
Parent or carer name	
Signature and date	

Please note the reason that applies: independent travel to or from school on public transport, a school bus or a taxi; or use of the device in the monitoring or management of a medical condition. Please give brief details above.

Parent agreement

- My child will switch the phone off before entering the school grounds and will hand it to their class teacher on arrival.
- The phone will remain switched off and stored until my child has left the school site at the end of the day.
- I understand that the phone is brought to school at my own risk and that the school cannot accept liability for loss or damage.
- I understand that permission may be withdrawn if these expectations are not met.
- If I need to contact my child during the school day I will telephone the school office.

School use only

Approved or declined	
Conditions	
Headteacher signature and date	
Review date	

Appendix B: The 30 second script and restorative questions

Staff use the script below to structure restorative conversations, so that children receive consistent messages. Restorative questions guide the conversation once everyone is calm.

30 second script	Restorative questions
'I notice you are…' 'You are not showing our school value…' 'You have chosen to…' 'Do you remember when you… (positive remark)' (If child responds) 'Wonderful choice, this is who I need to see today, thank you.'	1. What has happened? 2. What or how were you feeling at the time? 3. What were you thinking at the time? 4. How do you think this made … feel? 5. Who has been affected by this? 6. What do you think caused this? 7. How can we put things right? 8. If this happens again, how could we do things differently?

Adults may also use WIN when reflecting with a child: I am wondering, I am imagining, I am noticing.

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Policy Version and Review

Staff member	Date	Version	Changes made	Academy Committee Approval
JW	Sept 24	1.0	Adopted	September 2024
JW	Sept 25	1.1	Addition of green and red behaviour distinctions	September 2025
JW	Sept 26	2.0	Re-drafted policy to include elements of positive noticing, stepped approach to supporting behaviour, school houses. Mobile phone and restrictive intervention policies added as addenda.	September 2026

Richard Coates
CE Primary School

Belsay Primary School

Darras Hall Primary School

Heddon St. Andrew's CE Primary School

Ponteland High School

Ponteland Primary School

Richard Coates CE Primary School