# Toddington St George C of E School

# Behaviour Curriculum and Restrictive interventions, including use of reasonable force, in schools Policy

| Reviewed by: | |
|---|---|
| Headteacher and Assistant Head<br>**Amended due to new Government Legislation* | Date: **September 2026**<br>*Date: June 2026* |
| Full Governing Board | Date: **November 2026** |
| Next Review | Date: **November 2027** |

## Foreword

At Toddington St. George's Church of England School, our vision – *"**Let Your Light Shine**"* (Matthew 5:15-16) – is at the heart of everything we do. It shapes the way we teach, learn, work together and care for one another, guiding us as we help every child grow in confidence, character, and faith.

Rooted in Christian values, these school policies set out our shared expectations for creating a safe, loving, and inclusive environment. We believe every child has unique gifts and talents, and it is our aim to help them discover and develop these through a rich, engaging, and supportive curriculum.

Our policies are shaped from DfE guidance (statutory and non-statutory), and the Church of England, and will be adapted and reviewed as national policy and guidance changes.

Through these policies, we seek to:

- Promote a nurturing school culture grounded in love, respect, perseverance, and thankfulness.
- Encourage every child to 'light their spark' by celebrating their individuality and potential.
- Live and learn in harmony, caring for one another and the world around us.

Together, as a school community, we are committed to enabling "every child to let their light shine."

## Rationale:

At Toddington St. George Church of England School we are committed to ensuring that all of our children **'Let their Light Shine'** (**Matthew 5:15-16**), and flourish. In order to support our children in **Lighting A Spark**, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to three simple rules of being: '**Respectful, Ready, and Safe**.'

**At Toddington St. George we aim to:**

Create a culture that promotes excellent behaviour and share a clear vision of what good behaviour looks like, for both children and adults. We want to ensure pupils can learn in a calm, safe, and supportive environment and be clear about which behaviours are permitted and prohibited.

It is equally important that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school. Our core values, attitudes, and beliefs of Love, Respect, Perseverance and Thankfulness help to promote the social norms and routines that should be encouraged throughout the school community.

## Vision and values:

Toddington St. George's is a safe, loving and happy school. Through our Christian values we aim to provide an aspirational, engaging and inclusive learning environment in which every child, can **let their light shine** and flourish.

**Our aims as a school are to...**

- Create a nurturing, caring and inclusive learning environment rooted in Christian values.
- Live in harmony with each other and protect the environment God has entrusted to us.
- Develop a stimulating, inclusive and enriching curriculum which enables all pupils to '**Light their spark**' by showcasing their passions, talents and unique gifts, through self-belief, confidence and ambition.
- Encourage pupils to demonstrate the school values of Love, Respect, Perseverance and Thankfulness in all they do.

**Core Values:**

**Love Respect Perseverance Thankfulness**

Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

We have three simple rules **'Be Ready, Be Respectful and Be Safe',** which can be applied to a variety of situations and are taught and modelled explicitly.

Our Behaviour Curriculum goes beyond a behaviour policy; it defines the behaviours, routines, emotional skills and relational expectations we want all children to learn in order to flourish academically, socially, emotionally and spiritually.

This curriculum is rooted in:

- Therapeutic Thinking principles
- Relational and trauma-informed practice
- Inclusion and belonging
- Our Christian vision and values of:
    - **Love**
    - **Respect**
    - **Thankfulness**
    - **Perseverance**

Our approach reflects current national guidance which states that behaviour should be explicitly taught and proactively supported.

We recognise that:

- Behaviour is communication
- Children may require different levels of support to succeed
- Regulation must come before reflection
- Consistency does not always mean equality
- Relationships are central to behaviour development

Our Behaviour Curriculum is underpinned by Therapeutic Thinking approaches which prioritise:

- Co-regulation
- Restoration
- Emotional safety
- Proactive support
- Internal discipline over external control
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## Our Core Behaviour Expectations

All members of our school community are expected to:

| **Be Safe** | **Be Kind** | **Be Positive** |
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| • Keep hands, feet and objects safe<br>• Move calmly around school<br>• Use spaces and equipment appropriately<br>• Ask for help when needed<br>• Respect personal space and boundaries | • Speak respectfully<br>• Include others<br>• Show empathy and understanding<br>• Celebrating differences<br>• Repair relationships when things go wrong | • Try our best<br>• Persevere through challenge<br>• Be ready to learn<br>• Reflect and improve<br>• Celebrate success in ourselves and others |

## Our Learning Behaviours

Children are explicitly taught and supported to become:

| Learning Behaviour | Children will learn to… |
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| **Responsible** | Look after belongings, complete tasks, make safe choices |
| **Reflective** | Think about feelings, actions and impact on others |
| **Resourceful** | Use strategies and resources to solve problems |
| **Ready** | Transition calmly and engage in learning |
| **Respectful** | Listen, value differences and treat others kindly |
| **Resilient** | Persevere when learning feels difficult |

## Behaviour as a Curriculum

Behaviour is explicitly taught through:

- Modelling
- Role play
- Social stories
- Restorative conversations
- Assemblies and collective worship
- PSHE and RSHE
- Classroom routines
- Therapeutic coaching
- Visual supports
- Sensory and regulation strategies

Children are taught:

- What successful behaviour looks like
- Why behaviour matters
- How to regulate emotions
- How to repair relationships
- How to ask for help
- How to succeed in different environments

## Therapeutic Thinking Principles

Our approach reflects Therapeutic Thinking and trauma-informed practice.

| We believe: | We prioritise: | Adults use: |
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| • Children behave well when they can<br>• Dysregulation is not defiance<br>• Emotional safety is essential for learning<br>• Adults must remain calm, predictable and relational<br>• Correction should follow connection | • Co-regulation before consequence<br>• Curiosity before judgement<br>• Restoration before punishment<br>• Support before sanction | • Emotion coaching<br>• Positive phrasing<br>• Restorative approaches<br>• Low arousal responses<br>• Relational scripting<br>• Flexible thinking |

## Universal Provision for All Pupils

All pupils benefit from:

- Clear routines and expectations
- Consistent adult responses
- Visual timetables and structure where needed
- Emotionally available adults
- Positive recognition and celebration
- Explicit teaching of emotional literacy
- Calm and communication-friendly environments
- Movement and sensory opportunities
- Inclusive classrooms and adaptive teaching

## Additional Support & Reasonable Adjustments

Some children will require further support to meet behaviour expectations. Adjustments are made proactively and fairly in line with SEND and Equality Act duties.

Support may include:

- Individualised timetables
- Visual supports and now/next boards
- Sensory regulation strategies
- Movement breaks
- Adapted transitions
- Reduced demand approaches
- Access to safe spaces or Inclusion Hub
- Social stories
- Emotion coaching
- Individual behaviour support plans
- Therapeutic interventions
- Personalised motivators and interests

## Relational Practice

We believe strong relationships are the foundation of successful behaviour support.

| Adults will: | We avoid: | Instead, we use language such as: |
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| • Greet children warmly<br>• Notice and celebrate strengths<br>• Remain calm during dysregulation<br>• Separate the child from the behaviour<br>• Repair relationships following incidents<br>• Maintain unconditional positive regard | • Public shaming<br>• Humiliation<br>• Emotionally charged responses<br>• Language such as "naughty", "attention seeking" or "manipulative" | • "dysregulated"<br>• "struggling to cope"<br>• "requiring support"<br>• "communicating a need" |

## Responding to Dysregulation

When a child is dysregulated, adults will:

1. Notice and regulate themselves first
2. Reduce language and demand
3. Use calm, non-threatening body language
4. Support co-regulation
5. Provide space and safety where needed
6. Restore and reflect once regulated

Where appropriate:

- Children may access safe spaces
- Adults may follow at a safe distance
- Sensory and regulation strategies may be used

Safety for all including staff and children remains paramount.

## Restoration & Consequences

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| We believe consequences should:<br><br>• Teach<br>• Repair<br>• Restore<br>• Support future success | Consequences are:<br><br>• Proportionate<br>• Relational<br>• Linked to learning and safety |
| Restorative conversations may include:<br><br>• What happened?<br>• How were you feeling?<br>• Who was affected?<br>• What can we do next time?<br>• How can we repair this? | Some behaviours may still require:<br><br>• Removal from situations<br>• Parental meetings<br>• Risk assessments<br>• Suspension (as a last resort and in line with statutory guidance) |

## Purpose of the behaviour policy:

- encourage good behaviour and respect for others
- promote, among pupils, self-discipline and proper regard for authority
- prevent all forms of bullying

**All Staff must:**

- Demonstrate unconditional care and compassion.
- Know their children well and develop positive relationships with all.
- Relentlessly work to build mutual respect.
- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Praise in public, correct in private.
- Remain calm and consistent.

- Give children a 'fresh start' after each incident.
- Help children learn and feel confident. Be just and fair. Have a kind sense of humour.
- Take time to welcome children at the start of the day and after break and lunchtime.
- Always pick up on children who are not yet meeting expectations.
- Take responsibility for any behaviour seen throughout the school.
- Investigate all incidents thoroughly and record on CPOMS promptly.
- Always reinforce 'Be Ready, Be Respectful and Be Safe'.

## Catching them doing it right

- Verbal praise
- Dojo points and messages home
- Stickers and stamps
- Values in Practice certificates
- SLT praise
- Show work to other adults

## Dojo reward system

Each child in every class has a dojo avatar. Dojo points are given at the discretion of all adults inschool, and will be awarded when a child clearly demonstrates our school values: **Being Ready, Respectful, Safe**

## Whole school celebrations

Every Friday, two children from each class will be awarded **Values in Practice (VIP)** in our Collective Worship. Photographs of children and their award are sent home via Class Dojo so that families can enjoy their child's celebration.

## Correction in private

| **Child friendly stepped boundaries** |
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| 1. **REMINDER**: please remember our school rules, Ready, Respectful, Safe |
| 2. **WARNING**: second reminder to make better choices and be Ready, Respectful, Safe |
| 3. **CORRECT**: third time not showing Ready, Respectful, Safe behaviours, now some time to reflect. |
| 4. **REFLECT**: let's talk about why and how we can do things differently. |

| **30 Second Script**<br><br>Stepped Boundaries: Gentle Approach, use child's name, child level, eye contact, deliver messages | |
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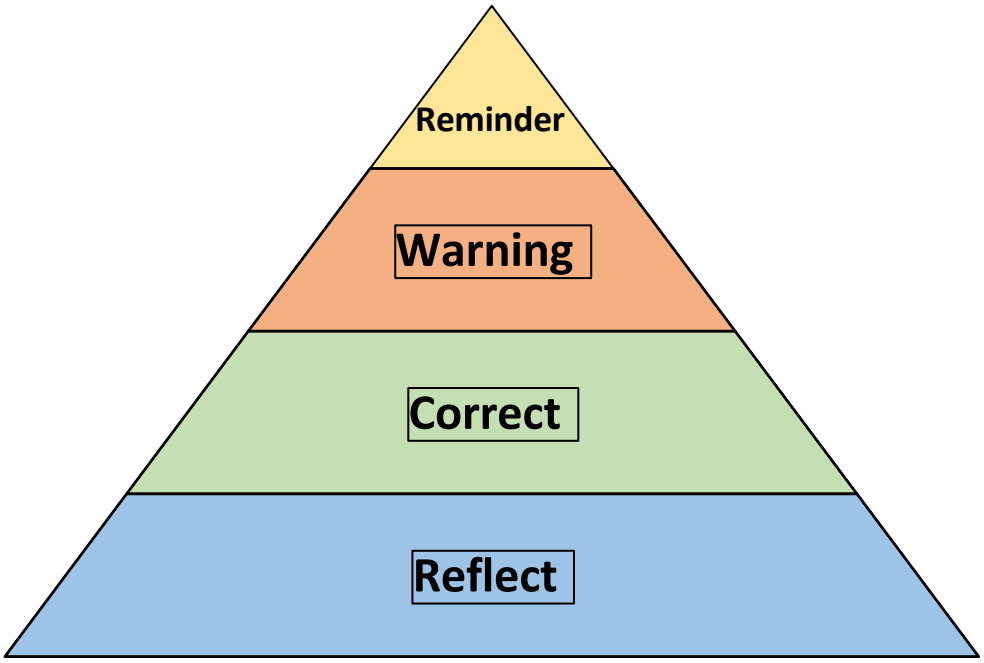
| **1. REMINDER** | I noticed you chose to … (noticed behaviour).<br><br>This is a **REMINDER** that we need to be Ready, Respectful, Safe.<br><br>You now have the chance to make a better choice. Thank you. |
| **2. WARNING** | I noticed you chose to … (noticed behaviour). This is your **WARNING**.<br><br>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom, learner's name)<br><br>Do you remember when … (model of previous good behaviour)?<br><br>That is the behaviour I expect from you. I know that you can make good choices. |
| **3. CORRECT** | I noticed you chose to …… (noticed behaviour).<br><br>You need to… (go to sit with other class / go to another table / stand by staff member/ sit on the picnic bench) I will speak to you in two minutes …<br><br>DO NOT describe child's behaviour to other adults in front of the child.<br><br>**Suggested Timings**<br>EYFS- 2 minutes<br>Year 1- 5 minutes Year 2- 6 minutes<br>Year 3- 7 minutes Year 4- 8 minutes |
| **4. REFLECT** | Neutral, dispassionate language. What happened?<br><br>What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently? |



**Correct and Reflect Time should:**

- Make it clear that unacceptable behaviour affects others and is taken seriously.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to ensure that children and staff feel supported and secure.
- Reflections need to be in proportion to the action. It should also be made very clear that it is the behaviour that is unacceptable, and any reflection should address this, not be made personal to the child.

**Continued disruptions to learning: Teacher actions**

| Disruptions | Teacher Actions |
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| Two occasions of disruption of learning (correct and reflect) in one day | • Teachers and Middle Leaders to support<br>• Parents informed<br>• Log on CPOMS<br>• Behaviour monitored |
| After several incidences of continued disruption to learning | • Behaviour Lead (Assistant Head for behaviour and attitudes) to support<br>• Log on CPOMS<br>• Meet parents<br>• Implement personalised 'Behaviour Report Card' (with child 'reporting' to Behaviour Lead daily).<br>• Review in 3 weeks (or sooner if the child needs new strategies to support targets) |

## Supporting children on the SEND register

Depending upon a child's need it may be important to agree amendments to the behaviour policy through a Behaviour Support Plan, to support positive choices and success for the child. Planned support and follow up sanctions will be agreed with the child, parents and teachers.

## Language around serious incidents

At Toddington St. George CoE School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Behaviours should be discussed as the behaviours they are, and not be personal to the child.

## Serious incidents and sanctions

| At St. George's we consider the following to be considered a serious incident: | Sanctions need to be in proportion to the action.<br>*SLT involved<br>*All logged on CPOMS<br>*Parents/carers informed |
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| • Fighting<br>• Spitting<br>• Non-age appropriate biting<br>• Swearing or offensive language and gestures<br>• Damaging property intentionally<br>• Throwing books or equipment<br>• Stealing<br>• Confrontational behaviour<br>• Threatening and physical violence<br>• Verbal threats<br>• Persistent bullying including online bullying<br>• Harassment (racial, sexual, gender, disability)<br>• Homophobic incident<br>• Risk of harm to self<br>• Persistent non-compliance<br>• Absconding | • SLT intervention<br>• Behaviour Lead intervention<br>• Playtime or Lunchtime correction time appropriate to timings mentioned above<br>• As outlined previously, if these incidents are frequent then meetings with parents to agree 'Behavior Report Card' |

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| **Isolated Serious Incident** | • Alert SLT<br>• Record on CPOMS – serious incident tab<br>• Child to have Correct & Reflect Time<br>• Adult to reflect with the child<br>• Behaviour monitored<br>• Communicate with parents |
| **Repeated Serious Incidents** | • Alert SLT<br>• Record on CPOMS – serious incident tab<br>• If 'Behaviour report card' has been implemented and still no improvement then SLT will discuss possible internal exclusion, suspension or external exclusion |

## Physical attacks on adults:

We take incidents of violence toward staff very seriously. The adults in the situation must use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively.

All staff should report incidents directly to the Headteacher or Assistant Head and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but as adults

we still need to show compassion and care for the child. Exclusion would only happen once we have explored and exhausted different options and have created a plan around a child.

## Team Teach

Team Teach predominantly focuses on de- escalation strategies. We have some trained 'Team Teach' members of staff. Staff are trained on handling children in a way to keep themselves and others safe and reduce potential risk or harm. Team Teach incidents will be logged and reported to all parties involved.

Team Teach, in the context of schools, refers to a recognised training program that focuses on positive behaviour management strategies, particularly useful for managing challenging behaviours in students. It emphasises proactive approaches to de-escalate situations and minimise the need for physical intervention, promoting communication and teamwork among staff.

We have staff who have been trained in physical restraint (persons are on 'Health and Safety' list which is updated every year.)

Key points about Team Teach:

**Focus on positive behaviour:**
Unlike traditional behaviour management, Team Teach prioritises positive reinforcement and preventative strategies to address challenging behaviours.

**De-escalation techniques:**
The training emphasises verbal and non-verbal communication skills to de-escalate situations before they escalate to physical interventions.

**Teamwork approach:**
It encourages collaboration among staff members to consistently implement strategies and support students effectively

> *"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe"*
>
> George Matthews - Founder

## Use of reasonable force for serious incidents

**Restrictive interventions, including use of reasonable force, in schools**
Under the new statutory guidance, effective from April 2026, '**Restrictive interventions, including use of reasonable force, in schools**' replaces 'Use of reasonable force' (2013).

**Terminology**

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Significant incident**: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

## Understanding restrictive interventions

### Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.
To prevent or stop a pupil from:
1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

### Use of reasonable force to search pupils

Head teachers and staff which they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.
A member of staff can use such force as is reasonable to search for legally prohibited items.

### Other physical contact with pupils

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 circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the 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
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

**Seclusion**
Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - will 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. Seclusion will not be implemented by staff through 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 will be allowed to leave (Sensory room).
An incident involving the use of seclusion will be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

All staff are aware of the importance of minimising the need to use restrictive interventions, such as through prevention and de-escalation.

**Whole-school measures may include:**

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- 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 appropriate tone of voice and empathy to aid de-escalation
- development of working staff-pupil relationships and trust

**Individual approaches can include:**

- working closely with parents to support individual pupils
- strategies to support individual pupils based on their identified needs. Where a pupil has a disability, we have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offers
- giving pupils time, space and strategies to calm down before their behaviour escalates

**Determining when use of restrictive interventions is appropriate**

There will be times when school staff may need to use restrictive interventions, and they will 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 will consider the following:

**Is it necessary?**

- Staff will consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff will assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

- Where possible, staff will communicate with other staff members to understand any broader risks in the environment.

**Is it proportionate?**

- Staff will 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 will reconsider their approach and attempt an alternative strategy.
- Staff will 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 will consider relevant equality implications under the Equality Act 2010

**Have you considered the pupil's welfare?**

- Staff will consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff will 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 will clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies will be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff will 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.

If an assessment has been made to use restrictive interventions, staff will be supported in their decision making

## Consideration for pupils with special educational needs and/or disabilities (SEND)

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

Schools will seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. For example, we will consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

Schools will utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

## Pupil and staff support

As a school we will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan.

If appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible.

Incidents in which a member of staff uses reasonable force or seclusion on a pupil must be recorded as described in 'Recording and reporting duties' in this document.

In addition, any injuries should be recorded in accordance with the school's procedures and reported, as appropriate, to the Health and Safety Executive.

Schools will also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue. This process will ideally be facilitated by two staff members who were not involved in the incident.

We will continue to monitor pupil and staff wellbeing and provide additional support if needed, for example through further follow-up conversations, well-being checks or other resources. Additionally, any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed will also be provided with appropriate support where necessary.

## Recording and reporting duties

### Recording the use of force

As a school we will 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.

Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff member(s) involved and they will endeavour to do this no later than the same day.
The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

We will record the following details as a minimum:

- names of pupil and staff directly involved.
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability, and their SEN status code .

- time, date, location and approximate duration of the intervention.
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- brief account of why the use of force was assessed as necessary in that instance.
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

**Reporting the use of force**

As a school we will ensure that a procedure is in place for reporting each significant use of force to the parents/carers of the pupil involved as soon as practicable after the incident, and we will endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:

- it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent/carer who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

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

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

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

As a school we will communicate this information to parents/carers in writing. Where appropriate, we will invite parents/carers in to have a follow-up discussion about the incident.

This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

**Recording and reporting the use of seclusion and non-force related restraint**

As a school we will ensure that a procedure is in place for recording each seclusion or restraint incident as part of the school's duty under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

As outlined in these regulations, an incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded under the procedures outlined in this section.

Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff member(s) involved and they will endeavour to do this no later than the same day.

The procedure will require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

As a school will record the following details as a minimum:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

As a school we will ensure there is a procedure for supplying a copy of the written record of the seclusion or restraint incident to parents.

Parents will be informed as soon as practicable after the incident and schools should endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:

- **i**t appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

The requirement to inform parents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

In circumstances where a restraint incident also constitutes a significant use of force, schools only need to follow the reporting procedure for significant use of force incidents under section 93A of the Education and Inspections Act 2006 as outlined above. The same information does not need to be reported twice. However, if a restraint incident does not constitute a significant incident of use of force, for example, the removal of a walking aid, this must be reported under the procedures outlined in this section.

## Guidance for governing bodies and proprietors on using data

The governing body must take all reasonable steps to ensure that the school's procedures for recording and reporting the use of force and seclusion and restraint are complied with.
Governing bodies and proprietors should regularly review and interrogate data on restrictive interventions to ensure school leaders:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.

- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

## Complaints and allegations

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's normal complaints procedure.

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in 'Keeping Children Safe in Education' should be followed.

## Emergency procedure for serious incidents

This policy must be read in conjunction with: **Child Protection Policy, Child on child abuse, Keeping Children Safe in Education** and **Managing Allegations Against staff**.

Our staff team will carry out the following actions in an attempt to avoid any form of physical intervention:

- Remove the rest of the children and/or yourself from the situation, keeping a visual on the child at all times.
- Use the red card 'Support needed' allocated in all rooms to alert SLT
- SLT will phone parents/carers
- Use of appropriate body language-open and honest
- Always mention their name. Give options; this or that….allow them time to process the options. Keep a visual of the child until a designated member of staff arrives
- Use de-escalation strategies like "Let's go to the sensory room to calm down"
- Record details under the 'Serious incident' tab on CPOMS

## Suspension or permanent exclusion

Suspensions will only occur following extreme incidents at the discretion of the Headteacher or SLT in Headteacher's absence. Suspension will be enforced if SLT feel that the suspension duration at home will have a positive impact on future behaviour.

**Permanent Exclusion**

Exclusion is an extreme step and will only be taken in cases where:

- Long term unsafe behaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavor to work with the family to complete a managed transfer to an alternative provision. In all instances, what is best for the child will be at the heart of all our decisions.

## Sexism and Sexual Harassment

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at.
- Support and educate them to improve their behaviour.
- Monitor their behaviour for any recurrence.
- Escalate the sanction to the Behaviour Lead.
- Phone call to parents of all children involved.

Our Relationships and Sex Education curriculum will cover what healthy and respectful behaviour towards one another looks like.

## Monitoring and Evaluation

The Assistant Head will analyse and evaluate behaviour every half term and produce a report, alongside the Headteacher and present to the Governing Board.

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| **Reviewed** | **September 2026** |
| **Next Review** | **September 2027** |
| Reviewed by | Mrs K Murphy Assistant Headteacher/Behaviour Lead and Mr A Darlington, Headteacher |