



Behaviour Policy/Positive Relationships Policy

Approved by	
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Position:	Chair of Governors
Signed:	<i>Kathleen Jones</i>
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1. Background

Joy, hope and aspiration - life in all its fullness

I have come that they may have life, and have it to the full. I am the good shepherd. The good shepherd lays down his life for the sheep. [John 10:10-11], we believe that everyone, each pupil and member of staff, has an important part to play in promoting high standards of behaviour.

All children need a well ordered, disciplined environment in which to learn and develop their self-control, respect and appreciation of others. We believe that in order to promote good behaviour, and allow our children to work to the best of their abilities, children need to be offered positive role models. They need to feel secure in the knowledge that staff are positive role models.

For the School to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the School, pupils and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. All relationships are based on mutual respect, trust, fairness, openness, politeness and honesty.

As a whole school community, we ensure that a positive ethos is realised through Our core values are: Respect, Courage, Perseverance, Forgiveness, Friendship and Trust.

The well-being of pupils and staff is very important to us as a school. Positive behaviour results from, and adds to, a happy learning and working environment which in turn leads to positive well-being for staff members.

This policy has been developed with the following aims in mind:

- to maintain, encourage and promote positive behaviour
- to specify what we regard as expected behaviour, taking into account our inclusive approach and the needs of individual pupils
- to offer guidance to staff, governors and families about our expectations including how we support pupils in managing their own behaviour to create a consistent approach throughout the school (involving pupils and families)
- to enable staff to act safely and with confidence
- to fulfil the requirements of section 88(2)(a) of the Education and Inspections Act 2006 which requires Governing Bodies to make and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour; and notify her if the Governing Body want the school's behaviour policy to include particular measures
- to fulfil the requirements of section 89 of the Education and Inspections Act 2006 which requires the Headteacher, amongst other things, to determine measures to be taken to promote self-discipline and regard for authority; encourage good behaviour and respect for others, preventing all forms of bullying; setting out the standard of behaviour that is acceptable

2. The Standard of Expected Behaviour (School Rules)

At Seaton St Paul's CofE Junior School, staff, pupils and families have agreed the following School Rules: -

- ✦ ready
- ✦ respectful
- ✦ safe

At the beginning of each year and as needed, class teachers will discuss the School Rules with their class, encouraging pupils to think about what they mean to them, in regards to the rights of others, consider examples of what each rule might look like for them and agree as a class to follow the School Rules. The rules run in conjunction with our focus Christian values which will be referenced during discussions with pupils about their behaviour.

3. Responsibilities

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

3.1 What pupils can expect from staff

Pupils may expect staff and other adults in the school to:

- arrive at lessons on time;
- create a positive, safe environment in which bullying (in all forms including online), physical threats or abuse and intimidation are not tolerated;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly with dignity, kindness and respect;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

3.2 What staff can expect from pupils

Staff may expect pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- treat all members of the school community with dignity, kindness and respect;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;

- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- behave appropriately when outside school;
- be an ambassador for the school.

3.3 What staff can expect from their colleagues

Staff may expect colleagues and other adults in the school to:

- treat each other with dignity, kindness and respect. Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a colleague or other adult will not be tolerated);
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff Acceptable Use Agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites;
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

3.4 What staff can expect from parents

Staff and other adults in the school may expect parents to:

- treat all staff, pupils, other parents and other adults with dignity, kindness and respect. Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a staff member or other adult will not be tolerated);
- behave responsibly whilst on school premises;
- report any incidents of both online and offline (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. PE kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes and vaping;

- refrain from using foul, threatening, abusive or derogatory language at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

3.5 What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- treat all adults and others with dignity, kindness and respect. Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against any member of the school community will not be tolerated;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is considered to be either the perpetrator or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities.

4. The Benefits of Positive Behaviour

A school community grounded in British and Christian values, including an ethos of mutual respect, is a happy and safe place to attend and work.

Our School Rules encourage pupils to:

- stay safe
- be reflective
- have internal discipline
- care for one another
- learn what positive behaviour means
- value friendship and collaboration
- develop a respect for others, regardless of their cultural background
- develop independence, self-confidence and resilience
- acquire a set of moral values
- have the opportunity to reach their full potential
- learn what behaviour is appropriate when representing the school
- prepare for the next stage in their life

Our School Rules enable staff to:

- feel happy and safe in their workplace
- teach effectively
- promote the emotional and mental well-being of pupils in their care
- meet the academic needs of all pupils
- make positive contact with all families
- develop personally and professionally

Our School Rules enable families to:

- feel confident that their children are growing spiritually, socially, personally and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their children's progress in a positive and supportive atmosphere

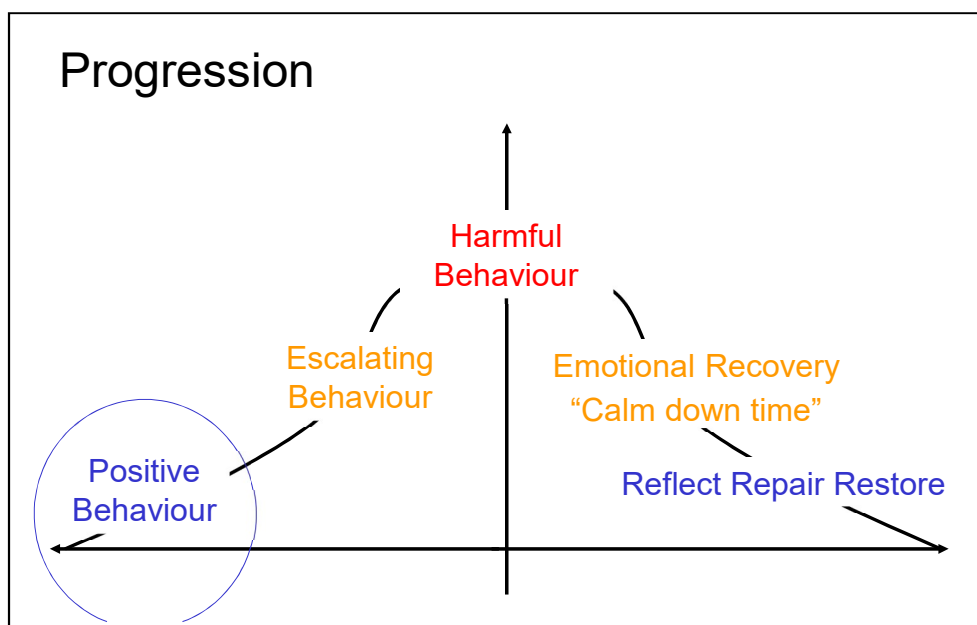
5. Seaton St Paul's CofE Junior School's approach to behaviour management – the progression

We believe that encouraging and acknowledging positive behaviour is a priority, both to support and reward pupils who are conforming to the School Rules and also to encourage others (see Celebrating Positive Behaviour below).

We recognise and respond quickly and consistently to behaviour which is not positive, ("escalating behaviour") with a view to preventing harmful behaviour (see Responding to escalating and harmful behaviour below).

Harmful behaviour is rare at our school. However, when it does occur, staff ensure that pupils are supported in reflecting on their behaviour and taking steps to repair and restore, once they are calm enough to do so.

A summary of our approach to behaviour management is set out in our Behaviour Code (Appendix 1).



6. Celebrating Positive Behaviour

Whole School Rewards:

Each week, we have a celebration worship where children are selected by their class teachers, teaching assistants, Head Teacher, Midday Supervisor, Kitchen staff, sports coach...for recognition at whole school

level. Each child is congratulated in the worship and present with a certificate. This is popular with children and parents alike.

In the celebration worship, individuals may have been identified to have shone in keeping with our Christian values e.g. demonstrating courageous advocacy or supporting charitable causes or for a particular learning behaviour.

Class and Individual Rewards:

Level 1: “Catch them getting it right”. Staff should constantly look for opportunities to give specific praise to children when they are trying hard and conforming to the School Rules. Praise should be specific so that pupils are clear on what they have done well. Please see Appendix 1.

Level 2: In order to give pupils something to strive for each term, classes will have a recognition board. Teachers will select a whole class focus each week linked to our school rules, this will be specific to each class and will depend on what the teacher would like to focus on. Staff will be looking to catch a child doing what they need to do and will move onto the board. We will record how many weeks ALL children have got onto the recognition board. Once classes get to 6 weeks of all children being recognised, they will be awarded a whole class treat which will be determined by the school council – this may be an additional playtime, time in the ICT room or with iPads, PE session or outdoor learning session, baking or a special snack or a special craft session. Please see Appendix 2.

Level 3: Staff will typically select 2 children per class who have demonstrated our Christian Values they will be celebrated in our weekly Celebration Worship. In addition, a pupil could visit the Headteacher to share an exceptional piece of work. We also share successes linked to homework activities e.g. Times Table Rockstar’s, Spelling Shed, Out of School achievement.

7. Dealing with escalating or harmful behaviour

Despite the work that is done to ensure positive behaviour from pupils, from time to time, children will forget our aims and values and may lack consideration for others. We also recognise that in the same way that ***Positive Experiences create Positive Feelings and in turn lead to Positive Behaviour; Negative Experiences create Negative Feelings and in turn lead to Negative Behaviour.***

At Seaton St Paul’s CofE School, the fundamental aim of all behaviour management and discipline, is to enable our students to be aware of their behaviour as it affects others’ rights and to take ownership of their behaviour in regard to the rights of others. We understand that whilst external discipline (such as loss of privileges) can **suppress** anti-social behaviour, in order to effect long term behavioural changes, we aim to support developing pupils’ ownership *for* and ownership *with* their behaviour.

We believe that it is essential to have a consistent, open and transparent approach to re-directing escalating behaviour. All our responses to escalating behaviour aim to support our pupils in developing internal discipline.

We also believe it is essential to support the classmates of pupils whose behaviour is escalating to understand why any particular response has been used in the circumstances (for example, pupils need to understand that “ignoring” escalating behaviour doesn’t mean a pupil has “got away with it” but that it might be the most effective way of disempowering that behaviour).

Where behaviour is escalating, staff need to investigate and understand the underlying reasons for the behaviour exhibited and provide support to deal with these underlying reasons.

8. Responses to escalating and harmful behaviour

Level 1 and 2 - Positive encouragement and raise awareness: As a first step, all staff will re-direct pupils or give them additional support to get them back on track. They will have a quiet conversation with a child regarding their behaviour. Describe behaviour to pupils to raise their awareness, allowing take up time.

Encouragement affirms, motivates and gives feedback about behaviour. Strategies include, being given “the teacher look”; attracting attention to the learning or to a positive role model; the use of positive phrasing*; being offered a limited choice*; a positive reminder of the School Rules; an offer to make positive behaviour easier such as moving places in the classroom, working with a different group, or the use of a movement break, sensory break or concentration break (such as being asked to do a “job” or being allowed a brief walk out of the classroom); providing a physical resource such as a fiddle toy to aid concentration. Re-establish working relationship with pupil during lesson. Brief follow up with pupil, outside of lesson if necessary. If this continues, raise awareness with child that if their behaviour continues there will have to be a consequence.

Level 3 – Correction – if behaviour continues, children will have a correction conversation using the microscripts. As outlined in the behaviour blueprint. This conversation will hopefully ensure that children’s behaviour is corrected and they resume by following the school rules and continuing with their learning. [Incidents and follow up actions at Level 3 will be added to Incidents on CPOMS.](#)

Level 4 - Consequence: Learning-based time out; reflection and/or catching up – Usually the range of responses available at Level 1-3 will re-direct and seek to correct escalating behaviour. However, where these are not sufficient, a learning-based time-out might be appropriate (e.g. to watch a role model or speak to an adult). There may also be some catching up to do where pupils have missed out on valuable learning time while their behaviour was not positive. May be time out in another class – completing work in another class. If over the course of the period (am/pm/lunchtime) responses up to Level 4 are not sufficient to redirect behaviour, or where behaviour in any given session is very difficult, a member of the Senior Leadership Team will be consulted to agree appropriate consequences for the behaviour, taking account of the seriousness of the behaviour and any history of similar behaviours. Consequences at Level 4 should help the pupil to reflect on their behaviour and why it is not acceptable and include a plan to support the pupil in changing his or her behaviour. [Incidents and follow up actions at Level 3 will be added to Incidents on CPOMS.](#)

Level 5 - Restorative conversation: Following the consequence, there is always an age-appropriate discussion with the adult who triggered the Level 4 consequence, ensuring the pupil understands why their behaviour was not positive; how to remedy this going forward and whether any reconciliatory action with any “victim” of the Level 4 behaviour is required – part of the repairing and rebuilding relationships with pupils. Behaviour consequences linked to the affected rights and rules as much as possible. Resources to support staff with this could include: e.g. restorative conversations, comic strip conversation strips – such as Bill Rogers behaviour plans, social stories, suggested scripts for “repair” conversations). [Incidents and follow up actions at Level 3 will be added to Incidents on CPOMS.](#)

In many instances, the consequences work will not take place immediately following the behaviour at Level 5 – the pupil needs to be calm, the consequence work might need to be planned by the person delivering it (research or consultation might be needed to find the consequence with the best chance of being successful) and the person delivering the consequence work will need to have an available slot in which to work with the pupil.

Level 4 Individualised Support: For pupils whose needs are exceptional and in respect of whom responses at Levels 1-3 are not sufficient, or for some pupils with Special Educational Needs or additional needs a meeting between members of staff regularly working with that pupil, the pupil’s family and a senior leader will be required to agree an alternative approach to behaviour management. Intensive support either within school or with the involvement of external agencies will be considered. An age-appropriate individual plan may be appropriate outlining a differentiated timetable and curriculum; strategies needed to ensure consistency for this pupil and support their behaviour (this may include a behaviour chart to break up the day into smaller chunks); and a risk assessment to ensure that the pupil themselves, other pupils and staff are safe.

9. Beyond Level 5

At Seaton St Paul’s CofE Junior School, our commitment to inclusive practice and supporting pupils as individuals including adapting the curriculum for them and making reasonable adjustments to support their behaviour means that a response at one of the Levels outlined above is almost always sufficient to support

our pupils without risking harm to either themselves or another member of the school community (harm to pupils or staff or harm to the education of other pupils).

However, because we have a responsibility to keep all members of the school community including pupils, staff and visitors safe and to ensure that the learning of our pupils is not disrupted, unfortunately there will be, in a very small minority of cases, a requirement to employ one of the following strategies which are only ever used as a last resort.

10. Fixed Term Exclusion

In very rare cases, it may be necessary to temporarily exclude a pupil for a fixed period of time (subject to a limit of 45 days in any one school year). On return, there will be a return to school meeting with the child and family.

A fixed term exclusion may be appropriate in response to a very serious breach of the school rules; or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

11. Permanent Exclusion

Only ever in an extreme situation would a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances the local education authority procedures will be followed.

12. Restorative Justice/Reflection on Actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again. Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school.

Other aspects of repairing / rebuilding include after-class 'chats'; informal counselling; developing individual behaviour / learning plans with the student*, mediation and restitution opportunities – even whole-class meetings to raise issues of common concern with the wider pupil group.

When we take time, effort and goodwill to repair and rebuild relationships *with* our pupils, and *between* our pupils we re-engage hope, relational goodwill and trust.

Above all it affirms that fundamental humanity that is at the heart of our profession.

13. Screening, Searching and Confiscation

The school follows the DfE advice when searching, screening and confiscating items from pupils which is outlined in their document [Searching, Screening and Confiscation – Advice for schools](#).

The following items are what are termed ‘Prohibited Items’ and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives and weapons (Further guidance is available in KAHSC [Safety Series G14 – Knives, Offensive Weapons and other inappropriate items](#))
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on electronic devices)
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

14. Pupil conduct and misbehaviour outside the school premises

14.1 What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable.”

Subject to the school’s Behaviour Policy and procedures, the teacher may discipline a pupil for:

any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing the school uniform; or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

14.2 Out of school behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;

- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public;
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

15. Use of Physical Intervention at Seaton St Paul's CofE Junior School

There are regular occasions when staff will have cause to have physical contact with pupils and this is an important part of school life, for example:

- to comfort a pupil in distress or congratulate or praise a pupil (supportive hug);
- to guide or steer a pupil (offering an arm or open mitten guiding);
- for curricular reasons (for example in PE or drama to correct arm or hand positioning);
- to administer First aid and medical treatment; or
- intimate care, where agreed between school and the pupil's family.

At Seaton St Paul's CofE Junior School, we understand that the relationships we have with our pupils are transient and that it is important for pupils to distinguish between the relationships they have with their family and the professional relationships enjoyed with school staff. Physical contact between pupils and school staff should never feel intimate and school staff will avoid any intimate acts (e.g. lengthy eye contact; intimate body parts touching in a cuddle).

Staff will ensure that pupils are comfortable with any physical contact by explaining what they are going to do in the case of administering first aid or correcting arm or hand positioning for example. Staff never praise a pupil with physical contact who finds it uncomfortable.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

16. Restrictive interventions, including the use of reasonable force

There are circumstances when it is appropriate for staff to use restrictive interventions, including the use of reasonable force to safeguard children. Schools do not require parental consent to use force on a pupil. The term 'restrictive interventions' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

The school has taken account of advice provided by the DfE – [Restrictive interventions, including use of reasonable force, in schools](#) and the school's public sector equality duty set out in Section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

At Seaton St Paul's CofE Junior School, we do not believe in using physical interventions which overpower children. Physical interventions which overpower a pupil are known as **restrictive physical intervention**.

Restrictive physical intervention will only be used at Seaton St Paul's CofE Junior School in two situations:

1. **Positive Handling Plan:** where a named pupil is considered likely to need restrictive physical intervention, a plan will be drawn up with the pupil's family in consultation with experts detailing likely risks, strategies for avoiding them, successful de-escalation strategies for that pupil and the point at which restrictive physical intervention may be used. Staff working with that pupil will receive bespoke training in how to avoid restrictive physical intervention being necessary and what to do if restrictive physical intervention is unavoidable.
2. **Unforeseeable Emergency:** in the event of an unforeseeable emergency such as a person wielding a weapon or pupil attempting self-harm in unforeseeable circumstances, staff may feel they have no option other than to use overpowering force to save one or more pupils from serious injury.

If physical intervention is needed, in the best interests of the pupil who is being restrained, staff will ensure that the force it is reasonable, proportionate and necessary. The intervention should use the minimum amount of force necessary and last for the shortest amount of time possible.

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Staff will never use force which results in:

- A negative impact on the process of breathing (e.g. basket hold)
- Pain as a direct result of the technique
- A sense of violation

17. Recording of responses to behaviour

Staff should document, using CPOMs -

- Any beyond Level 5 work undertaken
- Allegations of Bullying (reported on COPMS and dealt with in line with Child protection and peer on peer abuse policy.)
- Any racial incidents (reported on COPMS and dealt with in line with Child protection and peer on peer abuse policy.)

18. Monitoring

All teaching staff are responsible for monitoring the behaviour in their class. All staff in the school are also responsible for ensuring positive behaviour as a whole and will offer praise/encouragement when they witness positive behaviours and intervention when they see/hear any escalating negative behaviours. The Headteacher and Deputy Headteacher review behaviour records on a termly basis as part of the Pupil Progress process. A termly report is made by the Headteacher to the Governing Body. The governing body are responsible for monitoring the effectiveness of this policy and will review it every year.

19. Responding to the behaviour of pupils with SEND or other health conditions

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Reasonable adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet behavioural expectations. These adjustments may be temporary, but always to support the individual needs of the pupil. By planning positive and proactive behaviour support, e.g. through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents, jointly we can work towards a reduction in incidents of challenging behaviour.

Consideration will be given as to whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the DfE guidance for schools on [Restrictive interventions, including the use of reasonable force](#) (see Appendix A **OR** our Restrictive interventions, including the use of reasonable force Policy and procedures for further information), the [Equality Act 2010](#) and the [SEND code of practice: 0 to 25 years](#) so that appropriate support can be provided to pupils who have additional needs.

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

We are, however, mindful that not all pupils requiring support with behaviour will have identified special educational needs, other health conditions or disabilities. Children experiencing a mental health problem, or at risk of developing one, can have an effect on a child's behaviour as can instances of adversity and trauma experienced by children. We will engage with other agencies and, where necessary, make links to the whole school approach to mental health and wellbeing as set out in the DfE guidance on [Mental health and behaviour in schools](#).

20. Behaviour of parents and other visitors to the School

The School encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Controlling access to School premises' (November 2018). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Hitting, e.g. slapping, punching, kicking, pushing
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

Procedures for dealing with unacceptable behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

The School will act where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy and procedures.

Appendices:

1. School posters
2. Class rewards posters
3. Behaviour Blueprint
4. Behaviour Expectations
5. Behaviour Code
6. Examples of phrasing

Seaton St Pauls C of E Junior School Behaviour Blue Print



Joy, hope and aspiration - life in all its fullness

We believe that everyone, each pupil and member of staff, has an important part to play in promoting high standards of behaviour.

Adult Behaviour

- Calm, consistent and fair
- Give first attention for best conduct
- Relentlessly bothered
- Recognise over and above

Rule

- Ready
- Respectful
- Safe

Over and Above Recognition

- Praise
- Recognition Board
- Learner of the week
- Message home

Behaviour Management Levels

1. **Redirection**
Nonverbal cues
2. **Reminder**
3 rules privately
3. **Caution**
Outlining behaviour and consequences
4. **Last Chance**
30 second intervention
5. **Time Out**
Cool off elsewhere
6. **Repair**
Restorative conversation

Microscript (30-Second Intervention)

- **I have noticed that** you are...(having trouble getting started, wandering around etc.) right now.
- **At Seaton Juniors, we...** (refer to the 3 school rules – ready, respectful and safe)
- **Because of that, you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **See me for 2** (or up to 5) minutes after class/during break.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)?
- **That is who I need to see today...**
- **Thank you for listening...** then give the child some 'take up' time.

Restorative Conversation

- **What happened?**
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- **Who has been affected?**
- **How have they been affected?**
- **What should we do to put things right?**
- **How can we do things differently in the future?** (Key questions in bold)

Level	Actions
1. Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2. Reminder	A reminder of our three simple rules: Ready, Respectful, Safe delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3. Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
4. Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Seaton St Paul's, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 2 (or up to 5) minutes after class/during break. • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time.
5. Time Out	Time out might be a short time away from the classroom with another class/TA /calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.
6. Repair	This might be a quick chat at break-time in or out of the classroom or a more formal meeting Restorative Practice: 5 questions is usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? (Key questions in bold)

21. Celebrating Positive Behaviour

Level 1: “Catch them getting it right”. Staff should constantly look for opportunities to give specific praise to children when they are trying hard and conforming to the School Rules. Praise should be specific so that pupils are clear on what they have done well.

Level 2: In order to give pupils something to strive for each term, classes will have a recognition board. Teachers will select a whole class focus each week linked to our school rules and values, this will be specific to each class and will depend on what the teacher would like to focus on. Staff will be looking to catch a child doing what they need to do and will move onto the board. Once classes get to 6 weeks of ALL children being recognised, they will be awarded a whole class treat which will be determined by the school council.

Level 3: Staff will typically select 2 children per class who have demonstrated our Christian Values they will be celebrated in our weekly Celebration Worship. In addition, a pupil could visit the Headteacher to share an exceptional piece of work. We also share successes linked to homework activities e.g. Times Table Rockstar’s, Spelling Shed, Out of School achievement.

22. Responses to escalating and harmful behaviour

Level 1, 2 and 3 - Positive encouragement and raise awareness: As a first step, all staff will re-direct pupils or give them additional support to get them back on track. They will have a quiet conversation with a child regarding their behaviour. Describe behaviour to pupils to raise their awareness, allowing take up time. Encouragement affirms, motivates and gives feedback about behaviour. Strategies include, being given “the teacher look”; attracting attention to the learning or to a positive role model; the use of positive phrasing; being offered a limited choice; a positive reminder of the School Rules; an offer to make positive behaviour easier such as moving places in the classroom, working with a different group, or the use of a movement break, sensory break or concentration break (such as being asked to do a “job” or being allowed a brief walk out of the classroom); providing a physical resource such as a fiddle toy to aid concentration. If this continues, raise awareness with the child that if their behaviour continues there will have to be a consequence.

Level 4 – Correction – if behaviour continues, children will have a correction conversation using the microscripts. As outlined in the behaviour blueprint. This conversation will hopefully ensure that children’s behaviour is corrected and they resume by following the school rules and continuing with their learning. [Incidents and follow up actions at Level 4 will be added to Incidents on CPOMS .](#)

Level 5 - Consequence: Learning-based time out; reflection and/or catching up – Usually the range of responses available at Level 1-4 will re-direct and seek to correct escalating behaviour. However, where these are not sufficient, a learning-based time-out might be appropriate (e.g. to watch a role model or speak to an adult). There may also be some catching up to do where pupils have missed out on valuable learning time while their behaviour was not positive. If over the course of the period (am/pm/lunchtime) responses up to Level 4 are not sufficient to redirect behaviour, or where behaviour in any given session is very difficult, a member of the Senior Leadership Team will be consulted to agree appropriate consequences for the behaviour, taking account of the seriousness of the behaviour and any history of similar behaviours. Consequences at Level 5 should help the pupil to reflect on their behaviour and why it is not acceptable and include a plan to support the pupil in changing his or her behaviour. [Incidents and follow up actions at Level 4 will be added to Incidents on CPOMS .](#)

Level 6 - Restorative conversation: Following the consequence, there is always an age-appropriate discussion with the adult who triggered the Level 5 consequence, ensuring the pupil understands why their behaviour was not positive; how to remedy this going forward and whether any reconciliatory action is required – part of the repairing and rebuilding relationships with pupils. Behaviour consequences should be linked to the affected rights and rules as much as possible. Resources to support staff with this could include: e.g. restorative conversations, comic strip conversation strips – such as Bill Rogers behaviour plans, social stories, suggested scripts for “repair” conversations). [Incidents and follow up actions at Level 4 will be added to Incidents on CPOMS .](#)

In many instances, the consequences work will not take place immediately following the behaviour at Level 5 – the pupil needs to be calm, the consequence work might need to be planned by the person delivering it (research

or consultation might be needed to find the consequence with the best chance of being successful) and the person delivering the consequence work will need to have an available slot in which to work with the pupil.

Individualised Support: For pupils whose needs are exceptional and in respect of whom responses at Levels 1-4 are not sufficient, or for some pupils with Special Educational Needs or additional needs a meeting between members of staff regularly working with that pupil, the pupil's family and a senior leader will be required to agree an alternative approach to behaviour management. Intensive support either within school or with the involvement of external agencies will be considered. An age-appropriate individual plan may be appropriate outlining a differentiated timetable and curriculum; strategies needed to ensure consistency for this pupil and support their behaviour (this may include a behaviour chart to break up the day into smaller chunks); and a risk assessment to ensure that the pupil themselves, other pupils and staff are safe.



Seaton St Paul's C of E Junior School

Behaviour Policy Outline

Level One

Redirect and Remind

On the first instance, staff will speak to the child using restorative conversation prompts and remind them of our behaviour expectations and our school behaviour policy (1-1 if possible).

Remind and Caution

On the second instance, the child will be reminded again of our behaviour expectations and policy, provided with a warning and reminded of the consequences should the behaviour be repeated again for the third time explained.

Consequence

On the third instance, the class teacher will speak to the child and issue the appropriate consequence for their actions.

Examples of level one behaviour include but are not limited to:

- Low level disruption in class
- Shouting out
- Misuse/damage of school equipment
- Consistently off-task
- Graffiti on books, school equipment or furniture
- Answering members of staff back
- Messing around in cloakrooms during break/lunch times
- Refusal to follow instructions
- Arriving to school in incorrect uniform without a valid reason

Consequences of repeated level one behaviour include but are not limited to:

- Having restorative conversations with the class teacher
- Losing minutes off their break/lunchtime (supervised by class teacher)
- Completing work during break/lunchtime
- Restrictions at break/lunchtimes
- Time out during break/lunchtime

Level Two A

In the first instance, restorative conversation to be had with child (1-1) about their actions and explain the appropriate consequence if required. Record the incident on Scholar Pack and a member of SLT is to be informed if appropriate.

Should level 2 behaviour be repeated, a member of SLT will be informed and parents should be contacted via Dojo or a phone call.

Examples of level two behaviour include but are not limited to:

- Refusal to complete work
- Repeated disruption to learning (this includes repeated Level 1 behaviour after a consequence/warning has been issued)
- Use of inappropriate language e.g. swearing
- Walking out of lesson without permission

- Undermining/personal/discriminatory comments directed at staff or pupils
- Disrespecting staff

Consequences of level two behaviour include but are not limited to:

- Losing minutes of breaktime or lunchtime (supervised by class teacher)
- Finishing off or completing work during break or lunchtime (supervised by class teacher)
- Sitting on a table of their own in class
- Sitting next to an adult in class
- Being removed from activities where the repeated behaviour has occurred
- Completing work in the Headteacher's office
- Phone call home to parent/guardian if level one behaviour is repeated constantly. Meetings may be arranged between parents and class teacher if necessary.
- Time out during break/lunchtime

Level Two B

Leading to referral to Headteacher/Deputy Headteacher in Headteacher's absence and recorded on Scholar Pack. Parents will be involved at this level.

- Making racist or sexist comments
- Direct swearing at a member of staff

Consequences of level two behaviour include but are not limited to:

- Restorative conversation with staff
- Loss of break/lunchtime time
- Being sent to the Headteacher or the Assistant Headteacher
- Internal inclusion
- Working in the Headteacher's office
- Phone call home to parent/guardian

Level Three

Leading to referral to Headteacher with a possible internal exclusion or fixed term exclusion (decided at the discretion of the Headteacher). Parents will be involved at this level.

- Violence or intimidation directed at any member of the school community or the wider community
- Out of control behaviour (after intervention at levels 1 and 2)
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying), sexual violence, sexual harassment, taunting or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours
- Deliberately inverted or malicious allegations against staff or other pupils
- Smoking or vaping anywhere on school premises

Consequences of level three behaviour include but are not limited to:

- Being sent to the Headteacher/Assistant Headteacher
- Possible internal exclusion
- Possible exclusion
- Formal meeting with parent/guardian
- Personalised behaviour plan tailored to children's needs

Response Ladder: Dealing with Inappropriate Behaviour

Adult Response

Level One Behaviour

Repeated Level One Behaviour

Continuation of Level One Behaviour After Warning

Level Two Behaviour

Repeated Level Two Behaviour

Level Two B Behaviour

Level Three Behaviour

Redirect and remind children about our school behaviour policy and school expectations. Staff need to speak to the child using restorative conversation prompts.

Remind the children of our behaviour expectations for a second time. Provide the child with a caution and explain the consequences should the behaviour happen again.

On the third instance of repeated behaviour, the class teacher will speak to the child and issue the appropriate consequence. If in the middle of a lesson, move child to sit near an adult until end of session.

In the first instance of level two behaviour, the child will be spoken to 1-1 using restorative conversation prompts. The relevant consequence will be discussed, the incident recorded on ScholarPack and a member of SLT informed if necessary.

Should level 2 behaviour be repeated, then parents will be informed via Dojo or phone call. A member of SLT will need to be informed too.

In the first instance of this behaviour, the child will be taken to the Headteacher/Assistant Headteacher and the incident will be recorded on ScholarPack and CPOMs. Parents will be involved at this level.

In the first instance of this behaviour, the child will be taken to the Headteacher with the consequence decided at the Headteacher's discretion. Parents to be informed at this level.

RESTRICTIVE INTERVENTIONS INCLUDING THE USE OF REASONABLE FORCE PROCEDURES

1. Introduction

To maintain the safety and welfare of our pupils, it may sometimes be necessary to use restrictive interventions including the use of reasonable force on a pupil, as permitted by law.

These procedures were developed to support staff and inform the school community in response to publication of the Department for Education (DfE) – **‘Restrictive interventions, including use of reasonable force, in schools’** guidance, which came into force on 1 April 2026. Page 14 of that document contains statutory guidance from the DfE issued under section 93A of the Education and Inspections Act 2006, the rest is non-statutory advice and these procedures outline this school’s approach.

Throughout government guidance, when the word “must” is used, the person in question is legally required to act. When the word “should” is used, the advice set out should be followed unless there is good reason not to. These words have the same meaning throughout these procedures

These procedures have been drawn from the guidance issued by the DfE:

- **Behaviour and discipline in schools: guidance for governing bodies** (sets out the DfE expectation that governing bodies provide clear advice and guidance to the Head teacher on which to base the school Behaviour Policy. In ‘maintained’¹ schools, this is the Governors’ ‘Written statement of behaviour principles’² which must be published on the school website alongside the school Behaviour Policy and procedures)
- **Behaviour in schools: advice for head teachers and school staff** (describes the legal powers and duties that govern behaviour in schools and includes the use of restrictive interventions and the use of reasonable force)
- **Equality Act 2010: advice for schools**
- the school’s public sector equality duty set out in **section 149 of the Equality Act 2010.**
- **EYFS Statutory framework for group and school-based providers**
- **Keeping Children Safe in Education**
- **Mental health and behaviour in schools**
- **Mobile Phones in Schools**
- **Restrictive interventions, including use of reasonable force, in schools**
- **Searching, screening and confiscation: guidance for schools**
- **Suspension and permanent exclusion from maintained schools, academies and PRUs in England, including pupil movement - Guidance for schools**
- **Working together to safeguard children**
- **Reducing the need for restraint and restrictive intervention** (special education settings only)

These procedures should be read in conjunction with the following school policies and procedures:

- Overarching Safeguarding Statement (where available – not a statutory document)
- Child Protection Policy and procedures
- Behaviour Policy and procedures
- Code of Conduct for staff and other adults
- Health and Safety Policy and procedures/arrangements
- Equality Policy/Objectives
- Special Educational Needs and Disabilities (SEND) Policy/Information Report
- Drug Policy

¹ ‘Maintained’ schools are those with Community, Voluntary Controlled, Aided and Foundation status and Pupil Referral Units

² Academy Trusts, Independent schools and Free schools are not required to produce a ‘written statement of behaviour principles’ but such settings must have a Behaviour Policy and procedures agreed by the Governing Board.

- Supporting Pupils at School with Medical Conditions Policy and procedures
- Off Site Visits procedures

2. Terminology

For clarity, these procedures use the following definitions:

Child/Pupil: For the purposes of these procedures a child, young person, pupil, or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Parent: A child's birth parents or anyone who has parental responsibility (which includes the Local Authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives (**Education Act 1996**).

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 circumstances³. 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 incident⁴: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in Section 15 (Other physical contact with pupils). 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, securing the place so that the pupil cannot leave it, 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, securing the pupil to a fixed or heavy object or removing a pupil's auxiliary aid that they usually use to help them move e.g. crutches, would all be considered forms of restraint.

The various restrictive interventions above are defined for completeness and are not to be construed as an endorsement or otherwise for their use in this school.

3. Objectives

The key objective of this document is to outline the school's procedures on restrictive interventions including the use of reasonable force to control or restrain pupils.

We recognise that school staff have a legal power to use force and that the lawful use of this power will provide a defence of any related criminal prosecution or other legal action where it can be demonstrated that the use of restrictive interventions or force was reasonable in the circumstances.

Restrictive interventions or reasonable force will only be used as a last resort after de-escalation techniques have failed. School staff are made aware that they will have to justify their actions if they ever use restrictive interventions or reasonable force in the course of their duties.

It is clear in our Behaviour Policy and procedures and in communications to parents and pupils when restrictive interventions or force might be used – this will reduce the likelihood of complaints being made when interventions or reasonable force has been properly used.

³ Section 93 of the Education and Inspections Act 2006 and section 550ZA(3) of the Education Act 1996

⁴ 'Significant incident' is in reference to section 93A of the Education and Inspections Act 2006 which requires schools to record and report significant incidents of use of force to parents and others with parental responsibility for the child.

4. Background: what the law says

Section 93 of the Education and Inspections Act, 2006, provides the legal power for any member of the school staff to use reasonable force in certain circumstances to prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence (this applies to children under the age of 10 who can now be held responsible for their actions even though they are below prosecution age);
- damaging property;
- causing disorder among pupils at the school, whether during a teaching session or otherwise.

Employers (LA, Governors, or Academy Trust Board) have a duty Under the **Health and Safety at Work etc. Act, 1974**, to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. We will, therefore, carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible⁵.

The legal power given to school staff may only be used where the pupil and the member of staff are on the school premises or they are elsewhere and the member of staff has lawful control or charge of the pupil concerned, for example, on an off-site visit.

Where a pupil has a disability, we have a legal obligation under the **Equality Act 2010** to support pupils with reasonable adjustments, which in turn may reduce the need for restrictive interventions or force, making sure they can benefit from what the school offers. Examples of reasonable adjustments are included in Section 10 below.

The **Human Rights Act 1998** requires the school to ensure that disciplinary actions such as restrictive interventions and reasonable force are legal, necessary and proportionate. Staff in the school must act reasonably and avoid discrimination.

The **Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025** set out the requirements for the recording and reporting of incidents where restrictive interventions, force or seclusion is used on a pupil.

5. Reducing the need for restrictive intervention or force

In order to minimise the need to use any form of restrictive intervention or force, staff will attempt to use other techniques such as diversion or diffusion to de-escalate and manage the situation. Where possible, before using force and depending on the circumstances staff will:

- engage the pupil in a calm measured tone, setting out how the pupil could choose to modify their behaviour;
- distract the pupil: for example, when pupils are fighting, by shouting or blowing a whistle;
- if an angry pupil has moved away: decide whether they are a risk to themselves and others before deciding to follow/detain;
- remove other pupils who might be at risk;
- warn the pupil that force might be necessary;
- summon assistance;
- use the minimum amount of force necessary;
- request Police assistance, if appropriate.

Any force will be proportionate to the level of risk and will be reduced at the earliest possible opportunity.

Staff will not, as far as possible, use force unless or until another responsible adult is present to support, observe and call for assistance. We may consider a pre-determined alerting procedure. This procedure can be used for many issues not just the need for restrictive intervention. A simple book alerting system, where the school have previously identified a book in each classroom, which can be given to a pupil to pass on to another member of

⁵ **Health and Safety: responsibilities and duties for schools**

staff, is one method. This then serves to alert that member of staff to come to the class base as a matter of urgency.

6. When the use of restrictive interventions or reasonable force might be appropriate

The use of restrictive intervention or reasonable force is a relatively rare occurrence in the school. The judgement on whether to use restrictive interventions or force should depend on the circumstance of the case or information about the individual concerned.

Examples of situations that particularly call for judgement of this kind include action to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in such a way that seriously disrupts a lesson;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts;
- prevent a pupil committing deliberate damage to property;
- prevent a pupil from causing injury or damage, e.g. by accident, or rough play; pushing and shoving in a crowded situation or by misuse of dangerous materials or objects.

In circumstances where a pupil who is intent on leaving the school other than at an authorised time, it would only be justifiable to prevent this if allowing a pupil to leave:

- may result in serious risks to a pupil's safety (taking account of age and understanding) to the safety of other pupils or staff or of damage to property;
- leads to behaviour that prejudices good order and discipline, such as disrupting other classes.

In the above examples the use of force is likely to be construed as reasonable (and therefore lawful) if it was clear that the behaviour was **sufficiently dangerous and disruptive** to warrant restrictive intervention of the degree applied and could not realistically be dealt with by any other means.

7. Determining when the use of restrictive interventions or reasonable force is appropriate

There will be times when school staff may need to use restrictive interventions including the use of force, and they are aware that this option may be available to them depending on the individual circumstances of each situation. The decision on whether to physically intervene is down to the professional judgement of the staff member. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if restrictive intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Decisions on whether the precise circumstances of an incident justify the use of force must be reasonable. Typically, such decisions are made quickly, with little time for reflection.

To make this assessment, staff will consider the following:

Is intervention or use of force necessary?

In making this decision, staff should consider whether there are other more effective, less restrictive ways to manage the situation.

- Does the seriousness of the incident, the effect of injury, damage or disorder justify the use of force?
- What are the relative risks to self or others associated with the use of force compared with other strategies?
- Would de-escalation or distraction help?

- Can we ask the pupil to undertake a different task in a different area of the classroom?
- Would removal from the classroom altogether diffuse the situation e.g. transferring the pupil to another classroom or sending them on an errand in school?
- Is restrictive intervention likely to be successful to reduce the risks or would its use escalate the situation further leading to more harm than the behaviour itself?
- Would introducing other staff de-escalate the situation to an acceptable level without the need for restrictive intervention or would this potentially inflame the situation?

Is the proposed intervention proportionate in the circumstance?

Having made the decision to intervene, staff should:

- always use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks;
- consider whether the intervention itself is escalating the situation. Where this is the case, staff should reconsider their approach and attempt an alternative strategy;
- 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.

Has the pupil's welfare been considered?

Staff should always 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 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.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- 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.

Where a pupil has an agreed Behaviour Management Plan (BMP), this should clearly identify the type of restrictive intervention and the circumstances when interventions will be used. Where pupils have the capacity to understand the intervention outlined in the BMP, the intervention should be explained to them at a time when they are calm and not in crisis so that the intervention does not come as a surprise to them should it be required.

8. Unacceptable use of restrictive interventions or force

It is illegal to use force as a punishment. This would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

The following are **not** acceptable in **any** circumstance:

- holding a pupil around the neck, or the collar/tie or in any other way that might restrict the pupil's ability to breathe;
- pushing the pupil's head downwards, or sitting, kneeling or resting on the pupil;
- pushing or holding the pupil on the floor either in a sitting or lying position;
- slapping, punching or kicking a pupil;
- twisting or forcing a limb; forcing a limb against the joint or behind a back;
- tripping up a pupil;
- pulling ears and generally pulling hair;
- touching or holding in any way that might be interpreted as sexually inappropriate conduct.

In addition, the following are considered to have unacceptable risk when used on a child or young person and are **not** permitted:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket hold' which involves holding a person's arms across their chest;
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff will avoid acting in a way that might reasonably be expected to cause injury. Any force should be limited and removed as soon as possible.

9. Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. Seclusion 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 never be implemented by staff through threat of punishment.

Where seclusion is deemed to be necessary in the presenting circumstances, 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.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in Sections 12 and 13 below.

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom and our Behaviour Policy outlines the circumstances when such disciplinary measures would be used.

10. Pupils with special educational needs and/or disabilities

We recognise that 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 and challenging behaviour. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

We will seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. Under the **Equality Act 2010** we have a legal duty to support pupils with disabilities and other special educational needs by making reasonable adjustments, which in turn may reduce the need for restrictive interventions or force. These reasonable adjustments could include:

- **tailored changes to rules** - allowing children to enter school early/late to avoid crowds, modifications to breaktime rules allowing use of quiet areas;

- **amendments to policies** - using timeout or 'break' cards, using restorative work instead of standard sanctions and modifying uniform policies;
- **alterations to the environment** – removing stimuli that may cause distress, specified or allocated seating, provision of sensory tools (e.g. noise-cancelling headphones, fidget toys or allowing movement breaks), modified breaktimes, provision of quiet, calm or sensory-friendly spaces;
- **additional support and structure** – changing body language, facial expression and/or tone of voice, the use of distraction techniques to redirect their attention to something familiar, implementing visual timetables, supporting the pupil to express their emotions before getting overwhelmed, providing clear, written instructions and allowing time for the instructions to be processed, breaking up assignments into manageable chunks.

We will communicate with those staff who know the individual pupil well, with external professionals e.g. the virtual school Head, social workers or external behaviour specialists who are involved with the child and with parents 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.

All staff should adopt a positive approach to improving behaviour to reward effort and build self-esteem. Staff will work in partnership with those who know the child to:

- find out why the child behaves as he/she does;
- understand the factors that influence a child's behaviour;
- identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviour and assist in ensuring that the use of restrictive intervention is rare.

If a child's behaviour deteriorates so that he/she is a danger to himself or others it may be necessary to use restrictive interventions or reasonable force to prevent them hurting themselves or others. These interventions would be emergency measures or interventions if all other routes have been exhausted.

11. Implementation and use of Behaviour Management Plans (BMPs)

The term 'risk' refers to any circumstances which could lead to adverse or harmful outcomes for the child or others.

Risk assessment and management is a process that helps staff to consider risk issues, to act reasonably and to learn from everyday practice. The Behaviour Management Plan (BMP) is to all intents and purposes a 'Risk assessment' outlining appropriate controls to reduce the risk of harm to both the child and others.

Whenever it is foreseeable that a pupil might require a restrictive intervention, a BMP must be put in place which identifies the benefits and risks associated with the application of different intervention techniques with the pupil. Assessing and managing risk is central to the process of deciding whether to use restrictive interventions or force, ensuring that it is both **reasonable** and **proportionate** to the circumstances.

Where it is known that a pupil is likely to present severe behaviour difficulties, a formal assessment (BMP) of the risks involved will assist staff in judging the benefits and risks of any proposed intervention for staff, the pupil concerned and others. The BMP must be completed by a competent person who has sufficient knowledge about the pupil and his/her behaviour to enable them to make objective decisions on the appropriate control measures to utilise.

Risk reduction options will be considered such as situations that may provoke difficult behaviour, preventative strategies and de-escalation strategies that are most likely to work, what is likely to trigger an unacceptable reaction and specific strategies and techniques agreed by staff and parents which will be used if necessary and an agreed BMP and, where necessary, a 'Positive Handling Plan' (PHP) produced.

It is important that the BMP includes all situations where the pupil is in the care of the school for example, home to school transport (where transport is arranged by the LA or the school), off-site visits and activities which take place off the school site e.g. curricular swimming or sports events. Once complete, the BMP must cover all eventualities where dealing with the challenging behaviour may arise.

Once agreed, the BMP and PHP will be shared with all those responsible for implementing or monitoring the impact of the plan including:

- the child (where he/she has the appropriate level of understanding);
- his/her parents;
- school staff and other adults working in the school on a need to know basis;
- other professionals involved with the child.

The BMP and, where required, the PHP will be agreed by parents and reviewed termly and following any significant incident so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil. A **completed (example) risk assessment or Behaviour Management Plan template** is available from the KAHub along with a **model Blank BMP**. This model Behaviour Management Plan incorporates, where required, the individual's Positive Handling Plan. The BMP must be signed and dated by the assessor.

12. Recording and reporting significant incidents

The school does not require parental consent to use force on a pupil. The school has a statutory duty to record and report to parents in writing each *significant* incident in which a member of staff uses force on a pupil as part of the schools duty under section 93A (Education and Inspections Act 2006)⁶.

Incidents which result in the use of force on a pupil will be recorded in writing as soon as practicable after the event. The staff member(s) involved are responsible for recording the event and they will endeavour to do this no later than the same day. The requirement to record incidents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of the pupil's Behaviour Management Plan.

The member of staff involved must report the event to the Head teacher/DSL or other nominated senior leader and make a written record of the event using CPOMS.

In addition to the above, it is a statutory requirement for the school to report **each** significant use of force to the parents (or the LA where the child is cared for) in writing e.g. via email or online messaging system. We will endeavour to do this the same day but in any event, as soon as reasonably practicable.

The exception to the requirement to report is where it appears to the staff member that reporting to the parent would be likely to result in serious harm to the pupil. In such instances, the staff member must 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 (Cumberland CASS - Tel: 0333 240 1727)

The requirement to report to parents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's BMP. A report of the incident made to parents should 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.

A follow-up discussion with the parents will be considered (where appropriate) as best practice including:

- any behavioural triggers or warning signs of an impending incident;
- whether any agreed behaviour support plans were followed;
- what de-escalation strategies were used and how effective they were;
- what might be done differently in the future.

Any issues arising from the discussion, will be used to amend any existing BMP or to create a BMP where one doesn't currently exist.

⁶ Section 93A of the Education and Inspections Act 2006 and Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

13. Recording and reporting the use of seclusion, non-force related restraint or immobilisation

We have a legal duty under the Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025.⁷ to ensure that we record incidents of non-disciplinary seclusion, restraint or immobilisation that may occur with or without direct physical contact for example the removal of a walking aid. The legal duty to record such incidents follows the same procedure as outlined in Section 12 above. The requirement to record applies even if the use of non-disciplinary seclusion, restraint or immobilisation in certain circumstances is agreed with parents as part of a pupil's BMP.

In the case of incidents involving non-disciplinary seclusion, restraint or immobilisation, we will supply the parents with **a copy of the written record** of the incident and this will be supplied as soon as practicable after the incident and will endeavour to inform parents no later than the same day. The same exceptions to reporting to parents apply as outlined in Section 12 above.

We will use CPOMS' for recording and, where necessary, reporting to parents.

14. Records transfer and retention

The following section has been formulated following guidance issued by the Institute of Records Management: <https://irms.org.uk/schools-toolkit/records-of-restrictive-interventions/>.

A record of a restrictive intervention incident is, simultaneously, two distinct records:

- **A record forming part of the child's educational and safeguarding file.** An incident of force, seclusion or restraint/immobilisation is, by its nature, a notable incident involving the child. It therefore forms part of the pupil record and will be treated accordingly. This means it must travel with the child when they move to a new educational setting, in the same way as other education and child protection records.
- **An institutional record belonging to the school.** Independently of its status as part of the child's file, the record also forms part of our own governance and management records. Governing bodies and proprietors are required to take all reasonable steps to ensure that their school's recording and reporting procedures are complied with so that we can regularly review and interrogate data on restrictive interventions at an institutional level. This analysis, covering patterns, trends, disproportionality in relation to SEND or protected characteristics, and the effectiveness of support measures, cannot be carried out unless there is an effective way to review such records.

The practical implication of this dual nature is that incident records are required to be stored in two places i.e. the school's institutional incident log and the individual pupil's education or safeguarding record.

14.1 The institutional incident log

Completed incident record forms will be retained in a dedicated incident log at school level. This is our school's institutional record. It provides the information that governing bodies/proprietors need to discharge their oversight responsibilities and compliance, and that inspection bodies may wish to examine. It enables us to analyse patterns over time, to identify any disproportionate use of restrictive interventions, and to evidence the effectiveness (or otherwise) of our policies and support strategies. This record will be stored securely.

14.2 Transfer of records when a pupil moves school

As with all education and safeguarding records, incident records forming part of a child's file must be transferred to the child's new school. Records of this kind are likely to be relevant to the new school's safeguarding and behaviour support arrangements. We will take care to ensure that this information is communicated appropriately as part of the transition process, subject to compliance with the School Admissions Code 2021.

⁷ Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

14.3 Record retention

The regulations and DfE guidance do not prescribe a specific retention period for incident records. We will therefore make a documented, risk-led decision and record it in our retention schedule.

Records forming part of the child's safeguarding file will be treated consistently with other safeguarding records. Where this school is the 'last known school' for that pupil, these records will be retained until the pupil reaches the age of 25 before review prior to destruction although this may be longer in order to comply with our statutory duties in relation to child protection files.

The school's own institutional incident log is a governance and management record. There is no specific legislative provision on how long these records must be kept. However using the analogy with accident records involving children and given the risk profile of personal injury claims that may arise where incidents result in injury, we will retain the institutional incident log in line with our practice on accident records. These records will be stored securely either in hard copy or electronically until the youngest child has reached their 25th birthday.

15. Post incident measures

We will follow our standard procedure of investigating/evaluation of the incident, including seeking first aid or professional medical support for all injured parties and reporting relevant injuries as appropriate.

We will 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 should ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support. Engaging in this process will enable us to foster a culture of continuous improvement. We will continue to monitor both pupil and staff wellbeing and provide additional support if needed.

Any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed with also be provided with reassurance and/or appropriate support where necessary.

If the reason for the incident was the pupil's behaviour, then sanctions, including exclusion, will be considered in line with the Behaviour Policy and procedures.

16. Other physical contact with pupils

We do not have a 'no contact' policy and will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions where these are reasonable in the circumstances to fully protect pupils. Whilst the school does not encourage staff to touch pupils unless it is necessary, there are occasions when physical contact with a pupil is proper and necessary. 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.

The above list is not exhaustive.

In assessing whether physical contact is appropriate in a given situation, the member of staff will use their judgement and have regard to:

- the school's Child Protection (or any other relevant) Policy;
- the applicable circumstances, such as whether there are other adults present;
- the individual pupil's age;
- any other material factors, including but not limited to whether:
 - the pupil has SEND or other vulnerabilities;
 - any alternative strategies that do not include physical contact can be used.

17. Use of reasonable force to search pupils

Head teachers and **staff 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.

The following items are what are termed 'Prohibited or illegal Items' and their presence on school premises, or if found on an individual pupil, will lead to the highest sanctions and consequences:

- Knives and weapons (*Further guidance is available in KAHSC Safety Series G14 – Knives, Offensive Weapons and other inappropriate items*)
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on electronic devices)
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - iii) to commit an offence;
 - iv) to cause personal injury to, or damage to the property of, any person (including the pupil).

Authorised staff can use such force as is reasonable given the circumstances when conducting a search for 'prohibited or illegal items'. Such force **cannot** be used to search for other items which are banned under the school rules.

Further information and more detailed advice and guidance on this issue can be found in the School Behaviour Policy and procedures and DfE advice '**Searching, Screening and Confiscation – Advice for schools**'.

18. Staff training

All staff will receive training on the implementation of these procedures. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Where required, some staff will receive additional training on the appropriate techniques which may be used to physically restrain a pupil which are outlined in an individual BMP or PHP. The training will be to an approved nationally acceptable level and will be regularly refreshed.

On-going training is provided for relevant staff when required i.e. Team Teach. Team provides training in positive handling strategies (with an emphasis on de-escalation but including restrictive intervention techniques) to better support those who display challenging behaviour. It takes a whole setting holistic approach to behaviour management.

Once the individual BMP and control measures have been agreed and communicated to those who work with and support the pupil, consideration should be given to the ability of staff to implement the measures. Successful implementation will be dependent upon staff competence and expertise. It is important to determine what level of training may be required and by whom.

Where it is apparent that there are staff with significant training needs, implementation of the control measures required will be modified until the relevant training has been provided. In some circumstances, staff training may well be required as a matter of urgency so that implementation can take place without delay. We will also ensure that there are more individuals trained in positive handling techniques in the school than are generally required in order that absences can be covered.

Early discussions with receiving schools will take place as a pupil moves through the educational system so that accommodation needs, resources and training in particular control measures and strategies can be anticipated and undertaken prior to transfer.

19. Governor/Trust board monitoring

It is the responsibility of the Governing Body/Trust Board to take all reasonable steps to ensure that these procedures for recording and reporting the use of force, seclusion and restraint/immobilisation are complied with.

It follows that the Governing Body/Trust Board will regularly review and interrogate data on the use of restrictive interventions to ensure that we:

- 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 teachers and others 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.

Any analysis will be proportionate and avoid over-interpreting small subgroups of people.

20. Complaints and allegations

Any complaints regarding the use of restrictive interventions will 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 outlined in the school's Child Protection Policy and procedures will be followed. This includes the provisions regarding suspension of staff.

