Behaviour Policy

(Primary phase policy using relational foundations

to support behaviour)



Approved By:	TPAT Board of Trustees / Nichola Smith (Headteacher)
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TPAT

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Glossary of key words used in the behaviour policy

Term	Definition
Behaviour	Anything a person does, says or communicates. Behaviour may be influenced by needs, experiences, environment, relationships and circumstances.
Relational practice	An approach placing positive, respectful relationships at the centre of behaviour support, combining understanding, connection, clear boundaries and repair.
Dysregulation	A state where emotions, stress or arousal temporarily affect a pupil's ability to think, communicate, regulate behaviour or respond to expectations.
Co-regulation	Support from a calm, regulated adult that helps a pupil manage emotions, arousal and behaviour until they can regulate more independently.
De-escalation	Strategies used to reduce distress, conflict or heightened behaviour and prevent a situation becoming more serious.
Reasonable force	Physical force used by staff where lawful, necessary and proportionate, for example to prevent injury, serious property damage or significant disruption.
Restrictive intervention	A means to prevent, restrict or subdue the movement of a pupil's body, or part of their body. Restrictive interventions include both physical and non-physical actions intended to restrict a pupil's movement or freedom to act independently, used only when necessary, proportionate and lawful.
Restrictive physical intervention	A physical action by a member of staff intended to prevent, restrict or subdue a pupil's movement, or the movement of part of their body. This includes physical restraint and the use of reasonable force where lawful and necessary.
Non physical restrictive intervention	An action, instruction or environmental measure that prevents, restricts or subdues a pupil's movement or freedom to act independently without the use of physical force. This includes measures that prevent or restrict a pupil from leaving a space or situation which can include **seclusion** which is a supervised confinement of a pupil in a room or area from which they are prevented from leaving. It is not a punishment or threat.
Appropriate physical contact or intervention	Appropriate physical contact or intervention between staff and pupils which is not intended to restrict or subdue movement. This may include comforting a distressed pupil, providing first aid, guiding or escorting a pupil, supporting participation in an activity, or appropriate physical contact such as a handshake or pat on the back.
Time in	A relational approach where a pupil remains connected to a trusted adult or supportive environment while being helped to regulate, reflect and return to learning normally within the classroom.
Time out	A supportive measure where a pupil is given time outside of the classroom to regulate or have a sensory break either to a key adult (normally pre-arranged) or as a walk and talk with an adult.
Reset	A planned opportunity to step away, regulate and reflect before returning to learning or the wider school environment.
Removal	Temporary removal of a pupil from a classroom or activity where necessary to maintain a safe and orderly learning environment.
Suspension	Temporary removal of a pupil from school for disciplinary reasons, following statutory requirements and current DfE guidance.
Permanent exclusion	Permanent removal of a pupil from school where the legal threshold has been met, in accordance with statutory requirements and the Exclusions Policy.
Off-site direction	A temporary placement at another educational setting to improve behaviour and support successful reintegration or future education.
Managed move	A permanent transfer from one mainstream school to another, agreed by the relevant parties where it is in the pupil's best interests. It is not an informal exclusion or trial placement.
Safeguarding separation	Temporary separation where necessary to respond to a safeguarding concern or protect a pupil or others from harm; it should be proportionate, supervised and managed under safeguarding principles.
Prohibited item	An item pupils are not permitted to possess on school premises, including items prohibited by law or identified by the school.
Confiscation	Taking a pupil's property by an authorised member of staff where permitted by law and school policy, for example to maintain safety or prevent disruption.
Search	A proportionate examination of a pupil, clothing or possessions where there are reasonable grounds to suspect a prohibited item or item that may cause harm or disruption.
Screening	Checking pupils for prohibited items, including use of screening equipment where appropriate, in accordance with school arrangements and statutory guidance.
Reasonable adjustment	A change or adaptation made to reduce a disadvantage experienced by a disabled pupil or, where appropriate, a pupil with additional needs, enabling access to education and expectations.

1. Policy Statement

At Alverton School, we recognise that wellbeing and behaviour are inextricably linked. It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every child deserves the opportunity to succeed, to enjoy their learning, experience belonging and realise their full potential. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

Guided by relational practice along with Trauma Informed approaches, we focus on relational connection and regulation first. We will do this by putting relationships at the heart of our approach by truly listening and responding to our children's voices, to create and foster a safe and happy environment where all feel **safe, secure** and **respected**.

This Behaviour Policy links to other school policies and documents including:

- Anti-bullying & Anti Discrimination Framework
- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Exclusions and Suspensions
- IT Acceptable Use

The Behaviour Policy refers to DfE statutory guidance and documents that should be read alongside this policy. These include:

- The Equality Act 2010 and schools
- Education for children with health needs who cannot attend school
- Keeping children safe in education
- Suspension and permanent exclusion
- Searching, screening and confiscation in schools
- Use of reasonable force and restrictive practices in schools
- Mobile phones in schools
- Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England

Occasionally, there may be children who have individual plans that support behaviour. These children may have identified needs that are not covered by this policy. In these cases, the children's individual plans could take precedent over this Behaviour Policy.

2. Aims

Embodying a Relational Approach is transformational; it is the golden thread that runs through our school. We understand that every interaction has an impact, that our support to remove barriers makes a positive difference.

We aim to:

- Provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- Build a community which values kindness and empathy for others.
- Provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- Provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- Underpin our beliefs with evidence-based practice and current research.

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community.
- Create a culture with high expectations for good behaviour supporting life-long learning through a positive and safe school climate.
- Provide a safe (tidy, well organised and free from clutter) and nurturing environment using responsibility, PACE (Playfulness, Acceptance, Curiosity and Empathy), restorative approaches to promote the behaviour we wish to see.
- Promote self-awareness, self-regulation and acceptance of responsibility for our own actions.
- Maintain a consistent, safe, caring and happy school community.

3. Managing Behaviour Relationally

This is the **'Alverton Way'**. Our Schools Behaviour Policy is based on the knowledge that behaviour is a communication. We strive to demonstrate a relational approach to supporting social and emotional development and behaviour following our PSHE curriculum, grounded in the following principles**:**

- We understand behaviour is communication and can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring to assessments, action plans and / or EHCPs.

- We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an antidote to shame.

- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.

- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment using Communication Friendly Spaces Approach (CFSA) principles (see Handbook page 12).

- We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

- We keep in mind that we are adults and that children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.

- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as consequences, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

- By supporting the growth of emotional development and self-regulating skills, pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.

- Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved

ways of responding to pupils' behaviour based on personal and professional experiences and training and experiential learning. All staff will be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how and why it impacts their behaviour.

- We recognise that all relationships experience moments of difficulty or "rupture", often during times of heightened emotion or conflict. What matters most is the process of repair. When adults calmly and consistently revisit the incident, acknowledge what happened, and guide pupils through reflection and restorative conversation, trust is rebuilt and relationships are strengthened. This cycle teaches pupils that mistakes can be mended, behaviour learning can take place, and that school remains a safe and supportive place.

- At times, physical connection may form an important part of helping a child feel safe, calm and regulated or to support or praise a child. Staff use professional judgement, sensitivity and understanding of individual needs to determine when and how physical contact is safe and appropriate. Wherever possible we avoid using physical interventions unless training has been provided and this is part of a relational support plan agreed with parents. However, there may be times when physical intervention is required as an immediate decision. This could be to prevent serious harm to the pupil or others or to protect property from serious damage or to maintain a safe learning environment. Our detailed approach within Appendix 4, provides guidance on what safe physical contact, what it is not and the legal framework around its use.

Embodying a **Relational Approach** is transformational; it is the **golden thread** that runs through our school. We understand that every interaction has an impact, that our support to remove barriers makes a positive difference. This is the **'Alverton Way'**.

4. Role and Responsibilities: 'The Alverton Way'

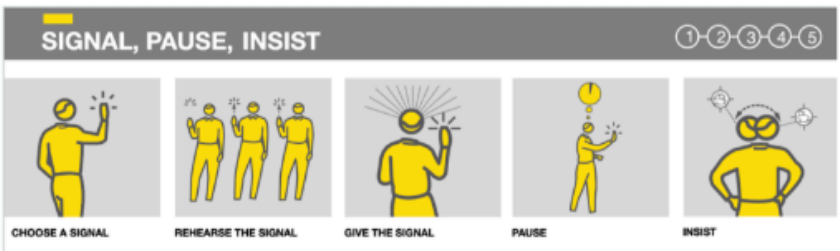
'In every encounter we either give life or we drain it; there is no neutral exchange.' Brennan Manning

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority. Relational Practice is not an intervention, but a way of being.

'What you permit, you promote. What you allow, you encourage'.

How all members of staff behave:	Our three rules: **Always try to be**
○ **Positively** ○ **Calmly** ○ **Consistently**	○ **Ready** ○ **Respectful** ○ **Safe**

The Alverton Way: How we secure attention



At Alverton School all adults use a consistent **3, 2, 1 countdown** as a **signal** (this could be a **narrated countdown** - see examples below) to gain attention, only moving on when all pupils are focused and have given the agreed response. This **Signal, Pause, Insist** approach is key to maintaining focus and enabling calm, effective transitions.



Narrated countdown signal examples:

"3 - pens are down, 2 - voices are off, 1 - eyes are on me."
"3 - iPads are off, 2 - eyes are on me, 1 - ready to listen."

The **STAR learner** prompt should be used after the "thank you" to ensure expectations and conditions for learning are reinforced.

- Wait **(pause)** and scan the room to ensure everyone is following the instructions.
- Do not move on **(insist)** until every pupil has demonstrated the correct response.
- **Narrate met expectations explicitly** during **pause** and **insist** e.g. "Well done Bob - your pen went down straight away", "Super work Jeff - I can see your eyes are on me".
- If needed, a phrase such as "I'm just waiting for ***2*** people…" can be used to prompt pupils to check their own behaviour.
- If a large number of pupils are not displaying the correct response the **signal** should be repeated.
- When all pupils have given the agreed response affirm this with a simple "thank you".

All staff every day will:

- Build relationships by using the VRFs, PACE, meet and greet and check ins.
- Refer to **'Ready Respect Safe'** as non-negotiable rules.
- Model positive behaviours and always highlight the behaviour we want to see in positive terms.
- Plan lessons that engage, excite, challenge and meet the needs of all children.
- Promote intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always remind children where needed of our high expectations for behaviour
- Use VRF's - Attune, Validate, Contain, Regulate, Relate Reason (see handbook – page 3)
- Use the gaining attention' strategy **'narrated countdown'** consistently, modeling expectations as is 'The Alverton Way'
- Meet and Greet and End and Send (see Handbook – page 7).
- Praise in public and remind in private.

Senior Leaders will:

- Meet and greet children at the beginning of the day at the gate
- Be a visible presence around the school, especially during transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model PACE and VRFs in their own interactions
- Regularly share good practice
- Support staff in managing children with more complex behaviours
- Regularly review provision for children who fall beyond the range of written policies
- Ensure there is a consistent approach to the management and organisation of learning and teaching
- Ensure that rewards are awarded consistently and fairly
- Ensure that the Behaviour Policy is consistently and skillfully followed
- Not work in isolation when supporting behaviour referrals. Instead, they will stand alongside colleagues to support, guide, model and show a unified consistency for pupils. They will ensure the Behaviour policy is followed and 'Repair' is successful, leading to a deeper level of trust.
- Have a clear understanding of relational practices and consistently model a high level of skill; they are first to offer support and lead by example; they 'Sweep the Sheds' (see Handbook page 9).

4.1 Local Monitoring Committee

- Monitor the effectiveness and implementation of this policy and hold the Headteacher to account.
- Review behaviour and restrictive-intervention data, including equity and proportionality.
- Ensure the school has appropriate procedures for recording and reporting significant incidents involving force and for seclusion/restraint.
- Support a culture in which behaviour practice is relational, safe and evidence-informed.
- Review the number of suspensions, permanent exclusions, off-site directions, managed moves/pupil movement and repeat removals to the reset base and monitor any trends or disproportionality among different groups.

4.2 Headteacher

- Ensure the school environment supports positive behaviour and belonging.
- Review the behaviour policy and ensure it is implemented consistently for all groups of pupils.
- Ensure staff have the knowledge, training and support needed to manage behaviour effectively and safely.
- Ensure expectations, rewards, consequences and restrictive-intervention procedures are implemented consistently and fairly.
- Ensure staff induction includes the school's behavioural culture, routines, relational practice, safeguarding and restrictive-intervention expectations.

- Monitor behaviour data, discrimination, bullying and use of reasonable force and restrictive interventions and identify any disproportionate impact on pupils with SEND, protected characteristics or other vulnerabilities.
- Ensure incidents involving restrictive interventions (physical and non physical) are appropriately recorded, reported, reviewed and acted upon and complies with DfE guidance and this policy.
- Monitor support and interventions for behaviour for effectiveness and impact and support provision changes where ineffective practice is identified.
- Ensure concerns, complaints and allegations about behaviour management are handled under the relevant procedures.

4.3 Staff

- Model calm, respectful and relational behaviour.
- Teach and reinforce expectations explicitly.
- Use prevention, positive reinforcement, de-escalation and reasonable adjustments before consequences wherever possible.
- Use professional judgement and seek support when behaviour becomes complex or unsafe.
- Record incidents promptly and accurately, including significant restrictive interventions.
- Retain ownership of repair and follow-up rather than passing responsibility between adults.
- Use physical contact only when necessary, appropriate, safe, proportionate and consistent with this policy and safeguarding expectations.
- Regulate themselves before responding and use calm, respectful language avoiding sarcasm and confrontation.
- Give clear instructions and allow pupils sufficient processing time.
- Follow through on agreed consequences.
- Seek help when needed.

4.4 Pupils

- Learn and practise the school's expectations and routines.
- Treat others with respect and help maintain a safe learning environment.
- Take increasing responsibility for their choices and their impact on others.
- Ask for help when they are struggling to regulate or when they are concerned about someone else's safety.
- Participate in repair and restorative conversations as appropriate.
- Participate and engage with the support provided.

4.5 Parents and carers

- Work in partnership with the school and become familiar with the behaviour policy.
- Share relevant information about circumstances or changes that may affect behaviour.
- Support their child to meet expectations and develop self-regulation.
- Listen to both the child's and school's perspective when resolving concerns.
- Participate in behaviour support, restorative meetings and reviews where appropriate.
- Model respectful communication with school staff and pupils.

5. Recognising and celebrating positive behaviour and contribution

The best form of behaviour intervention acknowledges and enhances the positive. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.



The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who seem the hardest to reach.

We promote a growth mindset when using praise by rewarding the process of learning 'in the moment'. We identify and name the key skills and attributes shown, leading to intrinsic motivation, resilience and life-long learning.

We will reward those children who demonstrate positive behaviours in and around school through:

Our reward Systems at Alverton School

Star of the week





Golden gems



Headteacher Award



Star of the day



Duck of the day



ClassDojo

Class stickers



Eggs in the nest



Verbal praise and recognition

6. Managing behaviour which does not meet the school's expectations

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms. Our standards for behaviour form the foundations on which we build our respectful school community. We believe pupils should always try to adopt behaviour that supports their own learning and that of others. Behaviour of concern and disruption to learning prevent the learning of others and may be unsafe. It is vital that knowledge of the child's social and emotional development is considered. Steps should always be used with care and consideration, taking individual needs into account where necessary. All children must be given time in between steps to make good choices.

Professional judgment will be used where a more serious behaviour requires entry at a higher stage or missing a stage (e.g. physical and verbal abuse).

	STEP	ACTION
Additional Support Steps	**7. RELATIONAL SUPPORT PLAN** (RECORDED ON MIS CPOMS, PARENTS / CARERS INFORMED)	A Relational Support Plan (RSP) aims to help a child to improve their social, emotional and behavioural skills. The RSP will identify precise and specific targets for the child to work towards and will include the teacher, child, parents / carers and a member of the SLT in the drafting process. There is a set format for this **(see Handbook page 17).**
	6. POSITIVE REPORT CARD (RECORDED ON MIS, PARENTS / CARERS INFORMED)	This is an extension of step 5 where behaviour will be monitored over a longer period. Child supported with a Positive Report Card (PRC) with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent / carer and a member of the SLT. There is a set format for this **(see Handbook page 15).**
Behaviour Steps	**5. Behaviour check in with SLT – 3 sessions** (RECORDED ON MIS, PARENTS / CARERS INFORMED) **(known as Stage 3)**	At this step the child will be asked to check in to the **wellbeing space** in the workspace for a longer period. This will involve checking in with the child for 3 days at the start of break to monitor the behaviour that was seen. Adult will check in on behaviour so far that day, reinforce expected behaviours for the rest of the day and support child to be successful, e.g. if the challenge is at break time, the student will be asked to play a pre decided game in view of an adult so that they can monitor. **Step 5 always concludes in repair with the adult where (or with whom) the rupture occurred.**
	4. TIME IN WELLBEING SPACE IN WORKSPACE (RECORDED ON MIS, INFORMED) **(Known as Stage 2)**	At this step the child will be asked to go to the wellbeing space in the workspace for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. This can take place during a lesson if the behaviour is disruptive and the final reminder has not worked. This step may also take place at breaktime as a more convenient time to talk, but adult will still ensure that child has snack, comfort break and fresh air. **Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.** If appropriate, the missed learning can be completed at breaktime, but cannot take the whole break as comfort break, snack and fresh air are still required.
	3. FINAL REMINDER **(known as stage 1)**	A clear conversation and **'final reminder'** delivered privately to the child using the **30 second script** to make them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child. Praise in Public (PiP) and Remind in Private (RiP). Being aware of individual children's needs. If deemed to be effective, the pupil may be moved to a more appropriate space in order to be able to demonstrate correct behaviours.
	2. REMINDER **(part of universal teaching strategies)**	Reminder of expectations '**Ready, Respect, Safe'**. Repeat reminder if necessary but usually no more than two.
	1. RELATE	Consistent high-quality teaching. Praise, read the room and redirect using PACE, VRFs and small acts of kindness.

Step 1 - Relate

Consistent high-quality teaching. Read the room and use a combination of positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders. reposition, and redirect using PACE, VRFs and small acts of kindness.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel" Maya Angelou

Step 2 – Reminder – Part of universal teaching strategies

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children of **Ready, Respect, Safe**.

Step 3 – Final Reminder – Known to pupils as stage 1

The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].
- I am wondering if you are feeling […]?
- You know we have a **Ready, Respect, Safe** rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.
- Do you remember when you [did that kind thing for…]?
- That is who I need to see today.
- When I come back in * minutes, I want to see your wonderful […]. Thank you for listening.
  Now walk away, remembering to return at the given time.

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praising in Public (PiP) – where this is appropriate based on a child's need (e.g some children with trauma or ASD can find this very difficult) and Reminding in Private (RiP) – where this is possible.

If deemed to be effective, the pupil may be moved to a more appropriate space in order to be able to demonstrate correct behaviours.

Step 4 - Time In (Wellbeing Space) Recorded on CPOMS – Known to pupils as Stage 2

If a child reaches this stage, they are beginning to dysregulate. Children will have a 'time in' for regulation in a space **in the workspace.** Children will be allowed to use the calm box (see Handbook page 10) until an adult can speak to the child privately as a co-regulator.

- The child will be asked to go to the wellbeing space in the workspace where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- The teacher will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing…'.
- Boundaries are reset.
- Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.
- Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions.
- If this is at playtime, the child should have 'time in' by standing with the adult. They must always have snack and comfort break.

For there to be a positive outcome from Time In, the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This doesn't come from isolation or shame; it comes from practice and

supported learning. **Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.**

If appropriate, the missed learning can be completed at breaktime, but cannot take the whole break as comfort break, snack and fresh air are still required.

There may be occasions where there is significant dysregulation and 'time in' at the wellbeing space is not appropriate. In this instance the child should be moved to a safe space to support them to regulate and/or to defuse a situation. This can be either the Thrive room, or the cosy space outside the leadership office.

Staff will always deliver consequences calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for another member of staff to step in. Parents are informed and this step will be recorded on MIS.

Step 5 – Behaviour check in with SLT – 3 sessions – recorded on SIMS

If step 4 is unsuccessful, or if a child continues the behaviour the child will be asked to check in to the **wellbeing space** in the workspace for a longer period. This will involve checking in with the child for 3 days at the start of break to monitor the behaviour that was seen. Adult will check in on behaviour so far that day, reinforce expected behaviours for the rest of the day and support child to be successful, e.g. if the challenge is at break time, the student will be asked to play a pre decided game in view of an adult so that they can monitor.

Staff will always deliver consequences calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for another member of staff to step in. Parents are informed and this step will be recorded on MIS.

Lunchtimes

At lunchtimes we recognise the need to address unwanted behaviour quickly and effectively. We operate a traffic card system that operates as follows:

Green card – given in recognition of great play! Children will then give this to their class teacher in exchange for a class reward.

Amber card – warning – An adult may recognise that negative or unsafe behaviours are escalating or pupils are becoming dysregulated. The child / children will be asked to have 'time in' with an adult where they will hold the restorative conversation and then supervise reintegration

Red card – playtime stops - (acts as step 4 / stage 2). Child is sent to a member of staff to have a 'time in' and staff member will hold a restorative conversation and set a plan for future playtimes that include checking in. Staff are made aware so that they can support.

Restorative Conversations 'Repair'

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place.

It is important that the repair takes place with the member of staff involved in the incident, to complete the rupture – repair cycle.

To meet their individual needs, strategies that help a child to regulate vary according to the child.

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions will allow learning to

take place:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets or using a sand tray.)
2. I'm wondering if you felt a bit angry / frightened / scared etc.
3. I can imagine it's difficult to have those big feelings but it's not ok to […], I think I could help you with that.
4. How do you think […] is feeling?
5. How can we repair it?
6. I wonder whether there is a way that we could make this right?

The adult lends the child their thinking brain to problem solve and find an appropriate solution. Think about the positioning in the room, focus on the issue at hand (do not bring up previous incidents or events that are not relevant) and plan the conclusion. Use WIN (I'm wondering, imagining, noticing…)

All staff will take responsibility for leading restorative conversations.

Additional support stages 6 & 7

Step 6 – Positive Report Card (PRC) Recorded on MIS / CPOMS

This is an extension of step 5 where behaviour will be monitored over a longer period. **If a child is dysregulating regularly, then they will have individualised targets.** Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented in the form of a Positive Report Card. this will be a holistic approach by putting in wellbeing interventions alongside monitoring. Decisions to place children on any formalised behaviour monitoring will be taken by the Headteacher, in collaboration with the class teacher and SENDCo.

The Positive Report Card will support the child by setting a precise behaviour target that is achievable. The behaviour target will remain in place for a week; there will be approximately 30 opportunities for success each recognised by a sticker. An achievement target (the number of stickers to be achieved) will be set by the Headteacher, senior member of staff, Class Teacher and Mentor in conjunction with the child. A review is held at the end of each week and a decision made as to the best course of action. A child must achieve 100% of stickers for at least two consecutive weeks for it to be considered that the PRC is no longer needed for support. A trusted adult staff mentor will be assigned to the child to offer support and encouragement.

Could be prompted by:	Persistent low-level disruption to learning or regular moves to 'time-in'.
Minimum time frame:	2 full weeks achieving an agreed success measure.
Formative measure:	Individual precise behaviour target set at the end of each week for the following week
Maintained by	Class Teacher with Headteacher and Sendco kept informed.

Step 7 – Relational Support Plan (RSP) Recorded on CPOMS

If a child continues to be dysregulating regularly, then they will have an individualised plan. A Relational Support Plan (RSP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for Suspension or Exclusion. The effectiveness of the RSP relies on identifying the underlying causes of the child's behaviours; the Headteacher or senior staff member will seek to identify the barriers to behaviour through an individualised assessment and action plan. The action plan will be shared with parents as part of the RSP meeting and help to form the formal targets for the child's RSP. A trusted adult staff mentor will be assigned to the child to offer support and encouragement.

Could be prompted by	Failure to respond to the PRC or following incidents of more serious behaviour.
Maximum time frame	Targets to be reviewed every 4 weeks at an RSP meeting.
Formative measure:	Individual RSP meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and child (where appropriate).
Maintained by	SENDCo or Headteacher / Senior staff member

A child's behaviour may deteriorate before it improves when an RSP is introduced. Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of an RSP for maximum success, especially with younger children.

The RSP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child. Specific targets will be identified through the assessment.

7. Suspension, off site direction and permanent exclusion

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy, where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

8. Bullying & Discrimination

Our school is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

We are committed to eradicating bullying and discrimination from our school. We respond to bullying and discriminatory incidents in a reasonable, proportionate and considerate way to prevent the continuation of harmful behaviour. This includes the use of disciplinary procedures and the provision of support for pupils as appropriate.

For full details of our approach to bullying and discrimination please see our Anti bullying and Discrimination framework.

STAGE	DESCRIPTOR	ACTION
BEYOND STEP 5	PERMANENT EXCLUSION	A decision to permanently exclude a pupil will be taken only in response to serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of others. The decision to permanently exclude will follow the Exclusions policy.
	OFF SITE DIRECTION	A measure used by schools, under the Education Act 2002, to temporarily place a pupil at another educational setting, as a supportive measure, to improve their behaviour. This should be a planned intervention, typically lasting 6 to 12 weeks with clear reviews, targets and support. Parents must be notified in writing. The trust uses the term 'Reset & Return' for rapid response intervention which sets up a short term off-site direction placement within a partner school to help a pupil reset and improve behaviour. Length of placement is typically 1-5 days. Can be used in response to an incident and is rooted in the best interests of the pupil to support a behaviour reset and avoid a suspension.
	SUSPENSION	A suspension would follow government guidance and upon return to school, a pupil would have support through a Reintegration Meeting with parents in which agreement is reached on targets and actions for the pupil, parents and school. Where it is deemed unsafe or ineffective for the suspension to be held at home then an in school suspension can be used where the suspension is served at a partner school. These are likely to be rarely used. The E code should be used in all instances of suspension.

9. Early Years Nursery Provision

We establish and maintain positive relationships with parents and carers; these are key to recognising and understanding a child's ever changing emotional state. Regular conversations take place to ensure we understand the whole picture of a child's 'lived experience'; provision meets this need and effective adult relationships will support a child who may have experienced trauma. All staff are emotionally available, understand sensory integration strategies and relational practices, they recognise the impact of early trauma and how this can affect attachment and development.

10. Equality, Diversity, Inclusion and SEND

The school is committed to ensuring that behaviour expectations, policies and consequences are fair, inclusive and applied consistently, while recognising that fairness does not always mean treating every pupil in exactly the same way.

Staff will consider individual circumstances when responding to behaviour, including SEND and disability, protected characteristics, reasonable adjustments, safeguarding and wellbeing needs, and any relevant cultural, religious or personal circumstances. Where appropriate, the school will adapt its approach to remove barriers and ensure that pupils are able to meet expectations.

Behaviour that is discriminatory, prejudicial or harmful towards another person, including racism, faith, sexism, homophobia, biphobia, transphobia, religious discrimination or disability discrimination, will not be tolerated and will be addressed in accordance with the school's behaviour, safeguarding and equality procedures.

The school will monitor behaviour, sanctions, suspensions, searches and restrictive interventions to identify any disproportionate impact on particular groups of pupils. Where patterns or disparities are identified, leaders will investigate these and take appropriate action.

All pupils have the right to be treated with dignity, respect and fairness, and to learn in an environment where they feel safe, valued and included.

The school recognises that SEND may affect how a pupil understands, communicates or responds to expectations. This does not mean that all behaviour by a pupil with SEND is caused by SEND; each incident is considered individually.

Staff will anticipate and reduce known triggers, including sensory overload, communication difficulties, unfamiliar environments, anxiety or pain.

Behaviour support plans will be co-produced where appropriate with the pupil, parents/carers and relevant professionals. Plans may include movement breaks, adjusted seating, sensory regulation spaces, communication supports, changes to routines, visual prompts and personalised adult responses. Where there is an identified risk of restrictive intervention, a risk assessment and clear prevention/de-escalation plan will be used. Support plans will be reviewed periodically and following any significant restrictive-intervention incident. Safety of the pupil and others remains the priority, while dignity, welfare and equality duties are protected.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When determining a consequence for behaviour that does not meet school expectations, the school will consider whether the pupil was able to understand the expectation or instruction and whether reasonable adjustments are required. These adjustments may include modifying the length or type of consequence, changing the location of the consequence, splitting the consequence into shorter periods or ensuring a trusted adult is present to support the pupil. Additional support may also be incorporated, such as restorative approaches, sensory breaks, or activities like social stories to help the pupil.

By adapting the nature, timing, or delivery of behavioural consequences—rather than relaxing standards or disregarding the behaviour pathway—we uphold fairness, meet our legal obligations, and create an inclusive learning environment where all pupils, including those with SEND, can thrive.

11. Safeguarding and Behaviour

Not all poor behaviour is a safeguarding concern. However, significant changes, patterns or behaviours indicating distress, exploitation, abuse or unmet need must not be treated solely as disciplinary matters. Changes in behaviour can indicate that a pupil is experiencing harm, distress, exploitation or unmet need. Staff will consider whether behaviour may be linked to safeguarding concerns, mental health, family circumstances, trauma, abuse or neglect.

Behaviour may also be an indicator that a pupil is being exploited, coerced or groomed, including through Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), trafficking, gang association or peer exploitation. Changes such as increased secrecy, unexplained money or possessions, changes in friendship groups, unexplained absences, disengagement from education, concerning online activity, harmful sexualised behaviour or involvement in criminal or harmful activity may require further safeguarding consideration.

Staff should remain alert to the possibility that a pupil who is displaying harmful, risky or criminal behaviour may also be a pupil at risk of harm or exploitation. Behaviour management must never obscure or replace a safeguarding response. Where there is a concern, staff must follow the school's Safeguarding and Child Protection Policy and report concerns to the Designated Safeguarding Lead (DSL) without delay.

The school will consider the individual circumstances and safeguarding context when responding to behaviour and will ensure that appropriate support and protective action are considered alongside any behaviour response. Safeguarding concerns will take priority over the application of behavioural consequences where necessary to protect a pupil from harm.

Where a behaviour incident involves an allegation against a member of staff, the relevant safeguarding and managing-allegations procedures will be followed.

11.1 Malicious or Deliberately False Allegations

The school will take all allegations seriously and will ensure that concerns about the behaviour or conduct of pupils or staff are responded to appropriately and in accordance with the school's safeguarding and complaints procedures.

Where an allegation is found to be deliberately invented or malicious, the school will consider whether the behaviour falls within the scope of this Behaviour Policy and whether an appropriate, proportionate response or sanction is required.

An allegation that is unsubstantiated, unfounded or unable to be proven will not, in itself, be treated as malicious or result in a sanction. The school will consider the circumstances carefully, including whether the pupil may have misunderstood events, been influenced by others, been unable to provide sufficient evidence, or may have raised a genuine concern that could not be substantiated.

Where there are concerns about the reasons for, or circumstances surrounding, an allegation, the school will consider whether the pupil may require additional support. Where appropriate, this may include pastoral support or referral to relevant safeguarding or external services.

Where an allegation concerns a member of staff, the school will follow the appropriate safeguarding procedures and, where required, seek advice from the Local Authority Designated Officer (LADO). The school will not prejudge the outcome of any safeguarding or disciplinary process.

12. Physical Intervention, Reasonable Force and Restrictive Interventions

The school adopts the principles of the DfE April 2026 guidance. For the purposes of this policy, TPAT uses the term physical intervention as an umbrella term covering three broad categories of staff response: appropriate physical contact or intervention, non-physical restrictive intervention and restrictive physical intervention.

Appropriate physical contact or intervention is not a restrictive intervention and includes appropriate physical contact that does not seek to restrict a pupil's movement. Non-physical and restrictive physical interventions are forms of restrictive intervention as defined by the Department for Education. Restrictive interventions must only be used where lawful, necessary, reasonable and proportionate, with de-escalation and less restrictive approaches used wherever practicable.

This policy provides the practical framework for appropriate physical contact and restrictive intervention, including the distinction between restrictive physical intervention and non physical restrictive interventions. This section updates that framework so that it aligns with the DfE's April 2026 recording, reporting and welfare requirements with further details held within Appendix 4.

12.1 Appropriate physical contact or intervention

The school does not operate a 'no contact' policy. There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other physical interventions and is not intended to restrict or subdue movement. This may include comforting a distressed pupil, providing first aid or providing intimate care (see separate policy), guiding or escorting a pupil, supporting participation in an activity (e.g. PE lessons or using a music instrument), or appropriate physical contact such as a congratulatory handshake or pat on the back.

In assessing whether physical contact or intervention is appropriate in a given situation, the member of staff should use their professional 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 or any alternative strategies that do not include physical contact can be used.

Appropriate physical contact or intervention is brief, purposeful, respectful and consistent with safeguarding. It must never be invasive, prolonged, coercive, used to force compliance, used to meet an adult's emotional needs or used as behavioural control.

12.2 Restrictive interventions

Restrictive intervention is the umbrella term covering physical and non-physical actions intended to prevent, restrict or subdue a pupil's movement or freedom to act independently.

12.2.1 Restrictive physical intervention (RPI) is a physical action by a member of staff intended to prevent, restrict or subdue a pupil's movement, or the movement of part of their body. This includes physical restraint and the use of reasonable force where lawful and necessary.

12.2.2 Non-physical restrictive intervention (NPRI) refers to an action, instruction or environmental measure that prevents, restricts or subdues a pupil's movement or freedom to act independently without physical contact or the use of physical force. Examples include seclusion and, depending on the circumstances, other measures that prevent or restrict a pupil from leaving a space or situation. Whether an action constitutes a non-physical restrictive intervention will depend on the circumstances, the degree of restriction and whether the pupil was genuinely free to leave or act independently.

Seclusion is a non-disciplinary safety intervention in which a pupil is kept in a place away from others and prevented from leaving by physical obstruction, securing the place or causing the pupil to believe they will be punished if they leave. The pupil must be allowed to leave as soon as the immediate risk of harm has reduced sufficiently for it to be safe to do so. It may only be used as a safety measure where there is an immediate and significant risk of harm to the pupil or others and less restrictive approaches are not sufficient. Seclusion is never a punishment or threat.

The space must be safe and not intimidating; the pupil must be supervised throughout; and they must be allowed to leave as soon as the immediate risk of harm has reduced. Every seclusion incident must be recorded and reported in accordance with Section 12.5.

Other examples of non-physical restrictive intervention may include, depending on the circumstances: preventing a pupil from leaving a space by blocking an exit without physical contact; using instructions or consequences in a way that effectively prevents a pupil from leaving; or using the physical environment to restrict a pupil's freedom of movement. Routine behaviour-management instructions, requests to remain in a particular place, ordinary classroom boundaries, or temporary withdrawal from an activity are not in themselves restrictive interventions where the pupil remains free to leave or act independently.

12.3 Planned intervention and training

Where a pupil has a known risk of dysregulation, staff will seek to reduce the likelihood of restrictive intervention through a Behaviour Support Plan (BSP) or Safety Plan, risk assessment, environmental adjustments, prevention and de-escalation strategies. Planned restrictive physical interventions may only be carried out by appropriately trained staff (see section 12.8) and in accordance with the pupil's plan and current training. An individual plan does not create permission to use force regardless of circumstances. Every use of restrictive intervention remains a decision based on the actual circumstances at the time.

12.4 Decision making

All members of school staff have a legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:

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

There may be times when restrictive intervention is necessary as an immediate decision to prevent harm to the pupil or others or to protect property from serious damage or to maintain a safe learning environment. There are also restrictive interventions which are planned for and staff are trained to use which normally form part of a pupil's support plan (see Section 12.4).

Staff should consider their own physical and emotional wellbeing before intervening or using reasonable force and must not place themselves at unnecessary risk of harm. Where reasonably practicable, staff should seek assistance from colleagues when an intervention may present a risk to their own safety.

The school emphasises the importance of minimising the need for the use of restrictive interventions by using prevention and de-escalation strategies. These are part of whole school approaches and staff training as well as personalised behaviour support plans created in collaboration between school and parents and may involve other professionals.

The decision on whether it is reasonable to use restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider whether the intervention is necessary and proportionate, and whether the pupil's welfare has been properly considered.

Decision Making:

Necessary: are there more effective, less restrictive ways of managing the situation? Will physical intervention reduce the risk or will it escalate the situation further?

Proportionate: least amount of force or least restrictive intervention necessary for the least amount of time to reduce the relevant risk. If this approach is escalating the situation reconsider and attempt an alternative strategy.

Pupil's Welfare: balance the pupil's welfare and any medical or educational need against any actions taken, including past trauma, neglect, communication difficulties or other needs where physical intervention would be particularly distressing. All actions should minimise the impact on any pupils.

Pupils with special educational needs or those with Adverse Childhood Experiences (ACEs) and trauma may react to situations by displaying behaviours that may be harmful to themselves or others. The school will seek to understand any underlying triggers or factors contributing to behaviour that may become harmful or present a risk to the pupil or others, in order to create a supportive environment and reduce the likelihood of such incidents occurring. This will normally be undertaken as part of a Behaviour Support Plan involving the school, parents/carers and other professionals.

We will seek to ensure that, as far as is practical, colleagues who know individual pupils well help to identify trigger points for potentially disruptive incidents. We will work with parents/carers and other professionals to ensure these are understood, managed and minimised.

12.5 What must not happen when using reasonable force or restrictive intervention

Reasonable force or restrictive intervention must never be used as a form of punishment, retaliation or to cause pain, humiliation or distress. Any intervention must be necessary, proportionate and for the shortest time reasonably necessary to achieve the intended purpose.

Staff must never use a method of restrictive physical intervention that restricts a pupil's airway, breathing or circulation, including applying pressure to the neck, throat, chest, abdomen, nose or mouth. Staff must also remain alert to signs of distress, breathing difficulty, reduced responsiveness or other indications that the intervention may be causing harm and must take immediate action if these occur.

Where a pupil is on the floor, or an intervention results in a pupil being on the floor, staff should avoid maintaining a restrictive position wherever reasonably practicable. Where immediate intervention is necessary to prevent harm, staff should use the minimum force necessary and release or move the pupil to a safer, less restrictive position as soon as it is safe and practicable to do so. Floor-based restrictive intervention should therefore be kept to the shortest possible duration and must not be prolonged simply because it is easier to maintain.

Staff should continue to monitor the pupil throughout any restrictive intervention and, where practicable, seek assistance from colleagues. Following any incident, the pupil should be checked for injury or distress, and any injury should receive appropriate first aid, medical assessment or treatment as soon as possible.

12.6 Recording and reporting (also see Appendix 4)

The school will comply with all applicable statutory recording, reporting and notification requirements relating to restrictive interventions, including those set out in relevant regulations and Department for Education guidance.
Every incident involving the use of reasonable force or restrictive intervention must be recorded as soon as practicable after the event, and staff should endeavour to complete the record no later than the same day. This requirement applies even where the intervention was agreed in a Behaviour Support Plan.

The school will record, at minimum: pupil and staff names; relevant needs and circumstances, including SEND status; date, time, location and approximate duration; what led to the incident and known or potential triggers; preventative and de-escalation strategies; type and degree of force where relevant; injuries; why the intervention was considered necessary; and post-incident support or medical treatment. This should be recorded on the school's safeguarding system, CPOMS, with the type of intervention clearly recorded.

The school will inform the pupil's parent/carer of each restrictive physical intervention and each use of seclusion as soon as practicable. Appropriate information will be provided about the circumstances, including the date, time, location, approximate duration, reason for the intervention and any injuries. Where restrictive physical intervention has been used, this will include the type and degree of force where appropriate. Where informing a parent/carer would be likely to result in serious harm to the pupil, the school will follow the relevant DfE exception and safeguarding arrangements, including informing another appropriate parent/carer or the local authority where required.

12.7 Post-incident support, debrief and repair

Following any restrictive intervention, the school will evaluate the incident as soon as practicable. The pupil and staff member will be supported to consider what happened, why it happened, what worked, what did not work and how future risk can be reduced.

If a suspension is given, then additional consideration should be made in respect of any reintegration following a restrictive intervention. This should include a focus on preventing such an incident from occurring in the future.

Where appropriate, the pupil and staff member will receive medical assessment and treatment. A follow-up conversation should facilitate reflection, learning, wellbeing and repair. Wherever possible, the restorative/debrief conversation should be facilitated by an adult who was not directly involved in the incident.

The school will consider whether the pupil's support plan, risk assessment, environment, staffing, training or de-escalation strategies need to change. Witnesses, including pupils who were distressed by the incident, will receive appropriate support.

12.8 Training and Staff Support

It is the Headteacher's responsibility to ensure that staff whose role or circumstances may require them to use reasonable force or restrictive physical intervention receive appropriate training from a Trust-approved provider and suitably qualified trainer. This would more typically apply in settings with a specialist provision attached (e.g. ARB) or where restrictive physical intervention may be needed to support a specific pupil's needs within a primary setting.

The training undertaken emphasises safe, lawful and least restrictive approaches. Training is refreshed in accordance with the requirements of the training provider, the Trust and the needs identified through local risk assessment and review. For schools with an ARB, refresher training will normally be undertaken annually.

Staff who have not received specialist restrictive physical intervention training should not attempt trained physical restraint techniques. However, the absence of specialist training does not prevent staff from taking reasonable and proportionate action, including using reasonable force where lawfully necessary, to prevent immediate harm to themselves or others.
All staff should understand the legal framework and school procedures relating to restrictive interventions, including staff who are new to the school. Key procedures and expectations relating to restrictive interventions should be included in the staff handbook and covered as part of staff induction.

Staff are supported following incidents involving restrictive interventions, including appropriate consideration of their emotional and physical wellbeing.

12.9 Monitoring and Review

The Headteacher is responsible for this policy and its implementation; they may be assisted by other senior leaders who will:

- Monitor the use of restrictive interventions
- Review data regularly to reduce reliance on such practices
- Ensure compliance with DfE guidance and legal duties
- Identify patterns in the use of restrictive interventions.

A review of restrictive interventions will form part of any safeguarding review by the Trust Safeguarding Lead. The Local Monitoring Committee will receive reports on the use of restrictive interventions to ensure oversight, identify patterns and monitor.

13. Search, Screen, Confiscation and Prohibited Items

The school follows current DfE guidance on searching, screening and confiscation. Headteachers and authorised staff may search pupils and possessions where there are reasonable grounds to suspect a prohibited item and it is considered necessary to perform a search.

13.1 Prohibited / Banned Items

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Knives or weapons
- Alcohol
- Energy drinks containing caffeine
- Illegal Drugs or legal Highs or any items associated with the use of drugs.
- Prescribed drugs or medications (must be handed in to reception on entry to school)
- Stolen items
- Tobacco/cigarette papers and vapes and paraphernalia
- Fireworks

- Pornographic material
- Any item reasonably suspected of being used to commit an offence, cause injury or damage or that poses a risk to the safety of the school community.
- Any additional items identified in the school's published rules

Should a student be found in possession of a banned item, the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction. Possession of a prohibited or banned item will result in consideration of a Permanent Exclusion.

13.2 Confiscation

Any prohibited items (listed in section 13) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

13.3 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, bag, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, ties, belts, shoes or boots

13.4 Search involving the removal of more than outer clothing (Strip Search)

School staff must not conduct a strip search of a pupil. The school's statutory search powers do not permit staff to require a pupil to remove clothing beyond outer clothing. A strip search is a search involving the removal of more than outer clothing and, on school premises, can only be carried out by the police in accordance with the relevant legal requirements.

If the police propose to conduct a strip search of a pupil on school premises, the school will adopt a safeguarding-first approach. Before involving the police where a strip search may result, staff should consider whether police involvement and the potential for a strip search are necessary and proportionate, balancing the risk of not recovering the suspected item against the potential impact on the pupil's physical and mental wellbeing.

The Designated Safeguarding Lead (DSL), or their deputy, should be involved in decision-making and the school should advocate for the pupil's welfare and dignity throughout. Relevant factors should include the pupil's age, sex, SEND or disability, medical or mental health needs, religious or cultural considerations, previous experiences, vulnerability and any safeguarding concerns. The school should appropriately challenge any proposed search where it considers that the circumstances do not justify the level of intrusion.

Where a police strip search takes place, the school will seek to ensure that the requirements relating to an appropriate adult, parental involvement, recording and safeguarding aftercare are followed. An appropriate adult is normally required where a police search exposes a pupil's intimate body parts, subject to the limited exceptions set out in police procedures.

Following any strip search, the school will ensure that the pupil is offered appropriate safeguarding and pastoral support, regardless of whether a prohibited item is found. The incident, decision-making and outcome will be recorded in accordance with the school's safeguarding and recording procedures, and any concerns about the pupil's welfare will be referred to the DSL.

13.5 Refusal to Participate

If the pupil refuses to agree to a search or screen, the member of staff can give an appropriate behaviour consequence. If a pupil continues to refuse to co-operate, the member of staff will contact the Headteacher, Deputy Headteacher or Behaviour Lead to try to determine why the pupil is refusing to comply. This may result in:

- Restricted access to school premises.
- Removal from lessons while the matter is investigated.
- Contact with parents or carers.
- Further action under the school's Behaviour Policy.

The school will always seek to resolve concerns calmly and proportionately and will consider any safeguarding, additional needs, disability, or medical issues that may affect a pupil's ability to comply.

Reasonable force may be used to search for legally prohibited items. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration of whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

13.6 Recording and Reporting

The staff member who carried out the search or screen should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 13
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 13), including incidents where no items were found, will be recorded in the school's safeguarding system. This will allow monitoring of the use of searches and any trends to be identified.

Parents/carers will always be informed of any search for a prohibited item (listed in section 13). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything

- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their pupil

13.7 Support after a search or screen

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

14. Behaviour outside of school

Our standards of behaviour apply to a child's behaviour offsite when; taking part in any school organised or related activity e.g. a school trip or visit. travelling to or from the school including on a school bus, wearing school uniform or in any other way identified as a child of the school.

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing. The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

15. Mobile devices (phones, iPads, smart watches)

In line with Department for Education guidance, the school operates a mobile-phone-free school day. Pupils who bring a mobile phone or other smart device to school must ensure that it is switched off and handed in to the school office at the start of the day. Devices must not be used, accessed or visible during lessons, movement between lessons, breaktimes or lunchtime. This expectation applies from arrival at school until pupils leave at the end of the school day, including where pupils are participating in school activities.

This applies to mobile phones and other smart devices with similar functionality, including smart watches and other devices capable of communication, recording or accessing the internet. School-issued devices (iPads) which are used for learning remain subject to the school's Acceptable Use Policy and do not fall within this policy due to the level of centralised safety and safeguarding controls.

Where pupils are taking part in a school trip or other off-site activity, the member of staff leading the activity will confirm the arrangements for mobile phones and digital devices.

The school recognises that some pupils may require access to a device because of a medical need, disability, SEND, safeguarding or other exceptional circumstance. Appropriate exceptions will be agreed by the school and communicated to relevant staff.

Parents/carers are reminded that the school office is the appropriate route for urgent messages to pupils during the school day. Parents/carers should not routinely contact pupils directly on their mobile phones during school hours. If a pupil needs to contact home, they should seek permission from a member of staff and use the school's agreed arrangements.

Where a pupil is found using or accessing a mobile phone or prohibited device during the school day, the device may be confiscated and an appropriate behaviour consequence applied. Refusal to hand over a device when instructed will result in an escalation of the response in accordance with this Behaviour Policy. Repeated breaches may result in additional consequences, including restrictions on bringing a device to school. Any confiscation will be managed in accordance with the school's Searching, Screening and Confiscation procedures.

Where a device is associated with bullying, harmful or illegal content, safeguarding concerns or other serious misconduct, the matter will be dealt with in accordance with the school's Safeguarding and Child Protection Policy and relevant behaviour procedures.

Responsible and appropriate use of digital technology, including social media, is expected of all members of the school community. Further guidance is provided through the school's Acceptable Use Policy.

16. External Support

Where targeted school-based support has not improved behaviour or where needs are complex, the school may seek advice or referral to external services, with parents/carers informed and involved as appropriate. This may include educational psychology, autism or cognition and learning services, early help/family support, CAMHS where appropriate, attendance services, health professionals or other relevant agencies.

External support will be proportionate to need and focused on understanding barriers, improving outcomes and reducing the need for restrictive intervention.

17. Monitoring, Recording, Reporting and Reviewing

Behaviour records will be reviewed regularly by school leaders. Analysis will consider frequency, location, time, type of behaviour, pupil characteristics, SEND, protected characteristics, repeat patterns, restrictive interventions, sanctions and outcomes. The purpose is improvement, not simply counting incidents.

Leaders will look for disproportionate use of sanctions or restrictive interventions and will review patterns with staff, pupils and parents where appropriate. Where an intervention or consequence is repeatedly ineffective, the school will change its approach and consider whether further assessment or support is required.

The policy will be reviewed at least twice yearly, and sooner where legislation, DfE guidance, Trust policy or learning from incidents indicates that changes are required.

18. Pupil, Parent / Carer and Staff Voice

The school values the views of pupils, parents/carers and staff and recognises that listening to those affected by the behaviour system is an important part of a relational approach. The school will seek feedback when developing and reviewing behaviour expectations and will use pupil, parent and staff voice, alongside behaviour data and professional evaluation, to identify what is working well and where improvements may be needed.

Pupils and parents/carers are encouraged to raise concerns about the application of the behaviour policy or individual decisions in the first instance with the Headteacher, who will seek to understand the concern and, where appropriate, resolve matters informally and relationally.

Where a concern cannot be resolved informally, or where the complainant wishes to pursue the matter formally, it will be managed in accordance with the school's Complaints Policy.

TPAT

Appendix 1: Behaviour Policy Steps: One Page Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Our rules, **Ready, Respect, Safe** must be displayed in each learning space and referred to in conversations around behaviour.
Consistencies:

- Build relationships using **VRFs**, **PACE**, **Meet and Greet, End and Send** at the door and **check ins**.
- Refer to '**Ready, Respect, Safe'** as non-negotiable rules.
- Focus on the **values, rights and responsibilities** of the school when establishing boundaries in **conversation** with children.
- **Model** positive behaviours and always highlight the behaviour you want to see in positive terms. **Always** remind children about the expectations.
- Recognise **behaviour is a form of communication.**
- **Plan** lessons that engage, challenge and meet the needs of all children.
- Promote intrinsic motivation by **rewarding the process of learning** (behaviours for learning).
- Seek both **resolution and learning** when dealing with incidents**. Follow** up every time, **retain ownership** and engage in **restorative dialogue** with children to repair the rupture.

	STEP	ACTION
Additional Support Steps	**7. RELATIONAL SUPPORT PLAN** (RECORDED ON MIS CPOMS, PARENTS / CARERS INFORMED)	A Relational Support Plan (RSP) aims to help a child to improve their social, emotional and behavioural skills. The RSP will identify precise and specific targets for the child to work towards and will include the teacher, child, parents / carers and a member of the SLT in the drafting process. There is a set format for this **(see Handbook page 17).**
	6. POSITIVE REPORT CARD (RECORDED ON MIS, PARENTS / CARERS INFORMED)	This is an extension of step 5 where behaviour will be monitored over a longer period. Child supported with a Positive Report Card (PRC) with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent / carer and a member of the SLT. There is a set format for this **(see Handbook page 15).**
Behaviour Steps	**5. Behaviour check in with SLT – 3 sessions** (RECORDED ON MIS, PARENTS / CARERS INFORMED) **(known as Stage 3)**	At this step the child will be asked to check in to the **wellbeing space** in the workspace for a longer period. This will involve checking in with the child for 3 days at the start of break to monitor the behaviour that was seen. Adult will check in on behaviour so far that day, reinforce expected behaviours for the rest of the day and support child to be successful, e.g. if the challenge is at break time, the student will be asked to play a pre decided game in view of an adult so that they can monitor. **Step 5 always concludes in repair with the adult where (or with whom) the rupture occurred.**
	4. TIME IN WELLBEING SPACE IN WORKSPACE (RECORDED ON MIS, INFORMED) **(Known as Stage 2)**	At this step the child will be asked to go to the wellbeing space in the workspace for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. This can take place during a lesson if the behaviour is disruptive and the final reminder has not worked. This step may also take place at breaktime as a more convenient time to talk, but adult will still ensure that child has snack, comfort break and fresh air. **Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.** If appropriate, the missed learning can be completed at breaktime, but cannot take the whole break as comfort break, snack and fresh air are still required.
	3. FINAL REMINDER **(known as stage 1)**	A clear conversation and **'final reminder'** delivered privately to the child using the **30 second script** to make them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child. Praise in Public (PiP) and Remind in Private (RiP). Being aware of individual children's needs. If deemed to be effective, the pupil may be moved to a more appropriate space in order to be able to demonstrate correct behaviours.
	2. REMINDER **(part of universal teaching strategies)**	Reminder of expectations '**Ready, Respect, Safe'**. Repeat reminder if necessary but usually no more than two.
	1. RELATE	Consistent high-quality teaching. Praise, read the room and redirect using PACE, VRFs and small acts of kindness.

Appendix 2: Relational Approaches additional guidance

Vital Relational Functions (VRFs)

Vital Relational Functions (VRFs) describe the core relational skills and responses that underpin a pupil's emotional, social, and neurological development. They are drawn from the work of **Margot Sunderland, Heinz Kohut, and Daniel Stern**, whose research highlights the fundamental role of secure relationships in human growth and learning.

Key Vital Relational Functions (The relational tools we use every day to build safety, trust, and resilience)

Attune	Demonstrating an understanding of how they are feeling by "catching and matching" their emotional state.
Validate	Acknowledging and naming feelings, teaching pupils that emotions are real, acceptable, and manageable.
Contain	Staying calm and steady when pupils are overwhelmed, holding their emotions safely until they can regulate. Offering their feelings back to them, named and in small pieces.
Regulate	Co-regulating with pupils to help them return to balance and gradually build self-regulation skills. Communicating the capacity to regulate emotional states by modelling how to do it.
Soothing and Comforting	Offering warmth, reassurance, and care that reduce stress and activate feelings of safety.
Playful Interaction	Using humour, joy, and shared positive experiences to strengthen connection and reduce tension.
Guidance and Modelling	Providing consistent relational boundaries and modelling positive, constructive responses.

Why VRFs Matter

- They create a relational climate where pupils feel secure, valued, and ready to learn.
- They help build secure attachments and resilience, reducing the impact of stress and trauma.
- They support the development of neurological pathways essential for emotional regulation, empathy, and social understanding.

The provision of emotional containment by the adult who is working closely and regularly with the pupil is a significant contributing factor to the pupil's developing capacity to contain and regulate his/her own emotions. The relationship between a pupil and a significant adult can be an under-recognised and under-used resource that has a significant positive impact on a pupil's ability to regulate and build positive relationships.

We recognise that **VRFs are not "extras" but essentials** in daily practice. Through conscious use of these relational skills, staff provide pupils with the secure base they need to thrive academically, socially, and emotionally.

-

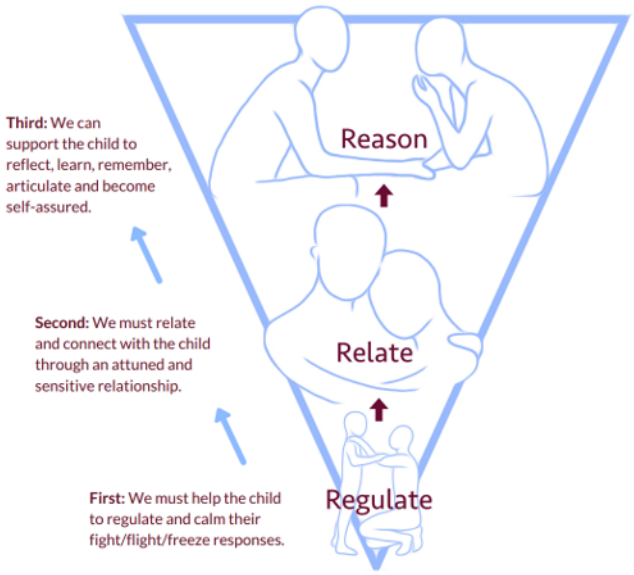
Regulate Relate Reason (The three R's)

The *Regulate, Relate, Reason* approach, developed by **Bruce Perry** through the *Neurosequential Model of Therapeutics*, provides a clear sequence for supporting pupils when they experience emotional distress or dysregulation. It recognises that pupils cannot think or learn effectively when their nervous system is overwhelmed.

The Sequence we follow when a pupil is distressed or dysregulated.

Regulate

7. The first priority is to help the pupil regain a sense of calm and safety.
8. Strategies may include a calm tone of voice, co-regulated breathing, sensory activities, movement, or quiet presence.



Aim: settle the pupil's nervous system so they feel physically and emotionally safe.

Relate

- Once calmer, the adult reconnects through empathy, attunement and warmth.
- This stage shows the pupil they are understood and not alone in their experience.

Aim: rebuild trust and strengthen the relational bond.

Reason

- Only when the pupil is regulated and reconnected can problem-solving and reflection take place.
- At this stage, the adult and pupil explore what happened, consider the impact, and agree constructive next steps.

Aim: promote insight, responsibility, and learning in a safe relational context.

Why It Matters

- Aligns support with the pupil's neurological state: survival → emotional → thinking.
- Prevents escalation by avoiding reasoning before the pupil is ready.
- Builds long-term skills in self-regulation, resilience, and reflective problem-solving.

School staff follow *Regulate, Relate, Reason* to ensure that pupils receive responses that are both emotionally attuned and developmentally appropriate. This sequence supports not only immediate de-escalation but also long-term relational growth.

Regulate, Relate, Reason provides the sequence we follow when a pupil is distressed or dysregulated.

Together, the three Rs and VRF's ensure that staff responses are both emotionally attuned and developmentally appropriate, supporting immediate regulation and long-term wellbeing.

Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.	**Acceptance** involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.
Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because…" to open discussions with the pupil.	**Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

Real examples of PACE in action:

Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation.

Acceptance - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel.

'I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

Curiosity- Enquire and check what the pupil's emotional experience is.

'I wonder if you're feeling angry because of what X just said?'

Empathy - Show that you understand that how difficult they are finding things.

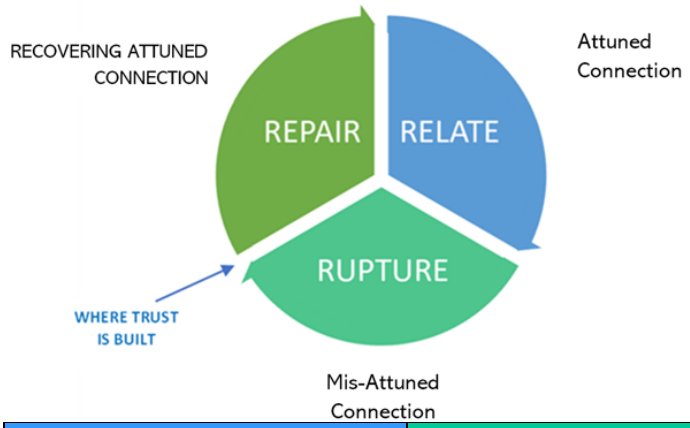
'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything.'

For more information about the PACE approach please refer to literature by Dan Hughes.

pace-model-dan-hughes-with-sarajayne-bowater.pdf

Rupture Repair Cycle: Dr Suzanne Zeedyk

We recognise that all relationships experience moments of difficulty or "rupture", often during times of heightened emotion or conflict. What matters most is the process of repair. When adults calmly and consistently revisit the incident, acknowledge what happened, and guide pupils through reflection and restorative conversation, trust is rebuilt and relationships are strengthened. This cycle teaches pupils that mistakes can be mended, behaviour learning can take place, and that school remains a safe and supportive place.



The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human.

It means experiencing emotional misconnections which feel unsettling and even shaming, and then "repairing" the relationship to a deeper level of trust.

RELATE	RUPTURE	REPAIR
The 'relate' phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the relate phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the pupil. The adult can connect with the pupil and focus on their needs being met. The adult is present and can contain the pupil's emotional experience for them. The connection between the two is reciprocal.	The 'rupture' phase refers to misunderstanding or misattunement in relationships. In other words, when we don't get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the pupil's resilience. When a rupture happens, the pupil no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult can stay regulated, they can repair the rupture effectively with compassion.	The 'repair' involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using VRFs and PACE to reaffirm the attunement. The repair needs to be modelled by an adult. By repairing the relationship, the pupil's arousal state can settle, and the attuned relationship can re-establish.

Appendix 4: Physical Intervention, Reasonable Force and Restrictive Interventions

Purpose: This appendix provides a quick-reference summary of Section 12. It uses the Trust's three categories: appropriate physical contact, non-physical restrictive intervention (NPRI), and restrictive physical intervention (RPI). Staff should always use professional judgement and follow Section 12 in full.

Category	Definition	Examples	Recording and reporting
1. Appropriate physical contact	Physical contact not intended to restrict or subdue movement. It should be brief, purposeful, respectful and consistent with safeguarding.	• Comforting a distressed pupil • Providing first aid • Guiding or escorting where movement is not restricted • Supporting participation in PE or another activity • Handshake or pat on the back	• Routine appropriate contact: normally no separate behaviour record. • First aid/medical treatment: record under school procedures. • If contact becomes restrictive or raises a safeguarding concern: record and report under the relevant category.
2. Non-physical restrictive intervention (NPRI)	An action, instruction or environmental measure, without physical contact or force, that prevents, restricts or subdues movement or freedom to act independently.	• Seclusion • Blocking an exit so a pupil cannot leave • Instructions/consequences that effectively prevent leaving • Using the environment to restrict freedom of movement • Routine boundaries/requests are not NPRI where the pupil remains free to leave or act independently.	• Record every NPRI as soon as practicable; endeavour to complete by the same day. • Record on CPOMS and inform DSL and SLT. • Include: lead-up/triggers; prevention/de-escalation; restriction and why necessary; duration; welfare/injury; post-incident support. • Every use of seclusion must be recorded and reported. Parent/carer informed as soon as practicable, normally the same day.
3. Restrictive physical intervention (RPI)	A physical action intended to prevent, restrict or subdue a pupil's movement or movement of part of their body. Includes physical restraint and lawful use of reasonable force.	• Preventing injury to the pupil or others • Preventing a criminal offence, serious property damage or disorder • Planned intervention in accordance with a BSP/Safety Plan by appropriately trained staff • Immediate reasonable and proportionate action to prevent harm • Self-protection, e.g. blocking kicks or preventing a bite; classification depends on the circumstances.	• Record every use of reasonable force/RPI as soon as practicable; endeavour to complete by the same day. • Record on CPOMS and inform DSL and SLT. • Include: pupil/staff; relevant needs/SEND; date/time/location/duration; lead-up/triggers; prevention/de-escalation; type/degree of force; injuries; why necessary; post-incident support/medical treatment. • Parent/carer informed as soon as practicable.

Key decision-making principles

Necessary: Is there a more effective, less restrictive response? Will intervention reduce risk or escalate it?

Proportionate: Use the least amount of force or least restrictive intervention necessary for the shortest time reasonably necessary.

Pupil welfare: Consider SEND, communication difficulties, trauma, neglect, anxiety, medical/educational needs and other vulnerabilities.

Prevention and de-escalation: Use prevention, co-regulation, reasonable adjustments and de-escalation wherever practicable. A BSP/Safety Plan does not create automatic permission to use force.

Staff wellbeing: Consider your own physical and emotional wellbeing and seek assistance where reasonably practicable.

What must not happen

- Never use reasonable force or restrictive intervention as punishment, retaliation, or to cause pain, humiliation or distress.

• Never restrict airway, breathing or circulation, including pressure to the neck, throat, chest, abdomen, nose or mouth.

• Monitor for distress, breathing difficulty, reduced responsiveness or other signs of harm and act immediately.

• Where a pupil is on the floor, use minimum force necessary and move/release to a less restrictive position as soon as safe and practicable; keep floor-based intervention as short as possible.

• Check the pupil for injury or distress afterwards and provide first aid, medical assessment or treatment as required.

After any restrictive intervention

• Evaluate and debrief as soon as practicable; support pupil and staff; provide medical support where needed; facilitate reflection, learning and repair; support witnesses; and review the BSP/Safety Plan, risk assessment, environment, staffing, training or de-escalation strategies where necessary.

Appendix 5: Statutory Guidance, Legislation and Key References

This policy should be read alongside current Trust and school policies and the latest statutory guidance and legislation applicable to schools in England.

Department for Education statutory guidance and other key guidance

- Department for Education, *Keeping children safe in education 2026*, July 2026.
- Department for Education, *Working together to safeguard children 2026*, March 2026.
- Department for Education, *Behaviour in schools: advice for headteachers and school staff*, updated February 2024.
- Department for Education, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, July 2026.
- Department for Education, *Restrictive interventions, including use of reasonable force, in schools*, April 2026.
- Department for Education, *Mobile phones in schools*, updated June 2026.
- Department for Education, *Searching, screening and confiscation in schools*, updated July 2023.
- Department for Education, *Working together to improve school attendance*, updated July 2026.
- Department for Education and Department of Health and Social Care, *Special educational needs and disability code of practice: 0 to 25 years*, January 2015, as amended.
- Department for Education, *Children missing education: statutory guidance for local authorities and schools*, current edition.
- Department for Education, *Supporting pupils at school with medical conditions*, current edition.
- Department for Education, *Preventing bullying*, current guidance.

Legislation and regulations

- Education and Inspections Act 2006, including sections 93 and 93A.
- Equality Act 2010.
- Children and Families Act 2014.
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Trust and school policies

- TPAT Safeguarding and Child Protection Policy.
- TPAT SEND Policy.
- TPAT Exclusions and Suspensions Policy.
- TPAT Anti-Bullying and Anti-Discrimination Framework.
- TPAT IT Acceptable Use Policy.
- TPAT Complaints Policy.