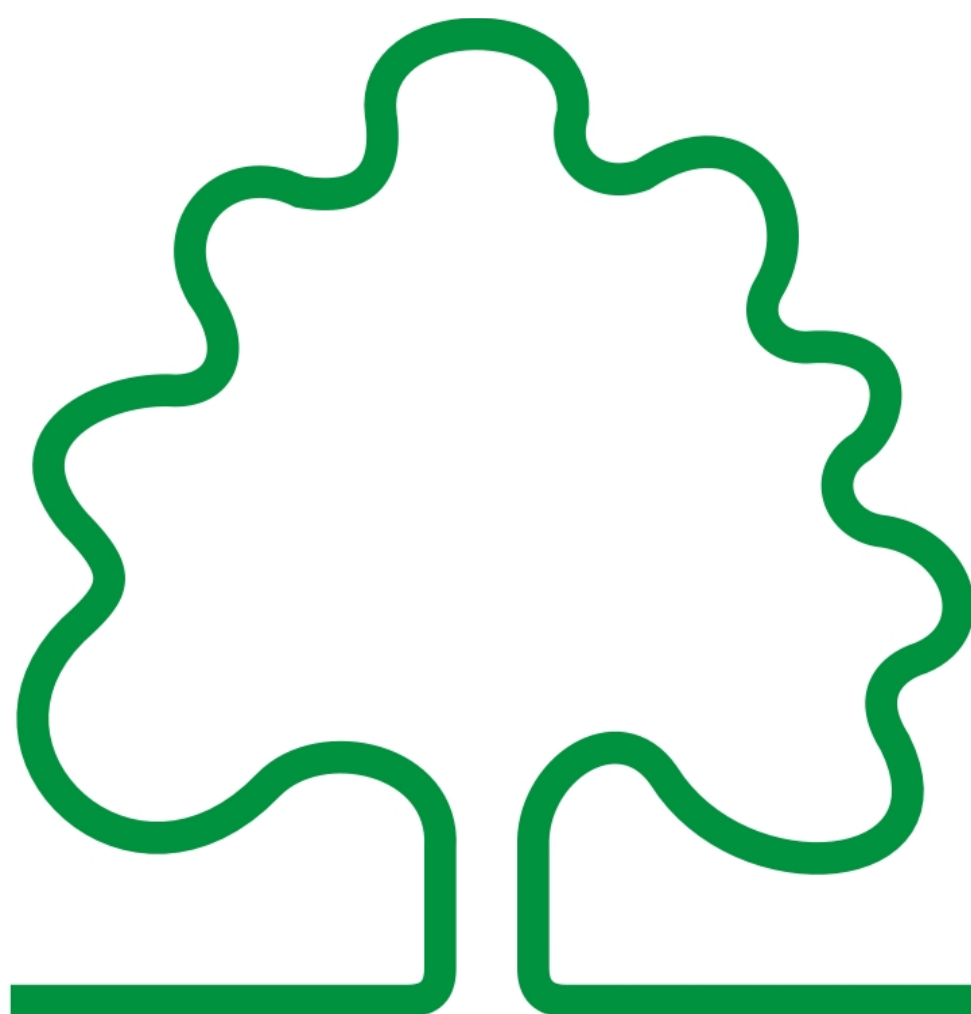




HENLEY GREEN

Primary School

Behaviour Policy

2026-2027

Aims and Expectations

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Henley Green to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, to give them the best possible chance of success. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpin this. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way, in an environment where everyone feels happy, safe and secure.

Henley Green has worked with with the DfE Behaviour Hubs, to support and promote positive behaviour.

Aims

- To provide a clear, fair, respectful and consistent approach to behaviour, based on nurturing principles and restorative practices
- To foster and value strong and healthy relationships and recognise the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to equip children with strategies to manage their own behaviour and build positive relationships with others.
- To help learners take control over their behaviour and be responsible for the consequences of it.

Also to

- To promote firm action against all forms of bullying (including cyber bullying).
- To ensure suspension is always a last resort.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose core values are:

- Kindness
- Respect
- Resilience
- Pride
- Ambition

It is the policy of the school to encourage good behaviour rather than simply punish unacceptable behaviour. Nevertheless, unacceptable behaviour will be addressed in an appropriate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

We recognise that in the whole area of relationships between staff and children, there should be consistency of treatment, together with fairness and justice for all involved. The school also recognises the need to ensure a consistency of response to unacceptable behaviour irrespective of the gender, ethnicity or social background of the individual involved. We understand the importance of encouraging parental support and responsibility in the maintenance of behaviour expectations.

As a staff, we believe that the prevention of situations where physical restraint is used, is always preferable to being reactive. This policy follows City-level agreed procedures, especially for safeguarding children. At Henley Green Primary School, unless a child is in serious and immediate danger, any restrictive intervention will only be undertaken by a member of staff trained in Team Teach or PRICE.

Promoting Positive Behaviour

Positive behaviour must be modelled and promoted by all staff at all times. Around school, children are given regular, specific praise for showing our school core values. Our school reward system is Dojo, an online system that encourages and reinforces positive behaviour linked to Henley Green's core values. We also award 'Diamond Dips' for following our school Core values and children are chosen for 'Hot Chocolate Fridays' and our Hado Award. We hold a termly Governors Awards ceremony linked to Core Values and a weekly star of the week celebration assembly. Adults give out 'praise pad certificates' throughout the week. These reward systems are designed to celebrate and encourage the school's core values, so children develop a positive attitude towards their learning and development, and also to support them to become responsible members of the school community.

Individual children may also have their own personalised rewards system.

Behaviour for Learning

Through teaching and promoting the core values, children at Henley Green learn that to achieve well and succeed in school, they must work hard, concentrate and persevere when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, and, in every lesson, teachers always ensure that the classroom is well organised, resources for lessons are prepared and all classes have established routines that maximise learning time. In all classes, positive behaviour is promoted, expected and encouraged.

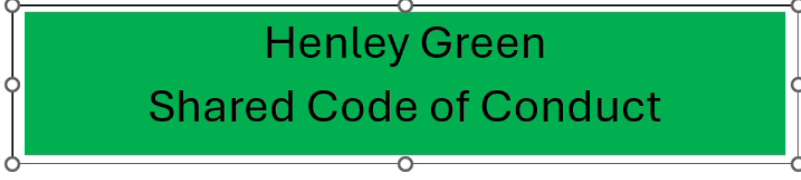
Children, parents and staff have all been involved in the creation of the school policy and therefore have ownership over it.

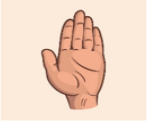
Expectations of Adults:

- We ensure that all children are greeted at the door every day.
- We ensure that children are met at the end of every lunch time.
- We never walk past or ignore unacceptable behaviours
- We model positive behaviours.
- We remain calm and positive.
- We have restorative conversations with children.

Henley Green Code of Conduct (COC)

Our Henley Green Code of Conduct applies to everyone in school. It outlines our shared language and expectations for behaviour. All staff support the COC and abide by it. The Head Teacher and other senior staff revisit and revise the COC regularly with children in assemblies and teachers explicitly teach it.

	
This is how we line up... 	• In our line order • One behind the other • Silently • In a straight line – looking at the person's head in front of <u>you</u> • Facing forwards • Arms by our sides
This is how we walk around school... 	• Walking feet <u>at all times</u> • Using an indoor voice 
This is how we attend assembly...  <i>assembly</i>	• Walk <u>in to</u> assembly in a straight line • Silently • On time • Wait to be told to sit down by an <u>adult</u> • Face the front • Crossed <u>legs</u> • Make space for <u>each other</u>

This is how we know that we <u>have</u> to be silent and listen to an adult... 	• The adult will raise their <u>hand</u> • We will raise our <u>hands</u> • We will all be silent and look towards the <u>adult</u> 
This is how we <u>show</u> respect when someone is talking to us... Active Listening 	• Look at the person who is <u>talking</u> • Stop what we are <u>doing</u> • Stay <u>still</u> • Both feet on the floor • Let them finish speaking before we <u>speak</u> • My turn, your turn – when speaking
This is how we show pride and respect in the hall at lunchtimes... 	• Walk into the <u>hall</u> • Line up one behind the <u>other</u> • Find a seat and stay sitting in the <u>seat</u> • Use an indoor <u>voice</u> • Talk to children on your <u>table</u> • Put our hands up if we want to speak to an <u>adult</u> • Use knives, forks and spoons to eat with • Clear up after <u>ourselves</u> • Leave by the back door and go straight <u>outside</u>
This is how we show pride, respect and kindness at breaktimes...	• Stay in our area. • Show kind hands and feet. • Use positive language to everyone. • Put rubbish in the bin. • Ask an adult if we want to go inside. • Stand still when we hear a whistle. 

This is how we leave and enter classrooms at the beginning and end of the day...

- Hang up our belongings and make sure they stay on the peg.
- Hang all coats and bags back up if they fall off the pegs
- Collect a bagel to eat inside the classroom
- At the end of the day, we wait quietly to be called before we go to the exit door
- Walking feet at all times



Peer Mediators

Peer mediators are trained students who help their classmates resolve conflicts constructively, improving communication between pupils.

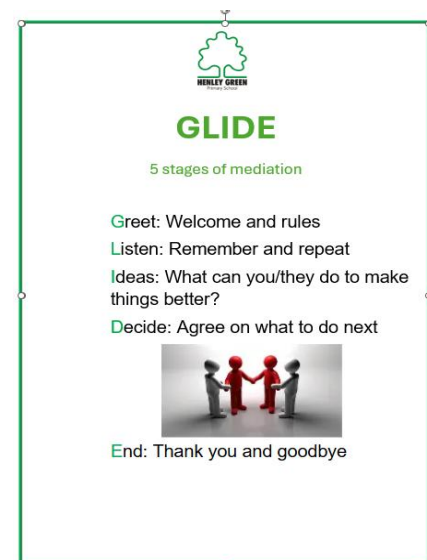
Peer mediation is a conflict resolution where pupils are trained to act as neutral mediators to help their peers resolve disputes without adult intervention. The process encourages students to listen actively, ask questions, and guide their peers toward mutually acceptable solutions while maintaining confidentiality and respect.

How Peer Mediation Works

- Training: Students receive structured training in communication, negotiation, and problem-solving skills. They learn to remain impartial and facilitate discussions between conflicting parties.
- Peer mediators guide the conversation, helping students understand each other's perspectives and reach agreements.
- Mediators may monitor outcomes to ensure agreements are upheld and provide ongoing support to prevent escalation.

Benefits of Peer Mediation

- Improved Communication: Students learn to express themselves constructively and understand others' viewpoints.
- Conflict Resolution Skills: Participants develop lifelong skills in negotiation, problem-solving, and decision-making.
- Leadership Development: Peer mediators gain confidence, self-esteem, and leadership experience.
- Community Engagement: Students are empowered to take responsibility for resolving conflicts, promoting a proactive approach to problem-solving.



Playground Rules

Children devised their own playground rules, led by the school council. These form part of our school core values and work alongside our code of conduct.

During Lunchtime at Henley Green...

we are kind and gentle towards each other

we only use appropriate language

we listen to the lunchtime staff

we respect the equipment

we are able to take a loss

we show the core values

we stay in our zone

Behaviour Chart for Early Years Children

Positive reinforcement of desired behaviour

(used 3 times before next step)

Is there suitable provision for the child – do more/reasonable adjustments need to be made?



Distraction – offer a change of situation



Reset of expectations

Is there suitable provision for the child – do more/reasonable adjustments need to be made?



Thinking time

Dedicated space:

Little Acorns - ledge space

Nursery - area near door

Reception - circular mat for both classes

Time length:

Little Acorns/ Nursery - 1 minute

Reception - 5 minute timer

During time out, child does not get any attention/ positive or negative.

Staff member sits supervising at appropriate level.

Is there suitable provision for the child – do more/reasonable adjustments need to be made?



Restorative conversation

Is there suitable provision for the child – do more/reasonable adjustments need to be made?

... Walking feet
... Kind hands/ feet
... Kind words
... Staying in the line

Busy learning suggestions:

.... come and play with me over here ...

... let's have some time in ...

Setting a challenge

... can you find me ...

... can you make me

Carpet time suggestions:

... please can you get me a ***?

.... please can you help me?

..... **stop** running
..... **no** climbing
..... **finished** throwing

.... You are not showing me 'walking feet/
kind hands'

.... You now need some time to stop and think
about how to show me

Our Early Year Outcomes are for our children to be:



Notes:

- ... (insert child's name)
- Staff to use a quiet, calm voice
- One member of staff supports thinking time. Other members should not engage/ acknowledge the unless indicated otherwise but the supporting member of staff.

Little Acorns/ Nursery –

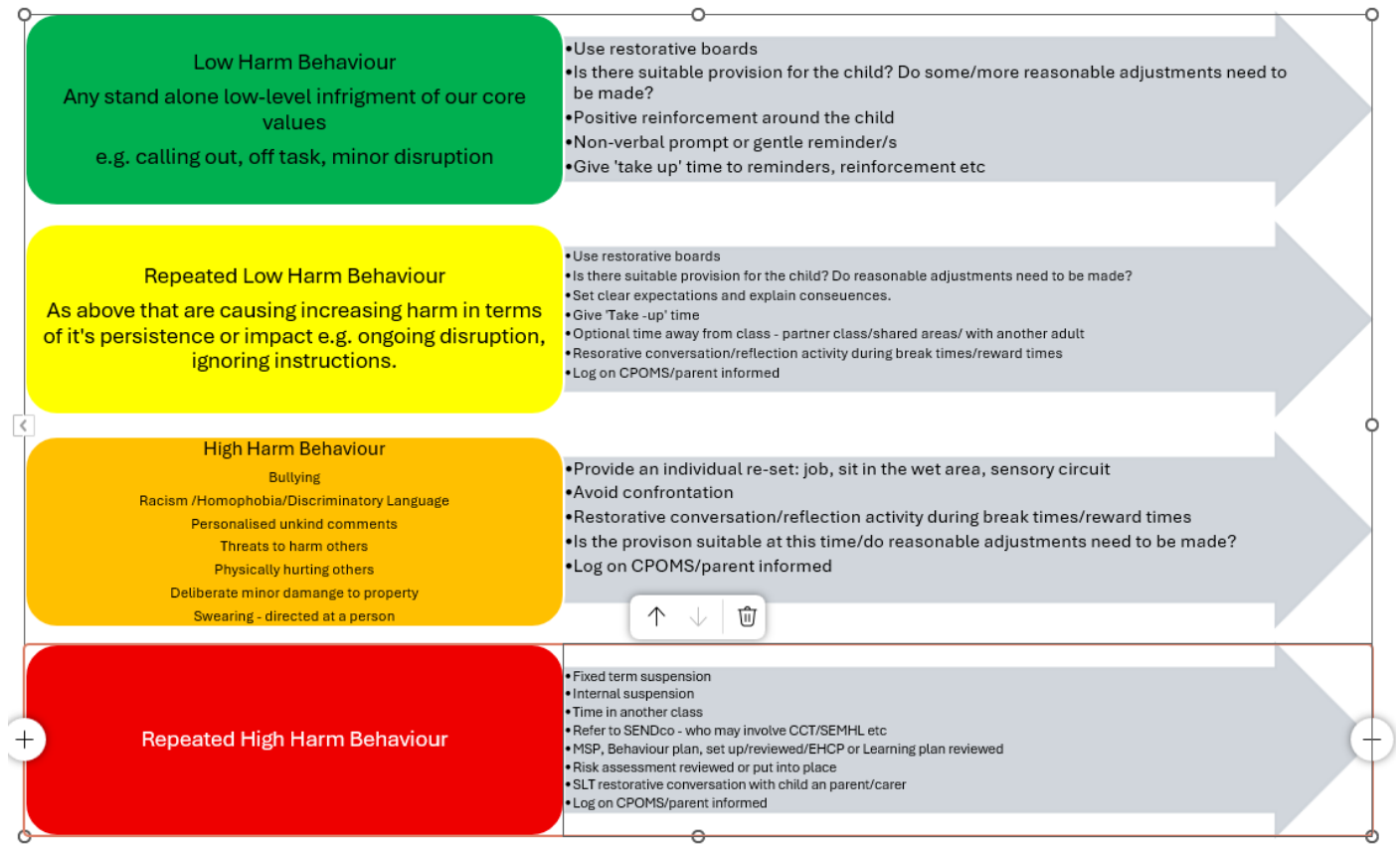
.... (behaviour) is finished now.

Redirect child to a different activity

Nursery/ Reception -

.... you weren't keeping X safe when you remember we ...
at Nursery/ School.

Flow Chart for KS1 and KS2 Children



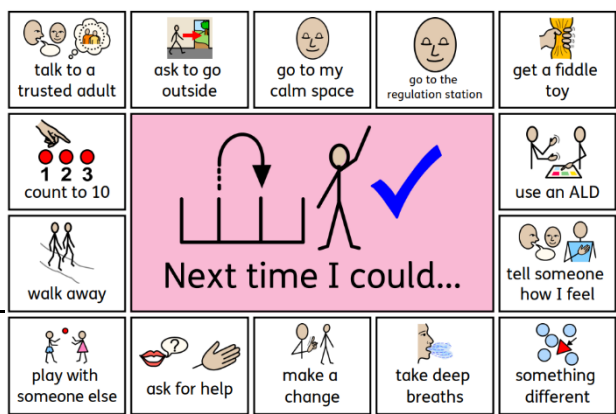
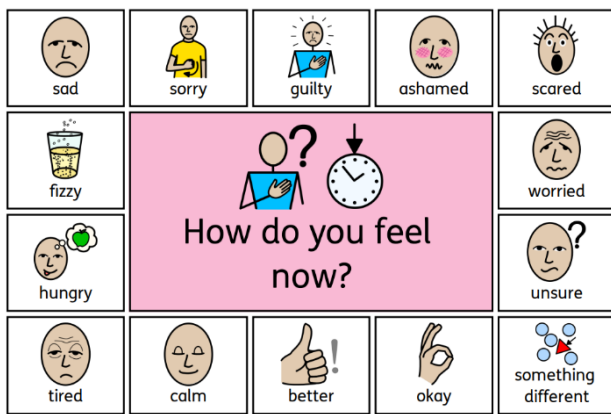
Restorative Boards

broke something	scribbled on something	hurt an adult	hurt a child	was unsafe
took my clothes off	? What happened?			wasn't respectful
swore at someone				wasn't ready
didn't listen to instructions	threw something	ran off	tore my work	something different

worried	fidgety	confused	angry	sad
anxious	What were you thinking or feeling?			excited
giggly				distracted
silly	fizzy	anxious	scared	something different

me	a friend	a teacher	an MDS	my class
my mum	Who has been affected?			other children
my dad				group
my family	people in the community	animals	my carer	someone else

write it down	write a letter	talk with someone	say sorry to someone	fix something
have thinking time	What needs to happen to put it right?			tidy up
make a change				clean something
make a plan	practice	finish my work	get dressed	something different



Expected Behaviour Online

The school will be responsible for ensuring that the school infrastructure/network is as safe and secure as possible and that policies and procedures approved within this policy are implemented. There will be regular reviews and audits of the safety and security of school technical systems.

Pupils in years 1 to 6 are provided with a username and secure password which are held by Class Teachers. Technical staff and the Computing Lead will keep an up to date record of users and their usernames. Users are responsible for the security of their username and password.

Internet access is filtered for all users. Internet use is logged and regularly monitored through Impero. Children access the internet via the Impero system.

School/ technical staff regularly monitor and record the activity of users on the school technical systems and users are made aware of this in the acceptable use agreement. Where children are using the internet inappropriately, this will be managed by SLT.

Mobile Phones

Children are not permitted to bring mobile phones to school unless they are in Y6 and have permission from a parent to walk home from school. If Y6 children bring phones into school with parental permission, the phone must be handed to an adult in year 6 in the morning. The adult will ensure that the phone is locked away and remain so until the end of the day. An adult will then return the phone before children walk home. Adults in school are not permitted to have mobile phones on their person in school and mobile phones are kept away from children. The exception is during staff break times or during PPA times, when staff are using designated areas, designed specifically for staff only and away from children.

Children with Additional Needs

We recognise that some children communicate their needs through challenging behaviour. If children are regularly displaying challenging or escalating behaviours, they may be referred to the school's Family Support Team, Learning Mentors, the Leadership team or the school SENDco. A support programme of work or behaviour plan will be devised along with the class teacher and parent/carer. This may also mean that children will have specific and tailored behaviour approaches that differ slightly from the whole school approach.

Adults support children to feel safe (emotionally and physically) and children know they will be supported with their behaviour. Adults make clear distinctions between validating children's emotion whilst still addressing any unacceptable behaviour and provide alternative positive choices.

It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying reasons or possible triggers for them. Behaviour is often a reaction to events or circumstances, so adults need to understand how to make a change in provision or practice to support children. At Henley Green, we have a team of learning mentors who also support children to manage their emotions and behaviour as individuals.

Induction of New Pupils and Staff

All new children and families are given a copy of the school behaviour policy as part of induction with the family support team. It is important that parents and carers understand the school core values and how the school promotes positive behaviour. We ensure that new pupils understand the school behaviour expectations. We support them to recognise rewards for positive behaviour and to make the right behaviour choices.

As part of new staff induction, all staff receive a copy of the behaviour policy, safeguarding documents and safeguarding CPD. All staff have ongoing CPD to ensure understanding and consistency of the policy. Any amendments made to the policy are made in conjunction with staff, children and parents.

Supply staff all have access to the school policy and use the same consistent rewards as permanent staff.

Behaviour Off Site

Where pupils are not adhering to our school values on the way to or from school, or near school premises, school may consider it reasonable to impose sanctions for inappropriate behaviour outside of school. Parents will be informed, and school will decide on the appropriate level of sanction. School will take into consideration:

- the severity of behaviour
- the effect that the behaviour has had or may have on other pupils or members of the school community

Roles and Responsibilities of Designated Staff and Governors

Our designated Governor for Safeguarding and Behaviour is Gemma Sumner

Designated Safeguarding Lead – Rebecca Bond, Head Teacher

Deputy Designated Safeguarding Leads:

Cat Strickland – Deputy Head Teacher

Estelle Collett-Cox – Deputy Head Teacher

Jan Fossick – Family Support Team Manager

Jacqui Barker – Family Support Team

Kim McTigue – Family Support Team and Attendance Officer

SENDCO and Mental Health Lead – Estelle Collett-Cox

Child on Child abuse Including Sexual Violence and Sexual Harassment

Henley Green understands that both adults and other children can perpetrate abuse, and this can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies.

Expected action taken from all staff at Henley Green;

It is important to deal with a situation of child-on-child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred. It is equally important to deal with it sensitively, to think about the language used and the impact of that language on

both the children and the parents. For example; we do not use the words perpetrator or victim, as this can quickly create a 'blame' culture and leave a child labelled – all children in the situation could be considered as 'victims.'

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?).

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on the next course of action

If from the information gathered, it is believed any young person to be at risk of significant harm, Henley Green safeguarding & child protection procedures will be followed. Where a crime has been committed the police will be informed. If this is the case, once children services have been contacted and it is decided what will happen next, parents/carers will be informed of next steps.

Inform parents

If, once appropriate advice has been sought from police/children's services and agreement given to inform parents, this will happen as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents.

Next Steps:

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

Once the support required to meet the individual needs of the young person has been met, it is important that young person also receives support for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of harmful sexual behaviour, it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site. Particular support from identified services may be necessary.

In the event that an allegation of child-on-child abuse is made, all children affected will be supported by Henley Green staff and a referral to the Children and Family Initial Response Service (formerly MASH) will be considered.

Henley Green will never pass off child on child abuse as 'banter', 'having a laugh', 'part of growing up' or other such terminology that does not recognise the harm caused. We have a Zero-tolerance approach - all child-on-child abuse is unacceptable and will be taken seriously.

The school will adhere to guidance set out in Keeping Children Safe in Education document – as updated- and Sexual Violence and Sexual Harassment in Schools (September 2022) when responding to incidents of child-on-child abuse.

Internal Suspension

Children may temporarily work in a separate area of school with a member of the Senior Leadership Team. The aim is for children to have a restorative conversation and a chance to re-set their behaviour with support from an adult. They will be supported by senior staff at all times and not in isolation. Parents/carers are always informed of any internal suspension.

Short Term Reduced Timetables

In exceptional circumstances, there may be a need for a temporary, fixed term, part time timetable to meet a pupil's individual needs. Parents will attend a meeting with a senior leader/SENDco to discuss the reduced timetable and will be given a signed copy of the plan. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors and the Local Authority. The action plan will:

- Specify an end date that the child is expected to return to full-time education
- Be reviewed at least fortnightly
- Be shared and understood by parents
- Be signed by parents to register their consent
- Ensure that parents understand they are taking responsibility for the pupil when they are not in school and that they will supervise children who are off site

Reintegration Following a Fixed Term Suspension

If a child has been suspended from school, they will attend a reintegration meeting (with their parent/carer) on their first day back with a senior leader and parents/carers. This meeting will be to reflect on the reason for the suspension. It allows pupils, parents/carers and school to promote a climate of success and expectation for when children return.

Strategies for reintegration may include:

- A fixed period transition plan building up a child's time back in school.
- Learning Mentor support or Family Support Team work

In extreme cases the child may be permanently excluded; this sanction is used with the greatest reluctance. Fixed term suspensions and permanent exclusions will follow guidelines set by DfE and the Local Authority.

Positive Plans

An individual behaviour plan may be put into place for some pupils. This will outline support given by the class teacher/teaching assistants, learning mentors, senior leaders and external agencies where appropriate. The plan will be devised with staff and the pupil and shared with parents/carers in a meeting with the Head Teacher. The behaviour plan will support pupil identification of regulation and re-regulation.

EYFS and Transition To Y1

In the foundation stage, the development of children's personal and social skills is very much at the heart of the curriculum. Children will have regular keyworker discussions about different types of behaviour and the

consequences each behaviour has on others. If a child displays unwanted behaviour, the child will be given time to reflect on their behaviour and asked, with support, to think how they can improve it.

If a behaviour is dangerous to the child or others around them, then either the child will be moved immediately to a safe place or if safer to do so, other children will be moved to a safe space.

It is essential that restorative conversations take place which support the child to reflect on and manage their behaviours. Following thinking time children should be praised for positive behaviour to ensure positive reinforcement of Henley Green's core values.

Tracking and Monitoring Behaviour

All behaviour incidents will all be logged on CPOMS where they may need to be followed up by senior leaders and the Family Support team or Learning Mentors as necessary. Learning Mentors and teachers may also meet with the Family Support Team to discuss referrals for support.

Logged behaviour incidents are monitored by the Headteacher and Senior Leaders who access all incidents. Every two weeks the Head Teacher meets with the Family Support Team, this allows any persistent issues to be identified. If a child is persistently struggling with their behaviour, this may indicate a safeguarding issue or signal an unmet learning or developmental need. Behaviour will be discussed with parents and support may be put in place.

Lunchtime Behaviour

Lunchtime supervisors will follow the same behaviour policy as teaching staff. They will always role model good behaviour, be positive, and praise children as much as possible. Lunchtime Supervisors will award Dojos to children.

Lunchtime supervisors will support children to make good behaviour choices at lunchtimes. If it is felt it is not safe for any pupil to stay on the playground, a member of SLT will be called. SLT will decide on the next steps. The reason for calling for SLT support will be clearly explained to the pupil.

Lunchtime Supervisors are expected to deal with behaviour issues that occur at lunchtime and any incidents will be fed back to the teacher or teaching assistant during a handover at the end of lunch time.

Malicious Allegations Against Staff

Any allegation against staff will be fully investigated by the Headteacher and, if the allegation is found to be malicious, consequences will be put in place and may lead to staff suspension.

Team Teach and PRICE training

Some of our staff have been Team Teach trained. *'Team Teach is an accredited, award-winning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive*

relationships.’ Team Teach teaches positive behaviour strategies and de-escalation skills in a positive and respectful manner.

As a staff, we believe that the prevention of situations where physical restraint is used is always preferable. At Henley Green Primary School, and only if a child is in serious and immediate danger, will physical restraint be undertaken by a trained member of staff (usually a member of the Leadership Team).

As a staff body we have moved to PRICE training to replace TeamTeach.

PRICE Training places a significant emphasis on the importance of primary, secondary and non-restrictive tertiary strategies. From a person-centred approach, that aims to understand and meet the needs of individuals before difficulties arise, to recognising an individual’s early behavioural signs (physical, emotional, communicative); our courses offer creative experienced-based skills that are effective in preventing situations from escalating. A significant emphasis is also placed on the use of non-restrictive tertiary strategies, such as de-escalation, diversion, distraction or strategic capitulation as well as the use of breakaway techniques to safely respond to unwanted physical contact.

DFE Guidance – Restrictive Interventions and Reasonable Force (DFE information is all in Italics)

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

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

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

Use of reasonable force to search pupils

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

Staff will refer to the Searching, ‘Screening and Confiscation in Schools’ guidance.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Other physical contact with pupils

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

- *to give first aid*
- *to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to selfregulate*
- *to comfort a distressed pupil*
- *to congratulate or praise a pupil, for example a pat on the back or a handshake*
- *to demonstrate how to use a musical instrument*
- *to demonstrate exercises or techniques during PE lessons or sports coaching/ in assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:*
 - *the school's child protection (or any other relevant) policy*
 - *the applicable circumstances, such as whether there are other adults present*
 - *the individual pupil's age*
 - *any other material factors, including but not limited to whether the pupil has SEND or other vulnerabilities*

Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

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

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

Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom.

Policy and practice

Our policy emphasises the importance of minimising the need to use restrictive interventions, such as through prevention and de-escalation.

Whole-school measures can include:

- *consideration of how the school and classroom environment can support all pupils to achieve and thrive*
- *sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds*
- *training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation*
- *development of working staff-pupil relationships and trust*
- *recording and analysing data on the use of restrictive interventions to inform improvement planning*

Individual approaches can include:

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

Determining when use of restrictive interventions is appropriate:

There will be times when school staff may need to use restrictive interventions.

The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- *Staff should consider whether there are other more effective, less restrictive ways to manage a situation.*
- *Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.*
- *Where possible, staff should communicate with other staff members to understand any broader risks in the environment.*

Is it proportionate?

- *Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.*
- *If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.*
- *Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.¹⁴*

Staff should consider the impact on the pupil's overall welfare, *balanced against*

any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

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

This list of factors is not exhaustive

Pupil and staff support

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

If appropriate, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible. Incidents in which a member of staff uses reasonable force or seclusion on a pupil must be recorded as described in 'Recording and reporting duties' in this document. In addition, any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

Incident Reporting in Schools/ Reporting the use of force (statutory guidance)

Governing bodies of maintained schools and the proprietors of other schools must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

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

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

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

In discharging their duty to have a procedure in place for recording use of force incidents, the governing body must have regard to this guidance and any other relevant guidance issued by the Secretary of State for these purposes.

Schools should record the following details as a minimum:

- ***names of pupil and staff directly involved***
- ***any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code***
- ***time, date, location and approximate duration of the intervention***
- ***brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained***
- ***brief account of why the use of force was assessed as necessary in that instance***
- ***any post-incident support, such as details of any medical treatment for injuries or other adverse impacts***
- ***any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified***

- *details of any physical injuries sustained, if applicable*

Exceptions to the requirement to report are where:

- *the pupil is aged 20 or over; or 17*
- *it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.*

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

The governing body of a maintained school must take all reasonable steps to ensure that the school's procedures for recording and reporting the use of force and seclusion and restraint are complied with.

Searching, Screening and Confiscation

Headteachers (and staff they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school identify as an item which may be searched for.

The list of prohibited items is:

- **knives and weapons;**
- **alcohol;**
- **illegal drugs;**
- **stolen items;**
- **any article that the member of staff reasonably suspects has been, or is likely to be used:**
- **to commit an offence, or**
- **to cause personal injury to, or damage to property of; any person(including the pupil).**
- **an article specified in regulations:**
- **tobacco and cigarette papers;**
- **fireworks; and**
- **pornographic images.**

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

- If a child is found in possession of a prohibited item as listed above the school will follow policy as outlined in Searching, Screening and Confiscation: Advice for Schools DfE July 2022. This will be in conjunction with school sanctions appropriate to the age and circumstances of the child involved.

This policy is to be read in conjunction with the School policies published on our website:

- SEND Policy
- Online Safety Policy & Acceptable use of IT Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Staff code of conduct – for expectations for all staff.
- Searching, Screening and Confiscation: Advice for Schools DfE July 2022.

Review Programme	
Ratified by Governors	
Signed – Chair of Governors:	
Signed – Head Teacher	