Behaviour Policy
(incl. Anti-Bullying and Physical Intervention)

This policy was adopted by Governors at the meeting held on :	18th June 2026
Signed (Academy CommitteeChair):	Clive Hyland
Date of Review:	Summer 2027

Vision
'A small school with a big heart!' **- a Christ centred community where each person can become who God intended them to be.**

This is founded in the teachings of Jesus:

Luke 10:27

'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'

Mission

* We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry based curriculum of the highest quality.

* To live well together with community and church, so that all can flourish.

* To foster curiosity and delight in learning; developing confidence, resilience and wisdom.

* As a small school, to know, value and support each person as a unique individual of inherent worth.

* To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others.

* To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen.

In Ellingham School, we aim to live through the following values which reflect our Christian vision:

Compassion, Endurance, Justice, Service, Stewardship, Reverence and Wisdom

Aims and Expectations

At Ellingham Church of England Primary School we seek to create a safe friendly environment, which recognises the value of each person and the importance of respecting the differences and needs in each person. We promote Christian values of love and forgiveness. We aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and community.

We want everyone in the school to feel valued and respected, and to be treated fairly and well. We recognise that children learn respect by receiving it. We are a caring Christian community, whose values are built on mutual trust and respect with an understanding of right and wrong; the confidence to acknowledge wrongdoing; the ability to forgive one another and the knowledge that it is possible to begin again. The school behaviour policy is designed to support all members of the school to live and work together. The school has a number of school rules, but the primary aim of this policy is to encourage good behaviour, prevent bullying and ensure everyone's safety. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, in an effective and considerate way.
Bullying should always be taken seriously. All bullying is unacceptable, whatever form it takes.

- We aim to tackle bullying by trying to prevent it from happening in the first place and by dealing with it consistently, fairly and effectively when it does. The school tries to ensure that all pupils understand the difference between bullying and simply 'falling out'.
- We treat all children fairly and apply the guidance in this policy in a consistent way.
- We encourage good behaviour in our school in order to develop strong self-esteem, a healthy respect for others and a well ordered environment with a working atmosphere that is conducive to high quality, successful learning.
- We aim, in each of our pupils, to develop self- control and nurture and encourage the ability to make wise decisions.
- We regularly remind pupils that if things go wrong because of disagreements, misunderstandings or lack of self- control any of the staff in school are able and willing to listen and provide support and we frequently encourage this.
- We encourage positive self- esteem, success and good behaviour through a rewards system. This is used to congratulate and celebrate good behaviour and positive attitudes throughout the school. Celebration of achievements takes place in Collective Worship, weekly, with the whole school.

Policy References

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- SEND Code of Practice 2014

This policy has due regard to the following guidance:

- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Restrictive interventions, including use of reasonable force, in schools'
- HM Government 'Reducing the Need for Restraint and Restrictive Intervention'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Positive Handling Policy
- School Uniform Policy
- Low Level Concerns Policy
- Complaints Policy
- Online Safety Policy

Strategies for Encouraging Good Behaviour

The Golden Rules

Do be gentle	*Do not hurt anybody*
Do be kind and helpful	*Do not hurt people's feelings*
Do work hard	*Do not waste your or any other people's time*
Do look after property	*Do not waste or damage things*
Do listen to people	*Do not interrupt*
Do be honest	*Do not cover up the truth*

We expect everyone to follow the Golden Rules.
These are followed throughout the school both inside and out in the school grounds. These are regularly discussed and reinforced throughout the school. In this way everyone in school knows the standard of behaviour we expect.

Rewards
We praise and reward children for effort, success and positive behaviour in a variety of ways, relevant to the age and development of the pupils, such as through 'marbles in a jar', 'Treasure Box' rewards, Friday treats, stickers, certificates. Each week children who have had a significant success, in any area of school life, are chosen for the 'Star of the Week' award and receive a small gift and sticker in Collective Worship; The school acknowledges all the efforts and achievements of children, both in and out of school, e.g., showing certificates etc. in Collective Worship.

Social, Emotional and Mental Health (SEMH) Needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Behaviour Incidents

We expect children to listen carefully to instructions in lessons. If they persistently do not, we ask them either to move to a place nearer the teacher, or to sit on their own.
We expect children to try their best. If they do not try, we may ask them to redo a task.
If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
If a child threatens, hurts or bullies another pupil, the staff member records the incident in the school behaviour log and/or Sims system. The Headteacher will ultimately decide which action to take. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher contacts the parents/carers of all the children involved in order to discuss the situation and agree a way forward.

Pupils who behave inappropriately either physically or verbally to one another or to a member of staff will leave the situation to discuss the incident with a member of staff, following the Thrive Approach 'Vital Relational Functions': attune; validate; contain; and regulate.
All involved have the opportunity to explain the events, recognise that they are responsible for their own behaviour and consider how best to put things right. An apology, with the understanding that this requires determination to avoid repetition of the incident, is usually exchanged. This may be verbally or in writing. Once this has happened the incident is closed.
If the incident is more serious, it will be logged in the SIMS computer behaviour log and the teacher responsible for the children will speak to the parents/ carers of all those concerned.
Behaviour that causes distress or disrupts other children's learning will not be tolerated.
If a pattern of disruptive behaviour occurs the school will consult outside agencies, e.g., Northumberland Inclusive Education Services. Further support for the pupil, parents and staff will be put in place. If a pupil presents a risk to her/himself or others, or to property, positive handling policy procedures may be followed. A short, fixed term exclusion from the school may be considered and undertaken if considered the best course of action, in consultation with the Chair of Governors and appropriate outside agencies.

Use of Restrictive Interventions and Reasonable Force

All staff in Ellingham School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being. Our policy on the use of restrictive intervention and reasonable force is part of our overall behaviour and pastoral care procedures.

Legal Framework
The DfE 'Restrictive interventions, including use of reasonable force, in schools' Guidance for schools in England 2026 allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children.
The right for school staff to use reasonable force is further set out in the DFE document Behaviour in Schools, which states that members of staff have the power to use reasonable force to prevent or stop a pupil from:

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

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where possible.
Reasonable minimal force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by the Department for Education's Teacher Standards.
Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

Communicating the school's approach to the use of force
DFE guidance states:
● Schools do not require parental consent to use force on a pupil
● Schools should not have a 'no contact' policy.
o There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil from causing harm.
● There are circumstances when it is appropriate for staff to have some physical contact with pupils, which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include:
o to administer first aid
o to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
o to comfort a distressed pupil

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

To make this assessment, the member of staff should consider the following:

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

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

3. **Have you considered the pupil's welfare?**
a. Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken.
b. 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.
c. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.
d. 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.

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

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

Whole-school measures include:
● application of a PACE approach (Playful, Accepting, Curious and Empathetic)
●consideration of how the school and classroom environment can be inclusive and support all pupils to achieve and thrive
● sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors, playgrounds and the hall
● training staff in effective communication and relational strategies, such as using an appropriate tone of voice, stance, noticing, wondering and empathy in order to aid de-escalation
● recording and analysing data on the use of restrictive interventions to inform improvement planning and individual risk assessment/support plans

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for "legally prohibited items."
Searches will be conducted in line with the statutory Searching, Screening and Confiscation in Schools guidance - linked here.

Risk Assessment/Support Plan
Some children with SEND, or additional needs, may require an individual risk assessment/support plan/ behaviour plan/ positive handling plan. This will be communicated to parents/carers and reviewed and updated accordingly. We will attempt to reduce risk by managing:

- The environment, including reducing stimuli or triggers that may be causing stress
- Staff approaches including
  - Body language
  - Communication
  - De-escalation strategies
- Medical factors, if relevant

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

Reporting and Recording
Statutory guidance states that those with a governance responsibility must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.
We will contact parents/carers to share incidents as appropriate and for every significant incident (statutory). This includes when physical force is used to implement a non-physical restrictive intervention. Parents/carers should be contacted as soon as possible following a significant incident, and the incident should be explained to them. This action will also be recorded.
In deciding what a serious incident is, school leaders will use their professional judgment and consider the following:

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

A report of the incident made to parents should include the following details as a minimum:
- The time, date, location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary in that instance
- A brief account of what type of force was applied, and the degree of force
- The details of any physical injuries sustained, if applicable

The school will communicate this verbally wherever possible and follow up in writing (statutory) via email. This includes any child who required seclusion or restraint as part of a behaviour support plan or risk assessment.
Where necessary and appropriate, we will invite parents/carers into school to discuss significant incidents so that we can look at any potential warning signs/triggers or actions that may be done differently in the future.

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

Seclusion
We may use seclusion as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.
Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.
NB: Seclusion will not be used by staff through the threat of punishment.
The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.
An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting'.

Pupil and Staff Support
As a school, we will evaluate all incidents involving restrictive intervention and seclusion as soon as practicable after an event to understand why it was used and the impact on pupils and staff. We will also look for any patterns or trends and identify how the use of restrictive interventions may be avoided in the future.
If appropriate, the pupils and staff members involved should receive a medical assessment and treatment for any injuries as soon as possible. Injuries will be recorded in line with our Health and Safety policy.
The school will also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be part of the debriefing process and will look to understand what happened during the incident and why. This will aim to bring closure to the incident.
As a school, we will continue to monitor pupil and staff wellbeing and provide additional support

Bullying
Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour that is repeated over time on those who feel powerless to resist, with the intention of causing distress. The people involved are: those who are bullied; any witnesses; those who carry out the bullying behaviour.
Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults, or between adults and children.
Bullying typically has seven elements:

- an initial desire to hurt;
- the desire is expressed in action;
- someone is hurt either physically or emotionally;
- there is an imbalance of power;
- it is without justification;
- it is typically repeated;
- evidence of enjoyment by those who bully.

Bullying can take the following forms:

- **Physical** – hitting, kicking, nipping, tripping, shoving, taking belongings, damaging property.
- **Verbal** – name calling, insulting, intimidating, teasing, making offensive remarks.
- **Cyber** – using digital technology to: send abusive or hurtful texts/emails/posts/images or videos; deliberately excluding others online; spreading nasty gossip or rumours; imitating others online or using their log-in.

- **Covert**- ignoring people, leaving them out of groups, lying, spreading rumours, playing nasty jokes to embarrass and humiliate, negative facial or physical gestures, menacing or contemptuous looks, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.
- **Prejudicial** – this can include all of the other types of bullying but is based on targeting those who are different in terms of race, religion, disability, sexual orientation or appearance.

In line with the latest guidance, Ellingham C of E Primary school will ensure that the school has in place:

1. Procedures to minimise the risk of child on child abuse;
2. The systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
3. How allegations of peer-on-peer abuse will be recorded, investigated and dealt with;
4. Clear processes as to how victims, perpetrators and any other children affected by peer-on-peer abuse will be supported;
5. A recognition that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported;

Child on Child abuse is also clearly referenced in the school's Safeguarding Policy.

Recognising Bullying

Anyone can bully or experience bullying. Bullying is not a natural part of growing up and should never be accepted as such. All bullying is unacceptable.
Those being bullied may show some of the following signs:

- becoming withdrawn or disruptive;
- a marked change in behaviour;
- unwillingness to take part in activities;
- unwillingness to venture into some areas of a building;
- possessions go missing;
- property is damaged;
- signs of distress, such as crying easily;
- physical symptoms such as bruising, stomach upsets, headaches, bedwetting, sleep disruption;
- stealing things to give to the bully or replace taken items.
- those who are bullied are often reluctant to say what is wrong or ask for help.

Sexual Abuse and Harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Preventative Behaviour Measures

- Training staff in positive techniques, e.g., Relational Approach
- Training pupils as 'Breaktime Buddies' (older children who volunteer to care for and play with others) and peer mediators.
- Relationships units of work in the PSHE/RSHE curriculums.
- Activities during 'Anti-bullying Week' (more information available)
- Acts of Collective Worship which focus on bullying, feelings, friendships.
- Circle Time and Philosophy discussions.
- PSHE lessons on bullying, feelings, friendships, responsibilities.

Actions to Tackle Bullying

In this school we aim to tackle bullying by trying to prevent it from happening in the first place, and by tackling it consistently, fairly and effectively when it does. There are regular activities that are part of preventative work, and will help all the children in the school to understand what bullying is, how it feels and what to do if it happens to them or they see it happening.
Pupils focus on celebrating similarities and differences. Differences are often used as a reason for bullying – something that we make clear is unacceptable in our school.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.
The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.
Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.
Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.
Staff voice will be considered when the school develops and refines its behaviour policies and procedures.
The SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

What to do if there is a behaviour incident in school:

Pupils:

If pupils have been involved in an incident either receiving unacceptable behaviour or bullying, giving it, or as witnesses, they should be clear that they should share it with a member of staff immediately and that sharing is not 'telling tales,' but a way to put a stop to the distress caused to themselves or to another child. The member of staff will hear all sides of the story listening to each child involved individually away from other children. This helps the child to take responsibility for their actions and build a greater sense of responsibility and, therefore, reduce the likelihood of recurrence of similar acts in the future.

Parents:

We expect parents to share any concerns they may have about their child's wellbeing. This includes any indication that their child may be having difficulties with relationships or any indication of any bullying incidents.

If there is a behaviour incident, including bullying (by the definitions outlined in this policy) parents will be informed and asked to come in to discuss the problem. The school works with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to work with the school, as set out in the home–school agreement. We inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher, in line with our Low Level Concerns and Complaints policies.

All Staff:

The member of staff will report any incident to the Headteacher at the earliest opportunity. The details will be recorded in the school's log.

Staff will encourage a culture in which it is safe to share feelings and concerns.

Additional circle time and other activities to reinforce positive, supportive behaviour will take place when appropriate, either in small groups or with the class or whole school.

The pupil who has caused a behaviour incident, or bullied, will need to develop empathy and respect for others and learn to recognise that actions have consequences and that they are responsible for them.

The pupil who has been a victim of a behaviour incident, or who has been bullied, may need a period of time away from the perpetrator, e.g., in a classroom with a friend instead of in the playground.

Staff will be given regular opportunities for training in behaviour support and anti-bullying strategies. Staff are responsible for developing supportive, respectful, and trustworthy relationships with each other.

Class Teacher:

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of children's behaviour, and they strive to ensure that all children work to the best of their ability. Teachers are responsible for developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

The class teacher treats each child fairly and enforces the classroom code of behaviour consistently. The teacher treats all children in their class with respect and understanding.

If a child displays challenging behaviour repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in line with school policy. However, if behaviour of concern continues, the class teacher seeks help and advice from the Headteacher.

If necessary, support from external agencies will be sought to aid and guide the progress of the child. The class teacher may, for example, discuss the needs of a child with Emotional Wellbeing Support Service.

The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Headteacher:
It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
The Headteacher keeps records of all reported serious incidents of challenging behaviour.

Governors
The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Our named Governor with responsibility for behaviour and anti–bullying is Clive Hyland

Pupil Behaviour Outside of the School
Teachers can discipline pupils for incidents outside of school if:

- a pupil is taking part in a school organised or school-related activity;
- they are travelling to or from school;
- they are wearing their school uniform or are identifiable as a pupil of ours;
- their behaviour could have repercussions for the orderly running of the school;
- their behaviour poses a threat to another pupil or member of the public;
- their behaviour could adversely affect the reputation of the school.

A Headteacher's duty of care to prevent bullying is applied only within the precincts of the school. However, where a pupil reports bullying off the school premises, it may be appropriate to:

- talk to school transport providers if bullying happens on school minibuses or taxis;
- talk to the Headteachers of other local schools where pupils from these schools are involved;
- talk to pupils about how to handle bullying outside school premises;
- Discuss specific problem areas with our local community police officer.

Sexual Abuse and Harassment
The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.
The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Monitoring, Evaluation and Review
The school will review this policy annually in consultation with the pupils, parents/carers, staff and Governors and assess its implementation and effectiveness. The policy will continue to be positively promoted and implemented throughout the school.

Appendix 1: STATUTORY RECORD OF RESTRICTIVE INTERVENTION

Instructions:

1. This form must be completed for any significant incident involving the use of Reasonable Force, Seclusion, or Restraint (including non-physical restraint).
2. It must be completed as soon as practicable after the incident (ideally the same day).

PART A: LOGISTICS & PEOPLE INVOLVED

Field	Details
Incident Reference ID:	
Date of incident:	
Time of incident:	
Location:	
Duration of intervention:	*Approximate minutes:*
Name of pupil:	
Year Group / Class:	
SEND status: (check the box that applies)	None SEN Support (K) EHCP
Staff member(s) Involved:	
Witnesses (staff/pupils):	

PART B: CONTEXT & DE-ESCALATION (Pre-Incident)

Statutory Requirement: Describe what led up to the incident and the preventative strategies used.

1. **Triggers / what started the incident**
   Use the box below to outline what was happening before the behaviour escalated. e.g., lesson changeover, transition, refusal of task, refusal to follow instructions, damage to property, conflict with peer(s), verbal abuse

Commentary:

2. **De-escalation & preventative strategies attempted:**
   Check those that apply

Verbal advice/support
Reassurance/encouragement
Distraction/redirection
Offering time to self-regulate
Change of staff member/involvement of a colleague
Change of environment/move away from the incident area
Offering choices
Reminder about the benefit of making good decisions
Reminder of consequences
Other: _____

PART C: THE INTERVENTION (the event)

Statutory Requirement: Brief account of the type of force/restraint and degree of force.

3. **Type of intervention used:**
   Check the primary category **(only one)**

REASONABLE FORCE (Physical)
- *For example, held to prevent movement, break up a fight, or remove from the room/area*

SECLUSION (Confinement)
- *For example, a pupil is confined alone in a room/area and prevented from leaving (safety measure).*

RESTRAINT (Non-physical)
- *Restriction of movement without direct contact (e.g., removing a walking aid/wheelchair, blocking a path).*

4. **Description of action/hold:**
    a. Describe exactly how the pupil was held or restricted. e.g., "Two-person escort," "Standing wrap," "Room door blocked"

Commentary:

5. **Degree of Force (If applicable):**

Low
Medium
High

PART D: JUSTIFICATION (the "why")

Statutory Requirement: Account of why the intervention was assessed as necessary.

6. **The intervention was necessary to prevent:**

Injury to the pupil themselves
Injury to staff or other pupils
Damage to school property
Damage to another person's property (pupil/staff member)
Disorder (Force only - not applicable to Seclusion)
Serious harm (Specific threshold for Seclusion)
Criminal Offence

7. **Narrative of Risk:**

Why was this intervention necessary at this moment? Why were less restrictive options insufficient?

Commentary:

PART E: OUTCOME & SUPPORT

Statutory Requirement: Injuries and post-incident support.

8. **Injuries:**

Pupil	Yes	No	Details (if applicable)
Staff	Yes	No	Details (if applicable)

9. Medical treatment/First Aid Administered?

Pupil	Yes	No	Details (if applicable)
Staff	Yes	No	Details (if applicable)

10. Post-Incident Support (Debrief/Repair):

a. Has a follow-up conversation occurred to support wellbeing and learning?

Pupil	Yes (add date)	Scheduled for <<add date>>
Staff	Yes (add date)	Scheduled for <<add date>>

PART F: PARENTAL REPORTING (Mandatory duty)

Statutory Requirement: Parents must be informed as soon as practicable (ideally, the same day).

Reporting Step	Details
Date parent informed:	
Time parent informed:	
Method:	Phone Email Letter Face-to-Face
Staff member who informed parent:	
Was a written copy provided? **NB: this is best practice.**	Yes No
Follow-up meeting offer:	Accepted Declined

	Pending

PART G: MANAGEMENT REVIEW & DATA INTERROGATION

Non-statutory Duty: Governors must interrogate data for patterns.

- **Is this part of a Behaviour/Pastoral Support Plan (BSP)?**
  Yes
  No
- **Does the BSP/PSP need to be reviewed?**
  Yes (add date if yes)
  No

Signed (Staff Member): _____ Date: _____

Signed (DSL / Headteacher): _____ Date: _____

GUIDANCE NOTES FOR COMPLETION (April 2026)

1. **Statutory Duty**
   a. Under Section 93A of the Education and Inspections Act 2006 and the 2025 Regulations, recording this information is a legal requirement, not optional.
2. **Seclusion vs. Time Out**
   a. **Seclusion** is a safety measure where a child is forced to stay alone and cannot leave. It *must* be recorded here.
   b. **Time Out/Removal** is a disciplinary measure (e.g., "Go stand in the corridor"). If the child is *physically prevented* from leaving the time out, it becomes Seclusion.
3. **Parental Rights**
   a. Parents must be informed of the *fact* of the incident, the *reason*, and the *nature* of the force/restriction.
   b. Exceptions only apply if reporting would cause the child "significant harm" (e.g., specific safeguarding context).
4. **SEND Code**
   a. You must record the SEN status code (e.g., K for Support, E for EHCP) to allow for statutory data analysis on disproportionality.