Richmond Hill Primary

BEHAVIOUR POLICY AND PROCEDURES

Approved by[1]			
Name:	Rachel Blair		
Position:	Headteacher		
Signed:			
Date:	9.10.26	**Version No:**	**2**
Proposed review date:	9.10.27		

Head teacher is free to approve this Policy and procedures and to determine the review period. It does not require approval by the Governing Body. Governing Bodies must formulate a 'Behaviour principles written statement' (published on the school website). Policy and procedures must be brought to the attention of pupils, parents, and relevant others at least annually.

CONTENTS

POLICY STATEMENT **1**

1. Definitions **1**

2. Introduction **1**

3. Ethos **2**

4. Aims **3**

5. Communication **3**

PROCEDURES **4**

1. Responsibilities **4**

1.1 What pupils can expect from staff 4
1.2 What staff can expect from pupils 4
1.3 What staff can expect from their colleagues 5
1.4 What staff can expect from parents 5
1.5 What parents can expect from staff and other adults in the school 6

2. The school behaviour curriculum **6**

3. Celebrating success **7**

4. Responding to misbehaviour **7**

4.1 Restorative justice/Reflection on actions 9
4.2 Sanctions and disciplinary action 9
Items banned under the school rules *9*
4.3 Suspension, permanent exclusion and pupil movement 10
4.4 Reintegration 10

5. Responding to the behaviour of pupils with SEND or other health conditions **10**

6. Pupil support **11**

7. Attendance and punctuality **11**

8. Pupil conduct and misbehaviour outside the school premises **12**

8.1 What the law allows 12
8.2 Out of school behaviour 12
8.3 Sanctions and disciplinary action – off-site behaviour 12

9. Restrictive interventions, including the use of reasonable force **13**

10. Mental health and behaviour **13**

11. Child on child abuse **13**

11.1 Minimising the risk of safeguarding concerns towards pupils from other pupils 14

12. Harmful sexual behaviour (HSB), sexual violence and sexual harassment (SVSH) **14**

12.1 Types of HSB or SVSH conduct 14
12.2 Managing a report of HSB and SVSH 15
12.3 Internal Management of reports of HSB or SVSH 16
12.4 Sanctions 17

13. Bullying **17**

13.1 What is bullying? 17
13.2 Reporting and recording incidents of bullying 19
13.3 Tackling bullying 19
13.4 Strategies for dealing with bullying 19
13.5 Strategies for dealing with the bully 19
13.6 Strategies to support a victim 19

14. Suspected criminal behaviour including the possession/use of drugs **19**

14.1 When to contact the Police/sanctions 20
14.2 Procedures for dealing with alcohol or drug-related incidents involving adults 20

15. Allegations of abuse/concerns against staff and other adults working in the school (including volunteers, contractors and supply staff) 21

16. Behaviour of parents and other visitors to the school 21

16.1 Types of behaviour that are considered serious and unacceptable 21
16.2 Procedures for dealing with unacceptable behaviour 22
16.3 Unacceptable use of technology 23

1. Introduction 1

2. Terminology 1

3. Objectives 2

4. Background: what the law says 2

5. Reducing the need for restrictive intervention or force 3

6. When the use of restrictive interventions or reasonable force might be appropriate 3

7. Determining when the use of restrictive interventions or reasonable force is appropriate 4

8. Unacceptable use of restrictive interventions or force 5

9. Seclusion 6

10. Pupils with special educational needs and/or disabilities 6

11. Implementation and use of Behaviour Management Plans (BMPs) 7

12. Recording and reporting significant incidents 7

13. Recording and reporting the use of seclusion, non-force related restraint or immobilisation 8

14. Records transfer and retention 8

14.4 The institutional incident log 9
14.5 Transfer of records when a pupil moves school 9
14.6 Record retention 9

15. Post incident measures 9

16. Other physical contact with pupils 10

17. Use of reasonable force to search pupils 10

18. Staff training 11

19. Governor monitoring 11

20. Complaints and allegations 12

Appendix A : Restrictive interventions, including use of reasonable force procedures

POLICY STATEMENT

1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil, or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g., carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

Wherever the term 'school' is used this a will usually include wraparound care provided by a setting such as Breakfast and After School clubs.

2. Introduction

In their document 'Behaviour in Schools – Advice for head teachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils, and parents.

Legislation requires that every school must have a Behaviour Policy. Good behaviour in schools is central to a good education. Managing behaviour successfully allows us to provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Our aim is to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Our pupils will be taught explicitly what good behaviour looks like although it is recognised that some pupils will need additional support to reach the expected standard of behaviour. Where this is required, we will identify individual support required and put this in place as soon as possible. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. This will, however, be a last resort. Where suspension or exclusion is deemed absolutely necessary, we will make reference to the DfE guidance on School suspensions and permanent exclusions to ensure that these interventions are used appropriately. The school also has a Suspension and permanent exclusion Policy and procedures to which reference will be made where necessary.

In the event of a national Public Health Emergency, there may be situations where additional measures need to be introduced to reduce the risk of ill health as a result of the emergency. Where this is the case, the Governors may introduce an Addendum to this Policy and procedures in order to properly impose recommended control measures on the school community. The school community will be advised by the school in advance and prior to additional recommended measures being imposed.

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, social and cultural (SMSC), mental, and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school pays regard to the DfE Departmental advice for maintained schools 'Promoting fundamental British values as part of SMSC in schools'.

The Governing Body of a maintained school is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors must have a 'Statement of Behaviour Principles'. (DfE – Statutory policies for maintained schools). Detailed guidance for Governors is available in Behaviour and discipline in schools: guidance for governing bodies. In turn, the Head teacher must act in accordance with the Governors' Statement of Behaviour Principles' and have regard to any guidance provided by the Governors on promoting good behaviour in school. Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary sanctions for breaking the rules.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. We will actively engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Our leaders will make sure that all new staff are 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. Our leaders will also consider any appropriate training which is required for staff, both at induction and at regular intervals to meet their duties and functions within this Behaviour Policy.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for staff and other adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the Teachers' Standards 2011 (updated 2013 and 2021) which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be asked about their experience of behaviour and given the opportunity to provide feedback on the school's behaviour culture to help support the evaluation, improvement and implementation of this Policy. Where the behaviour of a pupil is deteriorating or becoming problematic, as well as reinforcing our behaviour expectations at every opportunity, additional support will be made available in the form of re-induction of rules, routines and expected standards of behaviour. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

The procedures which support this Policy include measures to prevent all forms of bullying, harassment and intimidation among pupils.

This Policy and procedures should be read in conjunction with the following school Policies and procedures:

- Overarching Safeguarding Statement
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and procedures
- Whistleblowing procedures
- Supporting pupils at school with medical conditions Policy and procedures
- Equality Policy and procedures/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- Attendance Policy
- Suspensions and Exclusion Policy and procedures
- Missing Child procedures
- Complaints procedure
- Code of Conduct for Staff and other Adults
- Educational Visits procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- Surveillance Camera Procedures (including CCTV) - can form part of Data Protection Policy

3. Ethos

The following values inform our behaviour policy and our expectations of pupils:

- Respect
- Confidence
- Support

- Friendship
- Kindness
- Being Safe
- Honesty
- Happiness

'We always live by our values and always strive to do our best'.

4. Aims

At Richmond Hill Primary School we aim to:

- create a welcoming and co-operative school community in which relationships are based upon mutual support, respect and trust and where everyone feels valued;
- foster the children's self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent as learners;
- provide a secure and enriching environment where learning can take place with enjoyment;
- provide opportunities that encourage the children to work co-operatively together;
- develop the children's awareness and sensitivity towards living things and the world in which we live.

5. Communication

Communicating the school Policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

We will publish the school Behaviour Policy and procedures in writing to parents, staff and pupils at least once a year. We will also publish this Policy and procedures on the school website along with the Governors' Statement of Behaviour Principles.

PROCEDURES

1. Responsibilities

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

Our school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. The Head teacher, in particular, is responsible for implementing measures to secure acceptable standards of behaviour and will support all staff in managing pupil behaviour through successful implementation of this Policy.

Staff and other adults also have an important role in developing a calm and safe environment in which all pupils can learn and reach their full potential and establishing clear boundaries of acceptable pupil behaviour. Staff and other adults will therefore uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

All staff and other adults will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff have received clear guidance about school expectations of their own conduct at school and this is set out explicitly in the school Staff Code of Conduct/Staff handbook.

The role of parents is also crucial in helping us to develop and maintain good behaviour. Parents will be encouraged to get to know our school's Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents will also be encouraged to reinforce the Policy at home as appropriate. Where a parent has a concern about management of behaviour, they are advised to raise this directly with the Head teacher or other Senior Leader whilst continuing to work in partnership with us. Where appropriate, we will involve and include parents in any pastoral work following misbehaviour.

1.1 What pupils can expect from staff

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

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

1.2 What staff can expect from pupils

Staff may expect pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- treat all members of the school community with dignity, kindness and respect;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- behave appropriately when outside school;
- be an ambassador for the school.

1.3 What staff can expect from their colleagues

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

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

1.4 What staff can expect from parents

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

- treat all staff, pupils, other parents and other adults with dignity, kindness and respect. Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a staff member or other adult will not be tolerated;
- behave responsibly whilst on school premises;
- report any incidents of bullying both online (cyberbullying) and offline, physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling) as soon as they are discovered so that the issue can be dealt with promptly by school staff;

- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g., PE kit;
- ensure that their child attends school regularly and contact the school as soon as possible in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies, and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes and vaping;
- refrain from using foul, threatening, abusive or derogatory language at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend, or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

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

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

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

2. The school behaviour curriculum

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. This behaviour strategy will be taught to all pupils so that they understand what behaviour is expected and encouraged and what is unacceptable or prohibited. All staff and other adults are expected to positively reinforce when expectations are met and impose appropriate sanctions when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture.

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of unacceptable or prohibited behaviours and is outlined in our expectations of each member of the school community described in section 1. above. Our behaviour curriculum represents the key habits and routines required in school.

Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

3. Celebrating success

Our pupils behave well and respond to positive encouragement. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. In addition to verbal praise we also reward by:

- Class Dojo points - linked to the parent/carer mobile device apps,
- Class Dojo =counter for their house
- Star of the Week certificates= counter for their house
- Praise Assembly celebrations
- Positive feedback postcards sent home half-termly,
- Various other certificates awarded during assemblies such as Time Table Rock Stars.

Some children are always well behaved, kind and hard working and do not need these incentives as they have self-discipline and motivation. We try to give this special attention. We strive to ensure that our behaviour system is fair. We work hard to ensure that where needed, children with behavioural difficulties are well supported. This may mean that support for individual children is needs based and therefore rewards maybe slightly more structured. Our main aim is however to improve children's attitudes and achievement. We will always reward improvement, however small and whatever the starting point.

4. Responding to misbehaviour

Although this school aims to focus on positives, there are unfortunately occasions when a minority of pupils let themselves, the school, and others down through their unacceptable or inappropriate behaviour.

In such circumstances, staff will respond predictably, promptly and assertively in accordance with this Policy and the training and direction they have received. The first priority will be to ensure the safety of pupils and staff and to restore a calm and safe environment. It is important for staff across the school to respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence**: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement**: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

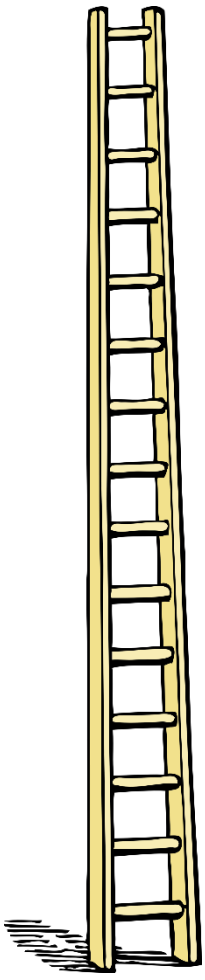
Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND or other health condition (including any not previously identified) , has been subject to criminal exploitation, or is experiencing significant challenges at home.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. We will be clear about our approach and in which category any action falls, ensuring that the action complies with the law relating to each category.

Consideration will also be given as to whether the misbehaviour gives cause to suspect that a child is suffering, or likely to suffer, harm. Where we consider this to be the case, we will follow the school's Child Protection Policy and procedures and staff are advised to alert the Designated Safeguarding Lead (or deputy) as soon as possible. They will consider if pastoral support, an early help intervention or a referral to the Cumberland Children Advice and Support Services (CASS) is appropriate.

The Behaviour Ladder

All children will start each day on 'Great', as we expect them to follow all of our school rules. Time will be given at each stage to allow the child to respond to adult intervention. We use Class Dojo on occasions to give a visual negative sanction, after a warning has been given. It is therefore currently used in conjunction with the behaviour ladder.



Fantastic = To recognise exceptionally good behaviour.

Great = To recognise those that are always well behaved and follow school rules.

Make a choice = a warning

(to be given when behaviour has been spotted and the pupil needs to make a choice to move back up the ladder. If that behaviour or persistent low level disruption continues, then a warning and reminder of expected behaviour will be given before a pupil moves down to the next level)

Ten minutes = If inappropriate behaviour continues then a child will move to this rung of the ladder. Again a firm, clear description of the inappropriate behaviour linked to the school Rules will be given and advice how the behaviour should be changed. The consequence is 10 minutes 'time out' during playtime with a member of staff.

Make a choice = a warning

Oh No = If a child is swearing, hurting others, rude or constantly refusing to comply with School rules, then they will move to this rung of the ladder. The consequence is to miss their playtime (30 minutes 'time out' during lunchtime break). A letter to parents will be sent home to be signed and returned to school. It will then be put in the Oh No file in the main office. This will be checked by the SENCO regularly. A behaviour plan may then be put in place if appropriate.

Make a choice = a warning

Internal exclusion = If the inappropriate behaviour persists, then the child moves below the bottom rung. The consequence is all playtimes in 'Time out' and internal exclusion from class if appropriate. After 3 times on Oh no! Parents will be invited into school to discuss the child's behaviour and the child will be put on report for a week in order to monitor their behaviour patterns closely to analyse and put in any support deemed appropriate. However, each case will be looked at individually, and is at the discretion of the head teacher, depending on the severity.

We place inappropriate behaviour into three categories:

1. Abusive behaviour towards pupils or adults;
2. Disruptive behaviour which prevents others from learning;
3. Dangerous behaviour which puts safety at risk.

Each situation which arises is different and will be treated with sensitivity by the staff and governors. Provocation is also taken into consideration and everyone's points of view taken into account

4.1 Restorative justice/Reflection on actions

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

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

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

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

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

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again. This may ultimately include advising the perpetrator to apologise to the relevant person, if appropriate.

In any event, it is absolutely crucial to consider the views of the victim before embarking on any type of restorative justice. Depending on the circumstances of the issue or concern, the victim may not wish to speak to the perpetrator face to face under any circumstances and such a situation may be extremely detrimental to the victim's recovery.

4.2 Sanctions and disciplinary action

Our priority is to foster positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes the rights of others. In such situations there are a series of procedures, with possible consequences, which are followed. These are described in the Behaviour Ladder flow chart below. The Behaviour Ladder has been established to sit alongside our reward systems and is used consistently by staff in school. It is a positive aid to help children visually see how serious their behaviour has been and to encourage pupils to work well.

Items banned under the school rules

The following are items which are banned by the school under the school rules and a pupil may be searched for these items (see Searching Screening and confiscation above):

- Mobile phones
- Digital media devices or similar used in class
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches
- Vapes

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

4.3 Suspension, permanent exclusion and pupil movement

The Government supports Head teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to pupils, staff, and parents our behaviour expectations and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early/Family Help Services, and we strive to foster good parental engagement.

The decision to suspend or exclude a pupil from school will be taken in the following circumstances:

- In response to a serious breach of this Policy and procedures.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

A suspension or exclusion from school will only be considered where the school has exhausted the strategies, practices and interventions set out in this Policy and where they have not been successful in improving a pupil's behaviour. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion – see point 8. below.

Exclusion from school in any form will be a last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to our Suspension and exclusion Policy and procedures and the DfE guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

In order to ensure a pupil's continued education, we may also consider a managed move to another school or direction to an alternative off-site provision. Depending on the individual neds and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. Further information on suspension and exclusion is available in our Suspension and Exclusion Policy and procedures which is available to download from the school website.

4.4 Reintegration

We have a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour. Further information on reintegration strategies following suspension, exclusion or off-site direction is available in our Suspension and Exclusion Policy and procedures.

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

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

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

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

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

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

6. Pupil support

We aim to support all our pupils to ensure that every child succeeds during their time at the school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

- Targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- Increased communication between home and school (call to Virtual School Head for cared for children).
- Individual support plans – particularly provided to pupils with additional needs where those needs might affect behaviour.
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school.
- Inquiries into circumstances outside of school including at home, conducted by the DSL or deputy.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Referral to the school counsellor or mentor.
- Consideration of alternative curriculum provision.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

7. Attendance and punctuality

All our staff and pupils are aware of the importance of good attendance and we set high expectations for the attendance and punctuality of all pupils. Regular attendance is important to a child's attainment, wellbeing and wider development.

We have an Attendance Policy and procedures and refer to the DfE statutory guidance 'Working together to improve school attendance', which sets out our expectations of pupils and parents including details of the start and close of the day, register closing times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence. The Attendance Policy and procedures also provides details of the national framework for penalties which may be imposed on parents when their child/ren fail to attend school without the required permission from the Head teacher.

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. We also use this information to monitor attendance so that we can support pupils, in conjunction with their parents, to enable them to attend school regularly. Good attendance and punctuality are also essential skills for later life.

For further information, see the School Attendance Policy and procedures available to download from the school website.

8. Pupil conduct and misbehaviour outside the school premises

8.1 What the law allows

Schools have the statutory power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In the main, sanctions will be imposed in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is either witnessed by a staff member or reported to the school, will be in line with this Policy taking individual circumstances into account.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or,
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful where it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

8.2 Out of school behaviour

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

- good order on all transport (including public transport) to and from school, educational visits, or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public;
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

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

8.3 Sanctions and disciplinary action – off-site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g., bullying (in all its forms) another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

9. Restrictive interventions, including the use of reasonable force

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

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

For further information on this issue please refer to Appendix A to this Policy and procedures.

10. Mental health and behaviour

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the latest edition of the Promoting children and young people's mental health and wellbeing - a whole school or college approach issued by the Children and Young People's Mental Health Coalition, leads to improved pupil emotional health and wellbeing which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff and other adults, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If staff need more specific guidance on this, we can refer to the DfE guidance Mental health and behaviour in schools for support and our Mentally Healthy Schools Resources.

11. Child on child abuse

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, racism, prejudice-based and discriminatory bullying); harmful sexual behaviour (HSB) sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; the consensual or non-consensual sharing of nudes and/or semi-nudes and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges; and,

- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

We recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported.

We also recognise that children who are lesbian, gay or bisexual can be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable to abuse as children who are. In such circumstances, staff will endeavour to reduce the additional barriers faced by gender questioning children and provide trusted adults with whom they can be open, speak out or share their concerns.

We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Guidance on dealing with cases of child on child abuse is included in our Child Protection Policy and procedures.

Consideration will also be given to the advice contained within the DfE statutory guidance Keeping Children Safe in Education, and the UKCIS Education Group publication Sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared.

11.1 Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or the CASS) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report child on child abuse and the issue is discussed as part of PSHE curriculum.

12. Harmful sexual behaviour (HSB), sexual violence and sexual harassment (SVSH)

Harmful sexual behaviour (HSB), sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. HSB, sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We recognise, acknowledge and understand the scale of harassment and abuse in schools generally and that even if there are no reports in this school, it does not mean it is not happening, it may be the case that it is just not being reported.

We have a **zero-tolerance** approach in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

We will consider sexual harassment in broad terms and understand that sexual harassment (as set out below) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

12.1 Types of HSB or SVSH conduct

Types of conduct that is inappropriate and may constitute HSB, sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;

- sexual "jokes" or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against someone or interfering with someone's clothes, grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Consideration will be given to when any of this crosses a line into sexual violence (potentially criminal in nature) – it is important to talk to and consider the experience of the victim;
- displaying pictures, photos or drawings of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting" (which is a criminal offence), "down blousing", or flashing;
- purposefully cornering or hindering an individual's normal movements;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - consensual and non-consensual sharing of nudes and/or semi-nudes. Making and sharing nude photographs/videos (including the use of AI) of U18s is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools.
    - making and sharing of unwanted explicit content;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including on social media;
    - sexual exploitation coercion and threats; and,
    - coercing others into sharing images of themselves or performing acts they are not comfortable with online.

12.2 Managing a report of HSB and SVSH

We will consider every report on a case-by-case basis. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken for them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. All concerns/allegations of child on child abuse will be handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

Sanctions for incidents of SVSH will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve the CASS or the Police where it is determined that a crime has been committed.

A KAHSC Model Response to reports of child on child HSB, sexual violence and sexual harassment flowchart is available to download from the KAHub.

Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted including siblings and other close relatives.

Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will, however, be balanced with the school's duty and responsibilities to protect other children.

We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- Staff who observe or suspect any form of child on child abuse must inform the Head teacher as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers much as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.
- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the Head teacher to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and to whom the report will be passed.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the Head teacher must be informed as soon as possible.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on Searching, screening and confiscation. Staff will not view or forward illegal images of a child but will discuss with the Head teacher whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.
- A factual written or electronic record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Head teacher should contact the CASS for the area in which the child normally resides to discuss the case. It is possible that the CASS is already aware of child protection concerns around this young person. The Head teacher will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The Head teacher will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, (whether that is with part of a person's body or an object), HSB, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). See 'When to call the Police' for further guidance.
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the pupil being complained about for a period of time in accordance with this Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of this Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the CASS nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

12.3 Internal Management of reports of HSB or SVSH

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as the Cumberland Children Advice and Support Service (CASS) and the Police as required.

Whatever the response, it will be underpinned by the principle that there is a **zero-tolerance** approach to HSB, sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Where behaviour between children is abusive or violent, the incident will be dealt with using methods such as an Early/Family Help Assessment or where necessary a referral to the CASS or the Police. However, where support from local agencies is not available or the incident is considered to be inappropriate or problematic, the school may need to handle allegations/concerns internally. It may be appropriate to handle the incident using this Policy and procedures and the procedures to be followed in the case of bullying. All concerns, discussions, decisions and reasons for the decisions will be recorded either in writing or electronically. The services of external specialists may be required to support the process.

12.4 Sanctions

Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for the alleged perpetrator(s) behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

It is good practice for the school (Head teacher) to meet the victim's parents with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school (Head teacher) to meet with alleged perpetrator's parents to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will also be discussed.

Sanctions may include additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with this Policy and procedures) such as a detention, SLT supervision or a fixed-term exclusion to allow the pupil to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Head teacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

Disciplinary interventions alone are rarely able to solve issues of child on child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

Part five of Keeping Children Safe in Education provides examples of situations where specific sanctions have been utilised.

13. Bullying

In addition to the sections below, we have a section on child on child abuse in our Child Protection Policy and procedures.

13.1 What is bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Specific types of bullying (cyberbullying, prejudice-based and discriminatory bullying) include those relating to:

- race, religion or belief, culture, sex (gender), gender reassignment;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or 'cared for' children or otherwise related to home circumstances;
- sexist or sexual bullying and sexual harassment.

It can take place between pupils, between pupils and staff, parents, and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing, or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet (consensual and non-consensual sharing of nude and/or semi-nude images and/or videos);
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyberbullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images and/or videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Cyberbullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyberbullying occurs while pupils are outside our direct supervision (i.e., at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening, and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

13.2 Reporting and recording incidents of bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher or Head of Year to be investigated and appropriate action taken. Parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. This Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

13.3 Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

13.4 Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programmes that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Circle time
- Access to bully boxes
- Acceptable Internet Use Agreement is signed by all, and online safety is discussed in Computing lessons.
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Anti-bullying Ambassadors

13.5 Strategies for dealing with the bully

- Disciplinary sanction imposed either exclusion or time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One-to-one interview with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

13.6 Strategies to support a victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

14. Suspected criminal behaviour including the possession/use of drugs

In cases when a member of staff or the Head teacher suspects criminal behaviour including the use of or possession of volatile substances or illegal drugs, the school will make an initial assessment of whether an incident should be reported to the Police only by gathering enough information to establish the facts of the

case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence.

Once a decision is made to report the incident to Police, we will ensure any further action they take does not interfere with any Police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with Police action.

When making a report to the Police, it will often be appropriate to make in tandem a report to the CASS. As set out in Keeping Children Safe in Education, it would be expected in most cases that the DSL (or deputy) would take the lead.

14.1 When to contact the Police/sanctions

The Police will always be contacted in situations where controlled drugs are found unless there is good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff should take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the Police, or disposed of as above, if the member of staff believes they could be harmful. Any decisions made on the appropriate sanctions to impose will consider the advice of the Police. Further advice on this subject can be found in the NPCC guidance document When to call the Police – Guidance for schools and colleges.

If other substances are found which are not believed to be controlled drugs, but the member of staff believes they could be harmful, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises. Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

As a result of a drug-related incident, the pupil(s) concerned will be subject to sanctions. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

14.2 Procedures for dealing with alcohol or drug-related incidents involving adults

The following examples are situations where concerns about alcohol/drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and, in each case, the Head teacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt the contact an alternative adult carer for the child before contacting the CASS and, if necessary, the Police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils outside school premises, the Head teacher or other member of staff will consult with the Police.

15. Allegations of abuse/concerns against staff and other adults working in the school (including volunteers, contractors and supply staff)

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse/concerns against members of staff, supply staff, trainee teachers, volunteers, contractors and other children. This procedure forms part of our Child Protection Policy and procedures.

The procedure aims to ensure that all allegations are dealt with fairly, consistently, and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. Where an allegation is made against supply staff employed by an Agency, or a trainee teacher placed by a Teacher Training Agency, the school will take the lead and will collect the facts when an allegation is made. In such cases, we will involve the Agency in any further investigations and follow-up procedures.

If a member of staff has a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures and procedures for reporting low-level concerns about another adult who works with children in the school. Further information on how to report a low-level concern is outlined in the school's Code of Conduct for staff and other adults.

If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it in line with this Policy and procedures.

The procedure complies with the framework for managing cases of allegations of abuse/low-level concerns against people who work with children, as set out in Part four of the DfE statutory guidance Keeping Children Safe in Education and the Cumberland SCP Core procedures.

16. Behaviour of parents and other visitors to the school

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

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

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

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

16.1 Types of behaviour that are considered serious and unacceptable

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

- Shouting, either in person or over the telephone

- Speaking in an aggressive/threatening tone
- Physical intimidation e.g., standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Physical/verbal abuse against either a pupil or adult
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Spitting
- Racist, sexist, defamatory or other derogatory comments or abuse
- All types of sexual violence and sexual harassment as outlined above
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

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

16.2 Procedures for dealing with unacceptable behaviour

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

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated, and the visitor will be asked to leave the school immediately. It is an offence under Section 547 of the Education Act 1996 (as amended by Section 206 (schedule 20) of the Education Act 2002) for any person (including a parent/carer) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

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

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

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

The school will take action where behaviour is unacceptable or serious and breaches this Policy and procedures.

16.3 Unacceptable use of technology

The school takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using online technologies. The expectation of parents is set out on page 2. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

Acceptable Use Agreements exist for pupils, staff and governors of the school and form part of our Online Safety Policy and procedures.

RESTRICTIVE INTERVENTIONS INCLUDING THE USE OF REASONABLE FORCE PROCEDURES

1. Introduction

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

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

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

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

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

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

- Child Protection Policy and procedures
- Code of Conduct for staff and other adults
- Health and Safety Policy and procedures/arrangements
- Equality Policy/Objectives
- Special Educational Needs and Disabilities (SEND) Policy/Information Report
- Drug Policy
- Supporting Pupils at School with Medical Conditions Policy and procedures
- Off Site Visits procedures

2. Terminology

For clarity, these procedures use the following definitions:

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

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

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

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances[1]. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident[2]: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in Section 15 (Other physical contact with pupils). This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, securing the place so that the pupil cannot leave it, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides, securing the pupil to a fixed or heavy object or removing a pupil's auxiliary aid that they usually use to help them move e.g. crutches, would all be considered forms of restraint.

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

3. Objectives

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

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

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

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

4. Background: what the law says

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

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

Employers (LA, Governors) have a duty Under the Health and Safety at Work etc. Act, 1974, to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. We will, therefore, carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force

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

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

and/or other restrictive interventions may be required can do so as safely as possible[3].

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

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

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

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

5. Reducing the need for restrictive intervention or force

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

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

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

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

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

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

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

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in such a way that seriously disrupts a lesson;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

[3] Health and Safety: responsibilities and duties for schools

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts;
- prevent a pupil committing deliberate damage to property;
- prevent a pupil from causing injury or damage, e.g. by accident, or rough play; pushing and shoving in a crowded situation or by misuse of dangerous materials or objects.

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

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

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

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

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

To make this assessment, staff will consider the following:

Is intervention or use of force necessary?

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

- Does the seriousness of the incident, the effect of injury, damage or disorder justify the use of force?
- What are the relative risks to self or others associated with the use of force compared with other strategies?
- Would de-escalation or distraction help?
- Can we ask the pupil to undertake a different task in a different area of the classroom?
- Would removal from the classroom altogether diffuse the situation e.g. transferring the pupil to another classroom or sending them on an errand in school?
- Is restrictive intervention likely to be successful to reduce the risks or would its use escalate the situation further leading to more harm than the behaviour itself?
- Would introducing other staff de-escalate the situation to an acceptable level without the need for restrictive intervention or would this potentially inflame the situation?

Is the proposed intervention proportionate in the circumstance?

Having made the decision to intervene, staff should:

- always use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks;
- consider whether the intervention itself is escalating the situation. Where this is the case, staff should reconsider their approach and attempt an alternative strategy;
- consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Has the pupil's welfare been considered?

Staff should always consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

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

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

8. Unacceptable use of restrictive interventions or force

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

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

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

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

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

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

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

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

9. Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. Seclusion will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion will never be implemented by staff through threat of punishment.

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

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

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

10. Pupils with special educational needs and/or disabilities

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

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

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

We will communicate with those staff who know the individual pupil well, with external professionals e.g. the virtual school Head, social workers or external behaviour specialists who are involved with the child and with parents to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

12. Recording and reporting significant incidents

The school does not require parental consent to use force on a pupil. The school has a statutory duty to record and report to parents in writing each significant incident in which a member of staff uses force on a pupil as part of the schools duty under section 93A (Education and Inspections Act 2006)[4].

Incidents which result in the use of force on a pupil will be recorded in writing as soon as practicable after the event. The staff member(s) involved are responsible for recording the event and they will endeavour to

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

do this no later than the same day. The requirement to record incidents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of the pupil's Behaviour Management Plan.

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

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

The exception to the requirement to report is where it appears to the staff member that reporting to the parent would be likely to result in serious harm to the pupil. In such instances, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the Cumberland CASS - Tel: 0333 240 1727) within whose area the pupils normally lives.

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

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

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

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

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

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

We have a legal duty under the Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025.[5] to ensure that we record incidents of non-disciplinary seclusion, restraint or immobilisation that may occur with or without direct physical contact for example the removal of a walking aid. The legal duty to record such incidents follows the same procedure as outlined in Section 12 above. The requirement to record applies even if the use of non-disciplinary seclusion, restraint or immobilisation in certain circumstances is agreed with parents as part of a pupil's BMP.

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

Where a non-disciplinary seclusion, restraint or immobilisation incident also constitutes a significant use of force, the same information does not need to be recorded twice. However, if a non-disciplinary seclusion, restraint or immobilisation incident **does not** constitute a significant incident of use of force, for example, the removal of a walking aid, this must be recorded and reported to parents under the procedures outlined in this Section and Section 12 above.

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

14. Records transfer and retention

[5] Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

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

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

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

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

14.4 The institutional incident log

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

14.5 Transfer of records when a pupil moves school

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

14.6 Record retention

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

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

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

15. Post incident measures

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

We will hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be framed as part of the overall debriefing process and look to understand

what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue.

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

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

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

16. Other physical contact with pupils

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

- to give first aid;
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate;
- to comfort a distressed pupil;
- to congratulate or praise a pupil, for example a pat on the back or a handshake;
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during PE lessons or sports coaching.

The above list is not exhaustive.

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

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

17. Use of reasonable force to search pupils

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

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

- Knives and weapons (Further guidance is available in KAHSC Safety Series G14 – Knives, Offensive Weapons and other inappropriate items)
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on electronic devices)
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

i) to commit an offence;
ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

If a pupil refuses to co-operate with a search, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. Authorised staff can use such force as is reasonable given the circumstances when conducting a search for 'prohibited or illegal items'. Such force **cannot** be used to search for other items which are banned under the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

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

18. Staff training

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

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

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

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

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

19. Governor monitoring

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

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

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective;
- identify areas of learning and development for school staff, supporting teachers and others to improve understanding and practice;
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan;
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

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

20. Complaints and allegations

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

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures outlined in the school's Child Protection Policy and procedures will be followed. This includes the provisions regarding suspension of staff.