

# ***Positive Behaviour Strategy, Anti bullying, Racist incident, Exclusion & Physical intervention policy***



DATE OF REVIEW: Spring 2026

DATE OF NEXT REVIEW: Summer 2028

TO BE REVIEWED BY: Governing board

## **Positive behaviour strategy**

### **Introduction**

The creation and maintenance of an orderly working environment is a prerequisite to effective teaching and learning. To achieve this, we aim to establish a positive ethos, which is conducive to learning and in which all individuals at Hatherleigh Community Primary School are respected.

Reflecting this ethos, our school's Positive Behaviour Strategy seeks to set guidelines that support our pupils within a caring framework and lead them to a position of self-discipline and personal responsibility.

Discipline needs to be seen in the much wider framework of how a school seeks to moderate and improve the behaviour of its pupils. As such, it includes the positive approach of praise, encouragement, incentives and inducements as well as the more negative one of criticism and accepting negative consequences.

Our Positive Behaviour Strategy is based on a whole school approach and is widely disseminated to all staff, pupils and parents/carers. There are clear procedures for dealing with breaches of discipline, and these will be consistently and fairly applied.

Part of growing up is about learning what is acceptable and unacceptable and taking responsibility for one's own behaviour. Our approach to discipline is to encourage and celebrate good behaviour and positive achievements in all children. All staff will make every effort to reinforce good behaviour and to promote a sense of achievement within all pupils.

## **Aims**

To develop an environment where everyone and especially children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.

To focus attention on the promotion of positive behaviour and on shared responsibility for dealing with instances of unacceptable behaviour.

To promote a shared approach to dealing with discipline issues by all adults in school and enable children to develop self-discipline by understanding and operating a code of behaviour.

## **Rationale**

It is fundamental that the whole Hatherleigh Community Primary School community (All staff, children and parents/carers) understand, are committed to, model and promote positive behaviour.

Positive Behaviour needs to be rewarded, encouraged and taught.

Positive Behaviour management is based on positive and respectful relationships between children and adults.

The whole Hatherleigh Community Primary School community must have ownership of a Positive Behaviour Strategy, have high expectations and apply it consistently and fairly throughout the school.

Hatherleigh Community Primary School children must learn from behaviour sanctions. If no learning takes place the sanctions need to be rethought.

## **Hatherleigh Community Primary School Positive Behaviour Traffic Lights**

- **Green Behaviour** (Expected positive behaviour based on our school values and Jenny Mosley's Golden Rules) For example listening when someone is speaking, hands up to speak, following instructions, respect for each other, honesty, kindness and good manners.
- **Yellow Behaviour** (Low level negative behaviour) For example calling out, not following instructions, talking in class/assembly, poor manners and being disrespectful
- **Red Behaviour** (High level negative behaviour) For example persistent low level behaviour, actions resulting in physical injury, upset or distress and damage to property.

Coloured Traffic lights are displayed in all classrooms

- **Green** – Expected behaviours
- **Yellow** – Low level negative behaviours
- **Red** – High level negative behaviours

The names or pictures of children are displayed around the Green light.

#### **Yellow behaviour** – low level negative behaviour

- If Yellow low level negative behaviour is seen a verbal warning is given, if the behaviour is repeated during that session, or of a time period appropriate for the age and needs of the child a Yellow card is issued and the child's name or picture is moved to the Yellow traffic light. If the behaviour is not repeated during the session, or of a time period appropriate for the age of the child the name or picture is moved back to the Green traffic light. Class teachers will keep a record of Yellow cards issued.
- If a child repeats the Yellow behaviour during the same session or time period appropriate for the age and needs of the child a Red card will be issued, their name or picture will be moved to the Red traffic light. The child will be sent to the Behaviour lead/ SLT and parents/carers will be informed by the class teacher. If no further incidents occur during the day the child's name or picture will be moved back to the Green traffic light for the start of the next day.
- If the same behaviour is repeated during the same week a second Red card will be issued. The child will be sent to the Behaviour lead/SLT, parents/carers will be informed by the class teacher and the child will receive a lunchtime detention. This will be an opportunity for the child to reflect upon their behaviour through discussion and activities.
- Detentions will take place at lunchtimes and will be supervised by a member of the Senior Leadership Team. All detentions will be recorded in a detention file.
- Red card behaviour will be communicated to the Behaviour lead using CPOMS for recording and identification of further need.
- The child's picture or name will move back from the Red traffic light to Green at the end of the session.

## **Red behaviour** – High level negative behaviour

- If Red behaviour is seen no warning or second chance will be given and the child's picture or name will be moved to Red and a Red card issued. The child will be sent to the Behaviour lead/SLT and parents/carers will be informed.
- The child will receive a lunchtime detention, this will be an opportunity for the child to reflect upon their behaviour through discussion and activities.
- Detentions will take place at lunchtimes and will be supervised by a member of the Senior Leadership Team. All detentions will be recorded in a detention file.
- Red card behaviour will be communicated to the Behaviour lead using CPOMS for recording and identification of further need.
- The child's picture or name will move back from the Red traffic light to Green after the detention

All teachers and Teaching assistants will be responsible for issuing warnings and Yellow and Red cards.

Midday supervisors are responsible for ensuring in the first instance class teachers then SLT are informed of behaviour incidents, they will then decide upon the appropriate action to take.

Class teachers and Teaching assistants are responsible for ensuring behaviour incidents are communicated to the Behaviour lead using CPOMS.

Parents/Carers will be notified of all incidents recorded on CPOMS by either email, phone call or face to face conversation.

A file will be kept by the Behaviour lead of all behaviour incidents and any other associated documentation such as Pastoral Support Plans, Behaviour management Plans or Behaviour team reports etc. These records will then be used for Behaviour analysis and reporting.

The SLT will make the final decision if there is any doubt on the appropriate action to take following a behaviour incident.

Age appropriateness will always be considered when deciding on the appropriate sanction or course of action.

The Positive Behaviour Strategy applies at all times when a child is in school or participating in a school activity. For example, school trips, residential or after school clubs.

Children's representation of the school, including sports fixtures, performances, productions, class and year group assemblies and school council duties will be dependent upon their

behaviour. On considering representation, cards issued and an account of their overall pattern of behaviour will be considered.

The Headteacher will make a final decision on any child's representation of the school.

Attendance of all off site and residential visits will also be dependent on a child's pattern of behaviour. If there is a concern a risk assessment for their inclusion will be completed and a decision for inclusion will be made by the Headteacher.

### **Other Formal sanctions**

When appropriate other behaviour sanctions or actions will be put in place including internal seclusion, report cards for all sessions, behaviour support team referral, pastoral support plans, behaviour management plans or removal from playground at all breaks when appropriate. This will also include after school detention when appropriate if lunchtime detention is seen to not have a positive effect on an individual's behaviour.

### **Risk of fixed term suspension**

A child receiving two Red cards for high level negative behaviour within a four-week period or shorter time frame as appropriate will result in an internal seclusion and a meeting between the child, parents/carers, class teacher and Behaviour lead to discuss the behaviour and that the child is at risk of further seclusion and fixed term suspension if further Red cards are issued. Strategies are put in place to support the child including the opening of a pastoral support plan if this is felt to be appropriate.

### **Suspension & seclusion**

A fixed term suspension will be issued, when appropriate and in consultation with the Head Teacher on the occasion of a child receiving a fourth Red card for the same repeated high level negative behaviour within a four-week period which has resulted in a detention and with no attempt at positive correction following the steps stated below

Step 1: Half day internal seclusion after receiving two red cards.

Step 2: Full day internal seclusion after receiving a third red card.

Step 3: Fixed term suspension after receiving a fourth red card.

Please note, this refers to Red cards that have resulted in a detention.

An internal seclusion of a half or a full day or a suspension may be issued immediately, if appropriate and after consultation with the Headteacher, for any extreme unacceptable behaviour.

All suspensions will be reported to the Local Authority and Hatherleigh Community Primary School Chair of Governors.

## **Hatherleigh Community Primary School Positive Behaviour Guardians**

This is designed to recognise and reward children who consistently behave well and display Positive Green behaviour at all times.

All children will have a Positive Green behaviour card kept in a box in the class and children achieving weekly Positive Green behaviour (No Yellow or Red cards or warnings) will be

- recognised and congratulated in weekly Praise assemblies.
- entered into a weekly class draw (using their Green card) to win a small prize.
- entered into a half termly whole school prize draw (using Positive Green behaviour cards) to participate in an exciting project or activity. The draw will take place in a whole school PBS prize draw assembly and one child will be chosen from each class. Any child who has been issued with a Yellow or Red card or received warnings during that half term will not be entered into the draw.

In addition to the draws, termly and end of year certificates will be awarded to children who have displayed consistent Positive Green behaviour. These children will also be recognised and congratulated in the end of term and final end of year whole school assembly.

# Anti-bullying policy

## Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. The school uses the evidence based KiVa antibullying program to reduce incidents of bullying and to effectively manage any bullying incidents that do occur.

## Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

## **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy in conjunction with the Positive behaviour strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy and Positive behaviour strategy termly and on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The KiVa antibullying program is used to support this learning. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient and appropriate training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **The role of the teacher**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. The KiVa antibullying program of lessons is used across KS2 to reduce potential bullying incidents by teaching children about how to not get involved in bullying.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied and follow the Positive Behaviour Strategy. If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. The KiVa antibullying program is used to record incidents, and to take action. This action includes supporting the victim by assigning a high social status pupil to protect them.

We also spend time talking to the child who has done the bullying: we explain why the action of the child was wrong, and children who bully others will receive punishment in line with the Positive behaviour strategy as outlined above. We endeavour to help the child change their behaviour in future. This happens through regular check-ins and, if a child is repeatedly involved in bullying other children, we inform the Headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation.

In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the behaviour support

services. Further support for the victim may involve counselling and support for the victim of the bullying.

We record all incidents of bullying that occur including in school, near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event using the KiVa form one, which is scanned into CPOMS and report to the Senior Leadership Team.

Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and Positive behaviour strategy and to actively encourage their child to be a positive member of the school.

### **Monitoring and review**

This policy is monitored on a regular basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying record, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

# Racist Incident Policy

The school has adopted and will follow the Local Authority advice and guidance.

Where the incident involves a pupil and the alleged perpetrator is a member of Staff, it will be dealt with according to the School's Disciplinary Procedures.

Incidents where the victim and the alleged perpetrator are both members of Staff, the incident will also be dealt with according to the School's Disciplinary Procedure.

## The Legal Position

Under the Race Relations Act 1976 the school has a duty to ensure that it eliminates unfair racial discrimination and to promote equality of opportunity and good community relations.

Under the Act it is illegal to discriminate directly or indirectly against an individual on grounds of racial origin or to stir up racial hatred. "Racial grounds" are defined as race, colour, nationality – including citizenship – or ethnic or national origins.

Under the Criminal Justice and Public Order Act (1994) intentional racial harassment is a criminal offence.

## The Definition of a Racist Incident

Home Office advice and the recommendation of the Stephen Lawrence Inquiry is that:

"A racist incident is any incident which is perceived to be racist by the victim or any other person."

This definition is designed to take account of the possibility of a racist dimension to a situation and to ensure uniformity of reporting.

## Examples of Racial Harassment in School

Racial harassment in school might include:

- Verbal abuse of any kind, including name calling. (Terms such as "Paki", "Gypo", "Chocolate Face" etc. are designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general.).
- Physical assault.
- Physical threat, intimidation or harassment (including attacks on possessions).

- Ostracism in the playground, classroom or working groups.
- Racist jokes (including jokes about other nations or particular groups).
- Graffiti which is racially offensive.
- Wearing of racist badges or t-shirts.
- Distribution of racist literature, including jokes, cartoons, drawings etc.

### **Values, Ethos and Relationships**

The School is committed to an inclusive policy which encourages good relationships, mutual understanding and the celebration of diversity together with mutual respect and trust.

Every child in the school is valued equally.

Staff respect and nurture the individual identity of all children.

Governors and staff are committed to fairness, justice and respect in the way they behave towards each other.

Everyone is aware that racism is unacceptable and will not be tolerated.

Governors and staff value cultural and ethnic diversity and celebrate the achievements of all pupils through the curriculum, assemblies, displays, resources in the library and school events.

Where ethnic minority pupils form part of our school community, every effort is made to ensure that:

- Minority ethnic pupils feel that their home language, background and culture are valued.
- The parents of minority ethnic pupils feel positive about the school and are involved in their child's education.
- Staff are sensitive to the specific cultural, educational, and emotional needs of children such as those with English as an additional language (EAL), Traveller children, refugees or asylum seekers.

### **The Curriculum and Race Equality**

So that all children in the school will learn about their rights and responsibilities in a multicultural society, the curriculum is designed to include:

- Teaching about the entitlement of each individual to basic human rights.
- Using themes, units of work, books and materials which raise, explore and value issues of similarity and difference; and which challenge prejudice, racism and discrimination as well as promoting equal opportunity and Justice.

- Selecting books and other materials in the classroom, the library and the school displays which reflect a positive image of minority and ethnic groups in Britain and the wider world.
- Offering a global dimension to the curriculum which introduces pupils to the achievements of people in the wider world and issues of world history and development.
- Involving people from a range of backgrounds to share their experiences with pupils and pass on their knowledge and skills.
- Examining viewpoints and lifestyles and how they can be influenced by religious, social, cultural and economic factors.
- Providing opportunities for children to work cooperatively and collaboratively, to listen to each other and to discuss different viewpoints in a calm and rational manner.
- Developing the critical skills and knowledge of pupils so that they are able to detect and challenge examples of bias, prejudice, stereotyping and racism.
- Encouraging pupils to discuss openly examples of conflict and prejudice so that they are enabled to deal effectively with racist incidents and counter racial harassment.

### **Working with Parents**

All Parents/Carers of pupils at the school are expected to support the school in promoting race equality and countering racial harassment.

The school will:

- Inform all Parents/Carers about the school's policy on race equality.
- Encourage all Parents/Carers to play an active part in the life of the school and report any concerns they have about racism in the school.
- Ensure that Parents/Carers are informed if their child has been the victim of a racist incident. They will be told about the action taken by the School and reassured that the staff will support the child and make every effort to prevent any recurrence of the incident.
- Use opportunities presented by Assemblies, School functions, Parents' Evenings and Newsletters to share with all the Parents/Carers the commitment of the school to race equality.
- Challenge any racist views or comments which may be expressed by Parents/Carers in discussion with a member of staff or on the school premises, and drawing their attention to the school policy, LA guidelines and national legislation.
- Be alert to incidents which take place outside the school premises and being prepared to support families under threat of racial harassment. This might include working with outside agencies such as the Police.

## **Dealing with the Perpetrator(s) of a Racist Incident**

All racist incidents will be considered as serious and dealt with accordingly. The member of staff who first encounters the incident must express firm disapproval and take positive action to deal with the situation. Failing to do this could be seen as condoning the behaviour and thus discourage pupils and Parents/Carers from reporting incidents.

Prompt, appropriate and consistent responses from staff will encourage pupils and Parents/Carers to report incidents and share their concerns and worries.

As far as the perpetrator is concerned, it is the behaviour the school disapproves of and not the child.

Effective action could include:

- Investigating the incident to ascertain the facts, together with the background which led up to the incident.
- Drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong hurtful or offensive.
- Seeking an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated.
- Where an assurance is forthcoming, asking the pupil to apologise for his/her action.
- Referring the incident to a senior member of staff for disciplinary action in accordance with the school's Behaviour Policy.
- Contacting the parents to make it clear to them that such behaviour is unacceptable and that disciplinary action may be taken.
- In appropriate cases, considering the use of positive strategies other than sanctions and punishment which might help and encourage the pupil to overcome his/her prejudices and to desist from engaging in similar behaviour in the future;

## **Supporting the Victim**

Action taken to deal with a racist incident must include support for the victim. A caring, sensitive approach that includes reassurance will help demonstrate the school's commitment to combating racism.

Effective action could include:

- Speaking separately to the victim, giving him/her support and reassurance.
- Offering the pupil an opportunity to talk about the incident and say how he/she feels.
- Asking whether the pupil has been subject to racism on previous occasions.
- Recognising that the pupil might rather talk about the incident at a later stage.
- Explaining to the pupil the action that has and/or will be taken.
- Reassuring the pupil the school's commitment to combating racism and

encouraging him/her to report incidents in the future.

- Informing the parents of the incident; explaining what has happened and what action has been taken by the school; reassuring them that the school will take steps to try to prevent any repetition of the incident.

Care needs to be taken where an allegation of racial harassment is proven, on investigation, to be groundless, the complainant needs to have the situation explained with due sensitivity to ensure that they are not discouraged from expressing any similar concerns in the future.

### **Following up an Incident**

Effective action could include:

- Considering whether the actions of the perpetrator to see if there were any underlying reasons which might have made him/her behave in this way.
- Monitoring the perpetrator's future behaviour.
- Considering whether any other members of staff need to be informed.
- Identifying any particular places or times when pupils might be vulnerable, alerting duty staff; encouraging staff to keep an eye on the victim building up his/her trust over time.
- Consider whether the topic needs to be part of a class discussion, phase or whole-school assembly.
- Staff to be alert for pupils who may be suffering in silence.

### **Recording and Reporting Procedures**

- All incidents should be reported and recorded using the school Racist Incident report form, the Racist Incident log, CPOMS and the LA reporting return.
  - The Headteacher is responsible for overseeing the reporting procedure and will monitor this on a regular basis.
  - The information recorded will form the basis of the Headteacher's half termly incidents of a prejudicial nature report to Governors.

# Suspension and exclusions Policy

## Rationale

This policy is part of The Hatherleigh Community Primary School Positive Behaviour Strategy; it deals with the policy and practice which informs the school's use of suspension and exclusion. It is underpinned by the shared commitment of all members of the School community to achieve a very important aim;

To ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed.

## Introduction

The decision to issue a fixed term suspend or permanently exclude a pupil will be taken in the following circumstances;

- In response to a serious breach or series of serious breaches of the School's Behaviour Strategy.
- If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School.

Fixed term suspension or permanent exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the member of the Senior Leadership Team who is acting in that role).

When issuing a fixed term suspension or permanent exclusion the following procedure will be followed whilst making reference to all guidance contained in the DfE document **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - September 2022.**

## Suspension Procedure

- A pupil may be suspended for one or more fixed periods (up to 45 school days in a single academic year). A suspension is used to provide a clear signal of what is acceptable behaviour and to show a pupil that their current behaviour is putting them at risk of a permanent exclusion. Suspension may be used during parts of the day, for example lunchtime.
- When the decision has been made to issue a fixed term suspension parents, social workers and virtual school heads ( as appropriate) are contacted immediately and a letter will be sent by post giving details of the suspension and will include the period of suspension,

arrangements for work to be set and marked, parents rights to make representation and sources of information.

- The Chair of the Governing board will be informed and LA reporting and recording documentation completed and sent to Devon County Council.
- During a suspension pupils will have work set and marked.
- A return to School meeting will be held following the expiry of the fixed term suspension and this will involve a member of the Senior Management Team and other staff as appropriate.

## **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. When a serious one off behaviour incident has occurred or criminal act has been committed, the school will involve the police in any such offence.

The decision to permanently exclude will be made by the Headteacher and the procedure taken including informing parents, social workers, virtual school heads (as appropriate), Chair of governors and Devon County Council will follow guidance from Devon County Council and in accordance with the guidelines contained in the DfE document **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - September 2022.**

## **General Factors the School will consider before making a decision to suspend or permanently exclude**

Suspension or permanent exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the pupil concerned. Before deciding whether to suspend for a fixed period or permanently exclude the Headteacher will;

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the school policies.
- Allow the pupil to give his/her version of events.
- Check whether the incident may have been provoked.
- Follow the guidelines contained in the DfE document **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - September 2022.**

If the Head is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, a fixed term suspension or permanent exclusion will be the outcome.

For further information and guidance please refer to DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - September 2022.

# Physical Intervention Policy

The school recognises that physical intervention is one form of **restrictive intervention**. Restrictive interventions include any physical or non-physical action that limits a pupil's movement, liberty or independence in order to maintain safety. This includes the use of reasonable force and, where applicable, seclusion.

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness on the school CPOMS system. Records must include who was involved, what happened, why the intervention was necessary, the type and duration of the intervention, the outcome and any follow-up actions. Parents or carers will be informed of any significant restrictive intervention **as soon as practicable**, usually on the same day, unless this would place the child at increased risk.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Physical intervention and other restrictive interventions are used **only as a last resort**, when all reasonable de-escalation strategies have been exhausted, and only to maintain safety.

Any use must be **lawful, necessary, proportionate and time-limited**, and cease as soon as the risk has reduced.

Restrictive interventions, including reasonable force, must **never** be used as a punishment, to enforce compliance, or as part of routine behaviour management.

The school prioritises **early intervention, relational practice and de-escalation strategies** to reduce the need for restrictive interventions.

For pupils with SEND or additional vulnerabilities, behaviour support plans and risk assessments identify proactive strategies, reasonable adjustments and de-escalation approaches to minimise the need for restrictive interventions.

Staff must always use the **least restrictive option available**, applying professional judgement in response to the level of risk presented.

Following any restrictive intervention, the incident will be reviewed. Where appropriate, behaviour support plans, risk assessments and reasonable adjustments will be updated to reduce the likelihood of recurrence.

The governing body monitors the use of restrictive interventions, reviews patterns and ensures compliance with statutory guidance.