SHIREMOOR PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

In Shiremoor Primary School, we consider that good discipline is a vital part of school life to enable effective learning. Good discipline is also necessary to ensure the pupils' safety and well-being.

The ethos of the school is one in which its unique character and atmosphere promote an environment which will strive to ensure that all of our pupils can achieve their full potential in a happy and safe environment. Our core values of 'Aspire, Respect and Challenge' encapsulate our desire for children to be the best they can be.

School's role in discipline is an important one and can systematically and overtly contribute to pupils' personal and social development whilst impacting positively on mental health and well-being. Our staff are well-inducted in behaviour management and our senior team are very visible around school, resulting in a calm, happy, purposeful environment.

SHIREMOOR PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

Aims in regards to Behaviour and Discipline

- To safeguard all children.
- To create a positive environment which encourages and reinforces good behaviour.
- To ensure that pupils take responsibilities for their actions and accept the consequences of their behaviour choices.
- To ensure that learning time is maximised for all children.
- To define acceptable standards of behaviour and manage behaviour proactively whilst promoting positive behaviour such as honesty and courtesy and, our core words: Aspire, respect, challenge.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships based on kindness to others.
- To ensure that children complete assigned work to a high standard.
- To encourage the involvement of both home and school in the implementation of this policy.

Expectations of teachers

Teachers must:

- Have high standards of children in all that they do.
- Plan to ensure children's differing needs do not become a barrier to learning for them or others.
- Provide feedback around behaviour as part the school policy to ensure high expectation
- Manage the classroom effectively and fulfil the Teachers Standards so that children's learning time is maximised.
- Build strong, positive relationships with children.
- Be proactive, rather than reactive and role-model high expectations.
- Have consistent routines and language when acknowledging positive behaviour and addressing poor behaviour.

Expectations of parents

We want to work closely and happily with parents however, it is for the benefit of the children that parents work with staff.

Parents must:

- Accept and support staff decisions regarding sanctions as final.
- Actively reinforce school expectations at home to support their child's good behaviour.
- Communicate concerns directly with school in a constructive manner, rather than through social media or other public forums.
- Work in partnership with school staff to implement behaviour support plans where necessary.
- Model respectful and appropriate behaviour towards all members of the school community at all times.
- Explain clearly to their child why rules must be followed in order to prevent unsafe behaviour and disruption to the learning of others.

- Recognise that the school may determine the placement is no longer appropriate if parents are unwilling or unable to support the behaviour expectations of the school.
- Understand that parents who are not respectful of school staff, or who bring the school into disrepute (including online), may be banned from the premises.

Shiremoor Primary School has the following rules:

Be brave. Be kind. Be ready. Be safe.

We encourage all children to be **brave**, challenge themselves and aspire to be the very best version of themselves. We expect everyone to be **kind**, respectful and considerate towards all children and staff. We promote a positive attitude to learning, ensuring children are **ready** to learn, listen and participate in all activities. Above all, we teach children how to keep themselves and others **safe**, both inside and outside of school.

It is important that children know and keep the school rules.

Proactive Behaviour Management

Proactive strategies will be utilised to avoid the need for sanctions. These will include:

- High expectations of children in all that they do.
- Training children well in expectations of how they will behave at all times.
- Engaging lesson delivery which is well-paced to motivate children.
- Differentiated work that children can access at their own level including providing challenge for children with high ability in particular subject areas.
- Zero tolerance of low-level poor behaviour and disruption.
- Expectation that all children will participate throughout each lesson.
- Developing positive growth mindsets so that children have positive attitudes to their own learning and understand their own targets.
- Ensuring good positioning of children in lessons and having high levels of vigilance.
- Using strategies for individuals as required for additional needs that can be managed in a classroom with support e.g. individual work stations, visual timers, visual timetables, play zones, buddies, shortened unstructured times.

Rewards

Children need to develop a positive mindset where they understand the benefits of demonstrating correct choices in behaviour. The most effective reward is that of self-satisfaction and happiness derived from doing the right thing. The most common important reward is recognition in the form of praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Aspire, Respect, and Challenge Awards

SHIREMOOR PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

At Shiremoor Primary School, all children will have the opportunity to work towards earning a collection of awards that celebrate consistently excellent behaviour, across various categories, aligned with our core values: Aspire, Respect, and Challenge. These awards will be presented each half-term by both adults and peers and may recognise achievements such as:

- Demonstrating exemplary behaviour
- Serving as a positive role model
- Showing exceptional perseverance or resilience
- Being proactive in their personal development

Equal Opportunities

All rewards and sanctions must be fairly applied and consistently and in accordance with the schools Equal Opportunity Policy.

Sanctions

Teachers will use proactive behaviour management strategies to avoid the requirement for sanctions. Although proactive management, positive relationship building and internal motivation are central to the encouragement of good behaviour, when necessary, appropriate disciplinary sanctions that are reasonable and proportionate will be used. The purpose of these will be to show appropriate disapproval, to impress upon the student that what has been done is wrong, to deter them from repeating that behaviour and to show other students that such behaviour is unacceptable and to deter them from copying.

Sanctions range from:

- A verbal reprimand
- Expressions of disapproval from staff
- Warnings of consequences such as moving to an isolated space within the classroom
- Extra work or repeating of unsatisfactory work until it is of the required standard
- Withdrawal of privileges
- Removal from a group, class or particular activity
- Removal of lunchtime/break time
- Report sheet
- Referral to a senior member of staff
- Being placed on report
- Additional physical activity such as running around the playground
- School based community service such as picking up litter or helping to clear the dining hall
- Internal exclusion (Sanctioned by the Headteacher)
- This list is not comprehensive as the choice of punishment will be dependent on the behaviour that is being punished.

Unacceptable Behaviour

Serious unacceptable behaviour is any behaviour which may cause harm or upset to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- Disrespect towards staff, children, or visitors
- Refusing to comply with teacher instructions
- Refusing to comply with disciplinary sanctions
- Any act of physical aggression, assault, or behaviour that causes or attempts to cause harm to staff, pupils, or visitors
- Bullying, including verbal, physical, and cyberbullying.
- Use of inappropriate or offensive language
- Damaging or defacing school property or attempting to
- Theft
- Serious or persistent disruption of learning to self and others
- Behaviour deemed racist, sexist, homophobic, or other discriminatory behaviour
- Absconding from a member of staff

Any act of serious aggression or violence may lead directly to temporary or permanent exclusion, even if proactive strategies have not been exhausted. The safety and safeguarding of pupils and staff will always take precedence.
Any behaviour that causes complete disruption to the learning of others, may lead to temporary or permanent exclusion, even if proactive strategies have not been exhausted. Children come to school to be safe, happy and to learn and we will safeguard that right.

Behaviour deemed racist of any kind, including racist language, gestures, or actions, will result in an immediate internal exclusion. Racism is completely unacceptable and goes against the values of respect and inclusion that our school upholds.

School is allowed to issue detentions. Due to the age of our children, this is not common but the Headteachers reserve the right to implement a detention where non-compliance results in missed learning. Detention may be an opportunity to complete learning missed or may give the child thinking time to reflect on why they have been placed in detention. Detention can also be used at lunch-times however children will always have the opportunity to use the bathroom and eat their lunch and re-hydrate.
Parents may be expected to supervise the detention if using a member of staff disrupts the running of the school.

Internal Exclusion
If behaviour is deemed to be 'serious unacceptable behaviour', the Headteacher may choose to sanction an internal exclusion which is carried out in an isolation room. The expectation is that the child will work all day and have no interaction with anyone other than the supervisor. This has to be a severe punishment to ensure that children do not want to repeat the experience. Parents will be expected to bring their child to school via the front entrance and collect their child at the end of the day. If the child continues to behave inappropriately, the internal exclusion will continue until the child is remorseful

and respectful of rules. We cannot allow any child to have a detrimental impact on the safety or learning of others and so removal from the classroom may be used prior to an internal exclusion:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

Internal exclusion is for one day only; however, if the child has not been able to modify their behaviour, a subsequent internal exclusion may be held. Children who require repeated internal exclusions would be subject to a review of how school could support in improving the behaviour or seeking external advice and support.
Removal from a classroom may result in a child remaining out of the classroom for the rest of the day depending on the individual situation. Parents may have to supervise their own child if to use a member of staff would disrupt the learning of others.

Repeated incidents of internal exclusion may trigger immediate review and may lead to permanent exclusion.

External Exclusion and Suspensions
At Shiremoor Primary School, exclusion is not what we want to do to a child but it may be necessary to safeguard the well-being and right to learn of other children and staff.
Permanent exclusion may be applied where a pupil has:

- Committed a serious actual or threatened physical assault against another pupil, member of staff, or visitor.
- Engaged in repeated acts of aggression or violence which place others at risk.
- Behaved in a way that fundamentally undermines the school's ability to safeguard pupils and staff.

In these cases, permanent exclusion may be enacted without the need for further graduated behaviour strategies.

Extreme Behaviours

- Where extreme behaviour places others at risk, the school reserves the right to move immediately to suspension or permanent exclusion

The School's Responsibilities during external exclusion and suspensions:

During the first 5 days of any exclusion the school will set work for the student. From day 6 an excluded pupil must receive full-time education provided by the school, if the exclusion is fixed term, or by the Local Authority if the exclusion is permanent.

Parents/Carers Responsibilities during external exclusion and suspensions:

During the first 5 days of exclusion Parents/Carers must ensure their child is not in a public place during school hours without good cause. Parents/Carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this requirement. From day 6 Parents/Carers must ensure that the student attends full-time education by the designated provider.

Use of Force

Whilst school staff would endeavour to resolve every situation calmly, there may be times when it is necessary for members of staff to intervene physically for safeguarding purposes.

Use of force can be used to:

- Prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- To prevent a pupil causing deliberate damage to property;
- To prevent a pupil causing injury or damage by accident, by rough play or by misuse of dangerous materials or object;
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- To prevent a pupil behaving in a way that seriously disrupts a lesson; or
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

Parental consent is not required to restrain a pupil.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

a. Committing a criminal offence (or, for a pupil under age of criminal responsibility, what would be an offence for an older pupil);
b. Causing personal injury or damage to property; or
c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

I. Any member of staff at the school whilst on school premises
II. Any other person whom the Headteacher has authorised to have control or charge of pupils. This can also include people whom the Headteacher has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organised visits); and III. Does not include any pupils.

Appropriate staff have had training in de-escalation techniques and de-escalation would be considered good practise prior to restraint. Any force used will be reasonable proportionate and necessary to the situation and children will be given opportunity to avoid the need for force. Staff will be mindful that pupils with certain vulnerabilities may be more adversely affected by force. Any force used would be subject to reporting and recording procedures and parents would be notified. This would also be reported to Governors.

Children with additional needs

The majority of our children with additional needs such as ADD, ADHD, Autism etc, manage well in Shiremoor Primary School due to the strong routines and boundaries and the calm, quiet atmosphere. It is wrong to consider that, just because a child has additional needs that this affects their behaviour.

Where children have specific needs, teachers will work with the SENCo and parents to ensure that the child has specific support in place that suits their needs.

Our school is very inclusive however we do recognise that a minority of children with additional needs may not be best catered for in our school. This will be if we are unable to support their learning alongside the learning of others safely and productively despite making reasonable adjustments in which case we will seek external advice and support and work with parents to find the best solution for their child.

Extreme behaviours

When a child displays behaviours that are concerning, and threaten the learning and safety of others, the school have to consider if there are safeguarding situations that require additional agency support to identify why a child would display such behaviour. School must consider whether the misbehaviour gives cause to suspect that the pupil is suffering, or is likely to suffer harm. This would be considered by our designated safeguarding lead and advice would be sought from Front Door.

Peer on Peer, Abuse

At Shiremoor Primary School, we do not tolerate abuse of any kind. Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or a similar age. This can be face to face or online. It can refer to domestic abuse, child sexual exploitation, harmful sexual behaviour, serious youth crime or violence and can be a combination of these things. As a school, any of these matters would be thoroughly investigated with an understanding that a perpetrator can also be at risk of harm. Outside agencies would be involved as required. Children are supported in understanding who they can speak to
about concerns. Any allegations of this nature would have actions and outcomes logged.

Bullying (Including Racial and Child on Child Sexual Violence and Harassment)

At Shiremoor Primary School we do not tolerate any kind of bullying. Signs of Bullying should be recognised and all situations investigated and responded to quickly and appropriately. When parents suggest that they have a concern related to bullying, the matter will be investigated and short or long-term strategies or sanctions agreed and put in place with opportunities to evaluate measures taken. All incidents or allegations are recorded on CPOMS and records maintained. (Please see Data Protection Policy).

Following any report of child on child sexual violence or harassment in school or online, school will follow safeguarding procedures as outlined in Keeping Children Safe in Education.
Sexual violence or harassment is never acceptable and will not be tolerated. The police may be involved, along with other agencies where appropriate. Sexual language is not tolerated and children displaying this behaviour are likely to be referred to other agencies.

Online Behaviour

The way in which pupils relate to one another online can have a significant effect on school culture. Our rule is that, regardless of whether interaction is online, or in person, children should treat others with respect. Where this is not the case, we will seek advice from other agencies around how best to support the child. Parents are responsible for children's behaviour online however school has the right to sanction pupils when online behaviour poses a threat or causes harm to another pupil or affects the orderly running of the school. Children are taught in school about online safety and our expectations of them online.

Mobile Phones

School does not allow mobile phones on any offsite visit for safeguarding reasons. Children in Years 5 and 6 are permitted to bring mobile phones to school if they are out of sight. This is for the safeguarding of all children. We recognise that in Years 5 and 6 children are allowed to walk home alone and therefore a phone provides an element of safety. Children are not permitted to use phones in school, or on the school yard. Phones would be confiscated for the safety of all if used when in school. Any confiscated items could be collected from the school office following a conversation with a member of the senior leadership team.

Stop and Search

The Violent Crime Reduction Act 2006 gives staff the right to search children for offensive weapons. The Police must be informed of the seizure of knives, blades, offensive weapons, illegal drugs, stolen items, tobacco and cigarettes, fireworks, pornography or any other things which are reasonable grounds for suspecting are evidence in relation to an offence. We may also confiscate items which could cause personal injury, or damage to property. Staff may examine any data or files on an electronic device that has been confiscated as a result of a search if there is good reason (such as safeguarding concerns) to do so.

If the Headteacher, or member of staff has reasonable grounds to suspect that a pupil may have the items listed above, a search will be carried out. This will be done away from other pupils and with two members of staff to witness. The Headteacher will be aware of, and authorise, any search.

Staff will always seek the cooperation of the child however, if a child does not co-operate, we may sanction the child. Staff can use reasonable force to conduct a search but this would be overseen by the Headteacher and be a last resort. The search will only be of the child's outer clothing, pockets and possessions. Parents will always be informed of any search carried out and resulting actions.

Confiscation of Property

Children should not bring property of value to school. Children are expected to take responsibility for their own property. Staff reserve the right to confiscate property in the following circumstances:

- When the property interferes with the education of others.
- When the property may cause a health and safety issue.
- When more than one child claims ownership to the property.
- When the property is not part of school uniform.

- Where the property is illegal

Confiscated property will be handed, by the teacher, to the office and will remain in the office until a parent collects the property in person. This is in line with the Education and Inspections Act 2006, part 7 – discipline, behaviour, exclusions, chapter 1 school discipline.

Behaviour outside of school

Pupils can be sanctioned for poor behaviour outside of school if the behaviour negatively affects the safety and well-being of themselves or others or where they bring the school into disrepute. The Headteacher will decide on appropriate action if this is the case.

Our EYFS children are part of our whole school and therefore the whole school Behaviour and Discipline Policy applies however we do recognise that our youngest children are learning how to be able to do good sitting, good looking and good listening and how to get along with others. Our EYFS staff have specific training in understanding choices our youngest children make.

We also make small adaptations to consider that younger children may need immediate praise and rewards (such as special jobs) and may also need quick and appropriate sanctions that are designed for the individual e.g. sitting by the teacher, having a few seconds of thinking time, having a toy removed briefly.

Our main approach is always built around strong, positive relationships and proactive thinking of adults to anticipate and prevent. Younger children respond to positive distractions such as singing.

Where a child struggles to manage routines and relationships, we will meet with parents to discuss home/school approaches.

Use of Restrictive interventions and Reasonable Force policy

All staff in Shiremoor Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being.
Our policy on the use of restrictive intervention and reasonable force is part of our overall pastoral care procedures.
This policy should be read in conjunction with associated policies:

- Behaviour and Discipline policy
- Safeguarding and child protection policy

Legal Framework

The DfE Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England 2026 allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children.

The right for school staff to use reasonable force is further set out in the DFE document Behaviour in Schools, which states that members of staff have the power to use reasonable force to prevent or stop a pupil from:

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

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where possible.

Reasonable minimal force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by the Department of Education Teacher Standards.

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

Terminology used in this guidance and the DfE policy can be found in Appendix B

Communicating the school's approach to the use of force
DFE guidance states:

- Schools do not require parental consent to use force on a pupil.
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil from causing harm.
- There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:
- to administer 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

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

To make this assessment, the member of staff should consider the following:
Is it necessary?
• Staff should consider whether there are other more effective, less restrictive ways to manage a situation and assess whether a restrictive intervention is likely to successfully reduce the relevant risks.

• Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

• Staff should use the **least amount of force or least restrictive intervention necessary for the least amount of time required** to reduce the relevant risks.

• If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.

• Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

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

• Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.

• Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.

• For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

• Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

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

We will always look to minimise the need to use restrictive interventions, such as through prevention, de-escalation, and approaches for individual pupils.

Whole-school measures include:

• consideration of how the school and classroom environment can support all pupils to achieve and thrive

• sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds

• training staff in effective communication strategies, such as using an appropriate tone of voice and empathy to aid de-escalation

• development of working staff-pupil relationships and trust

• recording and analysing data on the use of restrictive interventions to inform improvement planning and individual risk assessment/support plans

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Head teachers and authorised staff can use such force as is reasonable, given the circumstances to conduct a search for "legally prohibited items."

Searches will be conducted in line with the statutory Searching, Screening and Confiscation in Schools guidance

Risk assessment/support plan

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

- the environment, including reducing stimuli or triggers that may be causing stress
- body language
- communication

The plan may also include:

- highlighting reactive strategies to de-escalate a conflict or to diffuse a situation and holds to be used if necessary
- briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- circumstances where it may be appropriate for staff to have increased physical contact with a pupil
- ensuring that additional support can be summoned if appropriate
- how support can be summoned if needed; any medical factors to be considered
- involving the parents/carers to ensure that they are clear about the specific action the school might need to take, and these will be reviewed after significant incidents

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

Reporting and recording

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

We will contact parents/carers to share incidents as appropriate and for every significant incident (statutory)*. The DfE states that a significant incident is any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupil'. This includes when physical force is used to implement a non-physical restrictive intervention. Parents/carers should be contacted as soon as possible following a significant incident, and the incident explained to them. This action will also be recorded.

In deciding what a serious incident is, school leaders will use their professional judgment and consider the following:

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

Staff will record on Cpoms all incidents of reasonable force in accordance with school policy and report these to the Head teacher.

Details must include:

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

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

This includes any child who required seclusion or restraint as part of a behaviour support plan or risk assessment.

Where suitable, we will invite parents/carers into school to discuss significant incidents, to look at any potential warning signs/triggers or actions that may be done differently in the future

Seclusion

We may use seclusion as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving. **Seclusion will not be implemented by staff through the threat of punishment.**

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

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

Pupil and staff support

As a school we will evaluate all incidents involving restrictive intervention as soon as practicable after an event to understand why it was used, the impact on pupils and staff. We will also look for any patterns or trends and identify how the use of restrictive interventions may be avoided in the future.

If appropriate, the pupils and staff members involved should receive a medical assessment and treatment for any injuries as soon as possible. Injuries will be recorded in line with our Health and Safety policy.

The school will also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be part of the debriefing process and look to understand what happened during the incident and why.
As a school, we will continue to monitor pupil and staff wellbeing and provide additional support if needed.

This Behaviour and Discipline Policy is reviewed annually.