



With God We Grow

Headteacher: Mrs S Bashora

Behaviour Policy incorporating Anti-Bullying and Restrictive Interventions

“Together we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop, flourish, to live in the world as the unique individuals God created us to be.”

At Clayton-le-Woods Church of England Primary School, our Behaviour Policy is built upon a framework of positive attitudes. Our ultimate aim is to encourage self-discipline, self-motivation and independence of thought and action through a culture of support and guidance, which is fair and restorative. Through this, pupils will develop and reach their fullest potential.

We made a conscious choice to combine both the whole school behaviour policy and the anti-bullying policy to reflect our drive to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally.

As a Church of England School, we believe that behaviour around school should demonstrate the Christian Values of:

- **Forgiveness** - Forgiveness without conditions so as to encourage new beginnings through the use of restorative justice. This helps children to understand the importance of laws whether they are those that govern the class, the school, or the country. Pupils are taught the value and reason behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- **Courage** – this allows the children to make independent choices and demonstrate resilience. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely. Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young children to make informed choices, through a safe environment and an empowering education.
- **Respect** – Mutual respect is a key value within our school community. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and demonstrate mutual respect.
- **Friendship** – We encourage the children to support and care for each other. For example: KS2 children take on the roles of Guardian Angels during lunchtime to promote friendship and help to the KS1 and EYFS children.
- **Thankfulness** – We appreciate each person for who they are and are therefore tolerant in all areas.
- **Truthfulness** – We promote truthfulness by encouraging children to be true to themselves and their beliefs, whilst being tolerant of others.



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The challenge of making Every Child Matter centres on universal expectations for every child:
Each child is accepted as a unique child of God.

All members of the school family will be welcomed into a secure, safe Christian environment where they are valued as unique “Children of God”, included and accepted as they are. The Christian ethos will promote self-worth, self-respect and trust so that each member has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.

Our school will work with the Church and other partners to provide a Christian environment where all are:

- Secure, valued and cared for by all other members of the Christian community
- Confident in voicing concerns, raising questions and exploring and confirming values and beliefs
- Listened to with respect – having their concerns recognised, recorded and appropriately acted upon
- Identified and appropriately supported if they are suffering from maltreatment, neglect, violence or sexual exploitation.
- Safe from accidental injury and death whilst on the school site and that pro-active measures are taken regarding safety in the neighbourhood
- Safe from bullying and discrimination in a Christian community that respects and cares for others
- Safe from crime and anti-social behaviour in this Christian school environment
- Adults are expected to lead by Christian example
- attuned, attachment friendly and nurturing

Context

This policy should be read in conjunction with the following:

Equality Information and Objectives
Child Protection and Safeguarding Policy
Special Educational Needs and Disabilities Policy
Staff Handbook
PHSE Statement of Intent
Online Safety Policy
SEMH strategy
SMSC Policy

Behaviour Management

The good reputation and high standards of the school depend on the behaviour of all its members, whether in school, in the playground, or out in the community.

Childrens’ Responsibility

Remember:-

- that all are “Children of God – Precious in his sight”



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- that your behaviour affects others
- that if you want a friend you have to be a friend
- do not do to others the things that you would not want others to do to you
- that everyone in our school is valued equally
- to act with courtesy and consideration to others at all times
- to try and understand other people's point of view
- racist behaviour of any kind is unacceptable
- to always tell the truth

In School it is the responsibility of all the children to:

- Make it as easy as possible for everyone to learn and the teachers to teach
- Always listen carefully to teachers and to each other
- Keep the school clean and tidy so that it is a welcoming place that we can be proud of
- Always work hard and do your best in whatever you are doing
- Respect the school's and each other's property at all times
- Always speak politely to everyone including your friends and visitors to the school
- Never answer back or speak rudely to anyone, wherever you are
- Always walk around in school

In the Playground it is the responsibility of all the children to:

- Be caring, considerate and tolerant towards each other when playing games – in the infants, Guardian Angels (Year 4/5 pupils) are used to support younger children's play.
- Respect other people's feelings as well as their bodies and therefore avoid hurting/upsetting others
- Understand that name calling and bad language are not acceptable, nor unkind teasing
- Remember that things which are dangerous are not allowed anywhere at school
- Remember that fighting or play fighting are not allowed at any time

Behaviour expectations in different parts of the school at different times of the day are displayed in each classroom, the hall and cloakroom areas.

Staff Responsibility for Behaviour Management

Our Church School will be effective and efficient as we:

- Appoint adults who meet health and legal employment requirements, including DBS clearance, and are in accord with the Christian ethos, aims and purposes of the school.
- Are proactive in providing regular behaviour management training opportunities for all staff.
- Support adults in furthering their professional skills in managing behaviour as they work as team members within the Christian community.
- Apply appropriate rewards/sanctions systems to complement the distinctive Christian ethos and to encourage behaviour that reflects the example of Jesus.
- Class teachers are fully responsible at all times throughout the day for the behaviour, learning and welfare of the pupils in their class.



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- All adults must ensure the behaviour policy is fully implemented throughout the day in all parts of the school to ensure that the children respect and understand that this is a fair, whole school approach.

Rules

Our whole school Golden Rules are as follows:

Be polite
Be respectful
Be responsible
Be ready to listen and learn
Be aware of the feelings of others
Be the best you can be

Rewards

We prioritise positive reinforcement, including praise and reward for children in a variety of ways:

- **Visual/non-verbal praise** identified as a smile, nod of the head or thumbs up.
- **Verbal praise** supporting children to be proud of their achievements.
- **Stickers** – given by teachers in class and by staff during lunchtimes and playtimes – these include Christian Value stickers that represent each of the six values taught in school.
- **Golden Ticks** – these are earned by the children for diligent work, demonstration of good manners, a kind nature, living the school values. A maximum of 2 ticks can be earned at any one time. This system is in place from Year 2 to Year 6. Rewards are given when a child reaches different milestones and parents will be informed through a Golden Ticket certificate handed out through Merit and Manners Worship

25 Golden Ticks – they earn an extra break

50 Golden Ticks – a hot chocolate with Head/Deputy

75 Golden Ticks – Non-uniform day

100 Golden ticks – Enrichment afternoon

- **Team Points** or similar collaboratively earned points for a group reward, earned in Year 1.
- **Merit and Manners Award**– Each class teacher selects two children to be given these awards weekly. The merit and manners award are given to children for demonstrating values linked to our Christian values and this will be identified in the comments given.
- **Headteacher commendations** are given for exceptionally good work, effort or attitude



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- All adults in school are encouraged to **contact parents on the phone/ via notes home** or in person to praise a child.
- **Above and beyond** – for those children demonstrating outstanding contribution to the life of school, a postcard will be sent by the Headteacher commending them on their achievement.

Consequences

The school adopts a Restorative Approach to questioning about behaviour issues:

(We recognise that some children will struggle with these questions so modification/ adults modelling will be used when necessary.)

- What happened? What is happening?
- What were you thinking/ feeling of at the time?
- What have you thought about since?
- What do you think/ feel now?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you need?
- What do you think you need to do to make things right?

We believe that children should take responsibility for their own actions / behaviour as far as they are able. If children have behaved inappropriately, they will have to reflect on what they have done, how it has affected others and how it can be put right.

The school employs a warning system to ensure a safe and positive learning environment for all. Warnings / sanctions are applied appropriately to each individual situation, such as **disturbing lessons, talking at inappropriate times, not listening, off task, calling out, not following instructions, or more extreme behaviour**. If disruptive behaviour is observed, several verbal cues will be provided to encourage children to correct their behaviour and make the right choices. If the disruptive behaviour continues, a formal verbal warning (yellow card) will be issued. Should this behaviour continue or worsen, a consequence (red card) will be issued, providing children time to reflect on their behaviour. Other staff who deal with issues must inform the class teacher so that the system remains consistent at all parts of the day. If a child receives 4 verbal warnings across the week or a sanction, parents will be informed by school, to always keep an open dialogue, working together to support all children.

Each teacher uses CPOMS to record any issues in the classroom and around school. This includes any concerns that may be raised about home, records of behavioural concerns and safeguarding issues.



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Early Years Foundation Stage (which incorporates Pre-School and Reception) and Year 1 will implement the sanctions element of this policy as and when they deem the children to have a clear enough understanding of their actions.

Behaviour Support Plan

Where the behaviour of a child is giving on-going causes for concern, a class teacher, with support from the SENDCo / SLT may produce an individualised behaviour support plan. This plan may be used to supplement this policy or may supersede sections of this policy. This behaviour support plan will be shared with parents and agreed in writing. A risk assessment may form part of this plan.

Further Support

When a child's behaviour has caused continued concern, external specialist agencies may be called upon to support the school, child, and family together to move forward.

Internal Exclusion within school

In the event of extreme behaviours, the use of internal exclusion may be used whereby the child will work for a period of time in an alternative environment to the classroom setting, this will be at the discretion of the headteacher in consultation with parents/carers.

Exclusion

The headteacher decides whether, as a last resort, exclusion of a pupil is necessary, for a fixed term or permanently, taking into account the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee). The governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have a right to appeal the decision to an independent review panel.

Reasonable adjustments

As always, we will make reasonable adjustments as appropriate for our children with SEND needs and for children experiencing challenges outside of school. Behaviour plans will continue to include reasonable adjustments when appropriate including extra levels of nurture and support.

We are aware that all behaviour is communication, and we will view these through a trauma informed lens. For some children, for example those experiencing ACEs (adverse childhood experiences) may be struggling to express their emotions which can be reflected in their behaviour.



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Conduct outside the school gates

Out in the Community it is the responsibility of all the children to:

- Remember when out of school the school's reputation depends on the way that you behave
- Help to make our school and the community in which you live, a happy, safe, tidy and caring place for everyone
- Have respect for the environment including: animals, trees and plants

The teacher may challenge behaviours when the pupils is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The teacher may also challenge unacceptable behaviours at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

The school will make reasonable adjustments for disabled pupils and pupils with special educational needs. Children with BESD will be supported by individual behaviour support plans.

Anti-Bullying Strategy

Preventing bullying

We will not tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

We wish to work closely with the School Council and the Collective Worship Team to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

At Clayton-le-Woods CEP bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health conditions



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- bullying related to home circumstances
- bullying related to sexual orientation or gender identity
- Sexual harassment
- online bullying
- peer on peer abuse

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. This policy covers the whole school community and includes bullying child to child, child to adult, adult to adult and adult to child.

The Role of the Governors

The governing board 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 at regular Governing Board Meetings. 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 him/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 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 anti-bullying strategies on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at regular intervals.



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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 sanctioned.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying behaviour. The headteacher sets the school climate of mutual support and praise for success, so 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 Pupils.

Pupils must report if they are being bullied to an adult in school or their parents as soon as possible.

Pupils should also report if they see or suspect someone else is being bullied.

The School Council will be involved in determining this policy with the Governing Board and discussing improvements to this policy during the school year and by reviewing the effectiveness of this policy with the Governing Board.

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 through the use of CPOMs and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied and should record the incident on CPOMs. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

Any bullying incidents are recorded using CPOMs including those that occur outside lesson time, either 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 on CPOMs. If an incident is raised to a member of staff from a member of the public, this will also be recorded on CPOMs

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a sanction for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. 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.



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Prevention

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

Teachers work 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 school educates and informs children regarding online and the use of mobile phones to prevent cyberbullying.

PHSE, RSE and online safety teaching are part of the prevention strategies within the school alongside the safe and secure environment and peer support

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 Behaviour and anti-bullying policy and to actively encourage their child to be a positive member of the school. If the bullying does not stop or if parents are not fully satisfied parents can make a complaint following the school's complaints procedures which can be found on the school website.

Monitoring, evaluation and review

The anti-bullying element of this policy is reviewed on an ongoing basis by the headteacher, who reports to governors about the effectiveness of the policy on request. The school also monitors the results of pupil and parental surveys with regard to bullying.

The effectiveness of the policy is evaluated termly with regard to the record and type of incident and updated as necessary. The evaluation of the policy is a standard agenda item at the first staff meeting of each term.

Anti-bullying is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's CPOMS logs, and by discussion with the headteacher. Governors analyse information with regard to gender, age, special educational need and ethnic background of all children involved in bullying incidents.



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Confiscation of inappropriate items

There are two sets of legal provisions which enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they acted lawfully and reasonably. In our school confiscated items will be returned to the child's parent or carer.

Power to search without consent for 'prohibited items' including:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury or to, or damage to property of; any person (including the pupil).
- An article specified in regulations
 - Tobacco, cigarette papers, e-cigarettes or vapes
 - Fireworks; and
 - pornographic images

Weapons and knives and extreme or child pornography must be handed to the Police.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.



Restrictive Interventions including use of reasonable force policy

Effective date: 1 April 2026

Approved by: Full Governing Body

Policy owner: Headteacher (supported by the DSL and SENDCo)

Review frequency: Annual (or sooner following serious incident, change in law, or DfE updates)

Next review due: March 2027

1) Purpose

This policy sets out how the school **prevents, minimises, and—only where necessary—uses restrictive interventions** to keep pupils and staff safe. It also explains the **statutory duties to record and report** incidents to parents/carers and the **standards for safe, lawful and proportionate practice**.

2) Scope

Applies to: all employees, supply staff, peripatetic staff and volunteers working on behalf of the school, on and off site (including trips). All references to “parent” include carers and those with parental responsibility.

3) Legal and Policy Framework

The school’s approach is informed by and aligned to:

- **DfE: Restrictive interventions, including use of reasonable force, in schools** (effective **from 1 April 2026**). This guidance introduces statutory duties to **record and report** each **significant incident** of **use of force**, and duties to record and report **seclusion**.
- **Education and Inspections Act 2006, s.93 & s.93A** (power to use reasonable force; duties to record/report significant incidents).
- **Behaviour in schools: advice for headteachers and staff** (whole-school behaviour culture and responses).
- **Searching, screening and confiscation in schools** (including the limited power to use force to search for *prohibited items*).
- **Keeping Children Safe in Education (KCSIE) 2025** (statutory safeguarding duties; reporting, medical attention, and staff conduct).



4) Key Definitions (DfE, April 2026)

- **Restrictive intervention:** any means to **prevent, restrict or subdue movement** of a pupil's body (whole or part), including **physical and non-physical** methods.
- **Reasonable force:** a form of restrictive intervention involving physical contact; **no more force than necessary** and for the **least time required**, judged on the circumstances.
- **Significant incident:** any incident where the **use of force** goes beyond appropriate everyday contact; these **must** be **recorded and reported to parents**.
- **Seclusion (non-disciplinary):** keeping a pupil in a place **away from others, preventing them from leaving** (e.g., blocking or implying sanction if they try to leave); used **only as a safety measure, supervised, and recorded and reported**.

5) Principles

- **Prevent first:** The school emphasises early help, de-escalation, co-regulation and a positive behaviour culture to **minimise the need** for restrictive interventions.
- **Lawful and necessary:** Interventions are used **only when necessary** to prevent injury, crime, serious damage to property, or serious disorder among pupils. They must be **proportionate** and for the **shortest time** possible.
- **Dignity and welfare:** Staff consider age, size, SEND/medical needs, trauma and equality implications; respect the pupil's dignity; and **avoid techniques that risk airway, breathing or circulation** and **avoid ground holds** wherever possible.
- **Never a punishment:** Force **must never** be used as a punishment.

6) Roles and Responsibilities

- **Governing Body:** approves and reviews policy; seeks assurance that incidents are **recorded, analysed** and used to improve practice; receives termly aggregated data.
- **Headteacher:** ensures implementation, staff training, risk assessments and **post-incident reviews**; informs parents as per policy.
- **DSL:** ensures **safeguarding oversight**, decides on referrals, liaises with external agencies, and oversees medical and wellbeing follow-up.
- **SENDCo:** ensures reasonable adjustments and individual plans; analyses patterns for pupils with SEND. [
- **All staff:** follow de-escalation first; use interventions only when necessary and proportionate; **record and report** significant incidents on the same day wherever practicable.



7) Prevention and Planning

- **Whole-school:** explicitly taught behaviour routines; calm, predictable environments; staff trained in **de-escalation** and **emotionally literate communication**; data-led improvement.
- **Individual planning:** behaviour support/risk-reduction plans are co-produced with the pupil (where appropriate) and parents; reasonable adjustments made under the Equality Act 2010.

8) When Restrictive Interventions May Be Used

Staff **may** use restrictive interventions (including reasonable force) **only** to prevent or stop a pupil from:

(a) causing injury to themselves or others; **(b)** committing a criminal offence; **(c)** damaging property; or **(d)** causing disorder among pupils.

Decision-making test: necessary → proportionate (least force/least restrictive) → shortest time → welfare and dignity considered. If the intervention escalates the situation, cease/reassess.

9) Seclusion (Non-disciplinary Safety Measure)

- Used **only** to reduce immediate risk of harm, not as a sanction or threat; space must be **safe, non-threatening**, and **supervised** at all times; end seclusion as soon as risk reduces.
- **Record and report** all uses of seclusion in line with this policy.

10) Unacceptable Practices (Prohibited)

- Any use of force as **punishment**.
- Any restraint that **affects breathing or circulation** (e.g., pressure to **neck, nose, mouth or abdomen**).
- **Ground holds** should be avoided; if a pupil ends up on the ground, **release/re-position swiftly** to a safer alternative; arrange **medical assessment** where appropriate.



11) Searches and Confiscation

- Headteacher and authorised staff may search for **prohibited items**; **reasonable force** can be used **only** for items listed in law (not for items merely banned by school rules). Follow DfE *Searching, screening and confiscation* guidance.

12) Training and Competence

- The Headteacher ensures **appropriate, context-specific training** on prevention, de-escalation, decision-making under pressure, safe disengagement, and post-incident care.
- Employers have duties under **Health and Safety law**; risk assessments are conducted for foreseeable risks (e.g., pupils with known triggers).

13) After an Incident (Pupil and Staff Support)

- **Immediate care:** check for injury; **arrange medical assessment** where appropriate.
- **Pupil debrief:** age-appropriate reflection and restoration when calm; adapt support plan as needed.
- **Staff debrief:** opportunity to reflect; additional training/support where indicated.
- **Safeguarding:** DSL reviews whether any safeguarding threshold is met and acts in line with **KCSIE** (including LADO consultation if an allegation meets the harm threshold).

14) Recording and Reporting (Statutory)

For every **significant incident** involving **use of force**, staff **must**:

1. **Make a same-day record** (where practicable) using the school's **Notice of a Restrictive Intervention** template (section 17).
2. **Inform parents by phone as soon as practicable** (and should endeavour to do so no later than the same day), and
3. **Provide the parent with a copy** of the **Positive Handling record** that explains **what happened and why it was necessary**. (Where communication might create a serious risk of harm, this will be delayed and the rationale recorded.)

Seclusion: each use **must** be **recorded and reported** to parents in line with this section.



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Content of records should include: date/time/location; context/antecedents; risk of harm; strategies tried; type and degree of intervention; duration; staff involved; injuries/medical care; pupil voice/parent contact; SEND/reasonable adjustments; next steps.

15) Data, Oversight and Governance

- Senior leaders analyse incident data (frequency, duration, locations, pupils/groups affected, precipitating factors) to **reduce future need** for restrictive interventions and to improve practice.
- **Termly** report to governors: anonymised aggregate data, themes, training actions, and impact.

16) Information Sharing, Confidentiality and Retention

- Records form part of the pupil's educational record and are kept in line with the school's **Data Protection** and **Records Management** policies; parents can request copies via normal processes unless restricted for safeguarding or legal reasons. (KCSIE emphasises appropriate record keeping and information sharing to safeguard children.)

17) Notice of a Restrictive Intervention to be provided to parents

This record will be shared with parents/carers following the incident (normally within one school day), after an initial phone call. It explains **what occurred, what was tried, why the intervention was necessary, and what will happen next.**

Notice of a Restrictive Intervention Used Today

Dear

We are writing to inform you of an incident in school today that has involved a restrictive intervention to support your child _____. This was a last resort deemed to be necessary, proportionate and in line with your child's/ other's welfare.

Date:

Time:



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Location:

Approximate Duration:

What type of intervention was used? – please indicate below

Single person hold/restraint/escort Two person hold/restraint/escort Seated hold Seclusion

Why was the intervention necessary? – please indicate below

Self/ staff/ other pupils hurt/liable to injury Property being damaged Causing disorder

Brief explanation of incident – please describe below

Following the incident – please indicate below

No injury observed First aid administered Spent time regulating Restorative work undertaken

Detail of any injury to your child: _____

Should you require any further information, please contact school.

Completed by:

Authorised by:

18) Complaints and Allegations

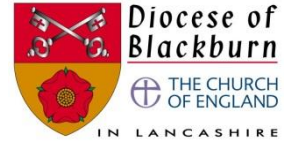
Complaints are managed under the School's Complaints Procedure. Allegations that meet the **harm threshold** are managed in accordance with **KCSIE** and **Local Authority Designated Officer (LADO)** processes.

March 2026

Policy to reviewed March 2027



Clayton le Woods C E Aided Primary School



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Appendices

Appendix A – Notice of a Restrictive Intervention Used Today information for parents

Appendix B – Definitions of types of interventions

Appendix C – Pupil Risk Assessment and Regulation Plan



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Appendix A – Notice of Restrictive Intervention



Notice of a Restrictive Intervention Used Today

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Date:

Time:

Location:

Approximate Duration:

What type of intervention was used? – please indicate below

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Why was the intervention necessary? – please indicate below

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Brief explanation of incident – please describe below

Following the incident – please indicate below

No injury observed First aid administered Spent time regulating Restorative work undertaken

Detail of any injury to your child: _____

Should you require any further information, please contact school.

Completed by:

Authorised by:





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Appendix B – Definitions of types of interventions.

Hold - a hold is defined as a positive handling technique, serving as a last-resort, reasonable, and proportionate physical intervention to prevent a child from harming themselves, others, or causing significant property damage. It acts as a protective, calming "containing" experience, intended to be used for the shortest time necessary.

Key Aspects of Holds:

- **Purpose:** To guide, lead, or bring a pupil under control safely.
- **Types:** Techniques include low-level comfort holds, "friendly holds" (a supportive hold), and more restrictive, controlled, upper-body holds for emergencies.
- **Approach:** Techniques are designed to be "positive," focusing on de-escalation rather than just restriction.
- **Safety Focus:** Techniques specifically avoid high-risk positions like ground holds.
- **Compliance:** The aim is for the child to comply with the intervention, which should be temporary.

Restraint - a positive application of force with the intention of protecting a child from harming themselves or others, or seriously damaging property. It is considered an act of care and control, rather than punishment, used to restrict an individual's movement or liberty, with a key focus on de-escalation and reducing restrictive practices.

Key Aspects of restraint:

- **Purpose:** The sole purpose is to protect or keep people safe, not to punish.
- **Proportionality:** It involves using "reasonable force" when necessary, meaning the force used should be proportionate to the threat.
- **Focus:** It aims to keep people safe while aiming for a "restraint-reduction" approach in care.
- **Scope:** It includes any measure or technique designed to limit a person's mobility, such as holding someone to prevent them from leaving or causing harm.

Escort - escorting is defined as a supportive, positive handling technique used to guide a compliant or distressed individual to a safe or less-pressured area. It is generally considered a non-restrictive or low-level physical intervention, often involving minimal force such as a hand on the back, arm, or shoulder.

Key aspects of the Team Teach definition of escorting include:



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- **Compliant Focus:** Escorting is most commonly used when the subject is complying with the request to move.
- **Supportive Assistance:** It is intended to guide, prompt, or support a person to move, rather than forcibly overpower them.
- **Minimal Touch:** Techniques often involve gentle, non-restrictive guidance, such as placing a hand on the back to prompt movement.
- **Safety and Care:** It is used to move individuals away from danger or a high-stress environment, acting as a form of care and positive handling rather than punishment.
- **Gradual and Graded:** It fits within the Team Teach "gradual and graded" approach, moving from least restrictive (guiding) to more restrictive holds only if necessary.

Seclusion - seclusion is defined as the supervised containment and isolation of a person in a room or area, away from others, from which they are prevented from leaving.

Key elements of this definition include:

- **Prevention of Exit:** The person is physically prevented from leaving, such as by a locked external door to prevent harm.
- **Supervision:** Seclusion in this context requires that the person remains under the supervision of staff.
- **Emergency Use Only:** It is considered a last resort, non-disciplinary and used in exceptional circumstances to prevent immediate harm to the person or others.



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Appendix C – Pupil risk assessment and regulation plan

The below risk matrix is a recognised tool developed and used widely across multiple industries as part of health and safety strategies. The matrix should be used to inform the risk rating for each identified behaviour when completing the above assessment. In addition to the risk matrix, any additional contextual information should be considered to ensure a robust assessment.

- **Low Risk** – Acceptable, but monitor.
- **Medium Risk** – Needs risk reduction measures.
- **High Risk** – Immediate action required.
- **Critical Risk** – Urgent action necessary.

Insignificant – No injury, minimal damage, short term/low level interruption/disruption in one class or area.

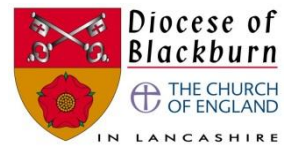
Minor – first aid level injury, minor damage, disruption to several classes/wider area in short term

Moderate – Medical treatment required, damage requiring repairs, learning disrupted for prolonged period of time over more than one lesson

Major – Long term injury, damage requiring contractors, learning stopped and safety implications through need for school evacuation/lockdown

Catastrophic – Fatality, irreparable damage, school closure

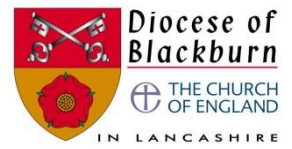
		Impact				
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Rare	Low	Low	Low	Low	Low
	Unlikely	Low	Low	Medium	Medium	Medium
	Possible	Low	Medium	Medium	High	High
	Likely	Low	Medium	High	High	Critical
	Almost certain	Low	Medium	High	Critical	Critical



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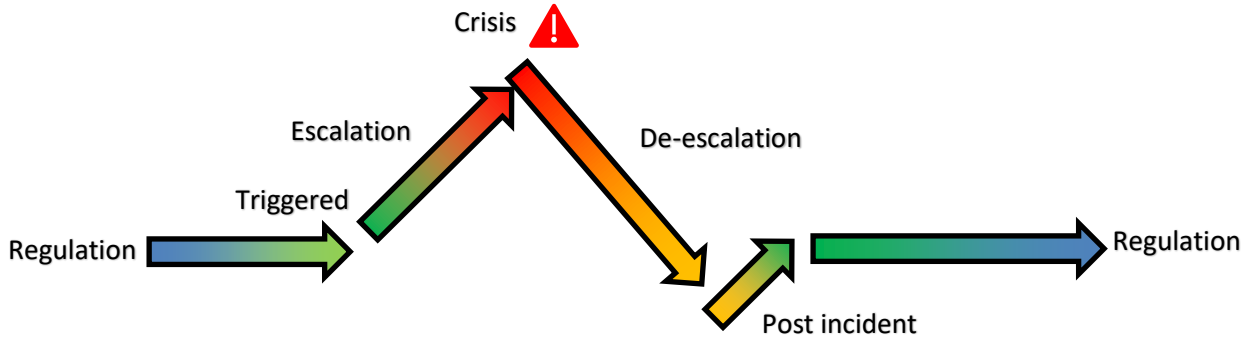
Name		Date of birth		
SEND status		Class/year group		
Assessor		Date of initial assessment		
Behaviours of concern: Each child is individual, with individual strengths and needs. Please use below to list main behaviours which are causing concern. Please list known behaviours which pose risk. These should be specific to the child subject to the risk assessment based on observations and known factors.				
Behaviour		Risk to staff	Risk rating	Risk to children
		Y/N		Y/N
		Y/N		Y/N
		Y/N		Y/N
		Y/N		Y/N
		Y/N		Y/N
		Y/N		Y/N
What measures in place to reduce the risk? Please use this space to outline what steps have been taken to reduce risk.				
What further measures are required? Who will be responsible for implementing these measures?				
Are there any activities/situations that CANNOT be safely managed despite measures in place? (This means where risk rating is high/severe and measures are not successful in reducing risk)				
Child voice (if applicable)				
Any other information				
Next review date				
Family informed	Y/N	Date		Method of sharing
Staff informed	Y/N	Date		Method of sharing



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This regulation plan is designed to help support focusing on preventing a crisis, planning support around maintaining regulation and responding when challenges are experienced.



Name		Date of birth	
SEND status		Class/year group	
Plan author		Date of plan	
Important information (e.g. known triggers, times of day/week, contextual information)			
Child voice (What helps them? When do they feel calmest? What do they need from adults when triggered?)			
Regulation strategies – preventative support.			
Triggered behaviours		Strategies	
•			
Escalation behaviours		Strategies	
•			
Crisis behaviours		Strategies	
•			
De-escalation behaviours		Strategies	
•			
Post-incident support		Strategies	
•			