



## **East Ardsley Primary Academy Behaviour Policy**

**March 2026**

### **Empathy, Curiosity, Relationships**

Our behaviour policy is based around restorative practice. We aim to build, sustain and repair relationships and to support learning around emotional regulation and behaviours. We are developing a culture of shared responsibility and problem solving. We know that fostering our children's "autonomy and interdependence" will mean that children "acknowledge responsibility for their own actions and develop awareness that their own wellbeing and the wellbeing of others are" linked (Rosenburg, 2015).

We understand that children are learning and will, at times, make mistakes and poor choices. Our role is to help children to recognise and learn from them. Even as adults, we will make mistakes and learn as a result. We also understand that children's emotional literacy, emotional regulation and theory of mind develop at different rates, just as children's abilities in reading, maths and PE do.

Three words central to our behaviour policy are empathy, curiosity and relationships.

#### **Our School Rules:**

##### **Respect, safety, responsibility and learning.**

- Respect everyone and everything.
- Keep yourself and others safe.
- Be responsible for your actions.
- Enable yourself and others to learn.

These are displayed in the classroom and referred to frequently. See appendix 1.

#### **Relationships:**

We build relationships between staff, children and parents through:

- Carefully planned greetings and goodbyes (both daily, for transition between year groups and between schools).
- Active lessons which children and staff enjoy together.
- Curiosity and empathy from our staff.
- Recognition of effort, learning and empathy from our children.
- A robustly planned and responsive PSHE curriculum.
- Home school communication through newsletters, tapestry and in person
- Children feeling secure within predictable boundaries of rules and routines.

#### **Recognition.**

We recognise the endeavours and positive behaviours of our pupils. Most recognition will be small and in the moment. A smile, an appreciative comment, a note in a book.

Foundation Stage:

## **Zones of Regulation**

As a school, from F2 to Year 6, we use Zones of Regulation to support the development of emotional literacy and social interactions. See appendix 4 for more information.

The Zones of Regulation are displayed in all classrooms and referred to. We use the zones to support discussions of our emotions. We know that we are most ready to learn when we are in the green zone. We discuss ways to manage our own behaviours in each zone. Zones are also used when reflecting on our interactions with others: What zone do you think B was in then? And what do we know about that zone?

Zones lessons are explicitly taught in some circle time slots.

<b>Zones lessons:</b>	<b>Taught in:</b>	<b>Taught again, at a higher level in:</b>
1 - 6	F2	Year 3
7 - 12	Year 1	Year 4
13 - 18	Year 2	Year 5

These lessons will take place in the first half of the year and then will be applied / recapped in the second half of the year. In Year 6, children should be applying their understanding of Zones when reflecting on themselves and others, for example in a problem solving circle.

## **Inclusive, Engaging Teaching**

Active learning and engaging lessons, differentiated such that children have the correct degree of challenge, ensures that all children are involved and learning. High quality teaching is a necessary condition for good behaviour.

## **Routines**

Throughout school we have consistent routines, these are the foundation which ensures that school runs smoothly. They keep children safe, they show respect and they maximise learning. These will differ slightly from class to class, but they must be in place.

For example:

- Routines around the organisation of children's belongings.
- Routines to set up for the day.
- End of the day routines, including leaving the school in silence.
- Routines to give out and collect equipment for the lesson.
- Children line up and walk through our corridors silently.
- High expectations of behaviour in transitions.
- Expectations that children will be quiet when the teacher is talking.
- Behaviour expectations and routines when eating lunches.
- Our children all wear school uniform.

## When Some Support Is Needed.

### Active, Empathetic Listening:

At East Ardsley Primary School, we try to be active, empathetic listeners. To do this we value the speaker, are curious, we recognise and acknowledge feelings and needs, we are aware of our own feelings and needs and we aim to find a 'win win' solution. We understand that body language is important when listening. We recognise that we will not get this right every time and also that sometimes a conversation will need to wait until all are calm and have the time to fully engage.

We also build these skills in our pupils. Children need to learn the skill of listening in the context of relationship building. We encourage children to be curious about different points of view and to find mutually acceptable ways forward. This is through our daily interactions with children. Circle time provides a further opportunity for this learning, see 'The Responsive Curriculum' above.

### Restorative Enquiry:

We use restorative enquiry as a structure to support children to reflect and identify a way forwards.

<b><i>The Past</i></b>	
<b>Suggested Question</b>	<b>Focus</b>
Can you explain what happened?	Thinking (interpretation) and behaviour
What were you thinking at the time?	thinking
How were you feeling at the time?	feelings
Who else do you think has been affected by this?	Others' feelings, thoughts and behaviours
<b><i>The Present and Future</i></b>	
<b>Suggested Question</b>	<b>Focus</b>
What have been your thoughts since? What are they now?	Thinking
How are you feeling now?	Feelings
What do you need (to do) so that: <ul style="list-style-type: none"><li>• Things can be put right?</li><li>• The harm can be repaired?</li><li>• You can move on?</li></ul> (This question can be adapted to suit the context).	Needs
What could you <b>try</b> so that this doesn't happen again?	Learning for the future

Restorative enquiry conversations can be short and active: walk and talk, stack books and talk, clean tables and talk. A restorative conversation does not need to be over a table, it does not require eye contact. The purpose is not to build to a climax of an apology, but to get students to look in the mirror and see their behaviour from a different perspective. See appendix 5.

### Restorative Conversations

True restorative conversations are ones where both / all parties are using restorative enquiry techniques. This is the aim of our behaviour policy: that staff and children will be able to talk to each

other with an awareness of their own thoughts, behaviours, feelings and needs whilst having curiosity about and compassion for the others in the conversation.

### **Take Up Time:**

We recognise the importance of take up time, of giving children the time and space to think and make a considered choice. When possible, staff will be quiet and calm, walk away for a while, give options and give time.

### **Logical / Natural Consequences**

At times a restorative enquiry may naturally lead to discussion of impact or consequence in the discussion around repairing harm: a child who has made a mess could help to clear it up, missed work may need to be caught up, children may want space from each other for a while, children who can't cope with a situation moving forward may need a different degree of provision next time. This should be arrived at by the child / children, supported by the adult. The consequence should help to repair harm.

### **No 'One Size Fits All' Policy**

We deliberately do not have a 'one size fits all' blanket policy of behaviours and consequences. The same consequence may be very upsetting for one child and have no meaning for another. Through well developed relationships, adults need to know children well enough to put in place what is needed to support learning and develop the child's abilities.

### **'Attention Seeking' Behaviours**

Some children will carry out behaviours to seek attention. In these cases, school policy is to – as far as is possible – take the attention away. Whilst an adult must be able to see / monitor the child, they do not need to interact or give attention to the behaviours. The adult must then re-engage with the child once they are back following instructions, rules and / or routines. Incidents should be discussed with the child later when all parties are calm. Where this becomes a repeated behaviour, an appropriate reward and consequence system is introduced in line with school policy (below).

It is important to note that attention seeking behaviours are often attachment seeking behaviours. If a child is seeking a lot of attention / attachment, plans need to be made to meet this need for the child in an appropriate way.

### **Repeated Behaviours**

If children are continually repeating behaviours, a consistent system known to all needs to be put in place, with known logical consequences. This needs to be followed by all staff and talked about using the same terminology. This could be shared by a meeting or an incident on CPOMS. For some children, a social story can help them to understand.

Examples include: poor tackles in football, swearing, hurting other children, not doing school work in lessons.

Explanations of the system should include: the behaviour wanted and the reward it brings, the behaviour that breaks our school rules and the consequence it brings.

Once this system is in place, the consequence should be acted upon swiftly with minimal disruption to the learning / activity of others.

## **Year 6 and Preparation for High School**

To help to prepare our pupils for the expectations of high school we have some differences in our behaviour policy for our Year 6 cohort.

The most significant difference for Year 6 pupils is a greater emphasis on, and expectation of, independence. Each child will receive a planner to help them to organise themselves. They will note homework in here and events such as dress down days and trips. This means that less of this information may be shared on Tapestry.

Parents are asked to sign planners over the weekend, this will be checked by school staff at the start of the week. If planners are not signed on a regular basis, teachers will contact parents to discuss this.

In Year 6, children will receive stamps in their planners for resilience, respect, kindness and effort. They exchange these for tickets. This means that children can share their daily successes with their parents.

Behaviour Notifications will also be added to planners, sharing information with parents around behaviours that may lead to significant consequences in high school. For example:

- Regularly missed homework
- Swearing / Inappropriate language
- Physical contact
- Hate incidents
- Disruption of lessons
- Mobile phones on / out on school premises
- Regularly forgetting PE kit.

This approach is outlined in the separate Y6 home school agreement, signed by parents at the start of the year.

## **When More Support Is Needed.**

### **Curiosity**

All behaviour is communication. All behaviour has a function. Emotions underpin behaviour. We need to be curious about why children behave the way that they do. (See appendix 6). When there are significant incidents or a pattern of minor incidents over time, the role of our staff is to unpick what is underneath the surface. Staff need to become 'behaviour detectives,' to be relentlessly curious.

### **Co-Regulation**

Some children need support to regulate, known as co-regulation. Below are some of the ways that we provide co-regulation. A child's requirement for co-regulation cannot be judged by their age.

### **Unrestorative Outbursts**

When people have unmet needs or emotions that they are struggling with, this can lead to unrestorative outbursts. Time and / or co-regulation may be required (as below). In these instance, we encourage 'I' statements, ensure that feelings and needs are recognised and try to move into problem solving. For more information, see appendix 7.

### **Emotions Coaching**

Emotions coaching can support an overwhelmed child. The key message of emotions coaching is that all feelings and emotions are acceptable but how we behave in response to these feelings may not be. Through their behaviour, children are communicating their feelings with us.

The steps of emotions coaching are:

1. Notice the child's behaviour and tune in to the emotions beneath.
2. Connect with the child and recognise emotional times as opportunities for relationships and teaching.
3. Listen empathetically and validate the child's feelings
4. Help the child to label emotions.
5. Set limits on the child's behaviour whilst helping the child to problem solve (The child will not be able to do this whilst still heightened).

Further information:

<https://www.emotioncoachinguk.com/for-professionals>

<https://www.leedsforlearning.co.uk/Page/20433>

### **Modelling In The Moment**

Some of our children, especially our younger age groups, will benefit from support and modelling of behaviours in the moment. An opportunity to pause and try an interaction again, to be given alternative (and more appropriate) words to use. Through this strategy they can try out new approaches and experience instant success.

### **'Wondering Aloud' and Commentaries**

Commentating is a technique in which the key adult makes concrete comments about what is happening for the child both internally or externally, or both based on her direct observation in the moment, gleaned from experience with and from the child, or from information about his past history. (Please note the adult 'earns the right' to engage in this tool by having invested considerable quality time getting to know the child first).

Wondering aloud is a very helpful technique that can be a concrete expression of giving the child an experience of 'being attended to'. The key adult makes tentative remarks about what she thinks is happening for the child, 'I'm wondering if...' The adult attempts to put into words what might be going on inside the child.

### **Mediation**

When children have significant incidents or a series of minor incidents, mediation can be used to support all parties to share their points of view, to be heard and to plan a way forwards. For more information, see appendix 8.

### **Observations**

When a child is struggling to remain regulated or to follow rules and routines on a regular basis, observations will be collected to give more information.

In Early Years the SENIT Wellbeing index can be used. Otherwise, a STAR (setting, trigger, action, response) grid will be used. See appendix 9. Observations can be carried out by phase staff in the first instance. If further support is required, observations will be completed by the Mentors or SLT.

This information will be used to look for patterns, to identify triggers and then to plan changes to provision and identify further support that is needed.

### **Crisis Curve**

If a child is regularly becoming dysregulated, a crisis curve can be used. It supports staff understanding of signs and indicators of dysregulation and which strategies are best used to support the child at each stage. See appendix 10.

### **Supervision**

Behaviour incidents logged on CPOMS are read by the senior leadership team, middle leaders and mentors. They are also part of the fortnightly safeguarding supervision meeting. Patterns of incidents and significant incidents are picked up and discussed. Further supports and actions are planned as appropriate.

### **Pupil Voice**

If a child is struggling with their behaviours, pupil voice collection will be used to gather their point of view. This may be through conversations with a well-known adult, a mentor or a member of the leadership team. More structure can be provided through a planned approach such as a talking mat or emotions wheel.

Pupil voice is recorded and shared with relevant staff via CPOMS.

### **Attachment Aware, Trauma informed**

Adverse childhood experiences (ACEs) have the potential to significantly impact children's development, especially when experienced in combination, over time or at a very young age.

We recognise that children who have experienced ACEs / past trauma often have a much smaller 'window of tolerance' and can be quick to move to hyper or hypo arousal (fight or flight / freeze).

In school we have two Attachment Leads who will support staff in developing relationships and provision for these children. For some children, learned dependence is required before they can develop independence.

For more information about the school's social, emotional and mental health (SEMH) offer, see appendix 11.

### **SEND**

Some children with SEND will require more support to develop emotional literacy, to follow school rules and routines and to understand their impact on others. This support will depend on the needs of the child.

Visuals can help a child to understand and follow rules and routines. Social stories can help to explain social situations or conventions. Comic strip conversations are used to support reflection on incidents. Interventions can be used to support a child in recognising their emotions, knowing appropriate strategies to employ to support regulation and in understanding others / their impact on others. For more information, see appendix 11.

### **Triage**

Phase staff are the first point of call for children who are struggling.

Radios can be used when:

- o There are not enough staff in the phase at that time.
- o Team teach trained staff are required.
- o Phase staff are not regulated.
- o A change of face is thought to be a good idea for the child.
- o Significant physical contact / assault

When child needs time out of class, the aim is to support the child to be regulated and then return them to learning. This may be through co-regulation, such as emotions coaching, wondering aloud, commentary, sensory regulation, 'talk, support and reset' or through a suitable space and resources for self-regulation, as suits the child best.

When a child returns to class, class-based staff must reinvest in their relationship with the child. This must happen immediately but can be done in small ways. At this point, it is key to keep the child calm and welcome them back to class.

When a child returns to class, class staff must talk to the child using the structure of restorative enquiry. It is often not appropriate to have these conversations immediately, or even the same day. Staff and children must be completely regulated and ready to reflect honestly.

### **Individual Behaviour Plans**

If a child is struggling to follow the rules and routines of school, even with the support as outlined above, an individual behaviour plan (IBP) may be required.

A supervision meeting will be held which may include members of the leadership team, pastoral staff and class staff.

At this meeting the staff team will discuss:

- The child's motivators and strengths.
- The child's barriers, tolerances and needs.
- What is and is not working for the child.
- Whether further information or observations are required.
- Whether pupil voice work is required.
- Whether there need to be conversations with the child's peers around difference.
- A structure to support the child back into learning.
- How the IBP will be communicated to the child and parents.

CPOMS will be used to share this IBP with all staff. (IBP category).

The IBP will be employed with empathy and a relational approach. We want the child and their peers to access learning in a calm environment.

### **Restorative Conferencing**

Conferencing is available when there has been significant harm within the school community. It allows all parties to share their points of view and to be heard such that a collaborative way forward can be found. Conferencing may involve members of the school staff and parents / carers. A restorative conference will be run by a member of SLT.

### **Swearing**

In cases where a child is heard swearing by a member of school staff, a letter will be sent home by the principal sharing this. In cases where children hear other children swearing, restorative conversations will be held supporting learning and a logical consequence may be agreed depending on the child and the incident.

### **CPOMS**

Behaviour and regulation challenges are recorded using the following subcategories.

#### **Behaviour / Restorative Practice Subcategories**

- 1 Restorative enquiry (adult structuring child's reflections)  2 Logical consequence agreed  3 Regulation time required
- 4 Significant physical contact record  5 Restorative mediation  6 Triage  7 Planned observations / crisis curve  8 Restorative conference
- IPRA  Restrictive Physical Intervention report

### **Hate incidents**

In situations where discriminatory language/behaviour occurs (e.g. homophobic, racist etc) a Hate Incident will be recorded on CPOMS (Under the bullying category) and this will be picked up by the senior leadership team.

### **Bullying**

Bullying is not tolerated at East Ardsley Primary, this includes cyberbullying, prejudice-based and discriminatory bullying. When a parent or child reports bullying, this will be recorded on CPOMS using the bullying category, alerting the safeguarding team and senior leadership team.

Parents can share concerns by emailing the school office, phoning the school, speaking to a member of staff or on Tapestry. Pupils can share concerns by talking to members of staff or using one of the pupil voice post boxes.

All allegations of bullying will be taken seriously and followed up by the appropriate school staff. This will be recorded on CPOMS. Parents and children will be spoken to after this, although details of other children's situations, supports and consequences will not be shared.

In situations where peer on peer abuse occurs within the academy the appropriate measures will be followed. In cases of bullying behaviours, the anti-bullying policy will be followed.

In situations where discriminatory language/behaviour occurs (e.g. homophobic, racist etc) a Hate Incident will be recorded on CPOMS (under the bullying category) and the response will be led by the senior leadership team.

Where physical harm occurs, the situation will be investigated and parents contacted.

In cases of alleged sexual abuse, the AIMS checklist will be completed and the Leeds Education and Early years safeguarding team will be contacted where necessary. If deemed appropriate a RAMP will be completed. There is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

In all forms of child on child abuse, the appropriate consequences will be given and parents/carers informed. Consequences may include loss of playtimes and/or internal and external suspensions. On occasions, further actions within school may be required, this may include 1 to 1 work with our pastoral team. We may offer/need to refer the pupil to an external support agency for further support. Although such cases in school are rare, it may be judged that the severity is such that it needs to involve the Police and/or Social Services if it is seen as a Child Protection case.

### **Restrictive interventions including use of reasonable force**

The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone to whom the principal has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.

This power extends to times when staff are lawfully in charge of pupils but are off the academy premises, e.g. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time.

There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the academy or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which stops a student or limits their movement, and this may or may not include direct physical contact. This can include holding or binding a pupil's body, securing them to a fixed object or depriving them of an aid usually used to help them move. This will be avoided where at all possible. Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure

that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- Physically obstructing the pupil's way of leaving the place,
- Securing the place so that the pupil cannot leave it, or
- Causing the pupil to believe that they will be punished if they leave the place.

Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The academy recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The academy will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND pupils and the academy's approach generally, but in the context of restrictive interventions this might include:

- Individual Pupil Risk Assessment (IPRA) and Behaviour Support Plan (BSP)
- Risk assessments.
- Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- Distracting techniques.

The academy will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

Whole-school measures include:

- Consideration of how the academy 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 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.

Individual approaches could include:

- Working closely with parents to support individual pupils.
- Implementing strategies to support individual pupils based on their identified needs, including the development of IPRA's and BSPs. Where a pupil has a disability, the academy has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers.
- Giving pupils time, space and strategies to calm down before their behaviour escalates.

Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. The following information must be recorded in the academy's safeguarding system:

- Names of pupils 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.
- A 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.
- A 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.
- The pupil's account of what happened, as well as any witness accounts.

A report will also be made to parents where there is a significant use of force, apart from where:

- The pupil is 20 or over at the time; or
- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents will 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.

Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

- Names of pupil and staff directly involved.

- Time, date, location and approximate duration of the intervention.
- 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.
- A brief account of why the intervention was assessed as necessary in that instance.
- Details of any physical injuries sustained, if applicable.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Apart from in the circumstances as set out above, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's [behaviour plan and/or pastoral support plan and/or individual provision maps]. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out above will be used, with parents not needing to be informed twice.

The academy will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

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. The academy will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the academy's duties under the Health and Safety at Work etc. Act 1974.

The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

Records of restrictive interventions are recorded on the academy's safeguarding system (CPOMS). In addition to forming part of the individual pupil's safeguarding and educational record, data from CPOMS will be collated and anonymised at school level to support monitoring, analysis and governance oversight.

Anonymised information relating to the use of restrictive interventions will be reported to the Local Committee and Trust Board on a regular basis to enable oversight of compliance, identification of patterns or disproportionality, and evaluation of the effectiveness of behaviour and support strategies

### **IPRAs**

Children with behaviours which pose a danger to themselves or others will have an Individual Pupil Risk Assessment (IPRA). This document summarises all the provision in place to keep the child and others safe. All IPRAs are shared with the parents / carers of the child.

### **Exclusion**

Where a child's behaviour is extreme s/he may be excluded. The only person in school with the authority to exclude is the Principal. The decision to exclude would never be taken lightly and would only be used where it was felt it would be effective.

Where a child is to be excluded parents will be informed immediately and expected to come to school to collect their child. The incident will be discussed with the Principal and the length of the exclusion agreed. The terms of the exclusion will be put in writing and shared with the parents. On their return to school parents are expected to bring their child into school for a reintegration meeting.

Work will be sent home for the child to complete during the exclusion period. On return to school the child will be put on a behaviour contract (if not already on one).

More detail is available in the Exclusion Policy.

### **Monitoring and review**

This policy will be reviewed by the Principal and on an annual basis; they will make any necessary changes and communicate these to all members of staff.

The Local Committee will review the policy alongside the Principal.

As part of its monitoring role, the Local Committee will receive anonymised summary information relating to the use of restrictive interventions, drawn from CPOMS records, to support its responsibilities for safeguarding oversight, policy compliance and continuous improvement.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.