



Behaviour and Anti-Bullying Policy and Code of Conduct

Local to St. Felix RC Primary School

Part of the Our Lady of Walsingham Catholic Multi Academy Trust

The School Mission Statement

“As true followers of Jesus learning together, our school strives to be a community where everyone is valued, nurtured and encouraged to reach their full potential and where Christ’s teaching guides responsible attitudes towards each other and the wider world.”

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Approved by the Committee/Governing body	<i>St. Felix Local Governing Body</i>
Signature of Chair of Governors	<i>Jo Berry</i>
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The School Mission Statement

“As true followers of Jesus learning together, our school strives to be a community where everyone is valued, nurtured and encouraged to reach their full potential and where Christ’s teaching guides responsible attitudes towards each other and the wider world.”

This Policy should be read in conjunction with the school’s Safeguarding Policy.

Behaviour Policy and Code of Conduct

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We believe that the most effective way of achieving our aims is to promote and praise positive behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others.

- Our Behaviour Policy is underpinned by our school mission statement and curriculum drivers,

responsibility, community and possibility.

- Our Behaviour Policy uses a Restorative Approach to promote effective means by which all members of the school can live and work together in a supportive way. The aim of employing restorative approaches is to empower adults and children with skills, knowledge and strategies in order to successfully and proactively address conflict and behavioural problems.

- The school creates an atmosphere of respect, acceptance and forgiveness towards all members of the school community regardless of age, disability, ethnicity, gender, gender identity, and religious belief, and sexual orientation, marital or maternity status. We are proud of the diversity of our school’s harmonious community.

Restorative approaches

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened;
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected;
3. What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people’s thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

Why are Restorative Approaches helpful?

Staff, children and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate;
- A shift away from sanction-based responses that aim to ‘manage’ behaviour, toward a more relational approach;

- Better relationships amongst children and staff;
- People being more honest and willing to accept responsibility;
- People feeling more supported when things go wrong;
- A calmer, quieter and more productive learning environment.

Restorative Script – Appendix 1

Promoting Positive Behaviour

All school staff promote and reinforce positive behaviour in a range of ways, including:

- Verbal praise;
- Promoting self-esteem;
- Providing a safe and secure environment for learning;
- Giving every child in the class a feeling of confidence;
- Separating negative behaviours from the child so they understand it is the behaviour choices that need changing;
- Being aware of the differing expectations of home and school.

As teachers we will:

- Promote good relationships by adapting the curriculum to meet pupil needs;
- Be aware that we may transmit messages overtly or subtly;
- Be aware of our body language when dealing with pupils and avoid confrontation or no-win situations;
- Prevent problems before they arise;
- Be consistent in dealing with pupils and ensure rewards are balanced, fair and equitable.

As a staff we will also be aware that persistent poor behaviour may be associated with:

- Poor relationships or attachments;
- Poor self-esteem;
- External problem related to home;
- Limited engagement with the curriculum

Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour. Pupils learn about good behaviour through teaching and applying the St. Felix Code of Conduct (see Appendix 2), **school values and Class Rules.**

During RE and RSHE pupils are explicitly taught how to become good members of the community. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In RSHE sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues and challenges such as bullying and racism.

Collective Worship is used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions. The EEF principles of improving behaviour in schools are enacted by the staff at St Felix (appendix 3)

Rewards

If a child displaying positive learning behaviour or those links to our school values of responsibility, community and possibility, they will be rewarded a House Point which is collated each week for the House they are in. We constantly praise good behaviour throughout the day and believe this creates a positive environment where children feel seen and valued.

- At the end of the term the House with the most points is rewarded a non-uniform day on the first Friday of the new half term.

- Individual recognition comes in the form of a post card home, during the week to parents explaining the positive behaviour exhibited, or this may take the form of a phone call to parents.
- At the Friday weekly celebration assembly, a child can be nominated for a reward linked to our school values, responsibility, community and possibility and they will receive a sticker and a certificate to take home.
- Good attendance is rewarded collectively to the class with the best attendance for the week. They get a certificate for their class and have our attendance bears, Florence and Felix visit their class for a week, until the next assembly. The bears may stay longer than a week!

Unacceptable Behaviour

Whilst we aim to always reward positive behaviour, it is equally important that we respond to any unacceptable behaviour in an agreed and consistent way. The vast majority of pupils support our school expectations by making positive choices and behaving appropriately at all times.

The following are behaviours which we view as unacceptable and not in line with our Code of Conduct:

- Behaviour disruptive to learning;
- Physical violence or threat of physical violence;
- Discrimination of any kind;
- Deliberate disobedience, including theft and lying;
- Threatening or aggressive behaviour, including bullying;
- Disregard for the school environment & property;
- Deliberate rudeness;
- Swearing;
- Sexual harassment and sexual violence;
- Deliberately leaving the school premises without permission.

Initially pupils are reminded of the expectations of behaviour. Pupils are encouraged to reflect on their behaviour and sanctions may include:

- Completing a reflection with the class teacher after the lesson in line with our restorative approach (Appendix 4).
- Reflection Zones – yellow outside and red inside
- Loss of privileges
- School based community service like tidying the classroom or helping the teacher
- Behaviour monitoring through regular check ins
- Staggered break and lunch times

Where patterns of unacceptable behaviour have been identified, the class teacher will liaise with their Key Stage Leader to consider the need for a differentiated approach. All occurrences of unacceptable behaviour will be recorded on a behaviour form (appendix 5) or My Concern the school electronic safeguarding reporting system and shared with the Headteacher.

Pupils with Additional Behavioural Needs

It must be acknowledged that for a few pupils the sanctions and rewards of the school will be insufficient to ensure the wellbeing of the pupil and other pupils in the class. These children will have individual risk assessment, developed in consultation with the teacher, the children and the parents. Rewards and sanctions for these children will be carefully tailored to meet their needs.

Children who are on the Special Educational Needs and Disabilities (SEND) register, who have particular difficulties managing their behaviour, will have their own risk assessments in place. In these cases, the usual behaviour systems may not apply.

Pupils with SEND relating to behaviour are given specific targets on their Pupil Plans to support them in making progress in this area. As part of this Pupil Plan, they may also have their own individual reward and

sanction system which has been determined by the teacher and SEND Coordinator (SENDCo), with the involvement of the pupil and parents. They may also be allocated a Teaching Assistant for a certain percentage of the week and/or receive additional support or outreach from an external agency.

Wraparound

During Wraparound, supervision is carried out by the wraparound staff. The same expectations of positive and negative behaviour are in place. Staff can refer to SLT or HT at any time for further support. Parents will be informed when behaviour falls below expectation by the wraparound staff. Repeated poor behaviour will be addressed by SLT or the HT and may result in pupils being prevented from accessing the wraparound provision for a period of time.

Lunchtime

At lunchtime, supervision is carried out by Midday Supervisors and the Senior Supervisor. The Senior Supervisor can refer to SLT or the Headteacher if necessary. The Midday Supervisors are expected to manage pupils' behaviour in line with our restorative approach. Pupils who fall below the standard of behaviour expected (Code of Conduct) will receive initially a warning, then a yellow or red zone as below. All lunchtime behaviour incidents should be recorded on a school behaviour form (Appendix 5) and reported to the class teacher or senior member of staff as appropriate, who will determine if further restorative action is necessary.

The Yellow or Red Zone Reflection Zones are used by Midday Supervisors at lunchtime.

Yellow Reflection Zone	Red Reflection Zone
As a first time warning or a short time out, pupils will be in 'Yellow Zone'.	For repeated or serious behaviour, pupils will be asked to go to 'Red Zone'. This is a designated area outside the Head's office for the opportunity to reflect on their behaviour.
For younger pupils this will involve standing by the duty adult for a short period in proportion to their age.	For younger pupils, this will be in proportion to their age.
For older pupils a 'Yellow Zone' area will be designated.	For older pupils this 'Time Out' may be for the remainder of playtime.

Extra-Curricular Clubs

Pupils attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club.

Any pupil who is disruptive, impolite or not able to follow the instructions given by the adult in charge, may receive a warning to miss a set number of sessions or to forfeit their place in the club.

Behaviour Outside of School

We expect our pupils to be proud to be members of St. Felix. We, therefore expect good behaviour when our pupils are outside of school in order to reflect the high standards of behaviour that we have. Teachers may talk to pupils about misbehaviour outside of school if it is witnessed by them, or reported to the school, or if it is behaviour that has repercussions for the orderly running of the school, poses a threat to someone else, or if it threatens the reputation of the school.

Parents will always be contacted if teachers speak to or sanction their child regarding their behaviour outside of school.

Child on Child Abuse

All staff aware that children can abuse other children both inside and outside of school and online. All forms of child on child abuse are unacceptable and taken seriously. These should be reported via My Concern.

Any child on child sexual harassment or sexual violence is dealt with in line with principles and procedures set out in our Safeguarding and Child Protection Policy.

Bullying

Bullying is the deliberate use of aggressive or unkind actions to hurt another person, usually over a sustained period of time. Bullying results in pain, fear and/or distress to the victim. Generally it is difficult for the victim to defend him/herself.

Bullying can be:

- Physical – hitting, kicking, or use of any violence
- Verbal – name calling, insulting, racist remarks, teasing
- Indirect/emotional – tormenting, being unfriendly, excluding

Why is it important to respond to bullying?

There are a number of reasons for challenging bullying behaviour in our school.

- The safety and happiness of pupils. Children who are bullied lose confidence, suffer injury and feel miserable – become unhappy about being in school.
- Educational achievement: Unhappiness and lost confidence can affect concentration and learning.
- Bullying goes against all that St Felix School stands for in its mission statement. We uphold the teaching of the Gospels at all times.

Procedures to combat bullying in our school:

Restorative approaches by the class teacher should be the first course of action. This should be dealt with within the context of the incident. This will remind all the class and those other children involved that bullying behaviour is unacceptable in our school but children involved can be supported to find their own solution to their personal disagreement and also discuss with them the impact of their actions.

For bullying which is repeated, results in damage to property or injury of a person a further response may be considered. Parents will be informed and involved at an early stage. Accurate records of incidents and how the school has responded to them, including conversations with parents will be recorded on My Concern. (See Appendix 6 Record of Conversation with Parent/External Agency)

As a school, we understand that we are all involved in the prevention and solving of bullying – our families, support staff and governors, as well as teachers. Bullying awareness can be highlighted in a variety of ways:

- Our own code of conduct offers our children a positive outlook to their attitude and behaviour to each other and the importance of restorative action;
- Our prayer and liturgy encourage friendship, responsibility towards each other and to the wider world, minority groups, other races and cultures;
- Explicit links are frequently made to the British Values, which promote community cohesion and tolerance.

Suspension / Exclusion

On very rare occasions it may be necessary to suspend a pupil on a temporary basis or exclude permanently. A decision to do this is not taken lightly, and is certainly not imposed without due consultation with all those involved with the pupil, and not without trying every possible alternative first. It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment. Following suspension pupils are supported to return to the expectations of the behaviour policy and/or reasonable adjustments required for a period of transition.

The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher and members of the senior leadership team have a responsibility to model the restorative approach at all times. The leadership team will assess staff needs and build into the school's professional development programme regular opportunities to discuss and learn about behaviour management. The Headteacher has responsibility for ensuring this policy is implemented.

The Role of Parents

The school strives to work in partnership with parents so that children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, regularly informing parents of their child's successes, as well as informing them immediately if we have any concerns about their child's welfare or behaviour.

If a parent has any concerns over rewards, behaviour, sanctions, rules or the code of conduct, they should initially contact the class teacher. If they remain concerned, they should then contact their child's Key Stage Leader or if necessary, the Headteacher.

Monitoring

Behaviour incidents are recorded and monitored to ensure pupils receive the correct support. This information is reported termly to the governing body. Records may also be used to inform any referrals that may need to be made, both within school and to external agencies.

The Midday Supervisors record incidents that occur at lunchtimes. This is monitored by the Headteacher through the school's electronic recording system – My Concern.

It is the responsibility of the governing body to monitor the rate suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Complaints

Any complaints about staff will be dealt with under the Trust Complaints Procedure Policy. This can be accessed on the OLOW MAT website [Our Lady of Walsingham Catholic Multi Academy Trust - Policies & Documents](#)

Review

The governing body reviews this policy every two years. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 – Restorative Script

Restorative Questions Responding to Challenging Behaviour

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have you been affected?
- What do you think needs to happen next?

Responding to Those Harmed

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

The St Felix Code of Behaviour

“As true followers of Jesus learning together, our school strives to be a community where everyone is valued, nurtured and encouraged to reach their full potential and where Christ’s teaching guides responsible attitudes towards each other and the wider world.”

Responsibility – Following Jesus in how we act, speak and care for ourselves, one another and God’s creation

- We wear our school uniform with pride.
- We keep clean and tidy.
- We use kind hands, kind feet and kind words.
- We look after our books and our things.
- We put litter in the correct bins to recycle.
- We help keep our classrooms tidy.
- We walk safely in school.
- We listen actively and respectfully when people are speaking.
- We stay in school unless a grown up says we can go.

Community – Learning together in faith, dignity and welcome

- We are quiet during prayer and liturgy.
- We respect everyone.
- We are polite, friendly and welcoming.
- We use our manners.
- We help make our school a happy, safe and calm place.
- We are charitable to those in need in our own community and globally, recognising the dignity of every person and responding with compassion, generosity and hope.

Possibility – Growing in God’s love and striving for our best every day

- We always try our best in our learning so we can reach our potential.
- We attempt new learning, volunteer for roles, and persevere when things feel difficult.
- We see possibility in others by noticing the goodness in our classmates, and we try and help them to flourish.
- **We show hope, kindness and courage every day.**

Improving Behaviour in Schools
Six recommendations for improving behaviour in schools Dec 2019

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

1. Know and understand your pupils and their influences

Pupil behaviour has multiple influences, some of which teachers can manage directly.

Understanding a pupil's context will inform effective responses to misbehaviour.

Every pupil should have a supportive relationship with a member of school staff.

2. Teach learning behaviours alongside managing misbehaviour

Teaching learning behaviours will reduce the need to manage misbehaviour.

Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.

Teachers should encourage pupils to be self-reflective of their own behaviours.

3. Use classroom management strategies to support good classroom behaviour

Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.

Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.

Reinforcement programmes based on pupils gaining rewards can be effective when part of a broader classroom management strategy.

4. Use simple approaches as part of your regular routine

Some strategies that don't require complex pedagogical changes have been shown to be promising.

Breakfast clubs, greeting children at the door and working with parents can all support good behaviour.

School leaders should ensure the school behaviour policy is clear and consistently applied.

5. Tailor targeted approaches to meet the needs of individuals in your school

Universal behaviour systems are unlikely to meet the needs of all your students.

For pupils with more challenging behaviour, the approach should be tailored to individual needs.

Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.

6. Whole-school

Consistency and coherence at a whole-school level are paramount.

Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches.

However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole-school level.

Appendix 4 – Reflection



Name:..... Class:..... Date:.....

What went wrong?

What made me do it?

What can I do to make it right?

Discussed with Signed.....

Appendix 5 – behaviour form



St Felix Roman Catholic Primary School



Accident and Incident Record

Name of child Year

Date Time Recorded by.....

Location of incident

Type of incident:

- ☐ Fighting/physical act
- ☐ Violent behaviour
- ☐ Damaging property
- ☐ Prejudicial language
- ☐ Swearing
- ☐ Verbal incident
- ☐ Disobedience
- ☐ Rudeness
- ☐ Other

Type of accident:

- ☐ Trip/fall
- ☐ Collided with another pupil
- ☐ Collided with a static fixing

Resulting in:

- ☐ Graze
- ☐ Bumped head
- ☐ Bruising
- ☐ Other

Brief description of incident:

Action taken (MDSA):

- ☐ Restorative conversation
- ☐ Further action - YELLOW / RED
- ☐ Class teacher informed
- ☐ Head informed

Action taken (teacher):

- ☐ Restorative conversation
- ☐ Restorative Conference planned
- ☐ Child sent to another class
- ☐ Parent/carers informed verbally (F2F or phone)
- ☐ Letter to parent/carers
- ☐ Refer to SLT

Action taken:

- ☐ Graze cleaned
 - ☐ Plaster applied
 - ☐ Ice/cold compress applied
 - ☐ Head Form given
 - ☐ Office informed
 - ☐ Parent/carers informed by phone
 - ☐ Pupil continued in school
 - ☐ Pupil sent home*
- * refer to SBM for formal accident form

Further comments and actions taken by class teacher/head



Record of Conversation with Parent/External Agency



Name of St Felix staff member:	Name of parent/external agency:
Date and time:	Telephone / Face to Face

Brief factual description of the conversation:

Parents must be advised to contact the school again should they feel further investigation is necessary.



St Felix EYFS Behaviour Expectations



Beginning of the Day and Registration.

- Children will wait quietly in waiting area with parent/carer, not run or play with the stones.
- Children will leave their parents/carers at the gate and walk carefully up the slope to the classroom door with their teachers who come out to greet them.
- Children will be encouraged to show new members of the class what to do by setting a good example.
- As they enter, children will hang up their coats on their own peg, put their bag in the boxes provided and self-register on our "I am Here Board" by selecting their own name card.
- When called for formal registration/teaching time, children will leave the working areas tidy and chairs tucked in and sit on the carpet gathering area in an appropriate manner.
- All children will be encouraged to join in with our Morning/Afternoon prayer as we dedicate our work and play to Jesus.

Break and Lunchtime

- Reception pupils remain in school for lunch, where they are supervised by familiar members of staff and midday supervisors.

Rewards and Sanctions

- Children are taught that behaviour involves making choices, good choices are rewarded, there are consequences for bad choices.
- The children have simple rules for classroom behaviour which are shared with the parent in their induction pack. The rules are expressed pictorially so that all children can access and understand them.
- New rules are added at the request of the children.
- Children are encouraged to express themselves in words rather than actions, i.e. ask to join in with play rather than taking equipment etc.
- Good, caring behaviour is rewarded verbally and verbal praise is used as a reminder to others of our expectations, following the principles in the Behaviour Policy of the school.
- Gestures such as thumbs up are also used on occasions where words are not possible i.e. assembly.
- The staff regularly tell parents about instances of good, kind and caring behaviour.
- Examples of good behaviour are regularly shared between all Foundation Stage staff and children.
- During free flow, children have one warning re rules, then time out in the outside space and then come back inside.
- When inappropriate behaviour takes place, children will be warned and if the behaviour continues, they will be asked to hold an adult's hand for a short time and talk about what went wrong. After a cooling off period, they will be asked to say sorry.
- If the inappropriate behaviour is verbal the child will be encouraged to say something positive as part of their apology.
- Parents are informed of incidents of inappropriate behaviour and a behaviour programme may be agreed on, using reward charts.
- If inappropriate behaviour persists the EYFS Leader or Headteacher may become involved.

Confiscation

The Education Act 2011 allows for schools to confiscate property as a sanction. Staff members have the authority to confiscate a pupil's belongings but this must be applied reasonably and proportionately.

The Headteacher, or a senior member of staff is authorised to search pupils or their possessions without consent where they suspect that the pupil may have a prohibited item. Teachers can also search with consent from the pupils for banned items. These include:

- knives or weapons;
- alcohol;
- illegal drugs and stolen items;
- inappropriate images.

Again, searching and confiscation are extremely rare occurrences in our school.

Physical contact

At St Felix School we promote positive and appropriate physical contact, to enable our staff to deliver a nurturing environment, to ensure that the pupils thrive. For example: -comforting a distressed child (see DfE Guidance 2013).

Restrictive Intervention

All challenging behaviour will be addressed using the guidelines set out in the Trust Restrictive Intervention Policy.

Before using any restrictive intervention, staff must consider:

- Necessity: Are there alternative ways to achieve safety? Will intervention reduce risk or possibly escalate it?
- Proportionality: Use the least restrictive option for the shortest time, considering age, size, medical conditions, and context.
- Welfare and dignity: Consider impact, including for pupils who have experienced trauma/adverse life events, and maintain dignity throughout.

A quick THINK check for staff

- Threat level
- Have de-escalation attempts been made?
- Is intervention lawful/necessary?
- Narrowest (least restrictive) option?
- Keep under constant review and stop ASAP.

Should an incident require further intervention then staff will use physical intervention to prevent a child harming him or herself, others or property. The form of physical intervention may involve staff doing the following:

- ☐ physically interposing themselves between pupils
- ☐ blocking a pupil's path
- ☐ escorting a pupil
- ☐ shepherding a pupil away

Who can use restrictive intervention

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff, who has lawful control or charge of the pupils at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organized visit to prevent a child causing themselves harm.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for children with SEND and vulnerabilities

When can restrictive intervention be used?

Under some circumstances, and as a last resort a pupil maybe restrained to prevent them committing any offence, injuring themselves or others, damaging property or to maintain the good order and discipline in the classroom (DfE guidance). The Head Teacher will be informed immediately, or in their absence a member of the senior management team. A report of the incident will be recorded. Parents will be informed in writing and where possible in person at the end of the day.

What happens after a restrictive intervention?

As soon as practicable:

1. Medical assessment and first aid for pupils/staff where appropriate; record any injuries per school procedures.
2. Record and report the incident.
3. Facilitated debrief with staff and pupil(s), ideally led by someone not involved in the incident, to understand precipitating factors, repair relationships, and learn.
4. Evaluate the incident promptly (patterns, impact, lessons, plan updates).
5. Continue to monitor wellbeing of those involved and any witnesses; provide additional support as needed.

Statutory recording (school duties)

From 1 April 2026, the school has a legal duty to record every significant incident involving the use of force and every incident of seclusion or restraint (including non-force restraint). Records should be made as soon as possible and ideally the same day. At minimum, records must include:

- Names of the pupil(s)/staff involved and any relevant needs/circumstances (including SEND and SEN code).
- Time, date, location and duration of the intervention.
- Details of any injuries and post-incident support/medical treatment.
- If no force was used: why the intervention was necessary.
- If force was used: precipitating events/triggers; prevention/de-escalation attempts; type and degree of force; why force was necessary.

Where force is used, you do not need to file duplicate reports—cover all points in one report. These duties arise under s93A EIA 2006 (as commenced by s246 ASCL 2009) and the 2025 Regulations for seclusion/restraint.

Statutory reporting (to parents/carers)

- Provide a written report to each parent/carer of the pupil involved as soon as possible unless informing parents would likely cause significant harm to the pupil (in which case report to the local authority where the pupil lives).
- Include at least: time/date/location/duration, brief reason it was necessary, type/degree of force used (if any), injuries and post-incident support.
- Do not include identifying information of other pupils (data protection).

For seclusion/non-force restraint, provide the written information required by the schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025.

Follow-up with families: It is best practice to meet parents/carers after an incident to discuss triggers, de-escalation used, and how to adjust plans to reduce recurrence.

Data, oversight and governance

- The school will regularly review and analyse data on restrictive interventions to identify improvement areas; pinpoint training needs; understand patterns/triggers for key pupils; and check for disproportionate use with vulnerable groups (including pupils with SEND).
- The Governing Board/Trust Board will routinely scrutinise this data and seek assurance that practice is safe, lawful, and improving over time.

Training and Competence

Staff who are likely to use restrictive interventions will receive adequate training in safe and lawful use, and in strategies to prevent the need for force. Training needs will be reviewed at least annually and after any pattern of incidents.

Complaints and Allegations

Concerns or complaints about the use of restrictive interventions will be managed under the school's Complaints procedures. We will cooperate with external agencies as required.

Equalities Impact Assessment

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N	
	• Disability	N	
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N	
2.	Is there any evidence that some groups are affected differently?	y	Paragraph acknowledges impact of SEND
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	y	
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so, can the impact be avoided?		
6.	What alternatives are there to achieving the policy/guidance without the impact?		Risk assessments as outlined in policy
7.	Can we reduce the impact by taking different action?		

Date: October 24