

Lark Hill Community Primary School – Relationship and Behaviour Policy, including Restrictive Physical Intervention Policy (RPI)



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Signed by Designated Governor	Paula Warding

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Rights

At Lark Hill Community Primary School everyone has the right to:

- Be safe - Be respected - Learn

1. Introduction

Lark Hill Community Primary School is committed to creating an environment where exemplary behaviour supports the holistic development of every child academically, socially, and emotionally. Nurture is central to our ethos, and behaviour management begins with clear routines, high expectations, and consistent implementation across the school.

Staff guide children to develop self-discipline, not blind compliance, and positive behaviour is actively promoted. When behaviour infringes the rights of others or breaches school rules, proportionate actions are taken to restore standards.

Classroom practice emphasises relationships, routines, and expectations. All classes display clear rules, consequences, and rewards. Some pupils may require personalised behaviour plans, developed with parental input and external agencies as appropriate.

We adopt the Team Teach approach in our behaviour management, underpinned by the six principles of nurture (<https://www.nurtureuk.org/the-six-principles-of-nurture/>). Challenging behaviour is seen as communication of unmet needs, and staff work collectively to address the underlying cause.

Support from SEND services, including the RISE team, Primary Inclusion Team, Educational Psychology, and CAMHS, is used where necessary.

2. Aims and Objectives

Aim: Ensure a consistent approach to promoting and managing positive behaviour.

Objectives:

- Ensure fair treatment for all and respect across the school community
- Provide clear expectations for staff in promoting good behaviour
- Outline approaches to the physical management of pupils
- Maintain a safe, purposeful, and happy learning environment

3. Expectations and Routines

To help children develop self-discipline and positive behaviour, staff set clear expectations that are consistently reinforced through daily routines. These routines create a safe, respectful, and purposeful learning environment across classrooms, playgrounds, dining areas, PE, and off-site activities.

Staff respond to incidents proportionately, helping children reflect on their choices. For example, lunchtime incidents may involve a brief reflective conversation with the supervising adult and a proportionate loss of breaktime.

These expectations and routines provide a consistent framework, supporting children to understand positive behaviour, internalise routines, and recognise the consequences of inappropriate actions.

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Movement Around School We expect children to:	Classroom Routine We expect children to:	PE Routine We expect children to:	Lunchtime Routine (Dining Hall) We expect children to:	Break and Lunchtime Play Routine We expect children to:	Out of School Activities (e.g. trips, clubs, visits) We expect children to:
<p>1. Walk calmly, in single file and quietly on the left side of the corridor.</p> <p>2. Have kind hands and feet that we keep to ourselves.</p> <p>3. Hold doors open for others.</p> <p>4. Be aware of others.</p> <p>5. Greet everyone politely.</p>	<p>1. Enter the classroom calmly and get ready to learn.</p> <p>2. Follow instructions.</p> <p>3. Sit properly and actively listen.</p> <p>4. Respect others' right to learn by staying focused and quiet during tasks.</p> <p>5. Tidy up equipment and respect the classroom environment.</p>	<p>1. If changing, do it quickly and sensibly with respect for others' privacy.</p> <p>2. Look after their own belongings and PE kit.</p> <p>3. Listen to and follow safety rules and instructions at all times.</p> <p>4. Show good sportsmanship – follow rules, encourage others, take turns, and play fairly.</p> <p>5. Join in fully, even if they find it challenging.</p>	<p>1. Line up quietly and wait their turn.</p> <p>2. Use good manners when collecting food and eating.</p> <p>3. Stay seated while eating and talk calmly to those nearby.</p> <p>4. Clear away trays and tidy up after themselves.</p> <p>5. Listen to lunchtime staff and follow their instructions.</p>	<p>1. Follow the school's behaviour policy</p> <p>2. Use kind words and include others.</p> <p>3. Take care of equipment and play safely.</p> <p>4. Listen to and respect playground adults.</p> <p>5. Respect the school environment by not littering.</p>	<p>1. Represent the school with pride – be polite, respectful and show good behaviours.</p> <p>2. Stay with the group and follow adult instructions.</p> <p>3. Be prepared and bring what they need.</p> <p>4. Listen and participate with enthusiasm. Show curiosity.</p> <p>5. Respect others' right to learn.</p>

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4. School Rules and Values

In accordance with the British Value, the Rule of Law, pupils know and understand the rules they are expected to abide by. Our school values are at the heart of Lark Hill life and so form the backbone of our behaviour expectations. Each year, teachers and pupils will develop these school rules and create an agreed set of classroom rules, signed by each pupil and displayed in class.

School Values	Nurture We care for ourselves, each other, and our environment. 	Achieve We always try our best and never give up. 	Respect We treat everyone and everything with respect, including ourselves. 
School Rule	Be kind and look after one another.	Always try your best, even when it's challenging.	Treat everyone with respect through your words and actions.
Behaviours	1. Help a classmate who is struggling. 2. Use kind words and actions towards all pupils and adults. 3. Take turns and include others. 4. Notice when someone needs help and offer support. 5. Keep shared spaces clean and welcoming.	1. Stay focused and complete your work. 2. Ask for help if you're stuck. 3. Learn from mistakes and keep going. 4. Set goals and challenge yourself. 5. Use feedback to improve your work. 6. When things go wrong, use the strategies you have been taught to help yourself stay calm.	1. Listen carefully when someone is speaking. 2. Use polite, respectful language. 3. Wait your turn and follow instructions. 4. Respect other people's ideas and feelings. 5. Look after school property and each other's belongings, including our books. 6. Wear the correct school uniform for all lessons, including PE.
Rewards	ClassDojo points linked to values which can be traded for rewards once accumulated Weekly celebration awards linked to values Weekly headteacher awards linked to values Parents informed of good behaviour at the end of the day, or via phone call/text		

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5. Misbehaviour and Consequences

Behaviour stages provide a clear framework for responding to incidents, from low-level disruption to serious or persistent misbehaviour. The table below outlines each stage, the expected staff response, and how parents are involved. This applies to pupils Year 1 – Year 6.

	Example behaviours	Appropriate Action	By Whom	Parental Support
Stage 1 Persistent low-level disruption to learning. Not following school values.	<ul style="list-style-type: none"> Shouting out/ chatting. Wasting learning time / refusal to start tasks. Distracting others. Repeatedly being disrespectful to others through actions/ language. Not coming straight into class after break times, eg loitering in cloakrooms when directed into class. Play fighting that continues after a reminder. 	<p>Prior to consequences: Reminder/ personal prompt (PIP and RIP) given/ de-escalation strategies De-escalation strategies: use of proximity, redirection, positive reframing, praise when behaviour improves, positive praise around the class, clear instruction with take up time, movement to another seat, removal of unnecessary equipment, offering of a concentration aid. Triggers to be identified by class teacher.</p> <p>After 2 warnings, a consequence will be given. Reflective or restorative conversation when ready. 5 minute detention at next break time. Behaviour logged on Google Document. Log on CPOMs - trigger, behaviour, strategies used, action. Parent/carer text sent confirming detention.</p>	Class teacher LSA	Text message sent by the adult who manages the detention.
Stage 2 Consistent and persistent disruption to learning. Persistently not showing school values.	<p>Repetition of Stage 1 behaviours in same session (lesson/ breaktime) or not attending 5 minute detention. OR Deliberately damaging property. Name calling / swearing. High level disruption in lessons. Prolonged periods of missed learning time will be repaid. Refusing to complete allocated tasks / engage in lessons. Physical reaction such as biting/pushing/shoving - considering age and stage of development.</p>	<p>Repeat Stage 1 strategies to de-escalate, where appropriate If behaviour continues:</p> <ul style="list-style-type: none"> 10 min detention at next break for reflective/restorative conversation. Learning time which has been missed to be repaid and completed during a directed time and/or sent home Parents contacted at the time of disruption to support Staff to consider use of social story /intervention group to avoid repeated incidents Damaged property to be charged to parents Behaviour logged on Google Document Parent discussion at end of day or phone call home Incident logged on CPOMs - trigger, behaviour, strategies used, action 	Class teacher LSA	Text message sent asking parent to contact teacher at the end of the day. Staff must discuss the behaviour by/at the end of the day with parent. Consider social story being sent home where appropriate

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<p><u>Stage 3</u></p> <p>Aggressive or unsafe behaviour.</p> <p>High level disruption.</p> <p>Bullying.</p>	<p>Where the leadership team are aware of children having repeated detentions in the same week.</p> <p>OR</p> <p>Non-compliance with consequences.</p> <p>OR</p> <ul style="list-style-type: none"> • Fighting (intentional - not play fighting). • Being unsafe (e.g., in unsupervised areas). • Running around the building. • Deliberate damage to school property/ throwing chairs etc. • Repeated and targeted bullying. • Deliberate use of discriminatory language. 	<p>Repeat Stage 2 responses</p> <p>If behaviour continues:</p> <ul style="list-style-type: none"> • Parents contacted again and invited into school to support their child • Where work is refused, children will be asked to complete during breaktime or it will be sent home • After 3 detentions, pupils sent to SLT detention on a Friday lunch (approval through AHT) • Damaged property to be charged to parents • Social stories to be used at an appropriate time following the incident • Team Teach strategies used where appropriate • Meeting with parents and class teacher. Teacher to begin creating a Behaviour Plan • Incident logged on CPOMs • SENDCo – wider support considered <p>For incidents of repeat bullying AHT to be involved</p> <ul style="list-style-type: none"> • Alternative play provisions (i.e. colouring) provided • Anti-bullying policy shared with child (child friendly copy) • Intervention for Circle of friends/ social stories 	<p>Class teacher LSA AHT SENDCo</p>	<p>Attend meeting in school with class teacher</p> <p>Work refusal will be sent home to be completed</p> <p>Send copy of pupils' behaviour plan home</p> <p>Social stories sent home where appropriate</p> <p>Offer a range of home support</p> <p>Anti bullying policy to be sent home</p>
<p><u>Stage 4</u></p> <p>Repetition of Stage 3 behaviours or a significant one-off incident.</p>	<p>Where the leadership team are aware of children having repeated Stage 3 behaviours within a further 2-week period.</p> <p>OR</p> <p>Serious one-off incident (causing significant damage to property; throwing equipment/furniture; deliberate physical or verbal assault towards adult or pupil).</p>	<p>Repetition of Stage 3 behaviour within 2-week period:</p> <ul style="list-style-type: none"> • SLT to hold a meeting with parents, class teacher and SENDCo (safeguarding team if relevant) • Review and adjust behaviour plan <p>Where significant incident occurs:</p> <ul style="list-style-type: none"> • Physical intervention strategies used where reasonably necessary and proportionate • Staff debrief with key adults to consider next steps led by SLT • Meeting led by SLT with parents in person/ on phone • Consider fixed-term suspension or permanent exclusion (with LA involvement) • Notify SENDCo – wider support considered 	<p>SLT SENDCo External agencies if applicable</p>	<p>Attend meeting in school with SLT</p> <p>Receive copy of pupils' updated behaviour plan</p> <p>Engage with external agencies where necessary</p>

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6. Adaptation for Early Years

Behaviour is developmental and, as such, there is an adapted and gradual approach taken for children in Reception and Nursery, considering their age and stage of development. All adults should aim to build strong relationships with all children and ensure they have a consistent key adult within school. The emphasis is on safety and security, through predictability and routine.

Typical development behaviours	Examples of behaviours you may see	Why is the behaviour occurring?	What should the adult do?
What we may see in EYFS	<p>Schematic Play</p> <ul style="list-style-type: none"> • Trajectory- move, throwing, rolling and dropping of objects. • Transporting- moving objects around. • Enclosing/Enveloping- containing things/ themselves. • Rotational- turning on of taps. • Connecting- joining things together and open and closing things. • Orientation- moving themselves or objects upside down. • Positioning- arranging or line objects up. <p>Emotional regulation</p> <p>Children may become dysregulated which can look like; crying, frustration, hitting out, hiding, running away, refusal, struggling to express needs. This is not an exhaustive list and children may display other behaviours.</p>	<ul style="list-style-type: none"> • Have their basic needs been met? • What are they trying to tell me? • Could this behaviour be evidence of a schema? • Could they be attachment/ proximity seeking? • Has the behaviour been triggered by anything? • Has anything happened at home? • Do they enjoy behaving in that way? • Do they like my response? • What is the child hoping to achieve with this behaviour? 	<p>Schematic Play</p> <ul style="list-style-type: none"> • Model good play • Positive praise • Visual prompts • Clear expectations in the learning environment • Tune into interests and plan for this • Do not discourage schema behaviours. <p>Emotional regulation</p> <ul style="list-style-type: none"> • Notice the signs of dysregulation • Pull back on demands • Use distraction and diversion • Reduce stimulation • Remove to quieter area • Allow for a soothing activity • Reduce language • Label emotions • Consider physical proximity • Use emotion coaching scripts

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Where response above is ineffective, adults will follow the steps for specific behaviours below- consider where to use an ABC chart to identify triggers and the individual needs of children.

Behaviour	Level 1	Level 2	Level 3	Level 4
Physical aggression- hitting, pushing, shoving with intent	Time away from current activity. Discuss with the teacher. Apology. Talk to both parents.	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to AHT. Meeting arranged with parents.	Meeting with HOS or Deputy Head Teacher.
Physical- biting	Time away from current activity. Discuss with the teacher. Apology. Talk to both parents.	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to AHT. Meeting arranged with parents.	Meeting with HOS or DHT.
Persistent name calling	Discussion with children, stories and activities to support understanding- discussion with teacher and parents. Apology	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to AHT. Meeting arranged with parents.	Meeting with HOS or DHT.
Rough play	Reminders and Redirected to other areas of learning - discussion with teacher	Children separated to different play areas- parents informed by the class teacher.	Time away from provision - AHT to contact parents	HOS/DHT to be informed
Using resources in an unsafe manner (despite warning and modelling)	Model how to use the resources. Explanation of why it is unsafe. Discuss with the class teacher.	Take away resources-parents informed by the class teacher.	Time away from the activity. AHT to contact parents.	HOS/DHT to be informed and a conversation to be had between them and the child.

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Refusal to follow instructions (appropriate for individual children)	Controlled choice- now or during provision play time.	Time away from current activity- parents informed by class teacher.	Time in another EYFS class to complete directed activity.	HOS/DHT to be informed and a conversation to be had between them and the child.
Using inappropriate language such as swearing/unkind	Discussion with children, stories and activities to support understanding- discussion with teacher and parents. Apology	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to phase lead. Meeting arranged with parents.	Meeting with HOS/DHT

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7. The Oak Enhanced Resource Provision

The Oak is a Local Authority KS2 enhanced resource provision for Key Stage 2 pupils. It complements the overarching behaviour policy with adaptations for pupils with complex SEMH needs as documented in individual pupils' Education, Health and Care Plans (EHCPs).

Purpose and Approach of the Oak:

The aim of the Oak is to provide children with a secure base within a mainstream school. The children learn from the National Curriculum but lessons are taught alongside a robust social and emotional curriculum so that the children develop behaviours for learning. Each child follows a personalised timetable and joins mainstream activities as part of an individualised approach. The Oak provides:

- Secure base for learning, social, and emotional development
- Differentiated access to National Curriculum
- Small class size, staffed by a teacher, HLTA, and LSAs

Curriculum in the Oak:

- Delivery of the National Curriculum
- Individualised targets linked to EHCPs
- Interventions include sensory play, cooking, outdoor learning, Lego Therapy, Smart Moves, and PSHE
- Gradual, individualised transition to mainstream classes

Positive Behaviour Management:

In the Oak, positive behaviour choices are recognised and celebrated before managing challenging ones. We have daily celebrations of individuals who have shown behavioural improvements/ have made conscious choices to manage their emotions in a constructive way, this rolls in to a weekly award. We also use the whole school reward system of Class Dojos whereby we acknowledge children who demonstrate the school values and demonstrate emotional awareness. In the Oak we also edit our dojos in line with SEMH targets we are working on that term.

Daily behaviour management steps in the Oak:

- Praise children in the immediate vicinity for displaying the correct behaviours.
- Invite the children to self-regulate. E.g. Do you need a minute? Would you like a quiet space?
- First verbal warning.
- Second verbal warning.

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- Third and final verbal warning. There is an expectation that children who refuse to engage with learning will not disrupt the opportunity for others and must therefore leave the room and enter a self-regulation space.
- If met with refusal at this point children may be guided out of the room by an adult trained in Team Teach intervention techniques.

Children in The Oak will have individual learning plans (ILPs) and individual behaviour plans (IBPs) – see Appendix 2. Individuals may also have risk assessments in place. All documents will be shared and reviewed with parents during parent's evening or when necessary given a shift in individual circumstance.

We will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism, medical conditions, SEMH needs and Speech and Language
- behaviour support plans which are updated and shared with relevant staff.

The use of a Safe Space (“The Nest”/ The Regulation Space):

The use of a welcoming safe space area needs to be planned carefully around the needs of the young person. In the Oak, this is referred to as ‘The Nest’ and regulation space. It should not be seen as a negative sanction but as a place of safety that allows the pupil to manage their own behaviour in a quiet place. The use of the safe space area for any individual young person is reviewed regularly to ensure that its use does not actually lead to further negative responses but helps the young person manage their own emotions in a safe manner.

Approaches to De-escalation and Persistent Behaviour:

Some pupils may seek confrontation, which staff must de-escalate calmly without modelling aggressive behaviour. The Team Teach approach provides verbal and non-verbal strategies to reduce misbehaviour and the need for physical intervention.

When behaviours are persistent or severe, an Individual Behaviour Plan (IBP) is written, discussed with parents/carers, and regularly reviewed. Any planned physical interventions are detailed in the pupils' IBP.

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8. School Suspensions and Permanent Exclusion

The next level of intervention, in terms of severity of behaviour would be an invite for an adult from home to come and attend school and support behaviour. internal suspension. A member of the leadership team must be involved in the decision to invite the parent in.

If an adult from home supporting behaviour does not result in an improvement in behaviour, a pupil may be temporarily suspended from school. This may be:

- As a result of a single incident of such severity or a build up of repeated behaviours which fall into the following categories:
 - Physical assault of adults
 - Physical assault of pupils
 - Persistent disruption to learning
 - Damage to property

The Executive Headteacher and Head of School will follow the LA's set procedures in any instance of suspension. The governors will be kept fully informed of any temporary suspensions and any move to permanently exclude will be as a result of a decision taken by the governing body.

For children who may be at risk of permanent exclusion, the option of a managed move to another mainstream school may be appropriate. This is carried out in conjunction with the local authority, parents, school leaders and the inclusion and pastoral team.

9. Restrictive Physical Interventions (RPI)

At Lark Hill Community Primary School, staff are committed to maintaining a safe, caring and positive environment. Physical intervention is used only as a last resort, and always with the minimum force necessary to prevent harm. Our approach prioritises de-escalation, communication, and positive relationships, consistent with our school values and the Team Teach ethos.

Legal Framework

This section is informed by:

1. Section 93 of the Education and Inspections Act 2006, which allows school staff to use reasonable force to prevent a pupil from:
 - i) Committing an offence
 - ii) Causing injury to themselves or others
 - iii) Causing serious damage to property
 - iv) Seriously prejudicing the maintenance of good order and discipline in school

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2. DfE Guidance: Use of Reasonable Force (2013)
3. Keeping Children Safe in Education (2024)
4. The Equality Act (2010), which requires schools to make reasonable adjustments for pupils with additional needs
5. Team Teach accredited practice (BILD-ACT certified), which provides an approved framework for positive handling

When RPI May Be Used

Restrictive Physical Intervention may be considered only when:

- There is an imminent risk of harm to the pupil or others
- There is a risk of serious damage to property
- Behaviour poses a significant risk to safety or order
- All other de-escalation and preventative strategies have been exhausted or would be ineffective in that moment

The use of force must always be reasonable, proportionate and necessary, taking account of the pupil's age, understanding, and individual needs.

Who May Use RPI

Under Section 93 of the Education and Inspections Act 2006, all school staff have the legal authority to use reasonable force when necessary to prevent injury or harm.

However, only staff trained in the pre-emptive and responsive techniques of Team Teach will carry out planned physical interventions with pupils identified as being at risk of requiring such support.

Untrained staff may use physical intervention only in unforeseen emergencies, where immediate action is required to prevent serious harm and no trained staff are available.

Approach and Principles

- De-escalation and non-physical strategies are used whenever possible.
- Staff remain calm, communicate clearly, and act in the best interests of the pupil.
- RPI is an act of care and protection, never punishment, humiliation or compliance enforcement.
- Physical intervention should cease as soon as the situation is safe and the pupil has regained self-control.
- Reasonable adjustments are made for pupils with SEND or additional vulnerabilities.

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Recording and Reporting

Every incident of physical intervention is recorded using the school's RPI form (appendix 6). Witness statements will also be written by staff who have observed other staff using physical intervention, or they themselves have supported the physical intervention (Appendix 7).

All RPI forms are signed by the Head of School, and a scanned copy is then uploaded to CPOMs.

Parents/carers are notified at the earliest possible opportunity, on the same day where possible.

Staff and pupils involved are offered a post-incident debrief, and risk management plans are reviewed where appropriate.

Oversight and Monitoring

The SENDCo and Head of School monitors all incidents of RPI as part of safeguarding oversight and reports patterns or concerns to the Governing Body.

Analysis of incidents informs staff training and preventative strategies, with the aim of minimising the need for restrictive intervention through proactive support, regulation, and nurture-based practice.

After an Incident:

- A debrief and emotional support are offered to the pupil and staff involved.
- Any relevant behaviour or risk management plans are reviewed and updated.
- The Head of School /SENDCo monitors all incidents and reports patterns to the Governing Body as part of safeguarding oversight.

10. Prohibited items, confiscation and legal requirements of a search

Any prohibited items found in pupils' possession can be confiscated and must not be returned to pupils. If a child is found to be carrying a knife in school, unless there is an exceptional and genuine belief that it is a mistake, there is a duty to report this to the police. The school does not need a pupil's consent to search them if staff think the pupil has prohibited items, including:

- weapons, e.g. knives or an object they plan to use as a weapon
- alcohol
- illegal drugs

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- stolen goods
- nicotine products, e.g. cigarettes, vapes and tobacco related products
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause physical injury or emotional distress or commit an offence

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the leadership team and parents, if appropriate. Mobile phones are included, and pupils are expected to hand them in on entry to school. They will be returned to pupils at the end of the school day.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). There should normally be 2 members of staff present during the search –

the person doing the search and the search witness. Searches should be done by someone the same sex as your child. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present

Appendix 1: Classroom behaviour poster

Misbehaviour Consequences

5 Minute Reflect

- *Shout out/ chat during learning time*
- *Waste learning time / refuse to start tasks*
- *Distract others*
- *Repeatedly be disrespectful to others through actions or language*
- *Don't come straight into class after break times, eg staying in cloakrooms when I'm directed into class*
- *Play fight*

10 Minute Reflect

- *Repeat of Stage 1 behaviours in same session (lesson/ breaktime)*
- *Not attending 5 minute detention*
- *Deliberately damaging property*
- *Name calling / swearing*
- *High level disruption in lessons*
- *Prolonged periods of missed learning time will be repaid*
- *Refusing to complete allocated tasks or join in lessons*
- *Physical reaction such as pushing or shoving*

SLT Lunch time detention

- *Get repeated detentions in the same week*
- *Fight*
- *Am unsafe (e.g., in unsupervised areas)*
- *Run around the building during learning time*
- *Deliberately damage school property or throw chairs*
- *Repeatedly target/ bully someone*
- *Deliberately use discriminatory language*

Persistent disruption, class absence or extreme behaviours can result in suspension from school or permanent exclusion.

1st Warning



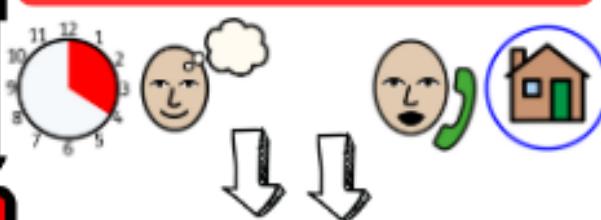
2nd Warning



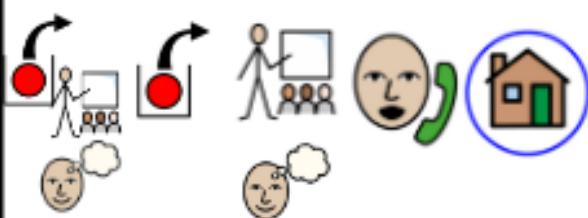
5 Minute Reflect



10 Minute Reflect



SLT Reflect



Sports and After school

Yellow Card
1 day ban

Red Card
1 week ban



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Appendix 2: Individual Behaviour Plans (IBPs)

IBPs provide a planned, graduated approach to supporting pupils with challenging behaviour. They outline proactive, active and reactive strategies. The strategies listed below are illustrative; staff may adapt or deploy additional approaches as appropriate.

Proactive Strategies – used within daily routines to prevent escalation:

- Speak calmly using the pupil's name and brief instructions.
- Use visual supports such as 'First...Then...' symbols.
- Offer preferred activities or choices within class.
- Assign a key adult (e.g., guardian angel) to support the pupil.
- Organise the classroom to reduce triggers and distractions.
- Give advance warnings of activity changes (timers, music).
- Model appropriate behaviour and reinforce positive actions.
- Use pupils' strengths and interests to engage them.
- Ensure all staff, including supply staff, are aware of strategies for that pupil.

Active Strategies – used to defuse or de-escalate emerging challenging behaviour:

- Notice early warning signs and intervene calmly.
- Divert attention or introduce an alternative activity.
- Maintain calm body language; speak quietly and slowly.
- Use appropriate humour and praise positive choices.
- Offer clear choices and instructions, reminding pupils of rules and outcomes.
- Remove the pupil from triggers or unsafe situations, including audiences.
- Seek support from colleagues when needed.
- Avoid arguments or pointing out faults; focus on preventing escalation.

Reactive Strategies – used if behaviour escalates into a crisis:

- Make the environment safe, moving furniture and removing hazards.
- Guide assertively; hold or restrain only if absolutely necessary.
- Change staff if required to support de-escalation.
- Planned ignoring or firm repetition of instructions.
- Inform pupils of the consequences of their actions.
- Remove pupils to a safe space and allow time to process, recover, and reflect.
- Offer clear choices and opportunities to discuss the incident once calm.

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Here is the template for an Individual Behaviour Plan (IBP). These are completed and stored on Insight so all staff have access to the agreed approaches and plan for individual children.

Name	Date of Birth	Year	Class	Class Teacher/s	Date of Plan	Date of Review
% of sessions attended		% of absences			% of sessions marked as late (L or U code)	

Strengths	
Known triggers	

Daily timetable and support to promote regulation

What does calm look like?	Staff response and strategies
What does dysregulation look like?	Staff response and strategies
What does crisis look like?	Staff response and strategies
What does emotional recovery look like?	Staff response and strategies

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Appendix 3: Restrictive Physical Intervention (RPI) proforma

Significant Incident Report Form – Use of Reasonable Force

Under Section 93A of the Education and Inspections Act (2006), schools are required to record and report all significant incidents where reasonable force is used. A significant incident is any use of force beyond appropriate physical contact.

This form must be completed by the member of staff who used force on a pupil. Where additional staff use force in the same incident with a pupil, a witness reporting form will be completed separately by this member of staff and should be read alongside this form.

Did the use of force during this incident go beyond appropriate physical contact? Yes No

<i>Date of Incident</i>		<i>Start time</i>		<i>Finish time</i>	
<i>Location</i>					
<i>Date form completed</i>		<i>Delay reason if not immediate</i>			
<i>Pupil</i>		<i>Pupil DOB</i>			
<i>Pupil's SEND or other relevant needs</i>					
<i>Staff</i>		<i>Staff Role</i>			
<i>Staff witnesses:</i>		<i>Witness report/s attached?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Section 1 - Description of Incident

<i>Behaviour leading to use of reasonable force:</i>				
<i>Risk presented (e.g. harm to self, harm to others, damage, serious disruption, absconding)</i>				
<i>Steps taken to de-escalate before force was used</i>	<input type="checkbox"/> Active listening <input type="checkbox"/> Offer limited choices <input type="checkbox"/> Use of calm, neutral tone <input type="checkbox"/> Distraction <input type="checkbox"/> Use of agreed script		<input type="checkbox"/> Offering safe/quiet area <input type="checkbox"/> Reduce demands of learning task <input type="checkbox"/> Reassurance/ emotional support <input type="checkbox"/> Use of key/trusted adult	

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	<input type="checkbox"/> Signposting to self-regulation strategies (e.g. breathing) <input type="checkbox"/> Reducing sensory input <input type="checkbox"/> Countdown <input type="checkbox"/> Wondering aloud <input type="checkbox"/> Removing other children <input type="checkbox"/> Take up time <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Humour <input type="checkbox"/> Changing adult <input type="checkbox"/> Negotiation/compromised <input type="checkbox"/> Remind of rewards/recent success <input type="checkbox"/> Remind of consequences <input type="checkbox"/> Other
<i>Degree of force applied (tick one)</i>	<input type="checkbox"/> Minimal (light touch / guiding / blocking to prevent escalation) <input type="checkbox"/> Moderate (restrictive hold used, proportionate to risk, short duration) <input type="checkbox"/> Significant (multiple staff, prolonged intervention, or higher-risk hold)
<i>Team Teach technique/s used, by whom and duration</i>	
<i>Medical check of pupil carried out?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No Details:
<i>Medical check of staff carried out?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No Details:
<i>Injuries to pupil or staff (if any)</i>	
<i>Damage caused (if any)</i>	

Section 2 - Follow-up Actions

Informing Parent/carer			
<i>Parent/carer informed / by whom</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Method</i>	<input type="checkbox"/> Phone <input type="checkbox"/> Face to face <input type="checkbox"/> Other
<i>Date of notification</i>		<i>Time of notification</i>	
<i>Relevant detail from the conversation</i>			

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<i>Reason if parent/carer was not notified (e.g. disclosure risk or other safeguarding reason)</i>				
Pupil Debrief				
<i>Conducted by</i>		<i>Date/time</i>		<i>Was pupil calm and able to engage?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Pupil's account (or refusal noted)</i>				
<i>How the pupil felt about the intervention</i>				
<i>Actions agreed with pupil (if any):</i>				
Staff Debrief				
<i>Led by</i>		<i>Date/time</i>		<i>Staff attended</i>
<i>Staff reflections</i>				
<i>Did staff feel supported?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Were all agreed de-escalation strategies attempted?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Any concerns about the intervention?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Detail where applicable</i>	
Learning / Next steps - does this incident highlight: <input type="checkbox"/> Need to update risk assessment <input type="checkbox"/> Need to update behaviour plan <input type="checkbox"/> Need for staff refresher training <input type="checkbox"/> Environmental adjustments <input type="checkbox"/> External agency involvement <input type="checkbox"/> Safeguarding concern requiring DSL notification? <input type="checkbox"/> Other (specify): _____				

Section 3 - Signatures

<i>Staff completing form</i>	<i>Name (print)</i>	<i>Signature</i>	<i>Date</i>
<i>Senior leader review</i>	<i>Name (print)</i>	<i>Signature</i>	<i>Date</i>

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Section 4 - Data Monitoring (for trend analysis and reporting only – tick same as above where applicable)

<i>Incident category</i> <input type="checkbox"/> Harm to self <input type="checkbox"/> Harm to staff <input type="checkbox"/> Harm to pupil/s <input type="checkbox"/> Property damage <input type="checkbox"/> Serious disruption to learning <input type="checkbox"/> Attempted absconding <input type="checkbox"/> Other (specify)
<i>Duration of intervention (minutes)</i>
<i>Number of staff involved</i>
<i>Degree of force applied</i> <input type="checkbox"/> Minimal <input type="checkbox"/> Moderate <input type="checkbox"/> Significant
<i>Planned or unplanned intervention (e.g. part of individual behaviour plan/risk assessment)</i>

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Appendix 4: Restrictive Physical Intervention (RPI) proforma

Witness Report Form – Use of Reasonable Force

Under Section 93A of the Education and Inspections Act (2006), schools are required to record and report all significant incidents where reasonable force is used. A significant incident is any use of force beyond appropriate physical contact.

<i>Staff witness</i>		<i>Staff Role</i>			
<i>Date of Incident</i>		<i>Start time</i>		<i>Finish time</i>	
<i>Location</i>					
<i>Date form completed</i>		<i>Delay reason if not immediate</i>			

Section 1 – Witness Statement

Please record factually what you witnessed. Include what you saw, what you heard, and who was present at the time. Only describe events you directly observed.

Section 2 – Observation of force

<i>Which staff member/s were involved in using force?</i>	
<i>What type of force did you see being used? If you are trained in Team Teach (or another accredited approach), you may record the technique used. If not, please describe factually what you saw (e.g. holding arm, guiding by elbow)</i>	
<i>Approximately how long did the physical intervention last?</i>	

Section 3 – Injuries of Distress Observed

<i>Did you see any visible injuries to pupil or staff?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
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	Details
<i>If yes, did you see first aid or support being provided?</i>	
<i>Did you notice visible distress for pupil or staff?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No Details

Section 4 -Declaration

I confirm this account is based only on what I directly witnessed.

Name (print)	Signature	Date
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