# Ryarsh Primary School - Behaviour Policy

Updated September 2026

## Rationale

At Ryarsh Primary School we believe that the promotion of excellent behaviour, the development of self-respect and of respect for others is a vital part of a child's education. In our school, we create a caring, family atmosphere in which teaching and learning can take place in a calm, safe and supportive environment. Our school is a place where everyone is treated with dignity, kindness and respect.

The behaviour policy is supported and followed by the whole school community, parents, teachers, children and governors, based on our shared values and sense of community. In addition, adults are required to adhere to the staff code of conduct – updated annually.

*Our School Values*

Everyone at Ryarsh Primary School acts with:

- Integrity
- Compassion
- Determination
- Respect
- Unity

## Principles

First and foremost, our values underpin our approach to behaviour.

Throughout our school curriculum, behaviour and values are explicitly taught in order to secure excellent standards of behaviour. Being taught excellent learning behaviour is vital for all pupils to succeed. This will encourage self-discipline and teach children respect for themselves, for other people and for property. It will also help prevent all forms of child-on-child abuse and ensure that pupils complete any tasks to the best of their ability.

**A consistent and fair approach is essential.** By having simple, clear and well communicated expectations of behaviour, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

Our school behaviour policy has been designed so that it is:

- easily understood
- aligned and coherent to other key policy documents
- inclusive
- encouraging adults to problem solve, not just simply following processes
- consistent and detailed
- supportive
- adapted to suit the developmental stage of the child(ren)

## The role of school leaders

The school leadership team will be highly visible, with leaders routinely modelling and engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders will make sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

Regular behaviour training is provided for staff as and when deemed necessary or appropriate (depending on changing roles, specific pupil needs, DfE guidance changes etc). Teachers are also provided with more detailed training by leaders on specific techniques that will strengthen behaviour in the classroom through the successful implementation of this policy. Ongoing training is also provided through staff briefings, staff meetings and our ongoing monitoring of teaching and learning.

## The role of all school staff (including school leaders)

The leadership of behaviour requires consistency in both the standards that the adults expect from the children and the standards that the adults' model themselves. There are key behaviours needed from staff to ensure that our strategic approach to behaviour can be implemented effectively. These key behaviours are:

- Consistent, calm adult behaviour
- First attention to the best conduct
- Equality of adult authority
- Reasonable adjustments (where agreed and appropriate)
- Analyse, don't personalise
- Positive language choice
- Relentless routines, taught and practised
- Enable success because success breeds motivation
- Believing that every child has the ability to make excellent progress.

Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

Staff have the powers to discipline children, they must decide how to apply this behaviour policy in the most appropriate way, including:

- The use of restorative approaches towards conflict resolution
- The use of school sanctions
- The power to discipline children for incidents that occur outside school if deemed appropriate

## The role of children

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils are explicitly taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

The school encourages children to behave well and show self-discipline and respect, both in school and in the wider community. Children with extra responsibilities such as year 6 house captains, school council etc. are expected to be role-models demonstrating excellence in behaviour.

The school encourages children to take responsibility to develop a positive behaviour culture. This is re-enforced in assemblies and throughout our curriculum. The pupils are also asked about their experience of behaviour and to provide feedback on the school's behaviour culture. This helps us support the evaluation, improvement and implementation of the behaviour policy

The school promotes a proactive, whole-school approach to preventing bullying, equipping children throughout the year with the knowledge, confidence and skills to stand up to bullying and support one another.

## The role of parents/carers

The role of parents is crucial in helping our school develop and maintain good behaviour. Parents are encouraged to take an active part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home if and where they feel is appropriate. Where a parent has a concern about the management of behaviour in school, they should raise this directly with staff while continuing to work in partnership with our school.

Specific ways that parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without strong behaviour.
- By recognising that staff are trained to deal with behaviour problems patiently and positively.
- By signing the Home School Agreement annually which outlines the responsibilities of the school, children and parents/carers.

## The Ryarsh Behaviour Curriculum

*Defining Excellence*

### Good Behaviours Vs Behaviours for Excellence

At Ryarsh, we strive for excellence in behaviour and recognise that this must be explicitly taught rather than simply expected. We ensure that children understand what excellent behaviour looks like in every aspect of school life. By distinguishing between good learning behaviours and excellent learning behaviours, we foster a culture of high expectations, enabling every child to develop the attitudes, habits and self-discipline needed to thrive. These expectations underpin our school culture and are consistently promoted throughout the school.

| Good Levels of Behaviour | Excellent Levels of Behaviour |
|---|---|
| Children demonstrate all school values. | Children actively demonstrate all school values, even when 'no one is watching'. Children recognise where the school values have not been displayed and respectfully challenge adults and children to show the necessary values. They also make suggestions of other ways in which we can show our school values. |
| The children act with kindness and compassion, both in and out of the class. | The children encourage and challenge each other to be kind and polite. They also celebrate the successes of others.<br>The children are very inclusive with their conduct both in school and in the wider Ryarsh community. They are sympathetic and, where possible, empathetic, to the additional needs of others and adapt their behaviours accordingly. |
| Children demonstrate respect in several ways: using please and thank you, appreciating different viewpoints, using the school equipment and resources appropriately. | Where appropriate, the children challenge the viewpoints of both adults and children in a respectful and polite way. Not only do they appreciate the views of others, but – where necessary- seek them out. They embrace diversity and are motivated to learn and celebrate both commonality and difference. |
| On arrival to the classroom, children enter the classroom quietly. | On arrival to the classroom, children enter the classroom quietly and immediately engage in the tasks set and the morning routine. |
| Children walk around the school in a calm and orderly way. | Children demonstrate fantastic walking: greeting adults and other children, asking questions and demonstrating pride in the way they are walking. They open doors for others and engage in appropriate conversations. |
| Children following routines and adult instructions. | Routines and expectations have become normalised and are consistently adhered to (no matter the adult leading the room) without adult reminders. |
| Children are demonstrating active listening to everyone in the room. There is no interruption to learning. | Children are demonstrating excellent active listening, engaging with the speaker and are respond with curiosity and further questioning. |
| During lessons children collaborate well through talk partners/trios or during group tasks by staying on tasks and completing the task provided. | During collaborative tasks, children support and encourage each other. They ask questions to their partner to elicit their thinking. |
| Children engage with the tasks provided and work with an appropriate noise level on tasks given. | Children sustain a high level of concentration throughout the lesson, and this is evident in their understanding of instructions and in their high-quality evidence of the learning intention. Children demonstrate going 'above and beyond' with their learning: asking additional questions, completing additional home learning, seeking further challenge. |
| There is a calm and purposeful atmosphere in the room. | High quality situational behaviour is on display where behaviours are adapted to suit the nature of the learning. This allows for high level of active engagement. |
| Children are able to demonstrate independence in a variety of ways such as following routine and task completion. During moments of high challenge, children stay engaged on tasks. | Our children can use their own initiative when faced with an unfamiliar situation or learning challenge. During moments of high challenge, children display resilience and attempt new strategies to overcome any difficulties faced. |
| With the support of an adult, children can respectfully resolve 'appropriate conflict' (this may not be appropriate where serious breaches of the behaviour policy have occurred). | Where appropriate, children resolve conflict themselves without the intervention of an adult. They take ownership of the issues and seek meaningful resolutions. |

## The Ryarsh Behaviour Curriculum

*Curriculum Content*

At Ryarsh Primary School, we deliberately develop children's character through our carefully designed behaviour curriculum. We explicitly teach the behaviours, attitudes and habits we expect all pupils to demonstrate, recognising that character is developed through consistent practice over time. Our behaviour curriculum is carefully sequenced and progressively builds across each year group, ensuring that expectations are developmentally appropriate and reflect the changing needs, maturity and understanding of children as they grow. As pupils repeatedly practise these behaviours, they become embedded as positive habits that shape both their self-perception and the way they interact with others.

We believe that excellence is achieved through daily habits rather than isolated actions. This is reflected in the words often attributed to Aristotle: *"We are what we repeatedly do. Excellence, then, is not an act, but a habit."* This quote captures our belief that consistently practising positive behaviours enables children to flourish both academically and personally.

The content of our behaviour curriculum has been designed around three behaviour principles, to be:

- Ready
- Respectful
- Safe

These three principles are promoted in every lesson. We have made them simple to recall, so that they can be referred to more frequently and consistently by all adults. What is really important is brought into sharp focus and children can strive to demonstrate the behaviours that are most important to improving their learning. Achieving consistency in the way that these principles are applied is vital in the successful implementation of our behaviour policy.

The Behaviour Blueprint (next page) gives some ideas of things that might be covered by each principle, these will be adapted to suit the age and stage of each class, while also ensuring that this does not compromise on consistency. Children are encouraged to consider the school rules in all areas of the school and at all times of the school day.

### Examples of our classroom expectations (in line with our Ready, Respectful, Safe rules):

- Be ready to learn – have the right equipment, settle quickly and give your best effort.
- Listen when others are speaking – show active listening with your eyes, ears and body.
- Follow instructions – respond promptly and positively.
- Speak kindly and respectfully – use words and actions that show consideration for others.
- Move around the classroom calmly and safely – walk, transition quietly and respect learning time.
- Look after our classroom and resources – treat everything with care.
- Allow everyone to learn – avoid chatting unnecessarily, distracting others and contribute positively.
- Try your best and persevere – embrace challenge and learn from mistakes.
- Be honest and take responsibility – own your choices and repair mistakes.
- Celebrate the success of others – be encouraging and support your classmates.

| Our Behaviour Blueprint<br>At Ryarsh Primary School, everyone tries their best to make sure that we are ready, respectful and safe. | |
|---|---|
| Ready<br> | • Invest attention<br>• Try your hardest in each lesson<br>• Be involved in respectful class / group discussions<br>• Be resilient & face new challenges with a positive attitude<br>• Wear the correct uniform at the correct time.<br>• Come into the classroom promptly in the mornings and be ready to learn.<br>• Have a positive attitude.<br>• Respond immediately to the playtime bell and walk calmly back to class.<br>• Have the necessary equipment organised and ready.<br>• Make sure your area is tidy and ready for learning. |
| Respectful<br> | • Be kind and polite to all adults and children<br>• Respect school property, property of others and the environment around us.<br>• Be honest and show integrity<br>• Follow instructions<br>• Use appropriate language<br>• Wait our turn to speak<br>• Say please and thank you at the correct times<br>• Show compassion to the views of others<br>• Celebrate differences<br>• Hold doors open for others<br>• Let adults through a doorway before walking through yourself.<br>• Ask adults and children questions such as 'How are you today Mr/Mrs…..'<br>• Show gratitude to others by thanking them for what they have done for you.<br>• Do things for others because it feels good<br>• Laugh with others, not at others<br>• Give your very best<br>• Succeed gracefully and take joy in the success of others<br>• Be present and focussed when someone else is speaking. |
| Safe<br> | • Keep ourselves and others feeling physically safe and emotionally safe<br>• Keep hands and feet to ourselves<br>• Use lesson resources / playground equipment for what they are supposed to be used for.<br>• Make sure four chair legs are on the floor<br>• Know and follow the fire procedures<br>• Avoid play fighting or rough play<br>• Use wonderful walking (steady pace, straight line, appropriate volume, on the left on the corridor)<br>• Follow the end of breaktime routines, demonstrating wonderful walking<br>• Avoid bringing in sharp or dangerous instruments to school, or any item that might cause a problem |

*For further details around the specifics of our Behaviour Curriculum – please see our Behaviour Handbook.*

## The Ryarsh Behaviour Curriculum

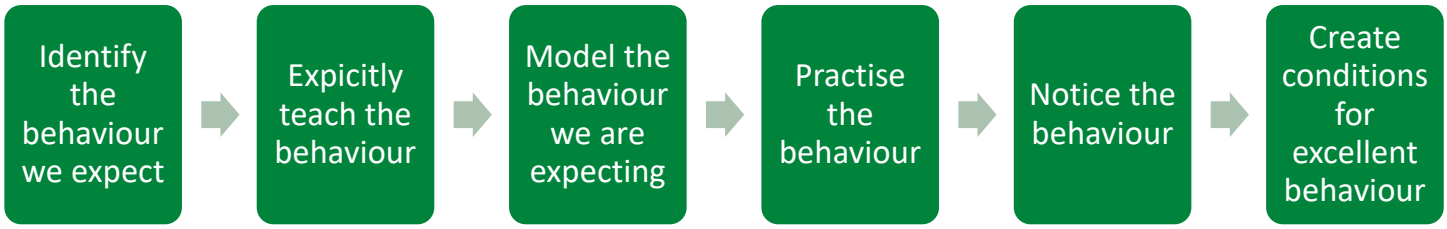
*Teaching our behaviour curriculum*

Our behaviour curriculum is taught explicitly during a focussed class assembly at the start of every term and referred to throughout the rest of the term where appropriate. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the end of each term, our behaviour curriculum is revisited with pupils for them to reflect upon their successes and next steps. Previously taught objectives or 'targets' will continue to be reinforced throughout the year.

Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise, action and demonstrate these 'targets' during the school day.

### Process for teaching behaviour expectations

Staff at Ryarsh receive regular CPD opportunities to develop, discuss and implement the expected behaviour curriculum, we follow the following process as a school:




*(Taken from the Walkthru series by Tom Sherrington and Oliver Caviglioli)*

### Specific strategies for teaching behaviour

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known and understood by all and consistently implemented as this helps to create a predictable environment. All staff are expected to model the behaviour we expect to see in our children. We address children courteously and with respect, we avoid escalating situations by shouting and failing to listen.

#### Start of Day Routine

- All adults 'meet and greet' children by name upon arrival.
- The start of the day routine is explicitly taught and reinforced where needed.
- A meaningful activity to be available immediately and accessible to all (usually maths retrieval).
- Teacher to positively remind the class (and/or specific pupils) of any targets they are aiming for linked to the behaviour curriculum (e.g. good listening, best handwriting etc).

#### During Lessons

*Relationships, expectations and classroom environment*

- Know all children well and understand their needs including SEN. Ensure you use strategies recommended in any specialist advice / reports etc. and resulting from discussion with parents.
- Show an interest in children's lives to help build positive relationships with children.
- Make sure that well-designed seating plans, based on the needs of all children in the class, are in place.
- Ensure all children can access resources easily and that all can see IWB from their seat.
- Ensure school rules are visible to all.
- Maintain high expectations of work and behaviour at all times.
- Remind pupils (as needed) of the expectation that they will be Ready, Respectful and Safe – referring to appropriate details regarding this depending upon the age and stage of the children. Refer to this as and when needed throughout the lesson.
- Reboot behaviour expectations regularly.

*Teaching routines and learning behaviours*

- Lessons should begin promptly and engage children from the start.
- Explicitly teach routines so they are carried out quickly and calmly e.g. transitions from carpet space to table, getting whiteboards ready, handing out books etc.

• Explain expectations before the children follow an instruction (use of front-loading), especially during collaboration tasks such as talk partners/talk trios.
• Use the 'signal/pause/insist' model to when moving between phases of a lesson.
• Regularly remind children why excellent behaviour is important and encourage them to explain their understanding to each other and the group.
• Ensure that all children understand what 'active listening' is and how to demonstrate it (appropriate to age, stage and specific needs).
• Only talk when the group is silent and showing active listening. Praise where this is shown.
• During collaborative tasks, children are encouraged to support and motivate one another. They ask thoughtful questions, listen carefully to their partner's ideas and use discussion to deepen understanding and extend each other's thinking.
• Where appropriate, children are taught how to respectfully challenge adults and peers e.g. using talk frames, sentence stems.

*Lesson design and teacher presence*
• Plan tasks that deepen the thinking of children and provide appropriate challenge. When children are faced with challenge, encourage resilience and teach strategies to help overcome the challenge.
• Through task design, ensure that children can experience success.
• Use AfL to encourage motivation and engagement.
• Embrace and promote silence if it allows better thinking.
• Build a vocal repertoire - the way you communicate ideas and instructions — in tone and content — can make a big difference to the way they are received by students.
• Demonstrate assertiveness: non-verbal confidence, projecting voice calmly, maintain eye contact, be insistent, challenge and affirm.
• Be aware of your language, tone, posture, body language etc. Always remain calm and cool.
• Plan the use of any additional adults to support children who need extra help/challenge.

*Monitoring, praise and responding to behaviour*
• Scan the room (ensure that you place yourself in the best possible position to see every child) to ensure that all children are engaged and on task.
• Circle the room to check for engagement and provide 'live' feedback.
• Give positive recognition and praise consistently (5:1 ratio minimum) – 'Catch all children being good'.
• Provide the children with opportunities to give positive recognition and praise to their peers.
• Use school reward systems.
• Never make empty threats, ensure consequences are proportional and fair. Ensure you always follow through on what you have said.
• Analyse, don't personalise: criticise the behaviour – not the child. Avoid punishing the whole class for the actions of a few.
• Reflect! Don't be afraid to admit that you got it wrong. Seek advice and change your practice the next time.

*End of Lesson*
• Allow time for plenary and reflection on learning and achievements/successes.
• Ensure the classroom is kept tidy.
• Orderly transition or dismissal.
• Remind children of expectations regarding conduct in and around school.

### Out of the Classroom
• All adults will model excellent behaviour.
• All adults notice and praise good behaviour around school.
• Children are taught how to demonstrate 'fantastic walking.'
• All staff will address behaviour that is not in line with the school's expectations in a non-confrontational way—using key phrases as needed.
• All adults will take responsibility to follow up on unacceptable behaviour that they have encountered.
• All adults will intervene whenever incidents occur – following restorative approaches where possible.
• Corridors will be kept clean, tidy and safe.

## Responding to Excellent Behaviour

### Incentives and rewards

A major aim of the school policy is to encourage children to practice excellent behaviour by operating a system of praise and reward. This is for all children and can be rewarded for both academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. All staff are expected to apply the rewards and sanctions in a consistent manner.

*Stickers*

Stickers are often rewarded for displaying great behaviour, demonstrating the school values or great learning. These are handed out at the discretion of the adults in the school and are done so with fairness and consistency.

*Positive conversations/notes with parents*

All adults can speak directly to parents and carers to let them know of something worthy of praise.
This could be to praise effort, good behaviour or acts of kindness. Parents may be spoken to at the end of the school day outside school, or if this is not possible, then a phone call home may be made. In the same vein, staff may choose to send home a positive note or card recognising a child's behaviour.

*House Points*

House points can be offered as a quick incentive by any adult for children demonstrating the school values. These need to be added to a house point poster in each class and are collected at the end of the week by the house captains.

*VIP Lanyards/Values Club*

Children who show extraordinary behaviour and character (linked to our school values) can be awarded a VIP lanyard in Celebration Assembly. This is also celebrated within the weekly newsletter. The child wears the lanyard in school following the assembly. The child is also invited to attend 'Values Club' which will include a treat with the headteacher. This is tracked by each class teacher to ensure fairness and consistency.

*Headteacher's Award (for excellent learning)*

Children that demonstrate excellent learning can be awarded a Headteacher's award. They will go to the Headteacher's office to speak about their learning and to collect a sticker.

*Deputy Headteacher's Award (for exceptional behaviour and demonstrating the school values)*

Children that demonstrate exceptional behaviour can be awarded a Deputy Headteacher's award. They will go to the Deputy Headteacher to speak about their behaviour and collect a sticker.

*Ryarsh Award for Excellence (awarded termly)*

At the end of every term, one child is selected for the excellence award. A certificate is written by the class team and is presented to the child, with their families present, during a special excellence award assembly. A copy of the certificate and a photograph of the child is then displayed near the entrance of the school. It is our aim that all children will be provided with at least one excellence award during their time at Ryarsh.

*Class Recognition Board*

Class recognition boards can be used to display and celebrate all of the children's achievements, whether it be inside of school or outside of school. They are used to help develop a sense of belonging and to collectively celebrate a variety of children's achievements.

## Responding to Misbehaviour

When a member of our staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils

and staff and to restore a calm environment. It is important that staff across our school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and staff may use one of our pre-agreed scripts or phrasing to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of excellence throughout the school, to restore a calm and safe environment in which all pupils can learn and thrive, and to prevent the recurrence of misbehaviour.

Positive framing

What you say in response to poor behaviour is important. Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour. Being able to use 'positive framing' (where you tell pupils what they should be doing, drawing attention to the required behaviour rather than the unwanted) to address any undesirable behaviour is also an effective way to communicate your response. Here are some key phrases that you could use.

| Instead of... | Use positive framing... |
|---|---|
| "Stop talking." | "I need everyone listening now." |
| "Don't run." | "Walk carefully, thank you." |
| "Stop shouting." | "Use your indoor voice." |
| "Don't swing on your chair." | "Keep all four legs of your chair on the floor." |
| "You're not concentrating." | "Show me your best focus." |
| "Stop fiddling with your pencil." | "Pencil down and eyes this way." |
| "Don't interrupt." | "Put your hand up and wait your turn." |
| "Be quiet!" | "Thank you to everyone who is showing active listening." |

- Avoid asking 'why' questions when dealing with misbehaviour
- Use partial agreement (maybe, but) to stop conversations going off on a tangent
- Draw attention to the majority meeting expectations rather than the minority not doing so
- Give conditional permission when children ask to do something. *When you have started your work, then I can come over and help you.*
- Narrative reasons for things like tidying up. *If we leave the room like this, we won't get the opportunities to leave on time and that isn't right. Let's do this together.*

Scripting

Some situations may be addressed with 'assertive redirection' (where an adult calmly, clearly and confidently redirects a pupil back to the expected behaviour without escalating the situation or creating unnecessary attention), especially where the conversation is a redirection rather than a restoration. In these situations, staff should address the behaviour rather than the child, use a calm and neutral tone and state the expectation clearly and briefly. The following phrases may be useful in these situations:

- "Can I remind you of our expectation: Ready, Respectful, Safe."
- "You know our routine. I need you to..."
- "Show me what Ready, Respectful, Safe looks like now."
- "What should you be doing right now?" *(encourages ownership)*
- "You can put this right by..."
- "Make the choice that helps you learn best."
- "Let's focus on what happens next."
- "I need you to make a better choice now."
- "Thank you for making that change." *(recognises compliance)*
- "I know you can meet this expectation."
- "I don't expect I will need to speak to you about this again. You are ready to learn."
- "This is your reminder. I know you will make the right choice."

- "The expectation is that everyone is..."

Where the situation requires more of a restorative conversation, the following scripts can be used:

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| 'I've noticed….'<br><br>'You have chosen to… and our school rules are to….' | Removes the judgement from behaviour interventions. 'I've noticed that you are late/crawled under the table/are finding it difficult to follow instructions'. There is no blame attached, there is nothing for the learner to defend against and avoids accusations and arguments. |
| 'You need to….<br>thank you.'<br><br>'I expect …'<br><br>'I know you will…' | 'You can choose to do this now or at break time' will tempt many learners to go for the latter and that is not the outcome you really wanted. Thanking the child when they have done as they have been asked models courteous behaviour and can help to develop your relationship with the child. |
| "Do you remember last… when you successfully…." | Instantly reminds the learner that you have faith in them despite their poor behaviour today. Done well, it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task. |
| "Be that as it may…I still need you to…"<br><br>'I have heard what you have said, now you need to…'<br><br>"You need to understand that every choice has a consequence. If you choose to do the work…… will happen. If you choose not to do the work….. will happen. I'll leave you to make the choice'. | Avoids confrontation or stand-offs and gives the child a chance to make the right choice, without losing their dignity. Some children need take up time and will not comply immediately. It can help if you say this and then turn/walk away, and it avoids a win or lose situation. |
| "Thank you for..." | This approach assumes that the child will do it and is positively phrased. |

There will be occasions where it is best to speak to a child outside of the classroom. Here are some suggestions for resetting and returning to the classroom:

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| 'Are you ok? I thought it would be better to talk away from everything. I was wondering what was going on with you.' | This starts with curiosity and provides space for a child to speak. |
| 'I've asked to speak to you because I noticed that you were struggling to keep to our rules.' | This provides a recognition and acceptance of the current situation. |
| 'I thought you might need a little pause – I really want to get you back into class and working' | This helps to signal where the conversation is going. |
| 'We have agreed that safe is one of our rules. I need you to….' | This provides a reset of our expectations. |
| 'What do you need most right now that will help you get back to you learning?' or just 'How can I help now?' | This is to offer help where a child may need it. |

## Sanctions

Our approach to sanctions concentrates on encouraging children to make sensible choices and putting things right when possible. Children are more likely to respond positively to the enforcement of behaviour routines and any consequences when they learn to anticipate, with some certainty, what the reaction of the adult will be and that the adult will do the things they say they will do. At Ryarsh, our staff do not make empty threats, shout or use excessively harsh corrective language. We follow through on our use of fair and proportionate consequences, calmly and systematically.

If a child breaks a school rule (e.g. by disturbing others through repeatedly chatting, calling out etc.) the 'Sanctions Ladder' featured below should be followed, with children moving to the next point on the ladder if the behaviour continues or worsens. Staff should remember that it is often best to praise in public, reprimand in private.

| | In the classroom | At break/lunch and around the school |
|---|---|---|
| **Reminders and warning** | Staff to give reminders of the three simple rules (ready, respectful, safe) as needed.<br><br>If necessary (after reminders have been given), the child will receive a verbal warning, explaining which rule(s) has been broken and what therefore needs to change. | The child will receive a verbal warning, explaining which rules have been broken and what needs to change.<br><br>Adult observes the child and follows up if they see a continuation or repeat of the behaviour. |
| **Triage**<br><br>(If a child is struggling with their behaviour or to maintain attention– the adults in class may choose to implement this technique) | The child may be moved out of the classroom into a triage situation – this should be a short 'reset' accompanied by an adult. It is a few minutes for the child to calm down, breathe and look at the situation from a different perspective and compose themselves. When this occurs, the following principles apply:<br>• Triage is a no blame environment<br>• Students stay out for a short period of a lesson<br>• Class teachers follow up with behaviour expectations when necessary | N/A<br><br>If, at any stage, the child refuses to come off the playground, then a member of the leadership team will be contacted and will support the child to return to where they should be. |
| **Last chance warning** | The child will receive a last chance warning (privately wherever possible), explaining clearly what needs to change and that they will be offered a final opportunity to engage. Staff should be offered a positive choice to do so and refer to previous examples of good behaviour.<br><br>Consequence will be explained (at this stage, consequences are likely to be time out or move in class)<br><br>Use the phrase 'Please think carefully about what you need to do next to meet our expectations.' | The child will be given a last chance warning, explaining clearly what needs to change.<br><br>Consequence will be explained - Adult could ask the child to stand beside them to think about their behaviour or calm down for a while if appropriate |
| **Move to a different class/space**<br><br>(response to serious misbehaviour, and used as a last resort) | The child will be moved in class or have time out in another classroom or with a member of SLT for an amount of time that is proportionate to the nature of the misbehaviour.<br><br>The reasons for removal should be explained to the pupil.<br><br>Class teacher notifies parents of the incident verbally.<br><br>Record on CPOMS. | Child will miss the rest of that break, either with the class teacher or member of the SLT.<br><br>The reasons for removal are explained to the pupil.<br><br>Class teacher informed at the end of break – to notify parents of the incident verbally.<br><br>There they can discuss their behaviour with an adult and consider how best to repair the problem.<br><br>Record on CPOMS. |

| | |
|---|---|
| **Restorative Conversation**<br><br>(Adjust this to the age/stage of the child) | ***Not every incident needs to be resolved with a restorative conversation. It is needed when trust is broken and when behaviour has gone below the minimum standards i.e. moving quite far down the sanction ladder to the stage of a serious breach of behaviour policy. When this conversation occurs, the below guidelines will be followed:<br><br>• Reserve enough time for the conversation<br>• Resist the urge to take copious notes<br>• Don't sit behind a desk or on it<br>• Focus on the outcomes you want (restoring the relationship, clarity around behaviour expectations)<br>• Avoid judgemental language<br>• End the meeting positively<br><br>During the conversation, use five of the following questions to help guide the conversation<br><br>1. What happened?<br>2. What were you thinking at the time?<br>3. What have you thought since?<br>4. How did this make people feel?<br>5. Who has been affected?<br>6. How have they been affected?<br>7. What should we do to put things right?<br>8. How can we do things differently in the future?<br>9. What was unusual about today's lesson?<br>10. Why do you think things went wrong?<br>11. What would make it easier for us to work together?<br>12. What would make the next lesson go really well?<br>13. Where do we go from here?<br>14. Who could help is with the next steps?<br>15. If you had the lesson again, what would you change? |

## Serious Breaches of the Behaviour Policy

In certain instances, a child may commit a 'serious breach' of the school's behaviour policy. All serious behaviour incidents will be investigated by at least one member of the Leadership Team before final decisions are taken. See some examples below.

| |
|---|
| If a child is sent out of class or from the playground three or more times in one week (being sent out of class or off the playground should be recorded on CPOMS). |
| Refusal to follow adult instructions – after a reminder, warning and last chance (SLT should be called in this instance to avoid disruption to other children's learning – this should also be recorded on CPOMS). |
| Intentional harmful physical contact with a child or adult - hitting, kicking, shaking, biting, hair-pulling, etc. (Consideration will be given to situations where a child has responded proportionately to protect themselves or others following physical harm). |
| Verbal abuse or threatening behaviour towards another child or adult. |
| Significant harm of another child's mental health, done intentionally (i.e. bullying type of behaviour – name calling, purposeful exclusion from play) |
| Bullying |
| Racial, cultural, disability or any other discriminatory abuse. |
| Inappropriate sexual comments or actions. |
| Inappropriate language or tone directed towards an adult. |
| Deliberately intending to endanger another child or adult. |
| Deliberately damaging any property. |
| Stealing. |
| Use, or threat of use, of an offensive weapon. |
| Any other significant breach of the behaviour code where two or more members of the SLT agree that a serious behaviour breach has occurred. |
| Any other breaches that would fall under the category of child-on-child abuse as stated in 'Keeping Children Safe in Education'. |

Serious Breaches: Sanctions and Actions

| | Actions | Sanctions may include |
|---|---|---|
| First incident in a term | • CPOMS incident completed.<br>• Member of SLT informed.<br>• Class teacher informs parents (verbally where possible). | • Restorative conversation.<br>• Reflection time or withdrawal from the classroom/playground for a proportionate period.<br>• Warning of future consequences if behaviour is repeated. |
| Second incident in a term | • CPOMS incident completed.<br>• Member of SLT informed.<br>• Parents informed.<br>• SLT letter sent.<br>• Teacher and SLT review behaviour and identify additional support/interventions | • Restorative conversation.<br>• Reflection time or withdrawal from class/playground.<br>• Additional support (e.g. report card, Behaviour Plan, Playtime Plan, additional reflection time).<br>• Internal or external suspension may be considered where appropriate. |
| Third incident in a term | • CPOMS incident completed.<br>• Member of SLT informed.<br>• Parents informed.<br>• Formal meeting with SLT.<br>• Pastoral Support Plan created.<br>• Risk assessment/response plan where appropriate.<br>• External agency involvement considered. | • Restorative conversation.<br>• Internal suspension.<br>• Suspension (fixed term) where appropriate.<br>• Formal warning that further incidents may lead to suspension or permanent exclusion. |
| Further incidents/ serious concerns | • Behaviour reviewed by the Headteacher.<br>• Governors informed where appropriate.<br>• Multi-agency support considered. | • Internal suspension.<br>• Suspension (fixed term).<br>• Permanent exclusion where the behaviour meets the statutory threshold and all relevant guidance has been followed. |

The Headteacher reserves the right to apply a higher level of sanction immediately where the seriousness of an incident warrants it. Serious incidents, including violence, possession of prohibited items, serious bullying, discriminatory behaviour or behaviour that places others at significant risk, may result in an internal suspension, suspension or permanent exclusion without following the staged process above.

Sanctions

As stated in the behaviour policy, all adults are responsible for following up on behaviour concerns. Some incidents require the support of the teacher or senior leader, depending on the nature of incident.

| | |
|---|---|
| Minor breach at break or lunchtime | • Addressed by the nearest adult<br>• May need to be reported to the class teacher, depending on severity or specifics |
| Serious breach at break or lunchtime | • Addressed by nearest adult<br>• Report to the class teacher<br>• Call a member of SLT to support |
| Minor breach during lesson time | • Addressed by the adults in the class using the sanction ladder |
| Serious breach during lesson time | • Consider if the child needs to be removed<br>• Call a member of SLT to support |

******Where appropriate, follow specific plan for a child******

Exclusions and Managed Moves

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for Headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. At Ryarsh, the Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that 'something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, Headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy.

The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, Headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

As a school, we will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the Headteacher. Any decision taken will also be in line with Kent Exclusions Guidance and statutory guidance from the DfE: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Parents have the right of appeal to the Governing Body against any decision to exclude.

Where appropriate, we will consider a managed move for a child. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

## Restrictive Physical Intervention

**'Restrictive interventions'** are a range of ways that staff might restrain or restrict a pupil. **'Reasonable force'** describes the amount of force that those staff members can (in certain circumstances) use on a pupil.

*Definition of key terms:*

**Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. Restrictive interventions include physical and non-physical actions aimed at restraining pupils in different ways. For example, putting a pupil in a room and not allowing them to leave is a restrictive intervention.

**Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

A **significant incident** is any incident where the use of force goes beyond appropriate physical contact (see definition below) between a member of staff and a pupil.

**Appropriate contact** might include a handshake to congratulate a pupil, giving first aid, or demonstrating how to use a musical instrument.

**Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

### De-escalation and prevention techniques

Staff should use strategies to minimise the need for force and restrictive interventions. Strategies for de-escalation for individual pupils might include:

- Using a calm facial expression and warm, open body language
- Using a warm, calm tone of voice with the pupil
- Calmly reminding the pupil of the consequences of not following an instruction
- Avoiding having too many members of staff present when trying to de-escalate the situation

### How should staff decide whether to use a restrictive intervention?

Before using a restrictive intervention with a pupil, staff should consider:

- **If it's necessary:** there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further
- **If it's proportionate:** staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions
- **The pupil's welfare:** staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity

All members of school staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff should only put a pupil in **seclusion** to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave.

### What should happen after a restrictive intervention?

If appropriate, the pupil(s) and staff member(s) should be **medically assessed and any injuries treated**. Record the injury according to your school's procedures.

The members of staff involved and the headteacher must also **record and report** the intervention. There should also be a **follow-up conversation** with the staff member(s) and pupil(s) involved, so the headteacher/SLT have a complete picture of what happened during the incident and why, repair and rebuild relationships, and foster a culture of continuous improvement. Ideally, this should be facilitated by a staff member who wasn't involved in the incident.

Using this information, SLT will **evaluate the incident** as soon as possible after the event to understand why the restrictive intervention was used, the impact on pupils and staff, any patterns or trends, and how we could avoid using restrictive interventions in future – for example, by amending or introducing a behaviour support plan for the pupil.

We will continue to **monitor the wellbeing** of the pupil(s) and staff member(s) and **provide additional support where needed**. Pupils who witnessed the incident may also need support.

### Pupils with SEND and/or disabilities

Restrictive interventions, including reasonable force, can be used on pupils with special educational needs and/or disabilities (SEND).

Where a pupil's behaviour means that it's more likely that staff will need to use reasonable force or other restrictive interventions, a risk assessment must be in place. We will work to manage and reduce the risk – for example, by understanding the pupil's triggers and providing staff training.

Where appropriate, we will work with the pupil, their parents/carers, and other professionals to develop:

- Prevention and de-escalation strategies
- A behaviour plan that sets out prevention strategies and the types of physical interventions that will be used

### Statutory recording requirements

The school now has a legal duty to record and report all significant incidents in which a member of staff uses force on a pupil or incidents where a member of staff uses seclusion or restraint on a pupil. The incident should be reported as soon as possible after the event. Ideally, this should be on the same day. See Appendix 1.

As a minimum, staff should record the following details:

- The names of the pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including if they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief account of why the staff member assessed that it was necessary to use the intervention
- Details of any physical injuries (sustained by pupils and/or staff)
- Any support provided after the incident, including any medical treatment for injuries

If **force** was used, they should also include:

- What led up to it and any known or potential triggers
- Any preventative or de-escalation strategies used
- A description of the type and degree of reasonable force used (e.g. "A firm hold on the pupil's arm")
- A brief account of why the staff member assessed that it was necessary to use force

### Statutory reporting requirements

The school **must** give a report of the incident to **each** of the pupil's parents/carers as soon as possible, even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan.

We don't have to report an incident to the parents/carers if:

- Telling the parents/carers would likely cause significant harm to the pupil (including any form of abuse or neglect). In these cases, you **must** report it instead to the local authority (LA)

The report should be in writing and given to the parents/carers on the same day. You should include at least:

- Time, date location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary
- A brief account of what type of force was applied, and the degree of force
- Details of any physical injuries and any post-incident support

Do **not** include identifying details of any other pupil, as this is likely to be a breach of data protection law.
Following an incident, SLT will meet with the parents/carers to discuss it. This conversation may include a discussion about any behavioural triggers for the pupil, what de-escalation techniques were used and what could be done differently in the future.

### Analysing data on restrictive interventions and reasonable force

Our school will regularly review and analyse data on restrictive interventions to ensure that we:

- Identify areas for improvement to policies and practices, particularly where strategies and interventions have not been effective
- Identify areas for training and development for staff, for example on how to use de-escalation techniques effectively
- Understand regular patterns or triggers of behaviour for key pupils, to better support them through behaviour support plans
- Identify when the use of restraint was used disproportionately with vulnerable pupils, including pupils with SEND

Our governing board will regularly review and interrogate the data to make sure this is done.

Any restraint carries a risk of physical and psychological harm to a child and should be avoided where possible.
Before staff use any restrictive intervention, they should assess whether it's necessary and proportionate and consider the pupil's welfare. The decision to use reasonable force on a child is not one staff will ever take lightly.
Any reasonable force taken will be in line with DfE guidance: Use of reasonable force and other restrictive interventions guidance

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation. For example, by covering the nose or mouth or applying pressure to the neck or abdomen. If a pupil is unintentionally held on the ground, staff should release them, or re-position into a safer alternative or standing position as quickly as possible.

### Wrap around care and after school clubs

The school's high expectations for behaviour will be applied consistently through all parts of the day, including while children are at breakfast club and attending any after school clubs. In order to achieve this, breakfast and after school club leaders and supervisors will receive training from the school in the principles of behaviour management. Support in managing behaviour effectively will be provided by the class teachers and/or SLT as required.

If problems with individuals persist, supervisors will record on CPOMS and consult with class teachers/SLT. Parents may be involved in a discussion of their child's behaviour at this point. Pupils who persistently offend may not be able to attend breakfast and after school clubs.

Pupils attending breakfast and after school clubs may be rewarded according to the agreed school's rewards system.

### Record keeping and reporting

CPOMS will be used as the main tracking system for all children's behaviour.

Behaviour will be discussed during every SLT and CPD meeting. Behaviour trends will be reported to governors on a termly basis within the Headteacher's report to the governors and during governors monitoring visits.

### Behaviour out of school

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The school will always cooperate with the Police in any investigation of incidents which are thought to involve Ryarsh Primary School children.

Supporting Children with Special Educational Needs or Disability or Social, Emotional or Mental Health Difficulties

We are especially aware of the needs of some of our more vulnerable children e.g. looked after children, children with SEN, physical or mental health needs, attachment needs or adverse childhood experiences.

All children at Ryarsh are expected to follow the school's behaviour policy. However, a few children may not always be able to respond to the whole school incentives and sanctions in the same way as others.

Some children with social, emotional and mental health needs may be unable to recognise acceptable boundaries of behaviour and can be struggling, angry and suffering from low self-esteem. They may have basic emotional or physical needs which are not being met and may feel that they are incapable of 'being good', so much so that they do not even try. Children can be afraid of their own behaviour and feel they cannot regain control.

The usual whole school systems for incentives and sanctions may be unlikely to motivate children with such difficulties and reasonable adjustments will need to be made to support their needs. We may develop a personalised programme of support tailored to the individual child's needs, helping them to understand their behaviour and make positive changes. This plan will be created by the SENCo, the SLT and the child's class teacher, in partnership with parents. The child will work towards small achievable targets and motivating rewards, to ensure that they experience success on a regular basis. Staff will also be provided with bespoke training on the needs of the pupils.

When any child reaches this stage, support and incidents will be logged by the school whenever they occur in case the child needs to be referred to outside agencies, or in case of exclusion. All plans will be prepared in conjunction and shared with class teachers, other relevant school staff, parents and when appropriate, the child.

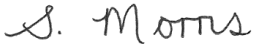
If a child's behaviour is being supported through a personalised programme of support, reasonable adjustments will be made until a time where it is agreed that the pupil can be supported through a re-induction into school behaviour systems, rules and routines.

## Monitoring and Evaluating Behaviour

To help monitor the effectiveness of this behaviour policy, SLT will review the application of it through observations and the scrutiny of CPOMS (CPOMS allows SLT to collect behaviour incident data and combine this with other data such as attendance and safeguarding). This data allows SLT to look for patterns and trends for individual children and groups of children.

The Governors will review this behaviour policy at least every three years or at an earlier opportunity if appropriate.

This policy should be read in conjunction with the following policies:- Anti-Bullying, Child Protection (including allegations against staff), Teaching & Learning, Complaints and Health & Safety, and Whistleblowing.

| | |
|---|---|
| Policy adopted by Governing Body | September 2026 |
| To be reviewed | September 2029 |
| Signed by Head Teacher |  |
| Ratified by Governors | 24.09.26 |

Appendix 1: Use of Reasonable Force to Control or Restrain Pupils: Internal Incident Record (Exemplar)

| STAFF DETAILS | |
|---|---|
| Your name (as the member of staff who used a restrictive intervention) | |
| Your role | E.g. teacher |
| Names and roles of any other staff involved | E.g. Sarah Matthews (assistant headteacher) was present |

| PUPIL DETAILS | |
|---|---|
| Name of pupil who a restrictive intervention was used on | |
| Any needs or circumstances of the pupil, e.g. if the pupil has SEND | E.g. pupil has moderate learning difficulties |
| The pupil's SEN code, if they have SEN<br>(ask your SENCO if you're not sure) | E.g. E – EHCP |

| INCIDENT DETAILS | |
|---|---|
| Date of incident | |
| Time of incident | |
| Location of incident | E.g. secluded in headteacher's office, force used in classroom |
| Approximate duration of the intervention | E.g. 5 minutes |
| Restrictive intervention(s) used | E.g. reasonable force, seclusion or restraint |
| If reasonable force was used:<br>• What type of reasonable force was applied<br>• The degree of force | E.g. lifted the pupil in a 'cradle hold', holding them firmly so they wouldn't kick or hit themselves or myself |
| Were there any physical injuries to pupil and/or staff member(s)? | YES/NO<br>(If yes, make sure any injuries are also recorded as set out in your school's health and safety policy and reported to the Health and Safety Executive where required) |
| Details of any physical injuries (if applicable) | E.g. red mark on wrist, scratch on left cheek |
| Any support provided after the incident, including any medical treatment for injuries to pupil and/or staff member(s)? | E.g. pupil seen by first aider, ice pack applied |

**Incident account**
This should be a **brief account** of:

- **What** happened
- **Why** you assessed that it was necessary to use the intervention you used

You should include:

- What led up to the incident
- Any potential or identified triggers
- Any preventative or de-escalation strategies you used

This is an example of one write-up for one of the pupils on whom reasonable force was used in this case. Both teachers would need to complete a record for each pupil.

| WHAT HAPPENED |
| --- |
| Example:<br><br>*At lunchtime, I was on duty in the canteen. At one point, I started to hear some loud shouting. I then saw Nathaniel punch Jake in the stomach quite hard. Nathaniel's friends, Jeremiah Santos and Nancy Jacobs, then started to hold him back to stop him, but he pushed them away. Jake then tried to retaliate and punch Nathaniel, but he missed and Nathaniel pushed him to the floor.*<br><br>*At this point, Mr Lewis had already shouted 3 times for Nathaniel and Jake to stop, but they were ignoring him and kept fighting. Mr Lewis then approached Nathaniel and held him forcefully by the shoulders and pulled him off Jake. Mr Lewis then guided Nathaniel away by the arm and took him out into the corridor.*<br><br>*Mr Lewis used reasonable force for around 4 minutes when he held Nathaniel to take him away from Jake and when he guided him away from the incident. I helped Jake up from the floor by the hand and guided him by the arm into the playground, using reasonable force for around 3 minutes. I gave Jake a few minutes to calm down and then we went to the school office to find a first aider. Jake was given an ice pack for his back.*<br><br>**Senior leader responsible for reporting to parents**: when reporting to the parents of the pupil this record is about, keep in mind data protection and don't disclose identifying details of any other pupils involved, such as their names. |

| WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED (IF NOT COVERED ABOVE) |
| --- |
| Example:<br><br>*I assessed that it was necessary to use the intervention because there was a risk of physical harm to pupils – if I hadn't helped Jake up off the floor and guided him by the arm into the playground to calm down, he might have tried to go after Nathaniel or one of Nathaniel's friends. Both pupils had been highly dysregulated and had been ignoring repeated verbal instructions to stop, before Mr Lewis broke up the fight. I felt the situation could quickly escalate again.*<br><br>*The reasonable force used was necessary to help Jake up from the floor and move him away from the scene to a safer location. I also feel that the force used was proportionate to the situation: I only used it to guide Jake by the arm to the playground while emotions were still high and there was a risk of immediate harm. Once Jake was out in the playground and had started to calm down, I immediately stopped the use of force.*<br><br>Senior leader responsible for reporting to parents: when reporting to the parents of the pupil this record is about, keep in mind data protection and don't disclose identifying details of any other pupils involved, such as their names. |

I confirm that the information above is accurate to the best of my knowledge.

Signed: _____ Date: _____

Use of Reasonable Force to Control or Restrain Pupils: Internal Incident Record

| STAFF DETAILS | |
|---|---|
| Your name (as the member of staff who used a restrictive intervention) | |
| Your role | |
| Names and roles of any other staff involved | |

| PUPIL DETAILS | |
|---|---|
| Name of pupil who a restrictive intervention was used on | |
| Any needs or circumstances of the pupil, e.g. if the pupil has SEND | |
| The pupil's SEN code, if they have SEN<br>(ask your SENCO if you're not sure) | |

| INCIDENT DETAILS | |
|---|---|
| Date of incident | |
| Time of incident | |
| Location of incident | |
| Approximate duration of the intervention | |
| Restrictive intervention(s) used | |
| If reasonable force was used:<br>• What type of reasonable force was applied<br>• The degree of force | |
| Were there any physical injuries to pupil and/or staff member(s)? | YES/NO |
| Details of any physical injuries (if applicable) | |
| Any support provided after the incident, including any medical treatment for injuries to pupil and/or staff member(s)? | |

| WHAT HAPPENED |
| --- |
| |

| WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED (IF NOT COVERED ABOVE) |
| --- |
| |

I confirm that the information above is accurate to the best of my knowledge.

Signed: _____ Date: _____