

Behaviour policy and statement of behaviour principles

Katherine Semar Infant and Junior Schools



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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Trauma Perceptive Practice (TPP)

We firmly believe that children who feel safe and happy are better equipped to learn. We understand that behaviour is a form of communication and children, whose emotional wellbeing needs are not met, may manifest themselves in behaviour that challenges and much of these stems from the need for secure attachments. As a staff team, we have participated in extensive training to recognise and respond supportively through co-regulation to guide children through stressful situations. Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP) and these values run through all the school's policies and practice.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform
- › Anti-social behaviour outside of school hours, while wearing school uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Difficult behaviour, in the school context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:

- interferes with the pupil's own and / or other pupils' learning;
- disrupts the day-to-day functioning of the school, making it a less safe and orderly environment;
- is less likely to be responsive to the usual range of interventions identified within the school behaviour policy

It should be recognised that difficult behaviour may also include withdrawn behaviour, including refusal to respond or engage.

Harmful behaviour, in the school context, encompasses behaviour that is generally:

- physically aggressive towards adults or other pupils (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- verbally abusive (and may include racist/homophobic/sexist abuse)
- destructive, including destruction of property and the environment;
- self-harming, including head banging, scratching, hitting, kicking, biting and poking, striking another adult / pupil with an object

4. Bullying

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017), where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against due to an imbalance of power

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Harming e.g. punching, pushing, hitting or kicking; forcing someone to give up money or belongings; damaging clothes or belonging; forcing something to do something they don't want to do
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling; sarcasm; spreading rumours/telling nasty stories; ignoring or excluding from groups.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school’s approach to preventing and addressing bullying are set out in our [anti-bullying policy](#).

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the infant and junior school behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on the infant and junior school behaviour logs
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate e.g. transitioning from EYFS to Year 1 and from Year 2 to Y3.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feed-back, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children and adaptations made to lessons to meet the needs of children of different abilities. Marking and verbal feedback (as outlined in our [feedback policy](#)) can be used both as a supportive activity, providing information to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

At Katherine Semar we use **The Zones of Regulations framework** which is a conceptual framework used to teach students self-regulation and self-control. This type of system aids children to categorise the complex feelings and states which they may experience and it improves their ability to recognise and communicate how they're feeling in a safe, non-judgmental way.

The INSPIRE curriculum teaches our pupils to use strategies or tools to help them move between zones, understand a range of emotions, understand how to control their emotions and to adapt and self-manage their emotions to a calmer state. The Zones of Regulation categorises states of alertness and emotions into four coloured zones. Our pupils will learn that it is fine that they experience a range of emotions while they're at school but we will teach them skills to support them to manage their feelings. There is no *bad* zone, but it is important for them to learn and use strategies that would help get to the Green Zone. The concept of this framework is to support children to make decisions and promote positive behaviours as a result of self-managing their frustrations and possible unwanted behaviours. The **Zones of Regulation framework** will be accessed in every class across the infant and junior school.

We strive to create a culture that promotes excellent behaviour:

- Our ethos values all children as individuals, raising self-esteem whenever we can and creating a positive atmosphere through our interactions with the children and each other.

- Our INSPIRE curriculum is broad, balanced and creative with many opportunities for first-hand experience. Teaching takes into account different learning styles and all abilities.
- Our school values (be kind, be confident, be curious, be positive, be respectful, be resilient) permeate all aspects of school life and underpin our curriculum, creating the culture that allows our children and the curriculum to be successful.
- We teach the children life-skills to equip them for tomorrow's world.
- We are a performing and effective team who support each other and work for the positive development of our children. We are open, honest and supportive of each other, setting positive examples to the children.
- Our environment is attractive, calm, ordered, safe and stimulating. It celebrates the achievements of the children and stimulate and support their learning. It looks bright, colourful and makes an impact. Visual information is taken into consideration for ASE children.
- We teach children what emotions are, how they make us feel, how to manage them and move forward through Zones of Regulation.
- We use a restorative approach to managing behaviour; using restorative language, referring to key principles of a restorative mind-set and use a restorative not punitive approach.
- Our teachers, teaching assistants, ACE club staff and office staff are trained on Trauma Perceptive Practice (TPP) to support understanding behaviour and emotional wellbeing. This training consists of nine elements and has been delivered by our headteacher, deputy headteacher and SENCo, who have received training to deliver the programme. Staff new to the school receive this training as part of their induction.
- We will continue to foster and develop positive relationships with parents and the wider community.
- We work effectively with external agencies such as Education Psychologists to support children.

Restorative approach – reflect, repair and restore

Staff at Katherine Semar use a restorative approach towards behaviour. Restorative Practice provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability. Through using a restorative approach, staff will use restorative language opposed to punitive language and they will follow the five main principles of a 'Restorative Mind-set'

1. An appreciation of individual perspectives.
2. Promoting mutual understanding through making explicit the link between behaviour, thought and feeling.
3. A focus on impact and not blame.
4. Identifying underlying need.
5. Accountability and responsibility for self and others.

(*adopted from Belinda Hopkins, 'Just Care')

The focus will be on impact opposed to blame. Teachers will consider this when they have conversations with children about their behaviour(s).

Restorative processes, where reflections and learning take place, are successful in supporting wellbeing and long-term behaviour change. During any incident, the pupil's behaviour may be influenced by a strong feeling of anger, frustration, or disappointment. It must be remembered that the pupil will not be ready to engage in anything until they have calmed sufficiently. Equally, the impact of the incident on the staff and others involved will also be recognised.

Once it is considered the pupil is ready for the restorative process, this can take place and should involve all relevant persons. The purpose of reflect, repair and restore is to re-visit the experience with the pupil when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, *once the situation has been sufficiently calmed* may be as follows:

1. Explore what happened (tell the story)
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how

4. Explore how relationships can be repaired
5. Summarise what has been learnt so there can be different responses next time

Restorative conversations should consist of two or more questions. Some examples of restorative questions within this discussion may be:

Infant school

- What happened?
- What were you thinking at the time?
- How did you feel? What zone were you in?
- Who has been affected?
- How do you think they felt?
- What should we do to make things better?

Junior school

- What happened?
- What were you thinking and feeling at the time? What zone were you in?
- What have you thought since this happened?
- Who has been affected?
- How do you think they felt? Why did they feel this way?
- What should we do to make things better?
- How can we do things differently in the future?

To be effective, the reflect, repair and restore process should be adjusted according to the age, understanding and other needs of the pupil.

Expectations of behaviour

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move purposefully around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum (please refer to section 9 of this policy).

6.1 Mobile phones

Parents of children of child are able to complete a form giving permission for children in year 5 and 6 to bring their mobile phones onto the school site based on the following conditions:

- › Children who bring their phones into school will need to take full responsibility for them.
- › Phones must be switched off and kept in their school bag. They are not to be used at any time within the school day or on the school site, including the outdoor areas.
- › The school take no liability or responsibility for children's phones and they are not covered by the school's insurance.
- › Staff will not spend time searching for lost phones.

- › Any child found to be using their phone at anytime within the school day will have their phone confiscated and may be told not to bring it back into school again.
- › Any phone that rings during the school day will also be confiscated.
- › If a child's phone is confiscated, the parent will be contacted and the phone will have to be collected from the school office by the parent, not the child.
- › Children in year 5 and 6 must not bring other mobile devices (iPads etc) into school.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating, organised and welcoming environment that encourages pupils to be engaged and develop independence.
- › Arrange furniture to provide an environment conducive to support children to maintain focus.
- › Arrange materials and resources to aid accessibility and reduce uncertainty and disruption.
- › Clearly label classroom resources to promote pupil responsibility.
- › Follow the school's classroom display guidelines in terms of what is displayed within the classroom.
- › Use teaching methods that encourage enthusiasm and active participation for all children.
- › Display classroom rules (which are positively stated) and the stages set out within the levels of intervention (see section 4) for the infants (visuals) and juniors (written statements).
- › Develop a positive relationship with pupils, which includes:
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [child protection policy](#) for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The common reward is praise, informal and formal, public and

private, to individuals and groups This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

In the infant school positive behaviour will be rewarded with:

- › Verbal praise in front of others and privately
- › Stickers
- › Visiting another teacher or headteacher for appreciation of a significant achievement, effort or improvement
- › A note sent home or verbal recognition with a child's caregiver/s
- › Certificates in celebration assembly
- › Additional responsibilities
- › Whole-class or year group rewards, such as a popular activity
- › Class merits - given if the whole class work together to achieve a common goal. These merits are in a merit book (found in each classroom). These merits are displayed in the classroom and the totals are counted each week and the class with the most merits is awarded the class cup in Friday's assembly.

In the junior school positive behaviour will be rewarded with:

- › Verbal praise in front of others or privately
- › House points (teachers follow guidance for issuing house points to ensure consistency)
- › Visiting another member of staff or the headteacher for appreciation of a significant achievement, effort or improvement
- › A note sent home or verbal recognition with a child's caregiver/s
- › Certificates in celebration assembly (including big spell certificates, times tables awards, music examination certificates, sporting achievement/effort certificates/medals). House point certificates awarded in celebration assembly – bronze (50hp), silver (125hp), GOLD (250hp), diamond (500hp). Children may purchase bronze, silver and gold badges on presentation of their award certificate. They currently cost £1.50. Children are given diamond badges for free once they have achieved this target.
- › Additional responsibilities

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding 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, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

In both schools staff follows the stages of intervention to respond to misbehaviour, which are outlined below.

7.4.1 Responding to misbehaviour - stages of intervention (infants)

These stages may not be appropriate for staff to follow for children with SEND and the approach to supporting these children with their behaviour will be set out in their One Plan. Refer to the section titled section 9 for further information.

Teaching assistants, MDAs and Sports coaches should inform class teachers if there has been a serious incident of intentionally harmful behaviour (physical, verbal or destructive) or difficult behaviour. This should be by email if they are unable to see the class teacher. The class teacher should then record this in the child's reading diary and the Infant Behaviour log which can be found in the 'behaviour' folder on the server.

Stage 1 – Positive Reminder

Child will be given a positive reminder of the behaviour(s) expected. Reinforce the positive behaviour by verbally praising the children who are showing the expected behaviour.

Stage 2 - Verbal warning

If negative behaviour persists highlight the negative behaviour and encourage them to choose the correct behaviour (e.g. You are not showing me the expected behaviour of listening. You can choose to listen or you will need to have some 'thinking time' with me at playtime). If a child receives more than one verbal warning or does not choose the correct behaviour following a warning move to Stage 3.

Stage 3 – Thinking time

If negative behaviour persists the child will be told they need to have some 'thinking time', where a restorative conversation may take place (preferably with the adult who dealt with the behaviour). 'Thinking time' should take place as soon as possible and on the same day. At the time the child should be reminded clearly of the expectations and behaviour required and the consequences if they continue the unacceptable behaviour.

'Thinking time' should take place during break time or lunch time for EYFS, Year 1 and Year 2. In the afternoon this may need to take place during afternoon play or if necessary the lesson as the discussion should happen on the same day. In EYFS 'thinking time' could take place during 'learning and playing time'.

When a child is told that they will be having 'thinking time' it may also be appropriate to move the child to a different space or to work alone within the classroom to support them to make good choices with their behaviour or to prevent further disruption to learning. It may also be appropriate for the child to have some time to calm down or self-reflect on their behaviour before re-engaging with the lesson. They should sit down in a chair or on the carpet away from the other children for a period of no longer than 5 minutes.

The restorative conversation will focus on two or more questions (see 'restorative approach' on p8). The number of questions asked and how they are phrased should be adapted to suit the child's understanding.

'Thinking time' may be necessary before Stage 1 and 2 at staff's discretion based on their professional judgement of the situation. Examples where it may be appropriate to move directly to Stage 3 include

- use of inappropriate language (non-threatening)
- an incident of difficult behaviour that warrants more than a verbal warning
- hurting another child through rough play
- a minor incident of harmful behaviour – teachers to use their professional judgment as to what constitutes as a 'minor incident' based on the age and stage of the child
- speaking to or about another child or adult inappropriately/unkindly
- causing damage to class equipment
- stealing

If the child continues to break the rule or another rule they should have a second period of 'thinking time'. If there are any further incidents after a second period of thinking time in a day move to Stage 4.

Periods of 'thinking time' do not need to be recorded.

If a child is frequently receiving periods of thinking time then class teachers should inform a member of SLT and telephone or arrange to meet with parents to discuss the child's behaviour.

Stage 4 – Withdrawal from class

A child should be withdrawn from class if

- they have already had two periods of 'thinking time' in a day
- if a member of staff makes the judgement that there has been a serious incident of intentionally harmful behaviour (physical, verbal or destructive) or difficult behaviour

Discussions may need to be held with a member of SLT to determine whether a serious incident of harmful or difficult behaviour should be dealt with in line with Stage 4, 5 or 6.

The child should be withdrawn from class for no longer than 30 minutes. They should take their work with them to the other class and be able to complete it independently. The teacher receiving the child is not expected to discuss the child's behaviour with them and should provide the child with a space to work away from other children.

The child should be withdrawn to the same year group. However, teacher's may use their professional judgement to choose to withdraw a child to a class in a different year group within the infants. This should only be used if a child has been withdrawn from class on a previous occasion.

A restorative conversation should still take place with the child's class teacher, following the period of withdrawal.

If a child has been withdrawn from the class this should be recorded in the infant behaviour log. The class teacher should telephone or arrange to meet with parents to discuss the child's behaviour if they have been withdrawn from class.

If a child continues to display difficult behaviour whilst in another class or after returning to class move to Stage 5.

Stage 5 – Period of isolation with a member of SLT

A child should spend time in isolation with a member of SLT if

- they continue to display difficult behaviour whilst in another class (after being withdrawn) or after returning to class.
- there have been repeated incidents of serious intentionally harmful or difficult behaviour within a half term.
- there has been a serious incident of intentionally harmful behaviour (physical, verbal or destructive) that staff judge warrants this level of intervention

Discussions may need to be held with a member of SLT to determine whether a serious incident of harmful or difficult behaviour should be dealt with in line with Stage 4, 5 or 6.

The period of isolation time will usually be no longer than half a day. This will be determined by the member of SLT based upon the behaviour that has resulted in the period of isolation.

The class teacher (or member of SLT in exceptional circumstances) will provide work for the child to complete during the period of isolation.

The member of SLT will hold a restorative conversation with the child (with their teacher present if possible).

Parents will be asked to attend a formal meeting with the child and a member of SLT to discuss the child's behaviour and next steps going forward.

Stage 6 – Suspension

Only the headteacher can suspend a pupil from school on disciplinary grounds. A decision to suspend will be taken only in response to serious or persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others. Please refer to our [Suspension and Permanent Exclusions Policy](#) for more information.

Stage 7 – Permanent Exclusion

Only the headteacher can permanently exclude a pupil from school on disciplinary grounds. A decision to suspend will be taken only in response to serious or persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others. Please refer to our [Suspension and Permanent Exclusions Policy](#) for more information.

7.4.2 Responding to misbehaviour - stages of intervention (juniors)

These stages may not be appropriate for staff to follow for children with SEND and the approach to supporting these children with their behaviour will be set out in their One Plan. Refer to section 9 for further information.

Teaching assistants and MDAs should inform the class teacher if they have issued a warning, yellow card or red card with a clear explanation of the behaviour. Children are expected to report to their teachers if they have received a warning or card by another member of staff. It is class teachers' responsibility to then ensure any yellow or red cards are filled in in the children's planners and the junior behaviour log which can be found in the behaviour folder on the server.

Sports coaches should inform class teachers if they have had to issue a yellow or red card with a clear explanation of the behaviour. This should be by email if they are unable to see the class teacher. The class teacher should then record this in the child's planner and junior behaviour log.

Any staff member (including sports coaches) taking a class partway through a day should be informed by the adult handing over if any children in the class have received a warning, yellow or red card (with an explanation of the behaviour) to ensure consistency in applying the stages of intervention.

Stage 1 – Positive Reminder

At the teacher's discretion, the child will be given a positive reminder of the expected behaviour(s). This step may not be necessary for children in Upper Key Stage 2.

Stage 2 – Verbal warning

If negative behaviour persists the child should be given a verbal warning and encouraged to choose the correct behaviour. The child should be reminded clearly of the expectations and behaviour required and the consequences if they continue the negative behaviour. The child may be asked to move to a different space or to work alone within the classroom to support them to make good choices with their behaviour.

Warnings are not recorded in children's planners.

Stage 3 – Yellow Card

A yellow card should be issued if a child persists with negative behaviour. A second warning results in a yellow card.

A yellow card can be issued before Stage 1 and 2 at staff's discretion based on their professional judgement of the situation. Examples where it may be appropriate to move directly to Stage 3 include

- use of mild inappropriate language (non-threatening)
- an incident of difficult behaviour that warrants more than just a warning
- unintentionally hurting another child through rough play or careless actions

- speaking to or about another child or adult inappropriately/unkindly
- unintentionally causing damage to class equipment through careless behaviour
- refusal to complete homework

The child may be asked to move to a different space or to work alone within the classroom to support them to make good choices with their behaviour or to prevent further disruption to learning.

The child will meet with a member of SLT the following lunchtime to discuss strategies to avoid the behaviour(s) being repeated, using the main questions of a restorative approach (detailed previously).

The class teacher should record and sign a yellow card in the child's planner and on the junior behaviour log (before the child meets with a member of SLT).

Stage 4 – Red Card

A red card should be issued if a child persists with negative behaviour after being issued with a yellow card on the same day. A warning (or additional yellow card) following a yellow card will result in a red card.

A red card can be issued before Stage 1, 2 and 3 at staff's discretion based on their professional judgement of the situation. It may be appropriate to move directly to Stage 4 if a staff member makes the judgement that there has been a serious incident of intentionally harmful behaviour or difficult behaviour. Discussions may need to be held with a member of SLT to determine whether a serious incident of harmful or difficult behaviour should be dealt with in line with Stage 4, 5 or 6.

Examples where it may be appropriate to move directly to Stage 4 include

- targeting harmful (verbally abusive) language towards another individual
- use of inappropriate language
- a serious incident of difficult behaviour
- threatening someone
- intentionally attempting to or physically harming another child
- intentional destruction of property (e.g. class equipment, another child's property)
- stealing

The child may be asked to move to a different space or to work alone within the classroom to support them to make good choices with their behaviour or to prevent further disruption to learning.

The child will meet with a member of SLT the following lunchtime to discuss strategies to avoid the behaviour(s) being repeated, using the main questions of a restorative approach (detailed previously). They will complete a restorative behaviour reflection sheet (see Appendix 1) in discussion with the member of SLT.

The class teacher should record and sign a red card in the child's planner and in the Junior School behaviour log (before the child meets with a member of SLT).

Class teachers should use their professional judgement as to whether they will telephone or request to meet with parents if a child receives a red card. If a child receives a red card for an incident of harmful behaviour the parent of the child targeted and the child receiving the card should be informed by the class teacher or member of SLT.

Stage 5 – Red Card Plus (withdrawal from class)

A red card plus should be issued if a child persists with negative behaviour after being issued with a red card. A warning or yellow card following a red card will result in a red card plus.

However, if a straight red card is issued following a red card then move straight to Stage 6.

A red card plus can be issued before Stage 1, 2, 3 and 4 at staff's discretion based on their professional judgement of the situation. It may be appropriate to move directly to Stage 5 if a staff member makes the

judgement that there has been a serious incident of intentionally harmful behaviour or difficult behaviour. Discussions may need to be held with a member of SLT to determine whether a serious incident of harmful or difficult behaviour should be dealt with in line with Stage 4, 5 or 6.

The child should be withdrawn from class for no longer than an hour. They should take their work with them to the other class and be able to complete it independently. The teacher receiving the child is not expected to discuss the child's behaviour with them and should provide the child with a space to work away from other children.

The child should be withdrawn to the year group above. Year 6 teachers should withdraw children to Year 3. However, teacher's may use their professional judgement to choose to withdraw a child to a class in the same year group.

The child may be asked to move to a different space or to work alone within the classroom upon their return to support them to make good choices with their behaviour or to prevent further disruption to learning.

The child will meet with a member of SLT the following lunchtime to discuss strategies to avoid the behaviour(s) being repeated, using the main questions of a restorative approach (detailed previously). They will complete a restorative behaviour reflection sheet (see Appendix 1) in discussion with the member of SLT. However, a restorative conversation should take place with the child's class teacher on the same day, following the period of withdrawal.

The class teacher should record and sign a red card plus in the child's planner and in the Junior School behaviour record (before the child meets with a member of SLT).

The class teacher or member of SLT should telephone or arrange to meet with parents to discuss the child's behaviour if they have been withdrawn from class. If there was any harmful behaviour that partly led to receiving a red card plus the parent of the child targeted and the child receiving the card should be informed by the class teacher or member of SLT.

If a child continues to display difficult behaviour whilst in another class or after returning to class move to Stage 6.

Stage 6 – Period of isolation with a member of SLT

A child should spend time in isolation with a member of SLT if

- they continue to display difficult behaviour whilst in another class (after being withdrawn) or after returning to class.
- there have been repeated incidents of serious intentionally harmful or difficult behaviour within a half term.
- there has been a serious incident of intentionally harmful or difficult behaviour that staff judge warrants this level of intervention.

Discussions may need to be held with a member of SLT to determine whether a serious incident of harmful or difficult behaviour should be dealt with in line with Stage 4, 5 or 6.

The period of isolation time will be determined by the member of SLT based upon the behaviour that has resulted in the period of isolation.

The class teacher (or member of SLT in exceptional circumstances) will provide work for the child to complete during the period of isolation.

The member of SLT will hold a restorative conversation with the child (with their teacher present if possible).

Parents will be asked to attend a formal reintegration meeting with the child and a member of SLT to discuss the child's behaviour and next steps going forward.

Stage 7 – Suspension

Only the headteacher can suspend a pupil from school on disciplinary grounds. A decision to suspend will be taken only in response to serious or persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others. Please refer to our [Suspension and Permanent Exclusions Policy](#) for more information.

Stage 8 – Permanent Exclusion

Only the headteacher can permanently exclude a pupil from school on disciplinary grounds. A decision to suspend will be taken only in response to serious or persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others. Please refer to our [Suspension and Permanent Exclusions Policy](#) for more information.

Child on Report

The member of SLT responsible for behaviour or head teacher may take the decision to place a child on report.

When a child is placed on report they will receive a report card (Appendix 3) and will report to a member of the senior leadership team (and in certain situations the SENCO) at agreed points during the day. This will typically be at the end of lunchtime and the end of the day but could be more frequently. The class teacher will log on the report card details of the child's attitude and behaviour during each lesson during the day including break and lunch. Being on report, provides the opportunity for the child to celebrate success and improvement towards their attitude and behaviour with their class teacher and the member of SLT yet also provides the opportunity for restorative conversations to take place if there are further incidents of difficult or harmful behaviour.

There are different scenarios in which a child may be placed on report.

- 1) For persistent difficult or harmful behaviour. Typically, this will be as result of a child repeatedly reaching stage 3, 4 or 5 (infants) or 3, 4, 5, or 6 (Juniors).
- 2) Following a serious behaviour incident.
- 3) Following a period of suspension.
- 4) Where a SEND child is displaying difficult or harmful behaviour and it is judged that having regular check-ins with a member of SLT or the SENCO will support their behaviour.

If a child is displaying persistent difficult or harmful behaviour, the member of SLT responsible for behaviour or headteacher will warn a child if they are close to moving on to report and explain to them what this involves.

If a child is moved on to report the member of SLT responsible for behaviour or headteacher should hold a telephone call or meeting with the child's parent to explain that they have been moved on to report and send the letter providing further details (see Appendix 4).

A child will typically be placed on report for a week but if there are further behaviour incidents within this period or it is felt that being on report for longer will support the child with their behaviour, this could be extended. Parents will be asked to attend a formal meeting with their child and a member of SLT to discuss the child's behaviour.

Where a child has been placed on report for the first two scenarios they will not be able to attend after school clubs or morning squads for the time they remain on report. Further consequences may be issued if the child's behaviour does not improve whilst on report.

The member of SLT responsible for behaviour may use their discretion to issue alternative consequences to going on to report, including loss of privileges such as not using the sports pitch at lunchtimes. This will usually happen if a child has previously been on report for persistent difficult or harmful behaviour and they continue to display difficult or harmful behaviour.

7.5 Reasonable force

We all have a legal obligation under our 'duty of care' to keep the children and young people we support safe. Once we have exhausted all other options as a last/first resort we may have to intervene physically. This would always be as a 'positive act' and in the best interests of the child or young person. Primary Prevention Strategies form the greater part of our approach to harmful behaviour. Even at the most heightened states of arousal there are still non-restrictive strategies that may work.

The DfE (July 2013) states that all members of school staff have a legal power to use reasonable force. Within this it states that

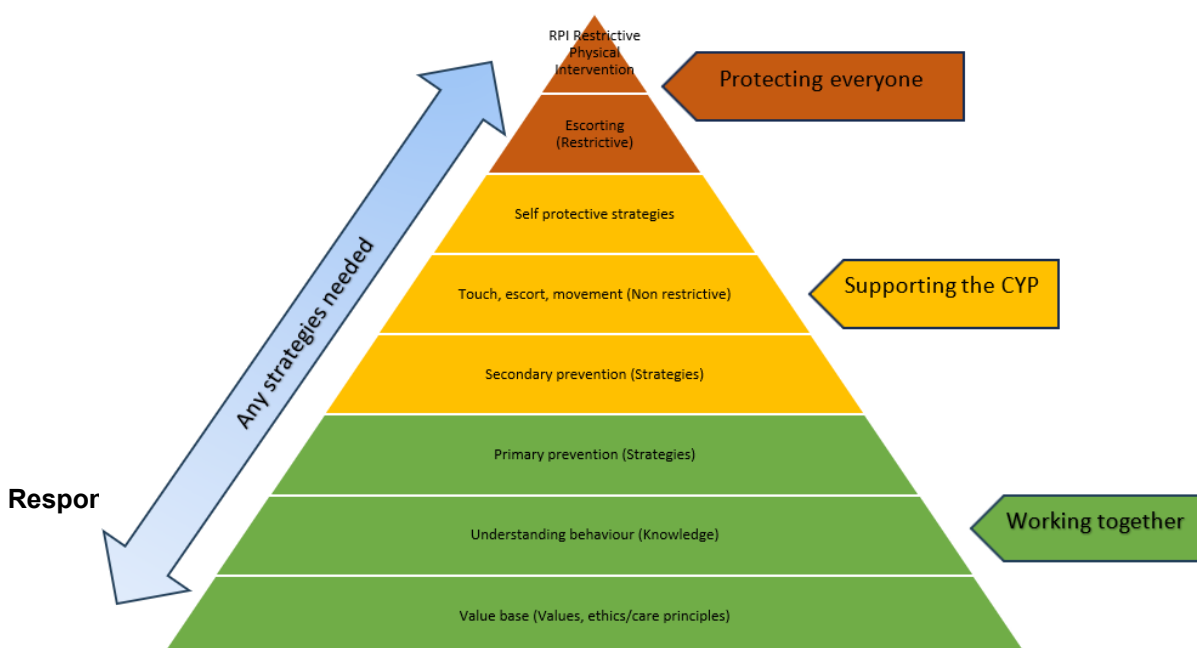
Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force may be used to restrain a pupil. This is called Physical Intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Members of our senior leadership team and adults who work with pupils most at risk of displaying harmful behaviour have received training in positive handling

At our school we believe that the use of Physical Intervention, should be used within this framework:

- protecting people's fundamental human rights and promote person-centred best interest and therapeutic approaches to support people when they are distressed
- improving the quality of life of those being restrained and those supporting them
- reducing reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, co-regulation (within the training sometimes can be described as de-escalation) and reflective practice
- focussing on the safest and most dignified use of restrictive interventions where required, including physical restraint.
- increasing understanding of the root causes of behaviour and recognise that many behaviours are the result of distress due to unmet needs
- ensuring a restraint reduction approach is adopted by all.

Our approach, to supporting children and young people who may present harmful behaviour, is shown in the diagram below. It clearly demonstrates that our practice is built on the firm foundations of a Human Rights value base and understanding behaviour.



Primary Prevention Strategies

Everything that is put in place that reduces the likelihood of the harmful behaviour happening.

Secondary Strategies

These are the plans for what to do if the primary strategies do not work and the child becomes more stressed.

Tertiary Strategies (non-restrictive and restrictive)

These are designed to keep the person and those around them safe from harm. They provide a way to react quickly in a situation where the person is distressed and more likely to present through harmful behaviour. They may include physical intervention.

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Following any incident where reasonable force is required or if a child displays behaviour where reasonable force may be required, a risk assessment will be completed to inform planning and future practice (see Appendix 8). This may include forming a personalised stress management plan and adult response plan where one is not already in place (see Appendix 5).

Where it has been deemed necessary to use reasonable force, the detail of this will be recorded and the incident communicated to parents initially by telephone/in person then followed up in writing.

Recording Requirements

At our school we use two types of recording for all incidents involving physical intervention:

1. Individual Incident report recording
2. Organisational recording, data collection and analysis

Individual Incident Report (see Appendix 7)

This should be recorded as soon as practicable and always before the end of the school day. The report should include:-

- the names of the staff and people involved
- the reason for using the specific type of restrictive intervention (rather than an alternative less restrictive strategy)
- the type of intervention employed
- the date and the duration of the intervention
- the location of the incident
- whether the person or anyone else experienced injury or distress
- what action was taken.

The incident form should be handed to a senior member of staff once completed. The senior member of staff will complete the following and record these actions:-

- ensure first aid has been administered if needed
- carry out a well-being check on the child involved
- carry out a well-being check on the member(s) of staff involved
- support the child with a restorative conversation, when appropriate.

The senior member of staff will meet with all staff directly involved and those staff who may be affected to debrief the incident. Debriefs should have clear links to reviewing existing Risk Assessments (see Appendix 8) and One Plans. Lessons can always be learnt from some of the most challenging experiences, both about our own responses to a child's behaviour and theirs to ours. These reflective experiences should be instrumental in informing changes to the support plan. The reflective tools that we use are

- e.g. STAR analysis
- e.g. Personalised distress management plans

Communication to parents / carers

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents (see Appendix 10). Parents should be informed of the incident initially by phone and it should then be followed up in writing (this process should be set out in the school Relationships and Behaviour Policy). Where it is necessary to suspend or permanently exclude a pupil for the incident, there is separate guidance on this and supporting model paperwork for schools to use to ensure they meet statutory requirements relating to this.

Organisational Recording

This involves regular reviewing of incidents and subsequent debriefs, identifying any stressors or learning points and feeding these back into our policies and procedures.

This includes:

- Number of physical interventions and duration per child each half term
- Total number of physical interventions each half term
- Holds/techniques used for physical intervention
- Analysis of trends; such as, which holds, staff involved and whether incidents peak at particular days or times
- Any relevant protective characteristics.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. The authorised members of staff to carry out searches are Julie Puxley

(head teacher), Rob Aiken (deputy headteacher) and Anthony Hull (deputy headteacher) and Caroline Dolby (assistant headteacher).

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputies) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether or not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher (unless the headteacher is carrying out the search herself) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desks, trays or cubby holes.

Outer clothing includes:

- › Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Trays/cubby holes
- › Desks
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's child protection policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlement and welfare of the pupil
- › Not be a police officer or otherwise associated with the police
- › Not be the headteacher
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's child protection policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered

- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our [child protection policy](#) and [harmful sexual behaviour policy](#) for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy [child protection policy](#) for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detentions

The word 'detention' is not used with our children and children are not issued with 'detentions'.

Section 7.4 sets out the stages of intervention for dealing with misbehaviour. In the infants if a child reaches stage 3 they may need to spend some of their break or lunch time holding a restorative conversation with their class teacher. In the juniors if a child reaches stage 4 or 5 the child will need to spend some of their lunch break holding a restorative conversation with a member of SLT. In the junior school a child may miss break or lunch time as a sanction for serious or repeated misbehaviour.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time as set out in section 7.4.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably difficult
- Maintain the safety of all pupils
- Allow the difficult pupil to continue their learning in a managed environment
- Allow the difficult pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class. This includes:

- Meetings with learning mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the infant or junior behaviour log.

8.3 Suspension and permanent exclusions

The school 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.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our [suspension and permanent exclusion policy](#) for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

At our school we use personalised stress management and adult response planning (Appendix 5 - developed from the Essex TPP approach). This is designed to keep everyone safe by enabling our staff to think about, plan and be confident in safely supporting children and young people.

This tool (Appendix 5) is discussed, constructed and agreed through One Planning. It is important that the child/young person and their parent/carer is involved.

- Step 1: Identify the stressors being experienced by the child/young person. There are five domains of stress, which are explained later in this document.
- Step 2: Complete the 'Warning Signs of Stress' table below, providing personalised detail of what this looks like and means for the child/young person.
- Step 3: Complete the 'Distress Mapping' and 'Level of Harm' tables below. The frequency and severity of these provides an indication of whether an Adult Response Plan is necessary.
- Step 4: If the pupil is assessed to 'always' or 'often' experience stress or the harm is assessed to be of concern, develop both the personalised 'Adult Response Plan' and 'Child's Self-regulation Plan' for the child/young person as part of the One Planning process.
- Step 5: Regularly review and update the information in this tool through One Planning.

All behaviour happens for a reason; it serves a purpose for the individual presenting it and it leads to something for them. It's a means to an end.

Difficult and/or harmful behaviour is not necessarily deliberate or planned. Rather, in situations of need a person may simply behave in an adaptive way that has been successful in the past in protecting them and enabling them to survive that moment.

The first step to understanding a particular behaviour of concern is to try and find out why the behaviour is happening and to have some understanding of this.

A person's trauma informed history (if known) should be part of the any individual's support plan. A trauma perceptive approach must be provided to everyone whether trauma is known or not.

One Plans will also include:-

- the views of the child or young person in how they want to be supported
- consideration as to how the child or young person's dignity may be compromised and how might staff manage that. Points to consider could include; clothes might ride up or down, so perhaps make sure towels/blankets are available to use appropriately as covers; the presence of an audience; etc.
- communicating behaviours that present as conflict, harm through aggression and anxiety responses
- any personal, sensory or environmental needs for the child/young person
- recovery plan/restorative approach.
- primary and secondary prevention strategies (see 7.5 Reasonable force) used to co-regulate and defuse potential incidents.
 - Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These are examples of our approach to anticipating and removing triggers of misbehaviour:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual hearing impairment to sit in sight of the teacher

- One to one support with a teaching assistant
- Learning mentoring
- Play therapy
- Adjusting uniform requirement for a pupil with sensory issues or who has severe eczema
- Use of separation spaces, where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Typically, a restorative conversation will take place following a sanction. However, in some cases, particularly where misbehaviour is frequent or repeated, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- › Reintegration meetings (in the case of removal from class or suspension)
- › Weekly or more regular meetings with a learning mentor
- › Weekly or more regular meetings with a member of staff designated as a pupil champion to celebrate success
- › Being placed on report

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings – this includes meetings with colleagues in secondary schools.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information around behaviour issues may also be shared with new setting for those pupils transferring to new schools.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint (selected staff)
- › The stages of intervention (as set out in this policy)
- › Systems for reporting and recording misbehaviour
- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

All teaching staff, teaching assistants and office staff have received a programme of TPP (trauma perceptive practice) training. This is delivered to new staff as part of their induction.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance
- › Permanent exclusion and suspension
- › Bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying
- › Use of derogatory language
- › Racist incidents
- › Sexual harassment and/or sexual violence
- › Restrictive physical intervention
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation

- › Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the school behaviour culture

Attendance is reviewed every month by the head teacher, one of the deputy headteachers and the attendance and welfare office.

Surveys from staff and pupils will be analysed every year by one of the deputy headteachers.

All other data listed above will be formally analysed every term by one of the deputy headteachers and shared with governors, however behavioural incident logs are regularly reviewed.

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › [Exclusions policy](#)
- › [Child protection policy](#)
- › [Anti-bullying policy](#)
- › [Attendance policy](#)
- › [Harmful sexual behaviour policy – child on child](#)
- › [Special educational needs policy](#)

Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusion
- › Pupils are helped to take responsibility for their actions through a restorative approach
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Katherine Semar Junior School restorative behaviour reflection sheet



Katherine Semar School Restorative Behaviour Reflection Sheet

Name: _____
Class: _____
Date: _____

The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

What happened?

What were you thinking at the time? What zone were you in?

What have you thought since this happened?

Who has been affected? _____

How do you think they felt? Why did they feel this way?

What should we do to make things better?

How can we do things differently in the future?

Appendix 3: Katherine Semar Junior School behaviour report card

	Session 1	Breaktime	Session 2	Lunchtime	Session 3	Session 4
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Appendix 4: Behaviour report letter

Katherine Semar Infant & Junior Schools

Ross Close, Saffron Walden CB11 4DU
01799 521720 (Infant) & 01799 521120 (Junior)
www.katherinesemar.essex.sch.uk



Executive Headteacher: Mrs Julie Puxley

Dear Parents/Carers,

Unfortunately, your child has received:

Yellow card(s)

Red card(s)

Red + card(s)

Over the last weeks.

As a result, your child will be on a behaviour report. Your child will be given a report card which will be signed daily by their class teacher and a member of the senior leadership team. The report card is designed to enable your child to reflect on their previous behaviour(s) and provide them with opportunities to work with members of staff at Katherine Semar to improve these behaviour(s).

Your child will bring their report card home every day to share with you. This needs to be signed by an adult to record this has been communicated. The report card must be in school every day with your child so their behaviour can be closely monitored for the week. Whilst your child is on report, they will unfortunately be unable to attend any clubs, squads or extra-curricular activities. It will also result in your child being unable to use the equipment and designated areas of the playground during playtimes and lunchtimes. Your child may return to these privileges once they are no longer on report. If your child successfully receives no warnings, yellow/red or red cards plus in the week they are on report, they will be removed from report.

If you have any further questions, please make an appointment to discuss this further.

Regards,

Appendix 5: Personalised stress management and adult response planning (developed from the Essex TPP approach)

Personalised Stress Management and Adult Response Planning (developed from the Essex TPP approach)

This tool is designed to keep everyone safe by enabling staff to think about, plan and be confident in safely supporting children and young people.

How to use this tool

This tool should be discussed, constructed and agreed through One Planning. It is important that the child/young person and their parent/carer is involved.

- Step 1: Identify the stressors being experienced by the child/young person. There are five domains of stress, which are explained later in this document.
- Step 2: Complete the 'Warning Signs of Stress' table below, providing personalised detail of what this looks like and means for the child/young person.
- Step 3: Complete the 'Distress Mapping' and 'Level of Harm' tables below. The frequency and severity of these provides an indication of whether an Adult Response Plan is necessary.
- Step 4: If the pupil is assessed to 'always' or 'often' experience stress or the harm is assessed to be of concern, develop both the personalised 'Adult Response Plan' and 'Child's Self-regulation Plan' for the child/young person as part of the One Planning process.
- Step 5: Regularly review and update the information in this tool through One Planning.

<u>Name:</u>	<u>Date:</u>
<u>Year Group:</u>	<u>Review Date:</u>

Warning Signs of Stress* (see explanations of the stressors below)

<u>Stress Area</u>	<u>What is it that generally causes the stress?</u>	<u>Indicators of excessive stress- how does the child show this?</u>
<u>Physiological/sensory (biological)</u>		
<u>Emotional</u>		
<u>Thinking/learning related (cognitive)</u>		
<u>Social</u>		

<u>Prosocial</u>		

Distress Mapping

	<u>Not evident</u>	<u>Occasionally</u>	<u>Often</u>	<u>Always</u>
<u>Stress response is easily triggered</u>				
<u>Stress response is not equal with the stressor</u>				
<u>Individual is extremely restless/volatile</u>				
<u>Hard to co-regulate after 'alarm' is triggered</u>				

Compromised Safety Mapping

<u>Compromised Safety</u>	<u>Yes/No</u>	<u>Harm/Behaviour</u>	<u>Yes/No</u>
<u>Compromised Safety to self</u>		<u>Damage to property</u>	
<u>Compromised Safety to peers</u>		<u>Compromised safety from disruption</u>	
<u>Compromised Safety to staff</u>		<u>Compromised safety from running away</u>	
<u>Other</u>		<u>Other</u>	

Adult Response Plan

<p>Window of Tolerance</p> <p>What the child is like when regulated, calm and engaged?</p>	<p>How best to support and maintain this and support regulation</p>
<p>Dysregulation</p> <p>What are the first signs that things are becoming too stressful?</p>	<p>Strategies to support and to co-regulate</p>
<p>Where does this stress behaviour lead to next?</p> <p>What we are trying to avoid?</p>	
<p>Hyperarousal</p>	<p>Interventions necessary to support, co-regulate and keep everyone safe</p>
<p>Hypoarousal</p>	<p>Interventions necessary to support, co-regulate and keep everyone safe</p>

Child's Self-Regulation Plan

Stress Level	Strategy to Support
Red emotions Feeling afraid, angry, annoyed	How to best soothe myself
Yellow emotions Feeling worried, disappointed, silly	How to best to soothe myself
My window of Tolerance / Green emotions Feeling calm, happy, proud	How best to maintain
Blue emotions Feeling sad, low, sleepy	How best to re-energise and give myself hope

Notes:

The Adult Response Plan starts with the pupil's 'Window of Tolerance' or 'Green Zone' (from Zones of Regulation®), as it has been found that staff find it more useful to have the proactive strategies for promoting co-regulation at the top of the plan.

The Adult Response Plan and the Child's Self-regulation Plan have been adapted to align with commonly used good practice, such as Zones of Regulation®.

Appendix 6: Explanation of the stress areas

Domain and definition	A child having difficulty regulating in this area may:	Supportive strategies
<p>Sensory/physiological consider many factors such as sleep, exercise, health, nutrition and sensory inputs.</p> <ul style="list-style-type: none"> • physical health • hunger • noise 	<ul style="list-style-type: none"> • have challenges remaining calm amidst distracting visual and auditory stimuli • have difficulty sitting for more than a few minutes • withdraw (become hypo-alert) and need to upregulate • become over-stimulated and need to down regulate 	<ul style="list-style-type: none"> • less intense lighting – soft white light • use blinds to block out light • less bright visual materials • choice in seating (exercise balls, beanbag chairs, rocking chair) • keep clutter to a minimum • oral input (healthy crunchy snacks, water bottles etc.) • plants • removing squeaky chairs • designating areas for quiet and noisy activities • creating comfortable learning areas to down- regulate • using music to signify transitions • visual schedules (predictable) • noise cancelling headphones • fidget tools (i.e. playdough) • action breaks
<p>Thinking the child's ability to concentrate and switch attention as well as appropriate task and language demands.</p> <ul style="list-style-type: none"> • focus and switch focus as required • plan and executive several steps consecutively • problem-solve • understand cause and effect • time management • ignoring distractions 	<ul style="list-style-type: none"> • have difficulty focusing attention • give up at the slightest frustration • daydream during class • be distracted by impulsive thoughts 	<ul style="list-style-type: none"> • preferential seating • providing instruction in more than one mode • quiet place when feeling overwhelmed • learning games (simon says, statues, musical chairs etc....) • breaking down instructions • providing collaborative learning experiences • allowing child's choice and to set own goals • digital technology • using the child's passions to engage

<ul style="list-style-type: none"> • delaying gratification • sequencing ideas • tolerating frustration and learning from mistakes • switching focus 		<p>learning (consultation with families)</p> <ul style="list-style-type: none"> • teaching time management skills • visual timer • self-reflection • providing consistent routines
<p>Emotional the child's ability to monitor, evaluate and modify their emotions</p> <ul style="list-style-type: none"> • managing the big feelings and strong emotions • ability to recover from adversity • courage to learn new things • desire to achieve goals • healthy and realistic sense of self 	<ul style="list-style-type: none"> • become overly excited when praised • show intense frustration when trying to solve a problem • become anxious when dealing with confrontation • have difficulty focusing when strong emotions arise 	<ul style="list-style-type: none"> • holding classroom meetings to check feelings • mindfulness • breathing exercises • encouraging children to express how they are feeling verbally • using strategies and language from the SMART thinking- There's always a way back • teaching calm down techniques (breathing, counting down) • playing calm music during learning tasks • teaching positive self-talk • journaling feelings and experience • role playing how to express and cope
<p>Social consider the perspective of the child and the impact of their actions on others</p> <ul style="list-style-type: none"> • understanding the feelings and intentions of self and others • monitoring the effects responses and adjusting when necessary ("appropriate responses") • the ability to be an effective communicator – as a listener and as a speaker • the ability to demonstrate a good sense of humour that 	<ul style="list-style-type: none"> • have difficulty listening to the ideas of others • have difficulty taking ownership over actions • respond inappropriately to a situation • have difficulty reading social cues 	<ul style="list-style-type: none"> • collaborative learning experiences • music experiences • demonstrating a good sense of humour • using books to deepen communication of feelings • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules

<p>does not rely on ridicule</p> <ul style="list-style-type: none"> • the ability to recover from and repair breakdowns in interactions with others (e.g. through compromise) 		
<p>Prosocial the idea that other people's stress also cause stress for the child. This domain is rooted in the development of empathy and doing the "right" thing. The ability to help regulate others and to co-regulate with others.</p> <ul style="list-style-type: none"> • a sense of honesty, both with oneself and with others • empathy, or the capacity to care about others' feelings and to help them deal with their emotions • the ability to put the needs and interests of others ahead of one's own • the desire to "do the right thing" and the conviction to act on one's conviction 	<p>As above</p>	<ul style="list-style-type: none"> • collaborative learning experiences • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills <ul style="list-style-type: none"> • reinforcing rules • reassurance

Appendix 7: Template for recording incident requiring physical intervention

Record of incident Requiring Physical Intervention (RPI)

Child name:	DoB:	Year group:

Reporting member of staff:	
Date of incident:	
Start time of incident:	
End time of incident:	
Location of incident:	
Name(s) of additional staff witness:	Name(s) of additional child witness:

Stressors leading up to the hyperarousal and distress

Co-regulation prior to the decision to use of RPI			
Verbal advice and support		Swapping of staff	
Calm talking and Reassurance		Distraction/diversion	
Personalised co-regulation script		Offering choices and options	
Humour		Offering safe space	

Other (specify)		
-----------------	--	--

Why the RPI was deemed absolutely necessary	To prevent harm to self	
	To prevent harm to another child (children)	
	To prevent harm to adults	
	To prevent damage to property	
	To prevent harm from absconding (in accordance with policy)	

The harm predicted to be prevented by the RPI
(e.g. bruising to peers, lacerations, destruction of computer, climbing over high fence, climbing on roof)

Unresolved harm/ details of damage to property (costs and details of harm to people including medical intervention or damage to property)

Was a medical record completed	Yes / No
---------------------------------------	-----------------

Specific details of the RPI including sequence of techniques, time and staff involved

Time	Technique	Staff name

Duration of RPI:		Duration of the incident:	
------------------	--	---------------------------	--

Was there any physical mark or harm caused by the use of RPI to the child?	Yes / No	Details
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What action has been taken?

Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)?	Yes / No	Details
---	----------	---------

Incident reporting and monitoring

	Name	Time and date
Incident reported to Senior staff by:		
Parents / Carer verbally informed by:		
Parents / Carer letter sent:		
Child wellbeing check by:		
Staff wellbeing verified by:		
Restorative conversation with child		

Care for Child following the RPI

Verification of account of incident		
Staff name	Staff signature	Date
Reporting staff name		RPI checker and approver name
Signature		Signature

Appendix 8: SEN – Generic risk assessment template



GENERIC RISK ASSESSMENT		
Establishment: Katherine Semar Schools	Approved by:	Date:

Hazard / Risk	Who is at risk?	Normal Control Measures	Additional Control Measures	Risk rating H/M/L

Appendix 9: Suspension and permanent exclusion letters

We use the latest Essex Local Authority template letters to notify parents of a suspension or exclusion. These are written in accordance with the DfE's latest guidance (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movements – August 2024).

Links to the model letters can be found here:

<https://schools.essex.gov.uk/admissions-and-access-education/education-access/suspensions>

<https://schools.essex.gov.uk/admissions-and-attendance/education-access/permanent-exclusion>

Appendix 10: Template letter to inform parents of an incident involving physical restraint

Katherine Semar Infant & Junior Schools

Ross Close, Saffron Walden CB11 4DU
01799 521720 (Infant) & 01799 521120 (Junior)
www.katherinesemar.essex.sch.uk



Executive Headteacher: Mrs Julie Puxley

Dear [Parent/Carer Name],

I am writing to inform you of an incident involving your child, [Child's Full Name], that occurred on [Date] at approximately [Time].

During a situation in [Location, e.g. the playground/classroom], staff were required to use *reasonable force* to ensure the safety of your child and others. This intervention, which required staff to [brief description of reasonable force applied] was necessary due to [brief description of the behaviour or risk].

The force used was the minimum necessary and applied for the shortest possible time to prevent harm. The intervention was carried out by a member/member of staff who is/are trained in de-escalation and safe handling techniques. Your child was not injured, and we have since taken steps to support their wellbeing and reflect on the incident with them.

This incident has been formally recorded in our behaviour log in accordance with statutory guidance. We are committed to working with you to support [Child's Name] and prevent future occurrences. If you would like to discuss this matter further or arrange a meeting, please contact me directly at [Contact Details].

Thank you for your understanding and continued support.

Yours sincerely,

Mrs Julie Puxley

Executive Headteacher

