



Local Procedure/Protocol

School/Home Name:	Bramley Hill School
Local Procedure/Protocol Title:	Behaviour Policy
Linked to Group Policy Title & Code:	Restraint Reduction Policy – OPP02
Date Reviewed:	August 25
Next Update Due:	August 26
Procedure/Protocol Lead (SCHOOL):	Pam Ridgwell – Interim Head Teacher
Procedure/Protocol Sponsor (GROUP):	Elaine Moyers, Director (Behaviour and Inclusion) Rob James, Head of School Development
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. RATIONALE

- 1.1 Our school delivers clinically informed specialist education and care meeting the individual needs of our pupils within a safe, nurturing and predictable environment. We believe in creating environments that are enabling rather than challenging, which in turn will enhance a child's well-being and quality of life. We recognise that day-to-day experiences can sometimes be overwhelming for our pupils and that at these times they may communicate their distress through their behaviour. Sometimes these behaviours may negatively impact themselves or others.
- 1.2 We aim for every member of our school community to feel valued and respected, and for each person to be treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. Our school's Behaviour Policy is designed to support us in promoting the overall quality of life of pupils and staff, and an environment in which everyone feels happy, safe and secure. Positive Behaviour Support approaches are based on a set of overarching values, which include the commitment to providing support which promotes inclusion, choice, participation and equality of opportunity.
- 1.3 This policy outlines the behaviour we expect from all our pupils, staff and visitors to the school. It extends to all members of our school community and is written in line with current legislation, guidance and best practice. Feeling safe is a prerequisite for learning and accessing opportunities. This policy aims to ensure all members of our school community are supported to behave and conduct themselves to maintain a safe and effective learning environment for all.
- 1.4 We hope that by encouraging positive behaviour patterns, we can promote good relationships throughout the school, built on trust and understanding. Using this policy, we aim to support all our pupils in developing a high level of social awareness and inclusion. We aim to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.
- 1.5 Our School is dedicated to ensuring that our school environment supports learning and the well-being of pupils and staff through a strong sense of community. Participation, support, safety and respect are the foundations of our ethos, and we work hard to provide a school where pupils feel included in every aspect of school life, being comfortable to voice their opinions.

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Our school is committed to supporting all pupils to:

- Achieve their full potential.
- Acquire the knowledge and skills relevant to life in a demanding, fast-changing world.
- Develop as confident learners, able to take risks within a safe environment.
- Be curious, ambitious and take pride in their achievements.
- Achieve high standards in all they do.
- Develop as self-motivated, independent and collaborative learners.
- Value and care for themselves and others in our community.
- Understand their rights and responsibilities as citizens.
- Enjoy what they do and have fun.

1.6 To achieve these aims, our school will provide:

- A happy, healthy, safe and secure environment.
- High-quality teaching
- Person-centred support
- An exciting curriculum, which is delivered based on the needs and interests of pupils, providing first-hand practical experiences.
- A stimulating, evolving, inspirational, capable environment.
- A professional, skilled, and highly motivated staff team.
- School leadership focused on continuous improvement.
- Opportunities for parents and carers to play an active, supportive part in their child's education.
- Opportunities outside the classroom, and the chance to extend our close links with the local community.

1.7 This policy aims to determine the boundaries of acceptable and unacceptable behaviour, describe how we encourage and motivate our pupils, the natural consequences used by the school, and how they will be fairly and consistently applied, whilst considering the individual needs of pupils.

For all of our pupils, the school will:

- make clear its expectations of positive behaviour through many different means such as positive role modelling, establishing consistent routines, school assemblies, lessons, school council meetings and in published documents;
- utilise a range of positive motivators such as giving verbal praise, awarding house/class points, stickers, certificates;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge unsafe behaviours;
- be consistent when supporting pupils with behaviours of concern

We believe that approaches need to be tailored for each individual and should be applied flexibly and reviewed regularly. We will endeavour to find out what works best for each pupil and build a framework of approaches that help to shape behaviour that enhances a pupil's quality of life.

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2. STANDARDS OF BEHAVIOUR

- 2.1 The school understands that the first step to modelling positive behaviour is to lead by example. This means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally.

We work hard to ensure that expectations and standards are clear and consistent across the school. Expected boundaries, positive encouragement and natural consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities (SEND) as well as the additional challenges that many pupils may face.

- 2.2 Staff receive training regarding the individual needs of the pupils as part of their continual professional development and understand the expectations regarding keeping children safe. We work closely with parents and carers to understand their children's needs and the resulting behaviour. We believe that (in conjunction with consistent routines) boundaries and reliable support systems are an important part of building an effective learning community. We discuss positive behaviour and behaviours of concern with parents and carers regularly. We encourage parents/ carers to communicate with the school if they have concerns about their child's behaviour, and we try to support parents when they need it. We promote positive behaviour within the school curriculum, and reminders of school rules and expected standards of behaviour are displayed in classrooms and around the school.

- 2.3 Staff are a constant presence around the school, before and after school, between lessons, during break and lunch time, to supervise and support pupils to use the school premises respectfully and behave as expected.

We recognise that when individual pupils engage in persistent disruptive behaviour, this can indicate an unmet need. If such needs are identified, we will do our best to ensure that the pupil receives appropriate support. Some pupils may require individualised or additional support to take full advantage of the educational opportunities available to them. Individual Support Plans will be used to identify behaviours of concern and how supporting staff will utilise individual strategies to reduce these. These individual support plans are based upon the 'Stages of an Incident', a theoretical model proposing that the behaviours of individuals that may display challenging behaviours or behaviours of concern typically elevate following a trigger event (phase 1) through an escalation phase (2) where behaviour becomes increasingly agitated; a crisis phase (3) characterised by behaviour that may pose a risk to the individual or others and a recovery phase (4) in which there is a gradual return to baseline behaviour.

- 2.4 Advice will be sought from our multi-disciplinary clinical team and external agencies to support us in putting in place appropriate support strategies. **Please read our Special Educational Needs Policy.**

The school will take all reasonable measures to ensure the safety and well-being of all pupils and staff, and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. Please read our Anti-bullying Policy.

3. EXPECTATIONS OF PUPILS

- 3.1 We expect and support everyone to show respect to one another, whether pupils, staff or visitors. Within the context of their identified individual needs, pupils are supported to follow school rules, listen to and follow instructions from staff. We recognise that meeting the school's expectations may be very difficult for some, and that additional support and individual adaptations may be necessary. This extends to any arrangements

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put in place to support their behaviour, such as pastoral support programmes, post-incident learning and consequences.

3.2 Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff cannot be tolerated. Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will be supported to respect and look after the school premises and environment. The following behaviours undermine our core principles of safety and therefore may result in a consequence being implemented and or in some situations, a possible suspension. These decisions will be made considering the individual needs of the pupil. For more information on suspensions, please refer to our Suspension Policy.

3.3 Behaviours that we regard as cause for concern include:

- verbal behaviour of concern towards pupils, staff or others
- physical behaviour of concern towards pupils, staff or others
- sexual assault of staff or other adults
- child-on-child sexual violence and sexual harassment
- inappropriate online behaviour, including language, soliciting or sharing inappropriate material, images or videos
- damage to property
- possession, use or distribution of alcohol, cigarettes, vapes, illegal drugs or substances
- theft
- possession or use of an offensive weapon
- arson
- repeat incidences of unacceptable behaviour that negatively impact the quality of life of the child, but also others.

3.4 In respect of any behaviour where a child has suffered or is likely to suffer harm, we will follow *our Child Protection Policy*

4. ROLE OF PARENTS OR CARERS

4.1 Parents and carers play a big part in ensuring that their children are ready to learn and are aware of the behaviours expected of them when in school. We ask that parents agree to our home-school agreement to indicate that they will respect and support our Behaviour Policy. By building school life into a child’s natural routine, ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to adhere to school rules and procedures.

4.2 We ask parents and carers to work with the school in support of their child’s learning, which includes informing the school of any newly arising personal factors that may result in their child displaying behaviours of concern. We ask that parents be prepared to attend meetings at the school with staff or the Head Teacher to discuss their child’s behaviour and to adhere to any agreements put in place.

In the case of suspensions, we remind parents and carers that they must provide supervision for their child during the time that they are suspended from school, support their child with work sent home by the school and to attend a reintegration meeting at the school with their child as required.

5. OUR SCHOOL RULES

5.1 All pupils will be expected to work towards meeting the following school rules:

- Attend school regularly and be on time.
- Be polite and respectful to other pupils, staff, visitors and members of the public.
- Be kind and considerate of your peers and the extended community.
- Derogatory, racist, homophobic, misogynistic, misandric, sexist or offensive language will not be tolerated.
- Misuse of electronic equipment is not permitted.

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- Mobile phones will be handed in at the start of the day and stored safely in a pupil's locker or designated area.
- Smoking materials are not permitted on the school site.
- Take care of the school building and environment; keep it tidy, litter-free and damage-free.

6. UNIFORM AND APPEARANCE

6.1 Our school uniform should be worn by all pupils; however, we understand that some pupils' individual needs may mean they struggle to navigate the sensory world of school, and that the uniform may be a cause for anxiety. We will ensure that we work collaboratively with parents to agree upon suitable adaptations to our school uniform where this may be the case.

6.2 Uniform is important as it is a symbol that everyone is a key part of our school community. It also helps prepare pupils for life as adults when they may have to wear a uniform at work. Our school uniform consists of:

- School T-shirt
- School Jumper / sweatshirt
- Black Trousers
- Black Shoes

We provide each pupil with two t-shirts and a sweatshirt. These are provided free of charge.

Children must bring a warm coat in colder months. It would be a great help if parents could ensure children's clothes are labelled with their names.



Bramley Hill School
Round Neck Sweatshirt - Royal
Blue



Bramley Hill School
Round Neck Sweatshirt - Bottle
Green



Bramley Hill School
Round Neck Sweatshirt - Purple
£10.80

7. BULLYING

7.1 Bullying can be defined as, "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (DfE).

Bullying will not be tolerated. Our school is a 'telling school' where staff will work with both the victim and bully to provide support and address bullying.

We embrace our legal responsibility to prevent and tackle bullying. Our Anti-Bullying and Behaviour Policies are in place and available on our website and from the school office.

7.2 We also follow anti-discrimination law and comply with the Equality Duty (The Equality Act 2010) which has three aims:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

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7.3 Our staff have a duty to prevent discrimination, harassment and victimisation within the school. Please refer to our Anti-Bullying Policy.

8. REWARDS AND CELEBRATION

8.1 Our school believes that it is important to encourage and recognise positive engagement throughout the school through celebration and reward. This includes a school reward system aimed at stimulating a voluntary and progressive improvement in their behaviour and engagement thus increasing their motivation towards the achievement of academic objectives.

8.2 At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below:

Pupil of The Week – teachers and tutors choose the pupil of the week who receive a certificate.

Certificates –these will be awarded in assembly on Friday.

Pupil's Individual Contract Reward – this is the reward the pupil chooses when completing the conduct contract. It is a reward of his/her choice and is not related to the bronze to gold aspect of points. The tutor decides if enough progress has been made towards the targets to achieve the award. The targets may not have been fully achieved but the tutor may feel that the effort put into achieving them warrants the award.

Extra break- this can be awarded to a class at a tutor's or teacher's discretion.

Free Time- this can be awarded to a class/pupil at a tutor's or teacher's discretion. Another member of staff can also reward free time for a pupil in consultation with the teacher.

Friday Afternoon Choosing Time – pupils who receive a gold certificate will get first choice of the activities on offer.

Tea with the Head – this award is for classes whose teachers have a reason to reward the whole class.

Privilege Card Café Trip – Privilege trips take place fortnightly for pupils who receive a card.

Raffle Prize – Staff can enter pupils into the raffle for effort or progress with any aspect of school life.

Choice of reward in assembly

Individual Reward Charts – used to support individual pupils with an agreed reward if targets achieved

Non-school uniform days- this award is for the pupils of the week and takes place the following Friday.

Stickers

ClassDojo

Recognition by staff and peers in assembly

The Points System

A key part of our reward system is the points-based bronze, silver and gold awards.



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Each class has a chart showing their names with space for a card. All pupils start the day with a green card. The green card remains in place whilst a pupil is engaging with learning, allowing others to engage with learning, making good choices and for any specific targets an individual pupil may have with the teacher/tutor. The green card can be replaced with a Stop and Think card if a pupil needs a reminder about behaviour. If behaviour does not improve then a yellow warning card can be used. The yellow card can also immediately replace a green card. If behaviour does not improve a red card can be used.

REWARD CHART

Name: _____ Term: Autumn

MON	TUE	WED	THUR	FRI	SAT	SUN	TOTAL
1	1	1	1	1	1	1	7
0 - 16	17 - 25	26 - 30					Platinum 30
Bronze		Silver		Gold			

The pupils' card colour is recorded on the class reward record each day. The number of red, yellow or green cards equates to bronze silver or gold points.

Bronze, Silver, Gold, Platinum and Diamond Awards



At the end of each day, pupils can circle the points they have been awarded and work out their total for the week. Bonus points can be awarded for significant achievement or progress. Certificates are rewarded to individuals at the Celebration Assembly on Friday mornings. There is an open invite to all parents and carers to attend the assembly.

Our approaches are tailored for each individual pupil and will be applied flexibly and reviewed regularly. We will endeavour to find out what works best for each pupil and build a framework of approaches that help to shape behaviour and improve quality of life.

9. PUPIL SUPPORT

9.1 We aim to support all our pupils to ensure that every child succeeds during their time with us. Where it becomes clear that a pupil is having ongoing difficulties in meeting behavioural expectations, there are a wide range of strategies which are used to support pupils. These include:

- Increased communication between home and school
- Individual support plans
- The allocation of a personal Key Worker or learning mento
- Small group work or 1:1 support in self-esteem, emotional literacy, nurture group
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Referral for additional internal or external support from the embedded Clinical MDT, including our Psychologists, Speech and Language Therapists, Occupational Therapists, Creative and or Talking Therapists and the Safeguarding, Behaviour and Inclusion (SBI) Team.

10. SANCTIONS AND NATURAL CONSEQUENCES

10.1 The term consequence is very broad, as all behaviour naturally has a consequence. Where a pupil demonstrates behaviours of concern, we believe that there are times when staff may need to put something in place to ensure a different outcome for next time, repair and make good and improve quality of life where we can. It's important to understand that 'one size' doesn't fit all and that any consequence should be person-

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centred. A consequence (or action) should be relevant to the needs of the pupil and the function of the behaviour, and not the actual form of the behaviour (what it looks like).

A behaviour of concern that might result in an additional consequence being necessary would be if the behaviour:

- Is dangerous or high risk to the pupil, others or the environment
- Is an offence or may instigate police involvement
- Places the child at risk within society and social settings
- Is not in the best interest of the pupil
- Impacts on another pupil's Quality of Life or the Quality of life of others

A Witherslack Group consequence is not punitive and will always reflect a response that is child-centred, restorative and promotes respect and dignity. It aims to provide a 'stepping stone' to learning a new skill for next time or provide an alternative option for the future.

A clear record will be kept of any sanctions that are implemented by the school and will be monitored by Senior Leaders. Pupils will be encouraged to give their views where possible.

10.2 As an example. The school may utilise the following consequences:

- Verbal reminders
- Opportunities for reflection, e.g. at break time or after school, during which the behaviour is discussed and strategies for improvement identified (can be referred to as a detention in government guidance)
- Staff may use opportunities to undertake restorative work so that pupils can try to 'put something right' when things have gone wrong with others.
- A review or change to planned activities to ensure safety for all participants.
- After school detention

11. SEARCHING AND CONFISCATION

11.1 It is our priority to ensure that pupils are in a safe and secure environment in school. Searching can play a critical role in ensuring this and can be a vital measure to safeguard and promote staff and pupil welfare.

11.2 Following guidance set out by the Education and Inspections Act 2006 and Searching, Screening, and Confiscation – Advice for Schools (July 2022), Head teachers (and staff they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

11.3 The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Banned items to be searched for:

- Psychoactive substances
- E-cigarettes, matches, lighters or smoking paraphernalia
- Vapes and vape liquids

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- Material that is inappropriate or illegal for children to have, such as racist, homophobic, misogynistic, sexist or pornographic material
- Any items that could be used for gambling purposes, including mobile phones or mobile devices; gambling is not allowed on school property
- Any item that could be used to cause personal injury to, or damage to the property of any person (including another pupil)

11.4 Where we need to conduct a search for a prohibited item, the head teacher will authorise this. The Head teacher can authorise a member of staff to search for specific prohibited or banned items or all items set out in this behaviour policy. It will be explained to the pupil what is being searched for and the reason for the search. Where the pupil does not agree to be searched, our school will consider the best way of moving forward. Depending upon the risk associated with any prohibited or banned item, the use of reasonable force may be necessary. The use of reasonable force will differ depending on whether the member of staff is searching for possessions or the pupils themselves.

11.5 The Education Act 2011 allows for staff to seize an electronic device to examine any data or files on the device if they think there is a good reason to do so. These data or files may be erased before returning the item if they believe there is a good reason to do this. Any cigarettes or e-cigarettes confiscated in school will be destroyed.

The Headteacher will liaise with the Designated Safeguarding Lead regarding any potential searches of prohibited items, and this will be recorded on the safeguarding database by the person conducting the search.

11.6 Where a search for prohibited and/or banned items has been undertaken search record (Appendix 1) will be completed and uploaded to the safeguarding concern by the person who conducted the search.

12. USE OF RESTRICTIVE PHYSICAL INTERVENTION

12.1 All staff receive comprehensive training in positive behaviour support, including de-escalation and physical intervention. To maintain the safety and welfare of all our pupils, it may sometimes be necessary to use restrictive physical intervention, as permitted by law. Section 93 of the Education and Inspections Act 2006 enables all school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
2. causing personal injury to, or damage to the property of, any pupil (including him or herself);
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. This means that where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class.

Restrictive intervention is defined in statutory guidance as an umbrella term describing both physical and non-physical actions used to restrict a pupil's movement or liberty in certain circumstances.

Within Witherslack Group, a Restrictive Intervention is defined as 'any action in which staff restrict a young person, either by using physical intervention or by keeping them in a supervised safe space away from others, where they are supported but cannot leave on their own'.

12.2 The school does not encourage the use of restrictive physical intervention, and it will be used only as a last resort. Physical Intervention: a restrictive physical intervention (RPI) involves direct physical contact to prevent, restrict or subdue movement of the body, or part of the body of the child or young person. Reasonable Force is a term used in legislation to include Restrictive Physical Intervention (RPI). All staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Seclusion: the practice of keeping a young person in a safe space (such as a classroom, sensory room, or another designated area) away from other pupils, where they are supported & supervised by staff, but

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cannot leave on their own. This is only done when there is an immediate risk that the young person might harm* themselves, others, or the environment.

*Harm (or personal injury) can include physical or psychological injury, or behaviours that could place others at risk, in line with statutory guidance.

12.3 All staff at the school are fully trained in Protecting Rights in a Caring Environment (PRICE) and have the authority to use physical intervention when reasonable, necessary and justified. This extends to persons whom the Head Teacher has given the responsibility to oversee or control of the pupils. Staff can also use this authority when they are lawfully in charge of pupils off the school premises, e.g. on a school trip.

12.4 Following serious incidents involving the use of restrictive physical intervention, the school will speak to the parents or carers and pupils and staff will be offered a de-brief on the day of the incident. Such serious incidents involving the use of restrictive physical intervention will also be recorded by the school clearly referencing name of pupil, antecedents, date/time/location, full description of event and restrictive practice, staff involved, description of injuries and treatment administered, debriefs for staff and pupil. Senior managers review the above action are completed by end of the day and ensure records are logged within 24h. Senior managers review and complete the report within 72h.

The person(s) who holds parental responsibility will be informed of any incident of Restrictive Intervention as soon as possible on the day the incident occurs.

Initial Parent/Carer notifications will be direct via a phone call from a member of staff authorised by the Head Teacher, to explain the incident and reassure the parent that their child is safe.

The content and details of the call will be logged on the young person's communications section on the link database.

This phone call will be followed by an email, generated by the link database to inform the parent of:

- time, date, location and approximate length of time of the restrictive intervention
- brief account of what type, and degree of reasonable force/restriction was applied,
- any young person injuries sustained prior to, during or after the incident
- why the use of force was assessed as justified and necessary in that instance

All emails will be sent as 'secure' and encrypted due to the sensitive details contained in the email.

Please refer to the Restraint Reduction Policy.

13. OFFSITE CONDUCT

13.1 We promote the expectation that our staff and pupils are ambassadors for the school. Pupils should have a clear understanding of the boundaries and behaviour expectations when outside of the school premises, and these should be reminded and reinforced by staff.

Staff hold the same responsibility and Duty of Care for pupils off-site as they do on-site. If a pupil is displaying behaviour that is high risk and dangerous to themselves or others, including members of the public, high risk and damage to the environment or property, or staff have grounds to believe this may occur, then they have the same powers as referred to in section 12.

14. COMPLIMENTS AND COMPLAINTS

14.1 We welcome feedback, whether positive or about improvements we should consider making. Sometimes we do not get things right and our school has a standard complaints procedure. In the first instance, we encourage parents to take any complaints or concerns to a staff member or to the Head Teacher who will do everything in their power to help resolve any issue swiftly and effectively. For details of the full complaints procedure, please refer to our School Complaints and Representations Policy. The policy is available on our website and from the school office upon request. For information about how to complain or challenge a suspension, please refer to the school Suspensions Policy.

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15. REFERENCES

[Education and Inspections Act 2006](#)

Searching, Screening, and Confiscation – Advice for Schools (July 2022)

16. ASSOCIATED FORMS

OPSF09 – Search Record (Schools)

17. APPENDICES

NONE

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