Local Procedure/Protocol

School/Home Name:	**Bowersgate School**
Local Procedure/Protocol Title:	**Behaviour Policy**
Linked to Group Policy Title & Code:	Restraint Reduction Policy
Date Reviewed:	August 2026
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Procedure/Protocol Lead (SCHOOL):	Gabrielle Durant
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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 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 As part of our universal support model, 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.

1.3 This policy outlines our approach to behaviour and 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 positively and conduct themselves to maintain an effective learning environment for all.

As a school, we will:

- Make clear our expectations regarding positive behaviour.
- Make clear how we motivate pupils to display positive behaviours.
- Treat every member of the community as an individual 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

2 OUR UNIVERSAL SUPPORT MODEL

2.1 Our universal support offer is rooted in the Capable Environments Framework (McGill), which recognises that behaviour is shaped by the environments we create. Universal support focuses on proactively designing physical, social, and relational environments that promote safety, dignity, predictability, and well-being for all pupils. This includes consistent routines, clear expectations, emotionally attuned relationships, effective

communication supports, and opportunities for choice, control, and success. By getting the environment right for everyone, we reduce stress, increase engagement, and minimise the likelihood of behaviours of concern, ensuring that all pupils are supported to thrive without the need for additional or reactive intervention.

2.2 By consistently applying our universal support offer, we create the conditions in which all pupils can thrive academically, socially, and emotionally. A predictable, safe, and supportive environment enables pupils to acquire the knowledge and skills they need for life in a demanding, fast-changing world, while developing as confident learners who can take appropriate risks within a secure framework. Universal support promotes curiosity, ambition, and pride in achievement, alongside high aspirations for all. It supports pupils to become increasingly self-motivated, independent, and collaborative, while learning to value and care for themselves and others within their community. Through clear expectations and inclusive practice, pupils are supported to understand their rights and responsibilities as citizens, to enjoy learning, and to experience success, belonging, and fun as part of everyday school life.

3. STANDARDS OF BEHAVIOUR

3.1 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 consequences are clear to all and are applied fairly, proportionately, and without discrimination, considering special educational needs and disabilities (SEND) as well as the additional challenges that many pupils may face.

3.2 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.

3.3 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. Our Positive Behaviour Support Plans will be used to identify behaviours of concern and how supporting staff will utilise individual strategies to reduce these. These individual 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.

3.4 Advice will be sought from our multi-disciplinary clinical team and external agencies to support us in putting in place appropriate support strategies. 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.

4. EXPECTATIONS OF PUPILS

4.1 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. Meeting the school's expectations may be very difficult for some, and additional support and individual adaptations may be necessary. This extends to any arrangements put in place to support behaviour, such as pastoral support programmes, post-incident learning and consequences.

4.2 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 sanction 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.

4.3 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.

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

5. ROLE OF PARENTS OR CARERS

5.1 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. 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.

5.2 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 attend a reintegration meeting at the school with their child as required.

6. OUR SCHOOL RULES

6.1 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, sexist or offensive language will not be tolerated.*
- *Misuse of electronic equipment is not permitted.*
- *Mobile phones will be handed in at the start of the day and stored safely in a phone lock box.*
- *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.*

7. UNIFORM AND APPEARANCE

7.1 All pupils should wear our school uniform; 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.

7.2 Uniforms are important as they are 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:

- *Polo Shirt*
- *School Jumper*
- *Black Trousers*
- *Black Shoes*

We provide each pupil with *two white 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.

8. BULLYING

8.1 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.

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

i. eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

ii. advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

iii. foster good relations between people who share a protected characteristic and people who do not share it.

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

9. REWARDS AND CELEBRATION

9.1 Our school believes that it is important to encourage and recognise positive behaviour, effort, achievement and engagement throughout the school through celebration and reward. We aim to promote a culture where success is recognised, individual strengths are valued, and pupils are motivated to achieve their personal best. Reward systems are designed to encourage positive choices, engagement in learning and commitment to the school's values.

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

- Awards and certificates.
- Reward trips.
- Celebration assemblies.
- Recognition of achievement, effort, progress, attendance, positive behaviour and commitment to the school's values and ethos.
- Individual and group rewards linked to personal targets.
- Recognition through our Belong, Grow, Succeed values points system.

Our approaches will be tailored for each pupil and will be applied flexibly and reviewed regularly. We will endeavour to identify what works best for each pupil and build a framework of positive reinforcement and recognition that helps shape behaviour, promote engagement and improve quality of life.

9.3 Belong, Grow, Succeed Values Points System

Pupils can earn points throughout the school day for demonstrating our school values of Belong, Grow and Succeed. The points system is designed to recognise positive behaviours, effort, resilience, engagement and personal development.

To GROW I will:

- Be honest.
- Be respectful.
- Show kindness and empathy.
- Listen carefully.
- Report concerns.
- Celebrate everybody.
- Admit mistakes.
- Do the right thing.
- Be resilient.
- Try my best.

To BELONG I will:

- Be kind.
- Be inclusive.
- Be a good friend.
- Put right my mistakes.
- Be helpful.
- Be caring.
- Accept school rules.
- Wear my school uniform.
- Allow others to help me.
- Respect the school environment and equipment.

To SUCCEED I will:

- Achieve my learning objectives.
- Celebrate my achievements.
- Be ready to learn.
- Try new things.
- Engage with learning.
- See mistakes as part of learning.
- Embrace challenges.
- Ask for help.
- Attend lessons.
- Attend school regularly.
- Attend lessons on time.

Points Allocation

Points are awarded during each lesson or session using the following guidance:

5 Points-Consistently demonstrated the Belong, Grow and Succeed values throughout the session.

4 Points-Mostly demonstrated expectations and required only minor reminders.

3 Points-Demonstrated expectations some of the time and required several reminders.

2 Points-Occasionally demonstrated expectations and required frequent support.

1 Point-Rarely demonstrated expectations and required significant support.

0 Points-Unable or unwilling to demonstrate the expectations during the session.

Maximum Scores

- 5 points per session
- 6 sessions per day
- 30 points per day
- 150 points per week
- 750 points per half term (based on a 5-week half term)

The Belong, Grow, Succeed points system is strictly additive. Points may only be awarded and can never be removed, deducted, reset or exchanged as part of a consequence or intervention. Any restorative conversations, consequences, support measures or interventions are managed separately from the reward system to ensure that positive achievements remain recognised and celebrated.

9.4 Reward Store and Spend or Save System

Points earned through the Belong, Grow and Succeed Points System may be exchanged for rewards through the school's reward store.

Pupils are encouraged to decide whether they wish to spend their points on smaller, immediate rewards or save their points over time towards larger rewards, experiences or privileges. This approach encourages pupils to develop goal-setting, decision-making, responsibility and delayed gratification skills whilst recognising and celebrating positive behaviour and engagement.

The reward store may operate on a weekly, half-termly or termly basis and will offer a range of rewards appropriate to the interests, ages and needs of pupils.

Examples may include:

- Small prizes or treats.
- Additional recreational activities.
- Preferred activities or experiences.
- Enrichment opportunities.
- Special events or reward trips.
- Larger rewards requiring longer-term saving of points.

Staff may support pupils to set individual reward goals and monitor progress towards them. Pupils will be encouraged to make informed choices about whether to spend or save their points, helping them understand the value of working towards longer-term outcomes.

This system ensures that all pupils have opportunities to experience success whilst encouraging perseverance, commitment and sustained positive engagement over time.

The reward system is designed to reinforce the school's values of Belong, Grow and Succeed by recognising positive choices, sustained effort, personal development and commitment to learning.

9.5 Recognition and Celebration

Pupils' achievements will be celebrated regularly through assemblies, certificates, rewards, personalised incentives, positive communication with home and other recognition opportunities that reflect individual needs and motivations. The school's reward systems will be reviewed regularly to ensure they remain meaningful, motivating and effective in promoting positive outcomes for all pupils.

Parents and carers will be informed of significant achievements and successes wherever possible to strengthen the partnership between home and school and celebrate pupil progress.

10. PUPIL SUPPORT

10.1 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 is 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 mentor;
- 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 Educational Psychologists, Creative and/or Talking Therapists and the Behaviour and Inclusion Team.

11. USE OF CONSEQUENCES

11.1 Where a pupil demonstrates behaviours of concern, we believe that there are times when staff may need to put strategies in place to ensure a different outcome for next time, repair and make good and improve the quality of life where we can.

In some circumstances, a natural consequence will follow an action. For example:

- Where a pupil breaks a school resource, e.g., an iPad, the natural consequence of this is that the iPad is no longer available to them during the repair period.
- If unsafe behaviour occurs during a school trip or off-site curriculum activity, the natural consequence will be for the pupil to take part in a planned intervention. This will focus on exploring the risks associated with the behaviour and its potential impact, supporting the pupil to demonstrate understanding before taking part in future trips or activities.

When a rule or expectation is not followed, staff will first engage the pupil in a reflective discussion to explore the impact of their choices on themselves and others. This conversation will also check the pupil's understanding of the school rule or expectation and, where needed, identify opportunities for further teaching or skill development. This could be repeated depending on the pupil and their circumstances.

Where school rules or expectations are repeatedly not followed, despite reflective discussions, a formal consequence may be appropriate. More formal consequences must be reasonable, proportionate and should be logical to the rule not being followed

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 formal consequences implemented by the school and will be monitored by Senior Leaders. Pupils will be encouraged to give their views where possible.

11.2 The school may utilise the following consequences and interventions, where appropriate:

- verbal reminders of the expectations of behaviour,
- opportunities for pupils to partake in the restoration of any items broken or damaged with the support of an adult,
- opportunities to undertake restorative work so that pupils can try and rebuild relationships when things have gone wrong with others,
- a review or change to planned activities to ensure safety for all participants,
-Zen Zone Sessions (a supportive regulation intervention used when a pupil is unable to safely or successfully remain in class).
-Reflect and Repair Sessions (a structured post-incident intervention used to follow significant incidents requiring further reflection and support before reintegration).
-Suspension.

11.3 Regulation, Reflection and Reintegration

Bowersgate School recognises that, at times, pupils may require additional support beyond verbal reminders and restorative conversations. Where appropriate, staff may utilise a range of interventions designed to support emotional regulation, reflection, restoration and successful reintegration into learning. These interventions are intended to be supportive rather than punitive and will be proportionate to the individual circumstances, needs and presentation of the pupil.

Zen Zone Sessions

Zen Zone sessions are a short-term, supportive intervention that may be used during the school day when a pupil has reached a stage within the Behaviour Support Pathway where it is no longer safe, appropriate, or productive for them to remain in the classroom. The purpose of the session is to provide the pupil with

time, space, and support to regulate their emotions, reduce distress, and prepare for a successful return to learning.

Zen Zone sessions are not a sanction or exclusion. They are a supportive measure designed to help pupils regain emotional regulation and maintain positive engagement with their education.

A Zen Zone session may be initiated where:

- A pupil is displaying signs of significant emotional dysregulation and requires time away from the classroom environment.
- Staff determine that it is no longer safe or appropriate for the pupil to remain in the lesson.
- A pupil requires additional support to manage their emotions, anxiety, frustration, or distress.
- Remaining in the classroom is likely to escalate the situation or impact the learning, wellbeing, or safety of others.
- A pupil needs a calm, structured environment to regulate before returning to learning.

Key Principles

- Zen Zone sessions are supportive, therapeutic, and preventative in nature.
- The focus is on regulation, wellbeing, and successful reintegration into learning.
- Pupils will be provided with appropriate support, strategies, and resources to aid self-regulation.
- Staff will maintain a calm, non-judgemental, and supportive approach throughout the session.
- The pupil should return to their normal timetable as soon as they feel ready and staff assess that they are able to engage safely and successfully.
- Time spent in the Zen Zone should be proportionate to the pupil's needs and reviewed regularly.
- Wherever possible, pupils should leave the session feeling calm, supported, and ready to re-engage with learning.

Desired Outcome

The pupil is supported to regulate their emotions, restore a sense of safety and wellbeing, and return to their normal timetable at the earliest appropriate opportunity. The aim is for the pupil to successfully re-engage in learning and school life without further escalation of the incident.

Reflect and Repair Session

Reflect and Repair Sessions are a structured intervention that may be used following a serious incident, internal exclusion, or repeated concerns where further reflection, restorative work and support are required before a pupil returns fully to their normal timetable Unlike a Zen Zone Session, which focuses on immediate regulation and a return to learning on the same day, a Reflect and Repair Session focuses on understanding the incident, repairing relationships, developing strategies for future success and supporting a planned reintegration back into school life.

The session aims to:

- Enable the pupil to complete their academic work in a supervised and supported environment.
- Provide a period of reflection following a serious incident where an immediate return to mainstream lessons may not be appropriate.
- Support the pupil to take responsibility for their behaviour and actions.
- Encourage reflection on the events, triggers and choices that led to the incident.
- Explore the impact of their actions on themselves, peers, staff and the wider school community.
- Repair relationships where appropriate and rebuild trust.
- Develop strategies, coping skills and support plans to help prevent future incidents.
- Reinforce school expectations, values and behaviour standards.
- Assess the pupil's readiness to return to their normal timetable.
- Facilitate a planned and successful reintegration back into lessons and school routines.

Desired Outcome

The pupil remains engaged with learning while being given the time, space and support needed to reflect on the incident. They leave the session with a clear understanding of what happened, the impact of their actions, strategies for managing future situations, and an agreed plan for a successful return to their normal timetable.

12. SEARCHING AND CONFISCATION

12.1 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.

12.2 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.

12.3 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).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Any article that a member of staff reasonably suspects has been or is likely to be used to – in connection with the prohibited

- Commit an offence
- Cause personal injury to, or damage to the property of any person

Banned items to be searched for:

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

12.4 Where we need to conduct a search for a prohibited/banned 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, how the search will be conducted 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 processions or the pupils themselves.

12.5 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.

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

13. RESTRICTIVE INTERVENTION AND RESTRAINT – PHYSICAL RESTRAINT (RPI) AND SECLUSION

13.1 All staff have a fundamental Duty of Care to ensure that the safety, welfare, and best interests of children and young people are the paramount consideration in all decisions, actions, and interventions. In accordance with Section 11 of the Children Act 2004, all professionals working with children have a responsibility to safeguard and promote their welfare. The Education and Inspections Act 2006 further requires schools and educational settings to promote good behaviour, maintain a safe learning environment, and support the welfare of pupils. Under Section 93 of the Education and Inspections Act 2006, authorised staff may use reasonable force where necessary to prevent injury, damage to property, disorder, or harm to the safety and welfare of a child or others.
Staff must adopt a child-centred approach that prioritises the rights, dignity, wellbeing, and individual needs of each child or young person. They are expected to take proactive steps to identify, assess, and reduce foreseeable risks, while promoting positive relationships, emotional wellbeing, and safe outcomes.
Consistent with the common law principle of in loco parentis, staff must act as a reasonably prudent parent would, taking all reasonable measures to protect children and young people from harm. Any response to risk, concern, or challenging behaviour must be proportionate, lawful, and necessary, fulfilling the member of staff's Duty of Care while maintaining the child's welfare as the primary consideration, as reflected in the DfE guidance from April 2026, Restrictive interventions, including the use of reasonable force, in schools.
Where support or restrictive intervention is required, staff must always seek to achieve safety through the least restrictive and least intrusive option available, using reasonable force only as a last resort when other preventative and de-escalation strategies have been ineffective or are not appropriate in the circumstances.

Any intervention must be necessary, proportionate, and in the child's best interests to reduce risk, prevent harm, preserve dignity, and restore safety for all involved.

13.2 Restrictive Intervention is an umbrella term to describe both physical and non-physical actions aimed at restricting pupils in different ways. Our policy definition is "A Restrictive Intervention is 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".

Reasonable Force: 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 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.*

13.3 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 be in charge of 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.

13.4 Parents/carers and relevant professionals are notified of a young person's involvement in a restrictive intervention (RPI & Seclusion) in the following ways:

Parent/Carer notifications: The person(s) who holds parental responsibility will be informed of any incident of RPI restrictive intervention as soon as possible on the day the incident occurs. Initial Parent/Carer notifications will be made directly via a phone call from a member of staff authorised by the Head Teacher. This phone call will be followed by an email, generated to inform the parent of:

- time, date, location and approximate length of time of the restrictive intervention
- the type of reasonable force/restriction that was applied
- and any physical injuries sustained by the pupil before, during or after the incident

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

14. OFFSITE CONDUCT

14.1 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.

15. COMPLIMENTS AND COMPLAINTS

15.1 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's Suspension Policy.

16. REFERENCES

Education and Inspections Act 2006

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

17. ASSOCIATED FORMS

OPSF09 – Search Record (Schools)