# Behaviour Policy

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| Owner | Strategic Lead – SEND Provision and Achievement (Behaviour) | Approved by | Board of Trustees |

## History of Policy Changes

| Date | Page | Change | Origin of Change |
|---|---|---|---|
| Sep 26 | Item 4 Leadership and Management of Behaviour. Intro para | Removal of repeated phrase.<br>Change of wording. | Annual Review |
| | Item 5 School Systems and Social Norms Intro para | Removal of repeated phrase. | |
| | Item 5 School Systems and Social Norms Sub para Communication | Change of wording for clarity. | |
| | Item 5 School Systems and Social Norms Sub para Mobile Phones | Change of wording and link to mobile phone policy. | |
| | Item 7 Support and intervention for pupils. | Additional information to sub para 'use of outreach and alternative provision.' | In line with DFE guidance. |
| | Item 9 Expectations and Reasonable adjustments for pupils with SEND Sub para IEP | Change of wording for clarity. | Annual Review |
| | Item 11 Powers to Search | Additional para added. | |
| Apr 26 | Item 11, Use of Force, Restrictive Interventions and Powers to Search | Change of title from Use of force and powers to search – DFE guidance | DFE restrictive interventions from April 2026 |
| | Item 11, Use of Force, Restrictive Interventions and Powers to Search | Added sections to comply with updated guidance.<br>Sub paras added:<br>Principles and Legal Framework<br>Definitions<br>Seclusion<br>Prevention, De-escalation and Least-Restrictive Practice<br>Statutory Recording and Reporting Duties<br>Recording incidents<br>Governance, Oversight and Monitoring | DFE restrictive interventions from April 2026 |
| June 25 | All | References to Governing body changed to Local Governing Committee (LGC) | Annual Review |
| | All | References to Headteacher changed to School Leader | |
| | Item 6, School Systems and Social Norms, sub para 'Communication' | Addition of reference to 'Regulation' and inclusion of DfE Guidance re "promptly, predictably and assertively" | |
| | | Additional paragraph with reference to Infographic | |
| | Item 6, School Systems and Social Norms, sub para 'Consequences' | Changed to sub para 'Rewards and Consequences – Fair and Transparent' | |
| | Item 6, School Systems and Social Norms, sub para 'Use of Mobile Phones' | 2nd para relocated | |

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| | Item 8, Support and Intervention for Pupils, sub para 'Universal Provision' | Outline of support that HET provides to pupils with additional needs, in addition to universal provision | |
| | Item 9, Pupil Transition and Development, sub para 'Reduced Timetables' | Removed to comply with DfE guidance. | |
| | | Relocated paragraph in relation to Alternative Provision (no change to content) | |
| | Item 10, Expects and Reasonable Adjustments for Pupils with SEND, sub para 'Targeted Individual Behaviour Plans' | Changed to 'Targeted Individual Education Plans' | |
| | Item 10, Expects and Reasonable Adjustments for Pupils with SEND | Addition of paragraph relating to Behaviour Response Plans. | |
| | Item 12, Use of Force and Powers to Search (Training Provider) | More information can be found in the (local) school's Physical Intervention Policy. | |

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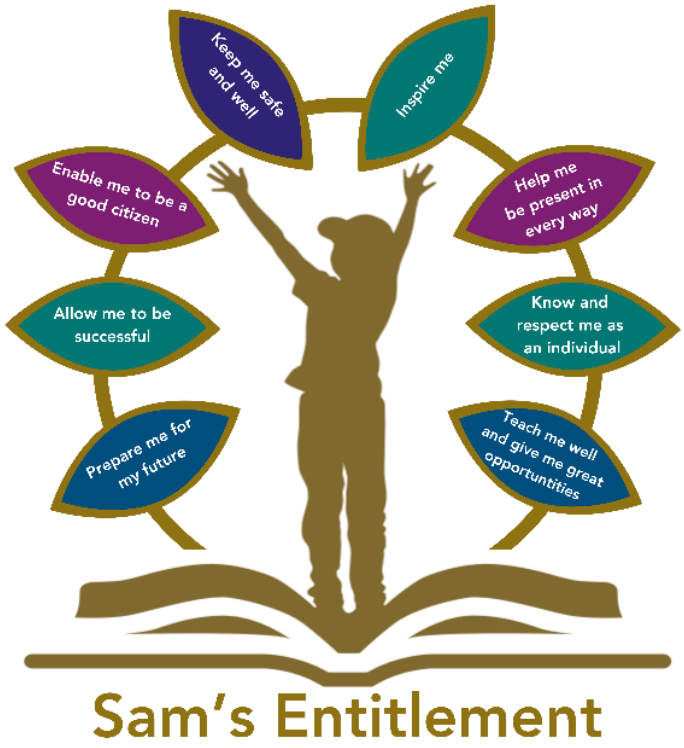


## 1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

This policy sets out how the school aims to provides a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our behaviour policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

## 2. Definitions

- HR' in this policy, means Hamwic Education Trust HR.
- 'Local Governing Committee' in this policy, where reference is made to the Governing Committee, this means the Local Governing Committee of the school, or HET in the case of a school where no Local Governing Committee is present. Where a Governing Committee is not present in a school, or numbers are low, Governors from other schools/partnerships may be used.

## 3. Behaviour Policy

*Introduction & Intent*

At (Insert school name here) we are committed to providing a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our Behaviour Policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

**Our School Values**

At the heart of our Behaviour Policy are our school values, which guide our expectations for pupil behaviour. These values serve as the foundation for creating a harmonious and productive learning community. We invite parents, guardians, and all stakeholders to join us in upholding and reinforcing these values, which include:

(Insert your school values here)

*Creating a Safe Environment*

We intend to create a safe environment for our pupils physically, mentally, and emotionally. We are dedicated to:

- Physical Safety: Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.
- Mental Health and Well-being: Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.
- Emotional Well-being: Fostering an environment where pupils feel valued, respected, and heard, enabling them to express their emotions and concerns openly.

*Inclusivity for All Learners*

At our school, we celebrate diversity and are committed to being an inclusive school for all learners.

We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities, or special educational needs.
- Promote understanding, respect, and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives, and individual needs.
- Continuously work to eliminate discrimination, bullying, and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum Expectations of Behaviour in all Schools.

*DfE's Guidance on Minimum Expectations of Behaviour*

At [Insert School Name], we are fully committed to upholding the DfE's guidance on the minimum expectations of behaviour in all schools. Our behaviour policy is designed to foster a safe, respectful, and inclusive learning environment where every pupil can thrive.

We are dedicated to:

- Setting clear and consistent expectations for behaviour, ensuring that all staff respond to misbehaviour promptly, predictably, and assertively in order to protect pupils and the learning environment, improve conduct, and deter future misbehaviour.
- Applying fair and proportionate consequences that support learning and pupil development, in line with DfE guidelines.
- Creating a positive and structured school culture that nurtures pupils' personal growth, social skills, and emotional wellbeing.
- Working in partnership with parents, carers, and the wider community to promote shared responsibility for maintaining high standards of behaviour.

By working together as a school community, we ensure that [Insert School Name] remains a place where all learners feel safe, respected, and empowered to reach their full potential.

*Relationships*

Our School is committed to fostering positive and respectful relationships among pupils, staff, and the wider school community. We recognise the significance of creating a safe and supportive environment for all individuals within our school community.

*Communication to All*

We prioritise effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents, guardians, and staff. Our commitment to promoting healthy relationships aligns with our participation in the Trauma-Informed Schools - UK organisation.

*Home-School Communication*

We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents, guardians, and teachers to ensure that pupils receive consistent and comprehensive support in all aspects of their education and personal development.

(Insert your ways of home-school communication here)

*Joint Working with Agencies*

Our School is dedicated to providing a holistic approach to supporting our pupils' well-being. We actively collaborate with external agencies and professionals to address any concerns related to pupils' mental health, well-being, and behaviour. This collaborative effort helps ensure that pupils receive the necessary support to thrive in our school.

*A Joined-Up and Community Approach*

Our commitment to promoting positive relationships extends beyond the school gates. We actively engage with the local community to create a cohesive and supportive network. By working together with parents, guardians, community organisations, and local authorities, we aim to provide a comprehensive and holistic support system for our pupils.

*A Fair and Transparent Approach*

Our school values fairness and transparency in all aspects of our Behaviour Policy. We are dedicated to ensuring that our approach to relationships and behaviour is consistent, equitable, and just. Our processes for addressing any concerns or issues related to behaviour will always be conducted fairly and transparently, with the safeguarding and well-being of the pupil at the forefront of our actions.

## 4. Leadership and Management of Behaviour

The leadership and management of behaviour are integral to achieving our goal of a safe and inclusive space for learning. Our approach is based on the principles of the HET's Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff, and a comprehensive system for monitoring and evaluating behaviour.

### *Graduated Response to Behaviour*

Our Graduated Response to Behaviour is a tiered system designed to address behaviour issues in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn and grow from their experiences, while also holding them accountable for their actions. The tiers of our Graduated Response to Behaviour can be found here.

(Insert link to Graduated Response here)

### *Distributed Leadership of Behaviour*

At our school, the responsibility for managing behaviour is not solely placed on one individual or department. We believe in the distributed leadership of behaviour, where all staff members play a role in creating a positive and respectful school environment. This approach encourages a collective commitment to behaviour management and promotes consistency in our expectations and responses.

All staff members, including teachers, teaching assistants, administrative staff, and support personnel, are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

### *Monitoring and Evaluation of Behaviour*

We understand the importance of continuously monitoring and evaluating behaviour to make informed decisions and improvements. Our school uses various methods to achieve this:

(Insert here your school information about your system of)
Data Collection
Observation
Regular Review Meetings
Surveys and Feedback
Professional Development

## 5. School Systems and Social Norms

### *School Rules, Expectations, Routines, and Regulation*

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations, and routines are designed to create a positive and inclusive atmosphere for all members of our school community. Alongside these rules and expectations all staff proactively support the development of regulation through the teaching of strategies, use of resources and through co-regulation. (**These are outlined in our Infographics)** and are regularly communicated to pupils, parents, and staff. To uphold high standards of behaviour, all staff are expected to follow DFE guidance to respond to misbehaviour **promptly, predictably, and assertively**. This approach ensures that students understand the consequences of their actions, feel supported in making better choices, and that the learning environment remains purposeful.

(Insert School Rules here)

### *Communication*

We have produced a handy one-page infographic to support us in communicating the rules and expectations to all stakeholders, as we understand that the best pupil behaviour comes from when home and school share a united aim for behaviour.

(Insert Parent infographic here)

### *Rewards and Consequences – Fair and Transparent*

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of rewards and consequences. The consequences for behaviour that does not meet our established standards are fair, age-appropriate, and designed to help pupils understand the impact of their actions. Our consequences and reward systems are transparent and shared with pupils and parents annually. Additionally, these systems are displayed clearly throughout the school and upheld by all staff.

(Insert consequences and rewards systems here)

### *Online Behaviour of Pupils*

In an increasingly digital world, we expect our pupils to uphold the same values and standards of behaviour online as they do in our physical school environment. Cyberbullying, harassment, or any other form of harmful online behaviour will not be tolerated. Pupils are responsible for their online actions, and consequences for inappropriate online behaviour will be enforced in accordance with the above consequences.

### *Off-Site Behaviour of Pupils*

We understand that pupils represent our school not only within our premises but also in the broader community. While off-site, during school events, or when wearing school uniforms, pupils are expected to exhibit behaviour that reflects positively on our school. Any violations of this expectation may result in the use of consequences outlined above.

*Use of Mobile Phones*

The use of mobile phones within the school is not permitted within school in order to prevent disruption the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences. Link to Mobile phone policy.

(Use of mobile phone consequences here)

## 6. Behaviour Curriculum

*Behaviours Linked to Our Values*

At our school, our behaviour curriculum is closely aligned with our core values of (Inset Values Here). We believe that these values underpin the development of positive behaviours and character traits that are essential for personal growth and successful learning. Therefore, our behaviour curriculum emphasises behaviours such as:

(Insert key learning behaviours linked to values)

*Methods of Teaching Behaviour: A School-Wide Approach*

To ensure consistency and effectiveness, our behaviour curriculum is implemented through a school-wide Teaching approach. This includes:

- **Explicit Instruction**: Teachers provide explicit instruction on the expected behaviours and skills, integrating them into daily lessons and activities.
- **Positive Behaviour Support**: We employ a positive reinforcement system to acknowledge and celebrate pupils who exhibit desired behaviours.
- **Modelling and Role-Modelling**: Staff members model appropriate behaviours, serving as role models for pupils to emulate.
- **Parent and Community Engagement**: We engage parents and the community in reinforcing the same behaviour expectations at home and within the broader community.

Some pupils may require a bespoke behaviour curriculum, in these instances, we use a Behaviour for Learning Skill Card Programme, which is personalised to the behaviour needs of the pupils may be used. The school will co-produce the curriculum of skills alongside the pupil and the parent and keep you regularly informed of the progress the pupil is making, whilst accessing the programme.

*Assemblies*

Regular assemblies and PSHE lessons play a significant role in our behaviour curriculum. These are used to:

- Celebrate successes
- Communicate expectations regularly
- Reinforce Values
- Promote Reflection

By integrating these elements into our behaviour curriculum, we aim to foster a school community where positive behaviours are not only taught but also celebrated and ingrained into the everyday lives of our pupils.

## 7. Support and Intervention for Pupils

### *Staff Roles in Supporting Behaviour*

At our school, we believe that behaviour support is a collaborative effort involving various staff members. Our staff play critical roles in supporting positive behaviour, the core of these roles are as follows:

- Classroom Teachers: Classroom teachers are responsible for creating a safe and inclusive classroom environment. They set clear expectations for behaviour and guide pupils on appropriate conduct. They will also ensure consequences are carried out in line with this policy.
- Teaching Assistants: Teaching assistants work closely with teachers to provide additional support to pupils. They assist in implementing behaviour strategies and ensuring individualised support where needed.
- SENDCo/Inclusion Lead: Our SENDCo/Inclusion Leads oversee the identification and planning of support for pupils with behavioural needs. They collaborate with teachers, parents, and external agencies to ensure a holistic approach to behaviour support.

The full list of how all staff support behaviour can be found in our model of Distributed Leadership.

### *Emotionally Available Adults*

We recognise the importance of emotionally available adults in fostering positive behaviour. Our staff are trained to be emotionally available, providing a safe and nurturing environment for pupils to express their feelings and concerns. We use the principles of Protect, Relate, Regulate and Reflect. These principles are delivered throughout Trauma-informed practice.

### *Identification of Pupils for Targeted Support*

Pupils in need of targeted behaviour support are identified through our Graduated Response to Behaviour, using the 5 stages outlined in **Section 3** of this policy. Core aspects of pupil support are summarised below.

### *Time In Rather Than Time Out*

Our approach to behaviour management emphasises "time in" over "time out." If a pupil needs to be removed from the classroom due to behaviour concerns, they are supported by trained adults rather than isolated. This ensures that pupils receive guidance, reflection, and an opportunity to develop more appropriate behaviours.

### *Universal Provision*

Our school is committed to proactively using universal behavioural provision strategies to create a positive classroom environment that fosters good behaviour and pupil success.

These include:

- Clear classroom expectations and routines
- Consistent behaviour management by all staff
- Positive reinforcement systems
- Emotionally available adults
- Whole-school teaching of regulation strategies
- Assemblies and PSHE lessons reinforcing values
- Targeted and Specialist Support

In addition to universal provision, we offer further support for pupils with additional needs:

- **Use of ELSA/Nurture** We employ Emotional Literacy Support Assistants (ELSAs) and Nurture programs to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills.
- **Small Group Interventions** Small group interventions, such as 'Talk About' and 'Zones of Regulation,' are conducted to address specific behavioural needs. These sessions promote self-regulation and effective communication.(Insert small group behavioural interventions here)
- **Precision Teaching of Skills 1:1** For pupils requiring intensive support, we offer precision teaching of skills on a one-to-one basis. This tailored approach focuses on individual needs and goals to develop essential behavioural and academic skills through a targeted IBP/IEP, which is closely tracked and monitored regularly.
- **Use of Outreach services or Alternative Provision (AP)**In some circumstances, a pupil may require additional support beyond that which can reasonably be provided within the school's own provision. As part of our graduated response, we may seek support from outreach services, specialist teams, or commission a placement within Alternative Provision (AP) to address identified social, emotional, mental health, behavioural, attendance, or learning needs.

Any decision to access an alternative provision will be made following careful assessment of need and in consultation with parents/carers, the pupil (where appropriate), and relevant professionals. The purpose of such support will be clearly identified, with intended outcomes agreed and reviewed regularly.

Where a pupil attends an Alternative Provision, the school retains overall responsibility for the pupil's education, safeguarding, attendance, and welfare. The school will maintain regular communication with the provider, monitor the pupil's progress, and work collaboratively to support successful outcomes and, where appropriate, reintegration into mainstream education.

The outreach services and Alternative Provision providers used by the school include:

(Insert agencies and AP used here)

Alternative Provision will not be used as a sanction or punishment but as a planned intervention to support a pupil's individual needs and promote engagement, wellbeing and educational progress.

HET will provide Trust level representation to assure the compliance of the use of any Alternative Provision.

## 8. Pupil Transition and Development

*Induction and Reintroduction*

At our school, we place importance on ensuring a smooth and supportive transition for all our pupils, whether they are joining us for the first time or returning after an absence. Our induction process is designed to help new pupils join our school, ensuring they feel welcome and secure from day one. We organise transition and induction sessions to help new pupils settle in comfortably and know what is expected of them.

For pupils returning to school after an absence, we understand the significance of their reintegration into the academic and social environment. Our staff work closely with these pupils and their families to develop tailored reintegration plans that address any underlying issues contributing to the absence and facilitate a seamless transition back into the school community.

*Return from suspensions*

In cases where it has been necessary to use a Suspension, our school follows a structured and supportive approach to their return. This involves a reintegration plan that is coproduced at a Return from suspension meeting with parents or guardians. This plan will consist of behaviour expectations, with ongoing monitoring and support to help the pupil succeed academically and behaviourally. Further details are outlined in the school's exclusion policy.

(Link to Exclusion Policy)

## 9. Expectations and Reasonable Adjustments for Pupils with SEND

At our school, we are committed to providing a safe and inclusive learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our school's Behaviour Policy recognises the importance of individualised support for pupils with SEND. In line with the school Graduated Response to Behaviour, this individualised support can be given through;

*Targeted IEPs (Individual Education Plans)*

Targeted Individual Education Plans (IEPs) are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the unique needs and challenges of each pupil with SEND and aim to overcome barriers to learning. IEPs outline specific strategies and interventions to address behavioural concerns, set achievable goals, and regularly review progress to ensure ongoing support and improvement.

*Provision Mapping (for Behaviour)*

Provision Mapping is an integral part of our approach to supporting pupils with SEND. Our school's staff works closely with the Special Educational Needs Coordinator (SENCO) to identify and map the provision required to meet the diverse needs of our pupils. This includes allocating resources, staff support, and specialised interventions as needed. Provision Mapping is regularly reviewed and adjusted to ensure that pupils receive the

appropriate support to enable them to access the curriculum and make progress in their learning.

*Behaviour response plans (BRPs)*

Behaviour Response Plans (BRPs) are structured strategies used in schools to support students who exhibit challenging or disruptive behaviours. These plans are tailored to individual needs and are designed to promote positive behaviour, ensure consistency in staff responses, and create a safe and supportive learning environment. A BRP typically outlines specific behaviours of concern, identifies triggers, and sets out proactive strategies to promote safe regulation. By using BRPs, schools aim to reduce behavioural incidents, support emotional regulation, and help students engage more successfully with their education. Where possible the school will co produce a BRP with parents/carers and the pupil to ensure the most effective methods of de-escalation are used.

*Risk Assessments*

The safety and well-being of all pupils, including those with SEND, are paramount at Our School. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. For pupils with specific needs, individualised risk assessments are developed, and reasonable adjustments are made to minimise potential risks. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

*EHCPs (Education, Health, and Care Plans)*

Pupils with SEND who have Education, Health, and Care Plans (EHCPs) receive a high level of personalised support. Our school collaborates closely with the local authority and relevant professionals to ensure that EHCPs are implemented effectively. These plans provide a detailed framework for supporting pupils with complex needs, encompassing their educational, health, and social care requirements. We strive to align our school's behaviour expectations with the goals and outcomes outlined in EHCPs, ensuring that pupils with SEND are fully included in all aspects of school life.

## 10. Child-on-Child Abuse

We are committed to creating a safe and supportive learning environment for all our pupils. Child-on-child abuse is a serious subject, and we take proactive measures to prevent, identify, and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education.

Child-on-child abuse refers to any behaviour where one pupil harms or mistreats another pupil physically, sexually, emotionally, or psychologically. It can take various forms, including but not limited to bullying, harassment, peer-on-peer sexual harassment, and violence.

Prevention is a key aspect of our approach to child-on-child abuse. We promote a positive school culture where respect, tolerance, and empathy are core values. Our efforts include:

- Regular staff training on recognising signs of abuse and effective interventions.

- Age-appropriate lessons and discussions on healthy relationships and respectful behaviour.
- Encouraging open communication between pupils, staff, and parents to report concerns promptly.
- Establishing clear expectations for behaviour through our school's values and rules.

If a child-on-child abuse incident is reported or suspected, we follow our established procedures, in line with KCSIE, to ensure the safety and well-being of all involved parties. Our response may include:

- Providing immediate support to the victim, ensuring their emotional and physical well-being.
- Investigating the incident in a fair, confidential, and impartial manner.
- Implementing appropriate sanctions and interventions for the perpetrator.
- Involving external agencies and professionals when necessary to provide additional support and guidance.

We understand the importance of maintaining confidentiality when dealing with child-on-child abuse cases. All information is handled sensitively and shared only with those who need to know, in accordance with data protection laws and safeguarding procedures.

## 11. Use of Force, Restrictive Interventions and Powers to Search

### *Principles and Legal Framework*

Our school is committed to maintaining a safe, respectful and inclusive environment. In rare and exceptional circumstances, staff may need to use reasonable force to prevent serious harm. All practice is aligned with *Restrictive interventions, including use of reasonable force, in schools* (DfE, April 2026).
All staff have the legal power to use reasonable force as a last resort, in limited circumstances to prevent or stop a pupil from:

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

Force must never be used as a punishment.

### *Definitions*

For the purposes of this policy the following definitions have been taken from the DFE Restrictive interventions, including use of reasonable force in schools, guidance April 26:

***Restrictive intervention*:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

***Reasonable force*:** a term used in legislation which includes physical restrictive interventions. All members of school 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.

***Significant incident*:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

***Seclusion*:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

***Restraint:*** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint

***Supervised withdrawal*:** where a pupil chooses or is directed to work in a different space and is *not prevented from leaving*, this is not seclusion. This is part of behaviour management and support.

The following definitions have been agreed by HET:

***Physical intervention*:** the act of restraining or escorting a pupil away from an area against their will following the principles of reasonable force.

Seclusion:

- may only be used to manage immediate and serious risk
- must be necessary, proportionate and time-limited
- must be supervised at all times
- must be recorded and reported as a significant incident
  Seclusion must never be used as a sanction or consequence.

### *Prevention, De-escalation and Least-Restrictive Practice*

Our approach is prevention-first: restrictive interventions are used only when absolutely necessary. Staff must always:

- attempt de-escalation before using force
- use the least restrictive option
- use any intervention for the minimum time necessary

Staff are trained in proactive and relational regulation strategies to reduce the need for restrictive interventions.

### *Statutory Recording and Reporting Duties*

We have a legal duty to record and report all:

- Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')
- Seclusion incidents

- Restraint incidents

*Recording incidents*

Our school has a clear process in place for recording the incidents listed above. All staff will record uses of any restrictive intervention using the online Hamwic notification system. Staff must record incidents, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

**For significant incidents involving force**, seclusion or physical intervention we will record:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Completed reports will be kept securely and retained in line with our data protection procedures.

*Reporting incidents to parents/carers*

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

There is only one exception to this:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides

When we report **significant incidents involving force, seclusion or physical intervention** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

**Following up with parents/carers after an incident**

Parents/carers will be invited to have a follow-up discussion about the incident and review the current BRP in place and amend where appropriate. Reviewing and amending the BRP will consist of:

- Any behavioural triggers or warning signs of an impending incident

- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

*Power to search*

To maintain a safe, orderly and secure learning environment, the school may search a pupil or their possessions with the pupil's consent where this is considered necessary and appropriate. The School Leader, or a member of staff authorised by the School Leader, may also search a pupil or their possessions without consent where there are reasonable grounds to suspect that the pupil is carrying a prohibited item or an item identified within the school's behaviour policy as being subject to search.

All searches will be conducted in accordance with DfE guidance and will be carried out lawfully, proportionately and with due regard for the pupil's dignity, welfare, safeguarding needs, age, stage of development and any identified SEND needs.

Vapes, e-cigarettes and all related smoking or nicotine products are prohibited on school premises and at all school-related activities, whether on or off site. The school reserves the right to search pupils, their possessions and lockers where there are reasonable grounds to suspect that prohibited items, including vapes, are being carried or stored. Any vape or related item found will be confiscated and dealt with in line with the school's behaviour and safeguarding procedures.

The following items are also prohibited on school premises:

- (Insert list of items)
- Items might include:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes / e-cigarettes
- Fireworks
- Pornographic images
- Any article reasonably suspected of being used to commit an offence or cause injury or damage

## 12. Governance, Oversight and Monitoring

The Senior Leadership Team and Local Governing Committee will:

- review data on all use of force, restraint and seclusion
- monitor for trends, disproportionality or training needs
- ensure compliance with statutory recording and reporting
  Governance oversight is a requirement under the April 2026 guidance.

Our school's Behaviour Policy is designed to create a safe, respectful, and inclusive learning environment for all pupils. It is our collective responsibility to uphold these standards and values to ensure that every pupil can thrive academically and personally. By adhering to this policy, we foster a culture of respect, for our school values of (Insert Values here), that will serve our pupils well in their academic pursuits and throughout their lives.

## 13. Monitoring & Review

This policy will be reviewed annually by the Board of Trustees.

## 14. Link to other HET policies (in alphabetical order)

- Exclusions policy
- Physical Intervention policy -