VALE VIEW SCHOOL

'Being the best I can be'

Behaviour and Relationships Policy

Autumn 2026

WHINLESS DOWN ACADEMY TRUST

This policy has been written in line with current DfE guidelines and should be read in conjunction with other school policies, such as SEN Policy, Anti-Bullying Policy and the Safeguarding policy.

Every child has the right to learn; no child has the right to disrupt the learning of others.

PURPOSE

The purpose of this policy is to provide clear and consistent procedures for staff and learners that:

• Set high expectations for a culture of positive and respectful behaviour between all members of our school community
• Recognise behavioural norms and positive, respectful relationships
• Positively reinforces behavioural norms and positive, respectful relationships
• Promotes self-esteem, self-regulation and determination
• Teaches expected behaviours through positive interventions
• Provides clear guidance on how to respond to undesirable behaviour

OUR APPROACH

At Vale View School, we are committed to creating a nurturing, inclusive and positive community where every child feels safe, valued and respected. We believe that positive relationships are at the heart of successful learning and that children thrive when they experience warmth, consistency, encouragement and high expectations from the adults around them.

We aim to develop lifelong learners who acquire the knowledge, skills and attitudes needed to lead happy, productive and fulfilling lives. We encourage children work collaboratively with each other, embrace challenge with determination, celebrate success and take responsibility for their choices. We strive to nurture young people who make positive contributions to their school, their community and society, both now and in the future.

Our mission is: ***"Being the best I can be"***

To achieve this mission, we work in partnership with children, staff, parents and carers to promote a shared culture built upon our school values:

- **Collaboration**
- **Respect**
- **Responsibility**
- **Determination**
- **Positivity**

These values are brought to life through our school value characters, helping children to understand what each value looks like in everyday school life:

RESPONSIBILITIES

At Vale View School, we believe that positive behaviour grows from positive relationships, clear expectations and a shared commitment to our school values. Everyone within our school community is expected to reflect and model the school values by treating others with kindness and respect. All adults will consistently model our school values; recognising and rewarding children for doing the same. Staff are also responsible for responding promptly to children whose behaviour does not reflect the school values or if children are struggling to regulate their emotions.

The Headteacher is responsible for:

- Publicising the school behaviour policy, in writing, to staff, parents and children at least once a year.
- Implementing the school's Behaviour and Relationship Policy consistently throughout the school, reporting to governors, when requested, on the effectiveness of the policy and sharing the data collated from this.
- Dealing with incidents of concerning behaviour, with the support of the Assistant Headteacher.
- Issuing suspensions to individual children for extremely serious or concerning behaviour. For repeated or for some acts of extremely serious behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after consultation with the CEO of the Trust.

The Governors are responsible for:

- Approving the School's Behaviour and Relationship policy annually.
- Requesting, receiving and evaluating data about behaviour and the policy each year.
- Ensuring that the school's Behaviour and Relationship Policy supports staff and children.
- Working alongside the school leadership team to monitor the implementation of the Behaviour and Relationship Policy.

The Assistant Headteacher and wider leadership team are responsible for:

- Ensuring that all staff are implementing the behaviour policy consistently throughout the school.
- Ensuring that school rules are followed throughout the school and that all children are given the opportunity to feel safe and able to learn.
- Investigating incidents of serious or concerning behaviour; identifying which school rules have been broken and any required actions or outcomes.
- Supporting the Headteacher in dealing with incidents of extremely serious and concerning behaviour.
- Ensuring that parents are well-informed, as required, and support teachers with any parent meetings, as needed.
- Ensuring all stakeholders are informed about the progress of any behavioural investigation and its resolution.
- Supporting staff who may be in need of additional support to manage behaviour effectively.
- Monitor the recording of behaviour incidents on CPOMS, looking for patterns or issues arising; these issues can then be dealt with accordingly.

The Inclusion Team is responsible for:

- Ensuring that the children's needs are identified, and are clearly communicated to the class teacher, with support strategies to help prevent undesirable behaviour.
- Planning for or providing support and intervention for children with additional needs where those needs might impact their behaviour.
- Completing and monitoring whole school teacher training for Zones of Regulation teaching & learning strategies as well as on positive communication strategies with children.
- Providing support to dysregulated children and giving reparative support to those identified.
- Ensuring records, including PSPs and risk assessments, are maintained and effective by completing regular reviews of provisions in place with both the class teacher and parents.
- Liaising with external agencies when specialist support for behaviour is needed.

Teachers and support staff are responsible for:

- Recognising that well-planned lessons and challenging learning opportunities will prevent most cases of low-level disruption from occurring.
- Planning lessons/interventions that engage, challenge and meet the needs of all learners.
- Implementing the Behaviour and Relationship Policy daily; focusing on strong positive and nurturing relationships that foster mutual respect of all children.
- Treating each child fairly and consistently and with respect.
- Having high expectations of behaviour for all children.
- Ensuring that 'Classroom Management Strategies' are in place to support positive behaviour as directed in this policy.
- Fully investigating any behavioural incidents that occur during lesson time or whilst a child is in their care; recording promptly on CPOMS, ensuring accounts are accurate and detailed.
- Class teachers are responsible for communicating particularly good behaviours with parents so that children's achievements can be celebrated at home too.
- The class teacher is responsible for communicating with parents regarding repeated instances of low-level or challenging negative behaviour.
- Reminding children that property from home should not be brought into school.
- Liaising with senior leaders regarding repeated instances of serious and extremely serious negative behaviour.
- Liaising with external agencies, as necessary, to support and guide the progress of each child and implement strategies devised by the agencies and agreed upon by the Inclusion Team.

Parents/Carers are responsible for:

- Encouraging children to follow the school values.
- Discussing with the child how school supports them to manage their behaviour as described in this policy.
- Reinforcing the school behaviour system at home, talking with their child/ren to help them understand that there can be consequences for their actions.
- Monitoring the behaviour of their child/ren online and outside of school.
- Communicating with the class teacher if there are behaviour concerns.
- Attending meetings with staff regarding behavioural concerns the school has and agreeing on actions/next steps.

- Ensuring children wear the correct school uniform each day.

Children are responsible for:

- Following the school rules and demonstrating our school values at all times, whether at school, at home, or online.
- Engaging in effective restorative conversations between adults and children when necessary.
- Seeking support from trusted adults when they feel unable to manage or regulate their emotions.
- Increasingly showing empathy and understanding to others.
- Wearing the correct school uniform at school.

Whole School Approaches

At Vale View School, we recognise that positive behaviour is built through strong relationships, consistent routines and the explicit teaching of emotional regulation and social skills. We believe that behaviour is a form of communication and that understanding the reasons behind a child's behaviour enables us to provide the most appropriate support while maintaining high expectations for all children.

To support this approach, staff receive PROACT SCIPr (Positive Range of Options to Avoid Crisis and use Therapy – Strategies for Crisis Intervention and Prevention) training. This provides staff with a consistent, child-centred approach to understanding behaviour, reducing anxiety and preventing escalation. Staff are trained to recognise possible triggers, identify early signs of distress and use proactive strategies to support children before behaviour escalates.

Our approach places a strong emphasis on prevention and de-escalation. Staff seek to build positive relationships, adapt the environment where appropriate, communicate calmly and respectfully, and use a range of supportive strategies, such as distraction, redirection, reassurance, offering choices and reducing demands where appropriate, to help children regain emotional regulation. Alongside this, we use the Zones of Regulation to explicitly teach children how to recognise, understand and regulate their emotions. Through this approach, children develop an understanding that all emotions are normal and acceptable, while learning that they are responsible for choosing safe and appropriate behaviours. Children are supported to identify the emotional 'zone' they are experiencing, recognise the impact this may have on their behaviour and learning, and develop a range of personalised strategies to help them regulate their emotions and return to a state where they are ready to learn.

We recognise that self-regulation develops over time and that many children require co-regulation from trusted adults. Staff therefore model calm, respectful interactions and work alongside children to help them understand and manage their emotions, gradually developing the confidence and independence to regulate themselves.

By embedding the principles of PROACT SCIPr and the Zones of Regulation throughout school life, we aim to create a calm, predictable and inclusive environment in which every child feels safe, respected and supported to succeed, while maintaining consistently high expectations for behaviour, relationships and personal responsibility.

Examples of positive behaviour, de-escalation and restorative scripts that staff may use to support this approach can be found in Appendix 1.

CLASSROOM MANAGEMENT STRATEGIES

To ensure consistency, all classes will:

- Display the school values and rules poster (Appendix 2).
- Reward positive behaviours in line with this policy (see 'Positive Praise and Rewards' section, below)
- Be clear and consistent in the use of sanctions, giving children clear reminders about what the consequences of their actions will be if they don't demonstrate our school values.
- A visual timetable displayed and updated throughout the day;
- Well-organised stationery which is clearly labelled and accessible to all;
- Named pegs and, where used, trays for individual children;
- Meet and greet children at the start of the day and following break/lunchtime;
- Use learning breaks to reduce cognitive load;
- Use decompression time to aid transitions and to support emotional regulation;
- Make adjustments to routines for those with additional needs.

All classes will have clear routines, including:

- a lining-up order;
- predictable methods for stopping children and gaining their attention (Determined Dog 5, counting down aloud and on their fingers);
- predictable routines for supporting movement around the classroom (i.e. on 1 – stand up, on 2- move to your desk/carpet space … etc);
- predictable routines for tidying up or lining up (this may include use of songs to support);
- carpet/desk spaces for children that are known and shared;

As with all teaching and learning, we want to ensure that classroom management strategies do not take a 'one-size-fits-all' approach. Staff will adjust routines where appropriate and reasonable, and ensure this is done proactively. For example, a child with ASD who finds transitions difficult may not be expected to line up in the class line at the end of a lesson, instead using the time to look through a visual timetable or 'now and next' board to aid them in transitioning calmly.

Behaviour Expectations

We place moral purpose at the heart of our school in order to develop a respectful and positive learning culture; we do this by developing the children's understanding of the UN Convention on the rights of the child through our assembly programme, class reflection times and through our own charters. Our values and rights are reflected in our school rules – see appendix 2 for values and rules poster.

Our values are also reflected in our 'social norms' which help us to create a calm and safe learning environment within our classrooms and in our communal areas:

Determined Dogs show 5 learning behaviours – lips still, sensible sitting, eyes looking, joining in and active listening (visual reminders are displayed in classes)

Collaborative Cats put laptops and iPads away on charge for others to use (visual reminders are on all laptop trolleys)

Responsible Rabbits keep locker areas tidy (visual reminders are displayed in the locker areas)

Respectful Rhinos walk quietly in the corridors because others are working (visual reminders in all corridors)

Positive Penguins say good morning to each other and congratulate each other's successes (visual reminders in classes and corridors)

Our values are reflected in our playground and class charters which help us to create a calm, predictable and safe environment for all children throughout our school – for examples see appendix 3.

Moving around the school

When children are moving through the corridors, they are expected to walk respectfully and responsibly. Children should be quiet to ensure that they do not disturb the learning of others. Children are taught to show respect by holding the doors open for other children and adults.

When waiting outside a classroom, children are expected to line up quietly. Adults will stand at the door and greet children as they walk into class, ensuring all children are ready to learn.

Playtime

Children will walk respectfully up to the playground or field at breaktime, in their line order, behind an adult. They will walk quietly so they do not disturb the learning of others. At the end of play, children will walk back into the building quietly, supported by an adult or Year 6 Advocates.

Whilst playing children will behave responsibly and treat each other with respect at all times. Play fighting involving physical contact is not allowed. Name calling that hurts the feelings of others is not allowed. Children use respectful language towards each other at all times. Adults on duty run an active playground. Our AHT has established a rolling programme of activities for children to engage in whilst on the playground; staff and playground leaders play alongside the children to support them in their play.
Adults on duty will always treat children with the respect and dignity they deserve and will deal with any behavioural issues calmly. Any arguments between children will be managed with a restorative conversation, followed with any appropriate sanction.

Classroom

Classrooms at Vale View are a calm, safe learning space. They are kept tidy and organised by both staff and children. All school property is treated respectfully.

Children have seating plans that are conducive to learning. When somebody is talking to the class, children are taught to listen; being Respectful Rhinos. Children do not call out or speak

over others. They follow adult instructions and strive to complete their learning tasks to the best of their abilities. They show themselves respect by ensuring that presentation of learning is always of the highest quality. All children use respectful language to one another.

Adults ensure they treat all children with the respect that they deserve. They maintain a calm and safe learning environment at all times. No adult should ever shout at a child and humiliation or sarcasm should never be used as a behaviour management strategy.

Dining hall
Eating lunch together in the dining hall is an opportunity for children to socialise with their friends whilst enjoying their meals. Children will sit on allocated tables and talk quietly and respectfully with each other.

All children are taught to demonstrate excellent manners by saying please and thank you to all staff, as well as showing good table manners and keeping their table spaces tidy. Adults will remind children about maintaining good table manners and display behaviour expectations at the tables during lunch time. Adults may direct children to move to another space or table if they feel that a child needs some time to sit quietly for a time out or to better focus on eating.

Assembly
During assemblies, children are taught to sit quietly and listen respectfully. An adult from each class will accompany children to assembly. Staff are proactive in supporting behaviour and will provide quiet reminders to children not sitting and listening respectfully. Likewise, they will use rewards and praise to reinforce good behaviour.

Year 6 children sit on benches during most assemblies – this is a privilege and will only be in place if children are behaving respectfully.

Outside of school
Children are taught that they represent our school outside of school hours, and are expected to behave respectfully and responsibly outside of school, demonstrating our school values to others at all times.

Online
Children are taught that they continue to represent our school when online, and should demonstrate our school values online, treating others respectfully and behaving responsibly.

PROMOTING POSITIVE BEHAVIOUR

At Vale View School, we have a system of rewards in place to promote the highest expectations of our children. We encourage praise, and reward positive behaviour through a variety of rewards which run through the school. We use the values to motivate and guide the children to understand positive behaviours for learning and these are displayed in all classrooms.

Class 'Ladders'
In every classroom, there is a visual display to encourage and motivate children. Each child has a name peg that attaches to this display. Each day all children begin on 'Great Day'. If a child consistently displays ***positive behaviour for learning***, their peg will be moved towards the top.

Children who end the day at the top of the ladder will be awarded with a certificate which they can take home with them to share behavioural achievements with their parents/carers.

Charters
Each class has created and agreed their own charter. This is a unique set of rules for the children and adults to follow in order to establish a positive and respectful culture; these are developmentally appropriate and bespoke to each class. Our playground charter has also been created with the children, led by the school council. The playground charter sets clear guidance and expectations for the children and adults for playtimes. It seeks to create a stimulating and positive atmosphere in order for all children to be successful. A copy of the charter should be displayed on classroom doors in order to remind children about the expectations for the playground before leaving the classroom.

Certificates and Celebration Assemblies
Every Friday, children attend a weekly Celebration Assembly which focuses on the school values. During this assembly, certificates are awarded to children who have been a positive role model, displaying ***one of the school values*** over the course of the week (Appendix 4). Another certificate is awarded to one child in each class that has shown a determination to be the ***best they can be*** (Appendix 5). Parents of children receiving a certificate will be invited to attend our achievement assemblies each week. Additional certificates are given to recognise child effort and achievement in other curriculum areas. A 'Golden Assembly' is held on the last Friday of each term where children's efforts and attainment across the term are recognised.

Termly Rewards
Every term the children will have the opportunity to earn a 'Values Badge'. These badges are awarded to children who have demonstrated the characteristics of the Value Animal that is the focus for their class during that term. Teachers will be responsible for collating data to establish whether each child is rewarded with their termly badge. As the children progress through the school the expectations become higher and are developmentally appropriate for the children. These expectations are outlined in our 'Values Characteristics' document (Appendix 6), and these expectations are taught specifically through whole school and class assemblies.

Sharing Success with our Senior Leadership Team
Children showing determination to be the ***best they can be*** are invited to 'Hot Choc Friday' following the assembly with a member of the Senior Leadership Team.

MANAGING NEGATIVE BEHAVIOUR

If at any time a child is not displaying our school values/rules, the procedures outlined below will be followed.

For low level or disruptive behaviour:

- Non-verbal reminders may be given to the child or class. This could include use of eye contact or a symbol / visual, silently indicating a child needs to stop talking or put an object down, or removing an item of distraction.

- Positive framing may then be used to encourage desired behaviours. e.g. "*We need everyone listening." "Well done to all the Responsible Rabbits who are taking responsibility for focusing on their learning."*

- Should the behaviour continue, the child will verbally be asked to modify their behaviour and will be reminded of the school value/rule that has not be adhered to.

- If the behaviour continues, the child's peg will move down on the Behaviour Ladder. At this point, the teacher will have a restorative conversation with the child about their behaviour and why their peg was moved, as well as supporting the child in understanding what needs to be done to rectify the situation. This will be linked back to the school value that has not been adhered to. The child will have the chance to move back up to Great Day should their behaviour show **significant** improvement and teachers will actively seek to 'positively notice' children's efforts. Teachers will use their knowledge of each child in order to evaluate the effort and determination that each child is making to improve their behaviour.

- If the behaviour continues to deteriorate, the child's peg may be moved down further on the ladder, and at this point will be asked to take 5 minutes thinking time in another area of the classroom to reflect on their behaviour. In the reflection area there will be resources to support the child to refocus. A restorative conversation will take place so that the child understands why their behaviour was not appropriate and which value they have failed to display. They will be supported to reflect on the impact this has had on themselves and others. A restorative circle may be required if others have been impacted by the behaviour so that relationships can be repaired.

- If behaviour continues to disrupt the learning of others, a child may be removed from class to work in another classroom for **15 minutes**. If this point on the behaviour ladder is reached parents would be informed at the end of the school day. It is the responsibility of a member of the class staff to take and collect the child from another classroom.

- If a child's behaviour continues to be disruptive and their peg has been moved to the bottom of the ladder they will be asked to see a member of the senior leadership team, parents will be called and the child will be directed to attend a playtime reflection with a member of the school's leadership team (KS1 morning playtime / KS2 lunch playtime)

- There are times when a child's negative behaviour can become extremely disruptive to the learning of others or harmful to other children or adults. We categorise these behaviours into two categories: serious and deliberate negative behaviour, and extremely serious negative behaviour. The table below outlines how we manage cases of these behaviours and who is responsible. The behaviours listed are not exhaustive; there may be times when staff need to decide an appropriate action to behaviours not on this list.

- Staff must record instances of deliberate negative behaviour, and extremely serious negative behaviour on CPOMS, outlining an overview of any noted antecedent (or trigger) to the behaviour, what the behaviour was and any consequence or action that has been taken (including communicating this with senior leaders and parents, as

appropriate). Recording of behaviour is important to allow for trends and patterns to be identified so that children are effectively supported.

Behaviour	Adult responsible	Actions and sanctions
Serious and deliberate negative behaviour Persistent challenging negative behaviour Swearing or using inappropriate language (including sexualised language) Graffiti Vandalism Stealing Intentionally hurting someone Verbal or physical threat Spitting at someone Inappropriate online behaviour	Assistant Headteachers Headteacher	*The staff member who witnesses or is made aware is responsible for **reporting** what has happened to a member of the leadership team who will then investigate the incident before any sanction is implemented.* Any serious or deliberate negative behaviour needs communicating with parents/carers by the Class teacher, Assistant Headteacher, or Headteacher if they are unavailable. Sanctions from the following will be decided: - Break or lunchtime reflection - An extended break or lunchtime reflection (longer than 10 minutes) - Right the wrong (e.g. clean up graffiti) or 'community service' - Removal of a privilege (this cannot affect their access to a full curriculum) -Removal from class and/or the playground for a set period of time -Fixed-term suspension For repeated instances, see extremely serious negative behaviour.
Extremely serious and deliberate negative behaviour Persistent serious and deliberate negative behaviour Leaving the school site Bullying, including online Discrimination (including all protected characteristics) and oppressive behaviour Sexual harassment and sexual violence Very serious challenge to adult Intentionally seriously hurting someone Serious inappropriate online behaviour	Assistant Headteachers Headteacher CEO	*A member of the Senior Leadership Team will investigate cases of extremely serious negative behaviour before any sanction is implemented.* Any extremely serious misbehaviour needs communicating with parents/carers by Assistant Headteachers or the Headteacher. Sanctions from the following will be decided: - Removal of a privilege (this cannot affect their access to a full curriculum) - Community Service - Removal from class and/or the playground for a set period of time - Fixed-term suspension - Permanent exclusion Repeats of extremely serious negative behaviour over time will lead to an escalation of sanctions.

Behaviour outside of school premises

Schools have the power to sanction children for negative behaviour outside of the school, including online, to such an extent as is reasonable, as set out in the DfE's 'Behaviour in Schools – advice for headteachers and school staff' (February 2024).

Conduct outside the school premises, including online conduct, that schools might sanction children for include negative behaviour:

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

Leaving the school site

Leaving the school site is **extremely serious.** If a child leaves the school site, staff are instructed to follow at a safe distance and never chase after the child. Adults need to alert another member of staff if they are following a child off site. They should maintain contact with the school via their radio or mobile phone. The office will immediately contact parents for them to support and the adult following the child will provide the office with regular updates on location. If a child acts dangerously or if the adult loses sight of the child, 999 must be called immediately so police can support.

Children removing themselves from school site represents a serious Health and Safety risk. For any child known to present this risk, a risk assessment will be drawn up by the school SENCO, in partnership with parents.

For younger children, the use of restrictive intervention may be appropriate to prevent a child from leaving site (see below).

Suspensions and Exclusions

In line with the DFE (2024) expectations, all schools within the Whinless Down Academy Trust have the ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every learner.

For the vast majority of children, suspensions and permanent exclusions will not be necessary, as other strategies can manage their behaviour. However, if these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

- Serious physical assault against another child or adult
- Verbal abuse or threatening behaviour against a child or adult (including foul language)
- Persistent disruptive behaviour
- Damage to property
- Use, or threat of use, of an offensive weapon or prohibited item
- Persistent bullying
- Racist abuse, or abuse related to sexuality or disability

Suspensions can only be enforced by the Headteacher, in consultation with the CEO, and will usually take the form of a fixed number of days off site. However, suspension can also be for parts of the school day. For example, if a child's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Suspensions can only be enforced by the Headteacher, in consultation with the CEO.

Where deemed appropriate, a suspension may be served at an alternative school within the Whinless Down Academy Trust, rather than at the pupil's home. Any such arrangement will be considered on an individual basis, taking into account the circumstances of the suspension and the need to ensure appropriate supervision and support for the pupil.

Children at risk of suspension will have a Pastoral Support Plan (PSP) in place (see below), which outlines the extra provision in place to support them, and how both the school and parents can support them. In the rare instance that a child without a PSP receives a suspension for a significant incident, then the implementation of a PSP will be discussed in the re-integration meeting.

Following a period of fixed term suspension, a reintegration meeting with a member of the SLT will always take place to support the child's return to school. At this point, the reasons for suspension will be discussed, as well as strategies for moving forward. Pastoral Support Plans may be discussed at this meeting. The child will be expected to attend all or part of this meeting, as hearing their thoughts and views (in an age-appropriate way) is paramount to forward planning.

A permanent exclusion is when a child is no longer allowed to attend a school. The decision to exclude a child permanently should only be taken:

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

Off-site direction and Managed Move

Where interventions or targeted support have not been successful in improving a child's behaviour, off-site direction may be used to arrange time limited placements at an alternative provision, such as one of the other schools in the Whinless Down Academy Trust.

A managed move is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the child's best interests.

CHILDREN WITH SEND

A school with a culture of exceptionally good behaviour and a calm environment will benefit all children, including those with SEND. We will always endeavour to make appropriate adaptations to anticipate and reduce likely triggers of negative behaviour and put in place support to prevent these. For example:

- Short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long.

- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of a teacher.
- Adjusting uniform requirements for a child with sensory issues or medical needs.
- Training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the child concerned (Behaviour in Schools, 2024).

At Vale View School, we follow the guidance provided by the DfE in 'Behaviour in Schools – advice for headteachers and school staff' (February 2024) to manage the behaviour of children with SEND:

- A school should not assume that because a child has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.
- Schools should consider whether a child's SEND has contributed to their negative behaviour and if so, whether it is appropriate and lawful to sanction the child. In considering this, schools should refer to the Equality Act 2010 and school's guidance.
- The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability a child may have. It is also important for schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.
- In 2018 an Upper Tribunal judgement found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. As is explained above, this does not necessarily mean that a disabled child will be exempt from sanction.

Where children are experiencing difficulties with regulating their behaviour due to a SEND, arrangements can be put in place to offer additional support. This may include - but is not limited to – a named staff member to monitor incidents, closer support in class, visual timetables and task planners, additional playtime support, small group lunchtime support, special arrangements for the beginning/end of the school day, learning breaks, bespoke reward systems, more regular liaison with parents, carrying out recommendations from outside professionals, and the use of a time out space. Such strategies will be outlined in a Pastoral Support Plan.

PASTORAL SUPPORT PLANS

If a child repeatedly demonstrates challenging negative behaviour, a Pastoral Support Plan (PSP) may be devised to outline further support the school can offer. If there is more than one incident of serious behaviour, or a fixed term suspension, a PSP will also be considered.
The aim of a PSP is to prevent suspension or exclusion: it is a way of adapting to meet the needs of a child by outlining what school will do to support the child, including expectations for all staff, parents/carers and the child.
PSPs will be written by the Headteacher or SENCO, in consultation with class teachers, and will be read and implemented by all members of staff who may work with the child. PSPs will be reviewed with parents when initially created, and then reviewed on a termly basis. If the plan is not being successful, it may be reviewed more regularly.

RISK ASSESSMENTS

Risk assessments are carried out for any child whose behaviour may cause risk to themselves or others. Risks are minimised as much as possible.

RESTRICTIVE INTERVENTION (INCLUDING USE OF REASONABLE FORCE)

At Vale View School, we are committed to creating a calm, safe and supportive environment where the need for restrictive intervention is minimised through positive relationships, proactive support and effective de-escalation strategies.

What is restrictive intervention?
Restrictive intervention includes any action that restricts a person's movement, liberty or freedom to act, whether physical or non-physical.

What is reasonable force?
Reasonable force is 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 (see below).

Who can use restrictive intervention?
Wherever practicable, only trained members of staff (who have completed the PROACT SCIPr Restrictive Intervention training) will lead any restrictive intervention. However, all members of staff have a legal power to use reasonable force where it is necessary, reasonable and proportionate to protect children or others from harm.

When might restrictive intervention or reasonable force be used?
In line with our PROACT SCIPr approach, staff will always seek to understand the reasons behind a child's behaviour and will use a range of preventative and de-escalation strategies before considering any form of restrictive intervention.

Restrictive intervention will only ever be used as a last resort, where it is reasonable, proportionate and necessary to prevent or stop a child from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among children at the school, whether during a teaching session or otherwise

(Restrictive interventions, including use of reasonable force, in schools: Guidance for schools in England, April 2026)

Any intervention will use the least restrictive option for the shortest possible time necessary to reduce the immediate risk. Staff will continually assess the situation and reduce or cease the intervention as soon as it is safe to do so.

The dignity, welfare and rights of the child will remain central throughout any intervention. Staff will always seek to preserve the child's privacy wherever possible and will continue to communicate calmly and respectfully throughout the incident.

Every incident will be recorded promptly on a Physical Intervention Record - Purple Form (Appendix 7) which will then be uploaded to CPOMS. Parents or carers will normally be informed as soon as practicable following any restrictive intervention and in writing on the same day of the use of restrictive intervention.

Following any restrictive intervention, appropriate debrief and restorative support will be provided for the child, staff involved and, where appropriate, other children affected by the incident. The purpose of the debrief is to promote learning, rebuild relationships and identify any changes that could help prevent similar situations arising in the future.

We will always try to avoid acting in a way that might cause injury, but in some cases, it may not always be possible to avoid injuring a child, as recognised in DfE Guidelines Use of Reasonable Force (2013).

BANNED ITEMS

Schools/Academies have the statutory power to undertake a search of a child or their possessions if there are reasonable grounds to believe that they may be carrying a dangerous or banned substance or object, or any other item which might pose a serious risk to the safety of that child and/or others. If an adult believes a child is in possession of a banned item, parents/carers may be contacted and they may need to attend the school site to support staff. Alternatively, parents or carers might be informed as soon as practicable following a search or where a prohibited item has been found, unless there is a safeguarding reason why doing so would not be appropriate.

Vale View School will follow the guidance set out in the DfE's 'Behaviour for Schools – advice for headteachers and school staff' (February 2024) and 'Searching, Screening and Confiscation – Advice for schools' (July 2022). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

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
    - has been, or is likely to be, used to cause personal injury to, or damage to the property of, any person.
- tobacco and cigarette papers
- fireworks
- pornographic images

In addition, Vale View School prohibits children from bringing the following items onto the school site and reserves the right to search for and confiscate them in accordance with this policy:

- vapes and e-cigarettes
- nicotine products
- energy drinks

MOBILE PHONES

Children in Years 5 and 6 may bring a mobile phone to school where there is a genuine need, for example to support travel to and from school independently. Mobile phones must be switched off before entering the school site and handed to the office immediately on arrival. Phones will be stored securely during the school day and returned to the children at the end of the school day. Children must not use mobile phones anywhere on the school site during the school day, unless specifically authorised by a member of staff.

This approach supports the safety, wellbeing and learning of all children and helps minimise safeguarding risks associated with the use of personal devices, including online safety, inappropriate communication, photography and access to online content during the school day.

Any unauthorised use of a mobile phone during the school day may result in the device being confiscated and returned to a parent or carer, in accordance with the school's searching, screening and confiscation procedures.

BULLYING

The Whinless Down Academy Trust has a robust Anti-Bullying Policy which clearly outlines what bullying is, forms of bullying, and how we manage allegations of bullying. We recognise that bullying is repeated, negative behaviour that is intended to cause harm, whether physical or emotional. It can be verbal, indirect or physical. Bullying can take place in person or online, which is called cyberbullying.

We educate all children on what bullying is and how we respond to bullying behaviours. We teach our them to inform adults if they witness or experience bullying. All allegations of bullying are reported to the headteacher who will then decide how it will be investigated. If the allegation is founded, then parents of both parties will be informed. Bullying is an extremely serious behaviour and an appropriate sanction will be given to the perpetrator. Both the bully and the victim of bullying will be supported by staff following the incident to prevent the behaviour being repeated further. Restorative conversations and strategies will be implemented to restore relationships.

Further information about how we deal with bullying incidents and how we aim to prevent bullying happening in the first place can be found in the Anti-bullying Policy.

CHILD-ON CHILD ABUSE

All staff are trained, as part of our safeguarding training, to recognise and respond to child-on-child abuse. We take the approach that abuse is abuse and should never be tolerated as ‘banter’, 'just having a laugh' or ‘part of growing up’.

In line with our Child Protection and Safeguarding Policy, we know that child-on-child abuse is most likely to include, but is not limited to:

• Bullying, including cyberbullying, prejudice-based and discriminatory bullying
• Abuse in intimate personal relationships between peers
• Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
• Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
• Sexual harassment such as sexual comments, jokes, remarks and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
• Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
• Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
• Upskirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
• Initiation/hazing type violence and rituals

Children are taught about child-on-child abuse at an age-related level through our RSE and PSHE Curriculum. All cases of child-on-child abuse are treated as a serious behaviour concern.

DISCRIMINATORY BEHAVIOURS

Vale View School is committed to creating a welcoming, inclusive and respectful environment where every member of the school community feels safe, valued and treated with respect. We celebrate diversity and are committed to promoting equality, fostering positive and nurturing relationships and preparing children to live respectfully within a diverse society.

Discrimination, harassment, victimisation or prejudice based on any protected characteristic, including age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, will not be tolerated. We also challenge prejudice relating to culture, ethnicity, language, family background or any other personal characteristic that makes an individual feel unsafe, excluded or discriminated against.

We will:

- promote equality of opportunity for all members of the school community;
- foster respect, understanding and positive relationships between people from all backgrounds;
- challenge and educate against prejudice, discrimination and stereotypes;
- respond promptly to all incidents of discriminatory behaviour;

- provide appropriate support, education and, where necessary, sanctions for those involved.

The school adopts the definition of a racist incident from the **Stephen Lawrence Inquiry Report**, which defines a racist incident as:

"Any incident which is perceived to be racist by the victim or any other person."

All reports of racist or discriminatory behaviour will be taken seriously and investigated promptly. Incidents will be recorded and monitored to identify any emerging patterns or trends and to inform any additional support, education or action that may be required.

Parents or carers of children involved will normally be informed, and the school will provide appropriate support for those affected. Alongside any appropriate sanctions, the school will seek to educate children about the impact of discriminatory behaviour, promote understanding and respect, and reduce the likelihood of future incidents.

SEXUAL HARRASSMENT OR SEXUAL VIOLENCE

Following any report of sexual harassment or sexual violence, we will follow the advice set out in Keeping Children Safe in Education. The school's Designated Safeguarding Lead (or deputy) will take the lead in investigating any incident of this kind.

The school is committed to promoting respectful relationships and challenging attitudes, language and behaviours that may normalise sexism, misogyny or gender-based prejudice. Whilst recognising that children's understanding develops with age, we will not dismiss inappropriate comments or behaviours as harmless, "just joking" or "part of growing up". Such behaviours will be addressed promptly through education, restorative conversations, age-appropriate consequences and, where appropriate, safeguarding procedures.

At Vale View School, we are clear that sexual harassment and sexual violence are never acceptable from any member of our school community and that anybody demonstrating this behaviour will be sanctioned. Everyone within our school community has a responsibility to challenge and report sexual harassment, sexual violence, sexist language, misogynistic attitudes and any behaviour that makes others feel unsafe or disrespected. Concerns must be reported immediately in line with the Trust's Child Protection and Safeguarding Policy.

Where incidents occur, victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated safeguarding lead will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

The school will ensure that children who display harmful behaviour are helped to understand why their behaviour is unacceptable and the impact it has on others. Alongside appropriate

sanctions, staff will consider the underlying causes of the behaviour and will reach out to external professionals for support. The school will also provide education, pastoral support and, where appropriate, targeted interventions to reduce the likelihood of recurrence.

STAFF INDUCTION AND TRAINING

All new staff are given training on behaviour management as part of their induction. Staff will also receive behaviour and relationships, Zones of Regulation and PROACT SCIPr training periodically in line with the school's ongoing Continued Professional Development (CPD).

For ECTs, behaviour is the primary focus for terms 1 and 2, in line with the ECF delivered through our appropriate body; Kent Teaching Schools Hub. Mentors will support ECTs in developing high expectations of behaviour and consistency for dealing with any concerning behaviour. Where behaviour management is a concern support will be provided through additional coaching and mentoring.

WORKING WITH PARENTS/CARERS

At Vale View School, we believe that strong partnerships between home and school are essential in promoting positive behaviour, wellbeing and successful learning. We work closely with parents and carers to support children in developing positive relationships and making responsible behaviour choices.

Children's behaviour is regularly shared with parents through parent consultation meetings, annual reports and, where appropriate, ongoing communication.

Where a child is finding it difficult to meet the school's behaviour expectations, or following a significant incident, parents or carers may be invited to meet with school staff. These meetings provide an opportunity to share information, discuss any underlying factors, reinforce the school's expectations and agree appropriate support and, where necessary, any sanctions.

Where appropriate, the school may also signpost families to external support services, such as Early Help, NELFT or other relevant agencies.

RECORD KEEPING

Clear, factual record keeping is vital to ensure that incidents are dealt with fairly. When any member of staff investigates or deals with a behavioural incident, this should be logged on CPOMS at their earliest convenience and no later than the next day (provided that all investigations, actions and sanctions have been discussed with senior leaders). Logging incidents should not prevent actions being taken to address negative behaviour. Logs should record the date of the incident, the children involved, the adult investigating, and the consequence of the negative behaviour, and the outcome of any restorative interventions.

The behaviour tag will be used, along with any other tags that are relevant to the incident. Any follow up meeting with parents will be recorded on CPOMS as an action. **If the incident involves a safeguarding concern, only DSLs must be informed.**

Restrictive Intervention Log

Where reasonable force has been used on a child, a 'reasonable force' form must be completed and uploaded to CPOMS. Parents must always be informed in writing that reasonable force, in line with the DfE's guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026).

A report of the incident made to parents should include the following details as a minimum:

- 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

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a child's support plan.

Records of meetings

There will be times when negative behaviour needs reporting to parents. When a meeting takes place with a parent to discuss behaviour, the conversation will need logging on CPOMs. The key points discussed need recording, outlining any next steps for the parents, children and school.

Any meeting with professionals to support the behaviour of the child will be logged on CPOMS.

OTHER POLICIES

This policy has been written in line with current DfE guidelines and should be read in conjunction with other school policies, such as:

- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- SEND Policy
- Anti-Bullying Policy
- Relationship and Health Education Policy
- RSE Policy
- Mobile Phone Policy
- Online Safety Policy
- Supporting Pupils with Medical Needs Policy
- Suspension and Exclusion Policy

APPENDICES

Appendix 1	**Positive Relationships, Behaviour and De-escalation Scripts**
Appendix 2	**School Rules Poster for Classrooms**
Appendix 3	**Examples of Class Charters and Playground Charter**
Appendix 4	**Weekly Values Certificate**
Appendix 5	**Weekly 'Being the best I can be' Certificate**
Appendix 6	**Values Characteristics document**
Appendix 7	**Physical Intervention Record**

Appendix 1 – Positive Relationships, Behaviour and De-escalation Scripts

Building Positive Relationships

Use positive language that reinforces expectations, belonging and trusted relationships.

Examples include:

- *"I'm so glad to see you here today."*
- *"Thank you for making a good choice."*
- *"Let's work through this together."*
- *"You've shown real resilience."*

3-Part Praise

Use this format to structure praise:

1. **Name the child**
2. **Describe the positive behaviour**
3. **Praise or reward it**

Examples:

- *"Thomas, you are waiting in line quietly – thank you!"*
- *"Anna, you've tried your hardest with your handwriting today – well done!"*
- *"Sarah, you have cleared up so quickly– move your name up!"*

Giving Instructions and Redirecting Behaviour

Keep instructions calm, positive and specific. Redirect children towards the expected behaviour and reinforce positive choices using 3-part praise.

Examples:

Instead of:

✗ *Stop talking.*

✓*Say:*

- *"Thank you for showing me you're ready to listen."*
- *"Voices off in 5...4...3...2...1."*
- *"I need everyone looking this way."*

Instead of:

✗ *Don't run.*

✓*Say:*

- *"Walk safely, thank you."*

Also use prompts such as:

- *"Remember our school value of Respect."*
- *"Show me what Responsible Rabbit would do."*
- *"What's the expectation here?"*

When a Child is Becoming Dysregulated

Remain calm.
Reduce language.
Lower your voice.
Allow processing time.

Examples:

- "I can see something isn't right."
- "I'm here to help."
- "You're safe."
- "Let's take this one step at a time."

Avoid:

- lengthy discussions
- repeated questioning
- raised voices
- public confrontation

If behaviour escalates or is dangerous:

- Use basic hand signals alongside a clear instruction *(e.g. "Name, Stop!")*

Co-regulation

Help the child borrow your calm.

- "Let's slow our breathing together."
- "We'll sort this together."
- "Take your time."
- "I'm staying with you."

Supporting Emotional Regulation

Adults should:

- acknowledge emotions without judgement;
- model calm and co-regulate where needed;
- support children to identify their Zone (or name it for them);
- encourage regulation strategies before returning to learning.

Examples:

- *"I think today has been tricky."*
- *"It's ok to feel cross, everyone feels cross sometimes"*
- *"It's okay to feel angry; it's not okay to hurt people."*
- *"I wonder if you are in the XXX Zone at the moment."*
- *"What usually helps you in the Yellow Zone?"*
- *"When I am in the Red Zone, (doing some wall press-ups/squeezing a ball etc) helps me."*
- *"Let's do some breathing together."*
- *"I'm here to help you get back to Green."*

Offering Choices

Where appropriate:

- "You can finish it here or at the table."
- "Would you like to use a pencil or pen?"
- "Would you like to be at the front of the line with me, or the back with your XXXX (member of staff)?"

Restorative Conversation

When everyone is calm.

- What happened?
- How were you feeling?
- Who has been affected?
- How can we put this right?

Repairing Relationships

- "Everyone makes mistakes."
- "What matters now is how we move forward."

- "Tomorrow is a fresh start."
- "Let's work together."
- “We’re all here to help you.”

VALE VIEW SCHOOL

WHINLESS DOWN ACADEMY TRUST

Our School Rules

Our values are reflected in our school rules:

Be a Respectful Rhino – be considerate of the feelings of others; give space and time, look after our school and the things in it and talk politely and show kindness.
We are all different and all have the right to be respected.
We respect our school, our community and our environment.

Be a Collaborative Cat - work well with others, listen and share ideas, know our role and play our part.
We all have the right to share our thoughts freely, be listened to and to be taken seriously when working alone or in different groups.

Be a Determined Dog – try hard to reach our goals, keep going and show resilience and find ways to overcome obstacles and problems.
We all have the right to develop our knowledge and skills and to follow the goals that we set for ourselves.

Be a Responsible Rabbit – make good decisions about our behaviour, take part and make positive contributions and be in charge of our learning by doing our best.
We all have the right to be treated well and not to be hurt by anyone.

Be a Positive Penguin – say cheerful things to inspire ourselves and others, show enthusiasm and find the good in everything.
We all have the right to an education and time to relax and play.

Appendix 2 - School Rules Poster for Classrooms

Appendix 3 - Examples of Class Charters and Playground Charter

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Playground charter

VALE VIEW SCHOOL

Rights holders Children will respect these rights:	Our Rights	Duty bearers adults will respect these rights:
We think before we speak and listen to everyone's ideas about the games we play. We make rules clear to everyone. We speak kindly.	Every child has the right to express their views, feelings and wishes and to have their views considered and taken seriously. Children have the right to share freely what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people. Children can choose their own thoughts, opinions and religion but this should not stop other people from enjoying their rights.	**Adults will be led by children's interests when choosing activities or zones. Adults on the playground will listen to all children involved in incidents or disputes.**
We tidy all equipment away and share with others.	Children have the right to get information from the internet, radio, television, newspapers and books.	**Adults will provide a range of engaging books for the quiet area.**
We are gentle and play non-contact games. We stay in the correct zone and are mindful of others around us.	Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.	**Adults will monitor the zones and activities for safe play. Adults will use the behaviour ladders rules.**
We make playtime fun by being positive and showing kindness. Everyone can join in.	Every child has the right to an education and to learn Children should be encouraged to go to school to the highest level possible.	**Adults will help children to stay positive and ensure the playground is a fun place to be.**
The Anti-bullying Ambassadors will support on the buddy bench. We will be good losers.	Every child has the right to rest, relax, play and take part in cultural and creative activities.	**Adults will lead playground games and ensure that every child is successful.**

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OUR CLASS CHARTER- BLUE CLASS

Vale View Primary School

RIGHTS HOLDERS CHILDREN WILL RESPECT THESE RIGHTS BY...	OUR RIGHTS	DUTY BEARERS ADULTS WILL RESPECT THESE RIGHTS BY...
We put up our hand to speak. We always listen when it's someone's turn to speak. We respect others' opinions.	Every child has the right to express their views, feelings and wishes and to have their views considered and taken seriously. Children have the right to share freely what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people. Children can choose their own thoughts, opinions and religion but this should not stop other people from enjoying their rights	Giving everyone a chance to talk. Listening to children's views and asking for their opinion.
We look after our equipment like laptops and books. We use the internet safely.	Children have the right to get information from the internet, radio, television, newspapers and books.	Teaching children how to use the internet safely. Providing access to lots of different types of books.
We always have kind hands, kind words and kind hearts.	Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.	Providing a safe and happy classroom. Following the behaviour ladder.
We positively remind each other to do well. We will include everyone in our learning and not distract.	Every child has the right to an education and to learn. Children should be encouraged to go to school to the highest level possible.	Making learning fun and interesting. Making sure that everyone can understand and achieve.
We share things and we let others join. We use the Zones of Regulation tools.	Every child has the right to rest, relax, play and take part in cultural and creative activities.	Providing access to games and sensory tools to help children stay in the green zone. Ensure everyone does energise time.

Appendix 4 - Weekly Values Certificate

Appendix 5 - Weekly 'Being the best I can be' Certificate

Appendix 6 - Values Characteristics document

Appendix 7 – Physical Intervention Record

RESTRICTIVE INTERVENTION, INCLUDING USE OF REASONABLE FORCE INCIDENT REPORT FORM

Adult managing intervention:			
Other adults involved/present:			
Child requiring intervention:			
SEN Status of child:	SEN Support / EHCP / Non-SEN		
Date:	**Time:**	**Location:**	**Approximate Duration:**

Why was the intervention used?

Please refer to the school behaviour policy and DfE guidance, 'Restrictive interventions, including use of reasonable force, in schools' (April 2026). **Tick any that apply:**

- ☐ To prevent a pupil at risk of harming themselves or others through physical outbursts
- ☐ To prevent a pupil from attacking a member of staff or another pupil
- ☐ To stop a fight in the playground
- ☐ To prevent a pupil leaving a classroom or supervised area where doing so would risk their safety or result in serious disruption to others
- ☐ To remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so
- ☐ To prevent a pupil causing significant damage to property
- ☐ To prevent a pupil behaving in a way that disrupts a school event or a school trip / visit

De-escalation and Prevention: Strategies/de-escalation used prior to intervention /Why these were unsuccessful /Why intervention was deemed necessary at this point

Type of Intervention Used:

Nature of intervention (please tick):

- Physical restraint

- Non-physical restraint (e.g. preventing child from leaving, blocking exits/entrances/ restriction of liberty)
- Seclusion

Description of the intervention used (type of holds and degree of force required):

Details of any injuries sustained as a result of intervention:

Details of any post- intervention support (e.g. first aid):

Follow Up Actions:

- Debrief with staff
- Debrief with pupil (if appropriate)
- Changes to risk assessment / Pastoral Support Plan

The adult managing the intervention is responsible for informing parents/carers of the above information <u>in writing, no later than the same day.</u>

Please detail how and when information about the physical intervention has been communicated to parents:

Signed: **Date / time:**

Adult managing the intervention to discuss with Headteacher.

Entry made on CPOMS with copy of this form attached in the documents section.

Signed (Adult Managing Intervention):

Signed (Headteacher):