Sheringham Woodfields School

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BEHAVIOUR MANAGEMENT POLICY	
Approved by SLT: Autumn 2026	Approved by Governors: 13th October 2026
Next Review date: Autumn 2027	Person(s) responsible for review: Annette Maconochie/ Michael Smith

Active Norfolk Steps Instructors are Michael Smith, Vicki Horne, Grace Burton, Cate Sadler-Barker and Nikki Thornton.

Rationale

The purpose of this policy is to provide an effective framework for promoting achievement and improving positive behaviour.

It will:

- Provide a calm, supportive and positive school environment.
- Protect pupils from endangering themselves, others or property.
- Protect pupils from any form of physical intervention which is unnecessary, unlawful, excessive or inappropriate.
- Encourage pupils to take control of their own behaviour through therapeutic debriefs with staff.
- Assist staff in supporting students whose behaviour can challenge, in line with the school's values and ethos.
- Minimise the risk of accusations of improper conduct.

Principles

Aims

- To provide consistency through a whole school approach.
- A shared understanding of positive handling and the structures which supports it.
- Promote confidence and reduce anxiety in staff and pupils.
- Improve delivery of the curriculum and help create the conditions for learning.
- Instil trust between staff and pupils.
- Recognise that in pursuit of an inclusive school community there will be children who require a personalised approach to their specific behaviour needs.

Rights of pupils

We believe that our pupils are entitled to:

- Feel safe and secure.
- Experience a rich and varied curriculum.
- Experience a supportive environment where effort, achievement and personal growth are encouraged.
- A differentiated approach which caters for physical, emotional, social and spiritual needs.
- Have their rights and responsibilities recognised and nurtured.

- Feel valued.
- Be supported to take responsibility for their own behaviour
- Recognise how their behaviour impacts others
- Receive the appropriate support to facilitate ownership of their behaviour choices (where appropriate).
- To have a voice and opinion.

Acceptable standards of behaviour

Pupils are encouraged to:

- Respect the rights of others.
- Show courtesy and care.
- Accept responsibility for their actions.
- Be involved in choices and decision making regarding their behaviour.
- Recognise the rights of others to learn.
- Extend their skills and knowledge to wider situations.
- Respect the environment/property in the school and the wider community.
- Reflect, repair and restore following any experiences of high anxiety, dysregulation or crisis behaviours. In an appropriate way that reflects their abilities and understanding.

Pupils develop their own code of conduct or 'rules' with staff when appropriate.

All staff will:

- Treat pupils with respect.
- Actively seek support for their own training needs and understanding of pupil need.
- Maintain an environment which is conducive to learning.
- Celebrate success and ensure all pupils experience it.
- Accept pupils as individuals.
- Be consistent, firm and fair.
- Establish positive relationships. We understand that children are influenced by their surroundings therefore all adults will model positive behaviour and positive interactions.
- Demonstrate a duty of care.
- Support their colleagues by being a critical friend and offer support where possible.
- Have a therapeutic approach to meeting the emotional needs of pupils.

Parents are expected to:

- Support the school approaches to help pupils make more positive choices.
- Receive and read information regarding their son or daughter's behaviour.
- Receive and read Support and Intervention plans and behaviour related emails.
- Contact the school to register concerns.
- Communicate with the school regarding any issues that may impact on their child's emotional wellbeing.

Procedures

Staff training

The school uses the 'Norfolk Steps' programme. It is based on Therapeutic Approaches and its philosophy and methodology involve the use of de-escalation, consistency, good communication and planning in order to reduce the incident of restrictive physical interventions.

Norfolk Steps (Step On and Step Up) is an integral part of supporting the complex needs of our pupils. It is a requirement of the job that all class-based staff (and some support staff) will receive this training from qualified trainers along with comprehensive updates and access to continued support. Unless assessed to be a credible witness, it is expected that all staff will support across the school as and when required. Failure to do so may result in disciplinary action being taken if all options of support have been explored and exhausted.

There are STEPS instructors within the staff team. All staff are expected to positively engage with the training requirements to ensure they hold suitable knowledge to work across the school and across the range of needs. All starters receive "Step On" and "Step Up" training when they join and then everyone receives training every 2 years for "Step On" and annually for "Step Up". We see this as essential because it is the responsibility of all staff to keep pupils and colleagues safe.
All class-based staff and most support staff will receive "Step Up" training which includes training in the safe use of commonly used physical interventions and restrictive physical interventions which is refreshed annually.

It is expected that staff will demonstrate language and attitude in line with school ethos, this policy and Norfolk Steps training. It is expected that staff will work collaboratively with the Leadership team to address any arising issues. All staff must follow the advice and support given from other agencies including Starfish and Starfish plus.

In between refreshers, staff have access to Steps Lead Professional for further advice and training. This may include the training in more specific restrictive physical interventions to support pupils as individual need arises in class teams or opportunities to refresh our practice in school briefing sessions.
All staff who have received training are authorised to have care and supervision of pupils which may include the need to intervene physically in line with school policy and Norfolk Steps training. Other staff, including new staff awaiting training, are briefed by instructors in effective assistance. This applies within and off premises.

Norfolk Steps Lead Professionals have access to mentoring from the Norfolk Steps team and attend yearly updates/refreshers.

Rewards
We recognise that pupils achieve more by positive interventions. All strategies and interventions will include rewards, often as simple as praise.

Praise can be given formally or informally, in public or private, to groups or individuals.

Classes have their own reward structures. School assemblies recognise achievements publicly, through the presentation of BEST certificates and awards. Where this may not be seen as a positive experience by the pupil, our praise will be communicated to them in an appropriate and personalised way.

Consequences
Consequences should be derived through logic and should be something that naturally or logically follows on from the action.

Educational Consequences
Should allow the learning, rehearsing or teaching of a skill so that the opportunity to participate can be returned.
Examples of this could be: completing a task, rehearsing, assisting with repairs, educational opportunities, research or restorative meeting if appropriate to the pupil.
Protective Consequences include temporary removal of inclusion from an activity to manage the level of harm. This could include increased staffing levels, limited access to outside space, being escorted in social situations, no availability of minibus/car, differentiated teaching space and exclusion.

Support and Intervention plans
These are completed if a pupil's behaviour challenges or is likely to cause harm. It targets specific behaviours and outlines the strategies in place to move the pupil toward more prosocial behaviours. The focus of any strategy and related intervention should always be to deescalate. All staff have access to this information on the Confidential server and parents are sent a copy of the plan. Staff are required to familiarise themselves and follow these plans for pupils they regularly work with. Support and Intervention

Plans are reviewed regularly by the class lead, at least once every 6 months. They are authorised by the Behaviour Team or The Head Teacher.

Procedures are detailed in Appendix 1.

Physical Intervention
Supporting Guiding and Escorting

We acknowledge that there are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example: to comfort a child in distress (so long as this is appropriate to their age and understanding), to direct a person or for activity reasons (for example in drama, physical games), when teaching a skill, for the safety of others or when accessing the community.

This applies to all pupils in our school and does not require a Support and Intervention Plan. Staff to consult EYFS (Early Years Foundation Stage) Policy, Lone Working Policy and Safeguarding policy. We want to ensure pupils are well prepared for life beyond school.

Physical Intervention (PI)

Open hand	 
Closed hand	 
Guided hand hold	
Alternate to hand holding (Closed hand)	
Shoulder hug (closed hand)	

Arm Hug (closed hand)	
Arm hug (Open hand)	 
Open hand to stabalise (and turn if needed)	 
Paired guided arm hug (open hand)	

Restrictive Physical Interventions

Restrictive physical intervention involves the use of physical force to control a person's behaviour. It can be used when:

- The pupil is at risk of harm.
- Others may get hurt or have been hurt.
- There is a risk of severe damage to property.
- Where good order and discipline are threatened or when there is a loss of education for the pupil themselves or others.
- A criminal offence is about to be committed.

It is used:

- When other de-escalation strategies have not improved the situation or there is deterioration.
- Where any other course of action is likely to fail.
- Where immediate action is necessary.
- When early physical intervention will prevent a dangerous or disruptive situation. Staff make a balanced assessment about use from their experience and expertise, taking account of risks to themselves, others and property.

It is never used:

- To punish.
- To cause or threaten harm.
- To oppress, intimidate or bully.

Planned physical interventions and restrictive physical interventions are part of the Support and Intervention plan for the pupil. Where they are not, their use should be reviewed and the Class Lead will amend the plan as necessary if felt it may need to be used again on more than once occasion.

The techniques used in physical interventions and restrictive physical interventions are as a result of ongoing risk assessment in an effort to safeguard everyone in an incident where physical intervention/restrictive physical intervention is necessary. Whilst the STEPS techniques are designed to avoid physical injury or pain there always remains some risk that this may happen.

There are elevated risks related to some techniques used in physical interventions/restrictive physical interventions, these will have been highlighted in all Norfolk Steps training and refresher courses.

Unplanned interventions occur where a pupil behaves in an unexpected way.

Seclusion - prevents a person from leaving a room or building of their own free thereby deemed a restriction of liberty and is only permissible in very specific circumstances in conjunction with a court order.

Withdrawal - involves removing the pupil from a situation which causes distress or anxiety to the pupil or others to a location where they can be continuously observed and supported until they are ready to resume their activities.

Areas used in the school for withdrawal may include The Nurture Room, shared areas such as the library, the sensory room, playgrounds and the courtyard. The area used will be specific to the pupil and be planned with knowledge of their de-escalation and in consideration of their safety and the safety of others. Once a child has de-escalated they will return to normal routines.

Where a pupil is using any outside space for withdrawal they must be closely observed at all times by a member of staff. The pupil must be able to regain access to the building i.e. the door being open where it is

deemed safe for the pupil to be monitored closely from the classroom. The class team have a duty to inform others who may wish to use the area if it is safe to do so.

All restrictive physical intervention should involve the minimum physical force necessary.
The restrictive physical intervention should be for the shortest time as possible.
The intervention used must be seen as reasonable, necessary and in proportion to the consequences it is intended to prevent.

Recording
It is important that detailed recording is provided, both to inform future planning and protect staff and pupils.

We aim to record all incidents using the school Behaviour Form on the same day but if not then within 24 hours. The form should be completed by those involved, clear communication between staff is key to ensure clarity of who is recording the incident.

Incidents to report:

- Where there has been any Restrictive Physical Intervention, Physical Intervention or Personal Safety Occurs
- Injury
- Attempt to injure
- Damage to property
- Disruption to the learning of others
- Intense de-escalation to keep the pupil emotionally regulated

The procedures in Appendix 1 provide more detail.

Monitoring, Evaluation and Feedback
This is done by the Norfolk Steps Lead Professionals/Headteacher using the incident forms, support and intervention plans and class monitoring. It is a shared ethos that feedback is given personally or as a whole class/staff to ensure that practise is in line with policy and training. It is part of our commitment to continually reflect and progress both the expectations of a pupil and our knowledge and rationale.

The Lead DSL (designed safeguarding lead) will report on behaviour at all Governor meetings.

To be read in conjunction with:
Mission Statement
Respect, Dignity and Confidentiality Policy
Restrictive Interventions, Including the Use of Reasonable Force in Schools (1st April 2026)
EYFS Policy
Touch Policy (attached to this policy)
Lone Working Policy
Safeguarding Policy
Staff Code of Conduct
Keeping Children Safe in Education; 2026

APPENDIX 1: Procedures for Behaviour Management

Planning

- If a pupil's behaviour is causing concern this needs to be raised at a class team meeting.
- The team can decide to gather more information by observation sheets.
- Norfolk Steps Lead Professionals are available to assist with observations.
- Norfolk Steps Lead Professionals will assist teams to draw up the plans.
- Where there is sufficient concern a S+I plan should be written
- The plan is the responsibility of the class teacher.
- It is reviewed at least every 6 months.
- If there is a possibility that a pupil's movement will be restricted, this must be planned for.

Wherever possible the pupil should be involved in the process of drawing up their plan.

A copy is saved on the server and approval requested by the class lead to a Norfolk Steps Lead Professionals overseen by the Head Teacher and/or Deputy Head Teacher.

Once approved, the class team will send a copy home for information with an accompanying letter. It is helpful to call parents beforehand if this is the first plan for that pupil. Class teams may use images from their Norfolk Steps training to help clarify any terminology to parents/carers.

The plan should be shared at a class team meeting to enable staff to discuss the information. All staff have access to all Support and Intervention Plans on the server to enable them to work with pupils across the school.

Recording

Behaviour forms are completed using Pro Forms and should be filled in when challenging or harmful behaviour occurs. This can include:

- Restrictive Physical Interventions, Physical Intervention or Personal Safety Techniques have taken place.
- If there was injury or potential injury to the pupil, other pupils, staff or others.
- If there was significant damage to property.
- Significant disruption to learning.

All behaviour forms are monitored by a member of the Behaviour Team as soon as possible after the incident.

Support for Pupils

It is important that pupils are given opportunities to discuss their behaviour. If they are able, they will review and debrief following incident with a key member of staff, at a cognitively appropriate level. This may include the use of drawings, comic strip conversations and verbal discussions. The purpose of this being to assist with positive changes towards more prosocial behaviour in the future

Other pupils may also need opportunities to talk about their feelings and be given support and praise. Sometimes we will withdraw a pupil from a class for a period of time to give others some respite.

Appendix 2 outlines the schools principles around touch, particularly when supporting pupils.

Support for staff

It is acknowledged that it can have an emotional impact on staff following involvement in in challenging situations. Class teams have a duty to support each other by debriefing, post incident repair and reflection. This will sometimes involve honest discussion about emotions. Norfolk Steps Lead Professionals can offer support. If additional staffing is needed to support with debriefing, post incident repair and reflection, classes can support each other or ring the Office who will contact a member of Leadership where possible.

The Norfolk Steps instructors are able to offer further training for class teams or individuals and will assist with planning.

There is no sense of failure in needing help, it is always seen as a strength that staff can recognise this.

Staff have a right to take reasonable measures to protect themselves from harm, both physically and emotionally. The Head Teacher has a duty to protect staff. Staff have a duty to inform the Business Manager or the Head Teacher if they have a medical issue which affects their work.

If staff witness anything which concerns them or which they need more information about they must report it to the Norfolk Steps instructors. Support can be requested in the behaviour form submission.

Risk Assessment
The support and intervention plan includes a space for the identification of risks and appropriate steps taken to reduce these.

It is acknowledged that staff can avoid unreasonable risks but if we are to provide learning opportunities there are situations where we will take calculated risks. Some of our pupils would not experience new or enriching situations if we attempted to eliminate the risk of challenging behaviour. Our task as educators is to widen the world of our pupils, not restrict it.

We can reduce risk in several ways, looking at staffing levels, training, the environment and support for the pupil, by effective planning and preparation.

Explaining behaviour expectations to students
We will communicate expectations and explanations regarding behaviour in the way that best helps the student understand the message. This might be through talking or it might be through social stories or symbols or a combination of each.

Social stories
Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.
Social stories can be used to:

- Develop self-care skills (e.g. how to clean teeth, wash hands or get dressed), social skills (e.g. sharing, asking for help, saying thank you, interrupting) and academic abilities
- Help someone to understand how others might behave or respond in a particular situation
- Help others understand the perspective of an autistic person and why they may respond or behave in a particular way
- Help a person to cope with changes to routine and unexpected or distressing events (eg absence of teacher, moving house, thunderstorms)
- Provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem
- As a behavioural strategy (e.g. what to do when angry, how to cope with obsessions).

Symbols
Symbols can enhance understanding and learning by displaying a visual image that can be more easily understood than spoken language and other forms of communication.

APPENDIX 2 – TOUCH POLICY

At Sheringham Woodfields, we have a Touch Policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why do we use touch?

We may choose to have physical contact with pupils for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing, playing an instrument etc.

How do we use touch?

Hugging
We encourage staff that are using touch to comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

Handholding
We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the handholding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it's required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting
At our school we discourage lap sitting for all but our youngest pupils. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that they can sit next to you instead.

At times, children may be in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' lap/hug sitting). If this should happen please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, seeking comfort or connection or whether the child is displaying distressed behaviours regularly.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched, and this is respected.

We also have within our behaviour policy, a section on restrictive intervention, please ensure that you are familiar with this.

Staff have a 'Duty of Care' towards the students in their care. Therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

Parents/Carers will be made aware of this policy when their child is admitted to this school.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

Behaviour Policy Appendix 2

Restrictive Interventions including the Use of Reasonable Force

This appendix sets out the circumstances in which staff may use reasonable force, seclusion and the use of non-force related restraint, and the procedures for recording and reporting such incidents in line with the Department for Education guidance *'Restrictive interventions, including use of reasonable force, in schools'* – April 2026.

Key Terminology:

Restrictive intervention	A means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance 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.4 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 Use of Reasonable Force 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.

Use of Reasonable Force

All staff have the legal power to use reasonable force in the following circumstances.
To prevent or stop a pupil from:

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

All staff working directly with pupils receive training in the use of reasonable force, including safe and lawful physical interventions and preventative strategies. This training is delivered through Norfolk Steps, a behaviour support approach ratified by the Local Authority, which promotes a therapeutic, de-escalation-focused model of behaviour management.
The school's behaviour team are trained as Norfolk Steps Lead professionals, refresh their training annually, and deliver regular in-house training to staff at frequencies in line with Norfolk Steps guidance. Planned

restrictive interventions are identified within individual pupils' support and intervention plans and are carried out by trained staff. Unplanned restrictive interventions may be necessary in some circumstances and will also be carried out by trained staff.

Use of Reasonable Force to Search Pupils
The head teacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a legally prohibited item.
A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

Unacceptable Uses of Force:
It is illegal to use force on a pupil for the purposes of punishment.
It is unacceptable to use restraint in a way that causes an adverse impact on a pupil's airways, breathing or circulation.
For all use of physical intervention there is the potential for causing physical or physiological harm and therefore it should be avoided where possible.

Other Physical Contact with Pupils:
There are circumstances where it is perfectly appropriate for staff to have physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. When considering what is appropriate physical contact for a pupil, staff should use professional judgement, considering a pupil's age, special educational needs and disabilities, and any vulnerabilities.
Examples of appropriate physical contact may include, but are not limited to:

- Guiding or escorting pupils
- Redirecting pupils for learning
- Delivering physical therapies
- Sensory regulation input
- Providing intimate care
- Moving and handling support
- Supporting safe use of equipment
- Comforting or praising a pupil
- Administering first aid

Seclusion:
Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.
Seclusion will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.
The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion.
As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.
Examples of seclusion staff may use include, but are not limited to:

- A pupil withdrawn to the playground whilst others remain inside
- A pupil withdrawn to another space within school
- Other pupils removed from a classroom, leaving one pupil in the room

Staff may use compliant withdrawal, where a pupil chooses or agrees to move to another space, for example walking around the corridor or going outside to regulate. This is not seclusion, as the pupil has chosen or agreed to go there.

Whole School Measures for Behaviour Support:
At Sheringham Woodfields school a therapeutic, de-escalation-focused approach is embedded within our culture and ethos and underpins all aspects of practice. As all of our pupils have special educational needs

and disabilities (SEND), we recognise that behaviour is often a form of communication, particularly for those who are non-verbal or find verbal communication challenging. We take a whole-school approach to emotional literacy, teaching this as part of the curriculum and supporting pupils through daily use of the Zones of Regulation.

We are committed to understanding each pupil as an individual, including identifying triggers such as overwhelm, sensory overload, pain, unfamiliar environments or anxiety and take proactive steps to minimise these risks. Staff who know pupils well play a key role in anticipating and managing risk, using therapeutic, de-escalation strategies such as adapting communication, reducing stimuli and redirecting attention.

We work closely with pupils, parents and other professionals to develop Support and Intervention Plans, which outline individual strategies, adjustments and, where appropriate, agreed approaches to physical contact and restrictive intervention. These plans are reviewed at least twice yearly, and more frequently where necessary, with updates shared with parents and considered as part of each pupil's EHCP annual review. Risk assessments and ongoing staff training support this process so all pupils can fully access school life.

It is our aim to use physical interventions in school as infrequently as possible.
Examples of these whole school approaches to support positive behaviour include, but are not limited to:

- Consideration of how the built environment can support positive behaviour (e.g. classrooms, corridors, outside spaces including playgrounds)
- Effective staff training to include keeping up to date with best practice
- Actively developing positive relationships between staff and pupils
- Recording and analysing our physical interventions in school so that this informs future planning
- Developing support and intervention plans for all pupils who need one
- Working closely with parents, carers and families and other professionals (e.g. social workers, occupational therapists, sensory integration specialists etc.)
- Supporting pupils to communicate their needs and support them to develop prevention and de-escalation strategies

Despite these preventative approaches, there may be occasions where restrictive intervention is required. The decision to use a restrictive intervention is always based on the individual circumstances of each situation. Staff should consider whether the intervention is reasonable, proportionate, necessary, and represents the least restrictive option available, with the pupil's welfare at the centre of decision-making. The use of reasonable force is always a last resort, used only when necessary and in the best interests of the pupil and others, reflecting our consistent focus on prevention, understanding and care.
Any concerns about inappropriate use of force will be treated as a safeguarding concern and managed in line with the school's safeguarding policy.

Pupil and Staff Support:
We evaluate all use of restrictive interventions and reasonable force as soon as practicable to understand why it was used and to identify learning that may help prevent a similar occurrence in the future.
Senior leaders regularly review incidents to identify patterns, reduce risk and improve practice.
We encourage the use of debriefs with pupils following incidents where reasonable force was necessary, taking into consideration the age, communication needs and cognitive understanding of the pupil. Where appropriate, pupils are supported to contribute to post-incident review.
We ensure pupils involved in a physical intervention are checked for their physical and emotional wellbeing, as are those who may have witnessed a distressing incident. We continue to monitor wellbeing and provide additional support where needed.
We also recognise the importance of supporting staff following these incidents. Following any use of restrictive intervention, staff are offered appropriate support from a member of the behaviour team. When completing the behaviour form linked to the incident, staff can indicate if they would like a follow-up conversation with a member of the behaviour team. If additional support is required beyond this, it will be escalated to a senior leader.

Reporting & Recording Duties

The governing body must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, seclusion, or a non-force related restraint.

The governing body must ensure that a procedure is in place for reporting each significant use of force to the parents of the pupil involved as soon as practicable after the incident, and should endeavour to do this no later than the same day.

The requirement to record and report applies even if the use of restrictive interventions, seclusion or non-force related restraint is agreed with parents as part of a pupil's behaviour support plan.

This duty for recording and reporting the use of reasonable force has been discharged to the Head Teacher.

The governing body must take all reasonable steps to ensure that procedures are complied with and should regularly review and interrogate data on restrictive interventions to ensure school leaders are held to account.

Recording the Use of Force, Seclusion and Non-Force related Restraint:

The incident will be recorded as soon as practicable by the staff member(s) involved, and ideally no later than the same day.

The staff member(s) involved will complete the school's behaviour form, which will be reviewed by a member of the behaviour support team daily.

Our behaviour form collects the following details:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

All pupils have a SEND status code of EHCP so this information will not explicitly be collected through the behaviour form.

We may record additional details within our behaviour form to support evaluation and continuous improvement.

Reporting the Use of Force, Seclusion and Non-Force related Restraint:

The incident will be communicated to parents in writing as soon as practicable, and we will aim to do this the same day.

All behaviour forms are reviewed daily by a member of the behaviour team, who will determine whether the threshold for reporting has been met and arrange communication with parents.

The report to parents will include 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

Parents will be offered the opportunity to discuss the incident with a member of the pupil's class team or the behaviour team.