

Willow School



Behaviour Policy

Date: September 2026

Review Date: September 2027

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and Statutory

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour In Schools: Advice For Headteachers and School Staff 2024
- Searching, Screening And Confiscation: Advice for Schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension And Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units In England, Including Pupil Movement 2023
- Restrictive Interventions, Including Use of Reasonable Force, in Schools – Effective From 1 April 2026
- Sections 93 And 93A of the Education and Inspections Act 2006
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- The Human Rights Act 1998
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

Definitions

Serious mis-behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Swearing
- Harmful sexual behaviour, sexual harassment or sexual violence, including sexual assault. Sexual assault includes intentional sexual touching where the other person does not consent

and the person carrying out the touching does not reasonably believe that they consent. It can include kissing or touching a person's bottom, breasts or genitalia without consent.

- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Absconding is defined as to 'leave without permission'.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
 - Repeated, often over a period of time
 - Difficult to defend against
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- We do not tolerate bullying.
 - Bullying should never be ignored.
 - All instances of bullying must be recorded on BromCom to allow them to be analysed and monitored.
 - Parents and carers should be informed by teacher (or lead of lesson/activity) via telephone or in face to face meeting.
 - Children, their families and staff can report incidents of bullying by speaking to their child's class teacher, or any member of Willow staff. If bullying occurs offsite or online Willow staff will support the children involved to repair, reflect and make amends.
 - Every instance needs to be addressed, with each learner involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
 - Learners are supported to develop age-appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.

- Opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home.
- Willow School is pro-active in its approach to preventing bullying and follows a comprehensive PSHE curriculum at an ability-appropriate level that reinforces the importance of being kind.
- Staff are required to read KCSIE.
- Further guidance is available in the school's Anti-Bullying Policy.

Child on Child Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence

Willow School has a zero-tolerance approach to harmful sexual behaviour, sexual harassment and sexual violence. Such behaviour is never acceptable and will not be tolerated or dismissed as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.

Harmful Sexual Behaviour

This can occur between children of any age or sex, including within intimate personal relationships. It can be carried out by an individual or a group and may take place face-to-face, online, inside or outside school. Sexual behaviour exists on a continuum and may be developmentally expected, inappropriate, problematic, abusive or violent. Staff will consider each incident within the child’s age, developmental level, SEND, communication needs and wider safeguarding context.

Sexual Harassment

This means unwanted conduct of a sexual nature that may violate a child’s dignity; make them feel intimidated, degraded or humiliated; or create a hostile, offensive or sexualised environment. It may include sexual comments, sexualised name-calling or jokes, deliberate physical contact, interfering with clothing, displaying sexual images, upskirting, sharing nude or semi-nude images, unwanted sexual messages, coercion or threats.

Sexual Violence

This includes rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent. Sexual assault can include intentional sexual touching without consent, such as kissing someone or touching their bottom, breasts or genitalia without consent.

Concerns, Reporting and Next Steps

Any concern, disclosure or incident involving harmful sexual behaviour, sexual harassment or sexual violence must be reported immediately to the designated safeguarding lead or a deputy and managed in accordance with the Child Protection and Safeguarding Policy. This applies whether the incident is alleged to have occurred on or off the school premises or online.

All reports will be taken seriously and considered on a case-by-case basis. The school will consider the wishes and safety of the victim, the needs and vulnerability of all children involved, the nature of the alleged behaviour, any power imbalance, coercion, exploitation, repetition or wider pattern and whether referral to children’s social care or the police is required.

Victims will be reassured that they are being taken seriously, that they are not to blame and that they will be supported and kept safe. Appropriate support will also be considered for the alleged

perpetrator and any other affected children. All concerns, discussions, decisions and reasons for decisions will be recorded in writing.

Behavioural or disciplinary action may be taken alongside the safeguarding response where appropriate. Restorative conversations, mediation or apologies will not be required automatically and will only be considered where they are safe, appropriate and consistent with the wishes and welfare of the victim.

The school's relationships and health education curriculum teaches pupils, at an age- and developmentally appropriate level, about respectful relationships, consent, personal boundaries, online safety and how to report concerns.

Roles and Responsibilities

The proprietor is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards and consequences in place as part of the behaviour policy
- The pastoral support that is available to them

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

School Systems

To ensure behaviour is embedded within our school culture, we focus on a range of areas to develop consistency throughout. We know that if our culture and learning environment is right for our pupils,

we can minimise behavioural incidents and ensure Willow is a calm and safe place to be. The way in which this is approached and embedded is outlined below:

Knowing and understanding our pupils

We know that understanding the needs of our pupils is paramount when considering behaviour within school. To ensure the best support can be in place for each individual we do the following:

- Prior to starting, staff meet with parents/carers for a pre-admissions meeting to develop a whole picture of the child and at this time begin to build their initial support plan and their SEND journey. This includes: likes and dislikes, triggers and support strategies. This information is shared during staff briefing to give an overview of the child.
- Within the first term of starting, teachers complete our Holistic Pupil Assessment (HPA) which gives a profile overview focusing on the whole child.
- On admission, parents/carers are asked to complete our Occupational Therapist Questionnaire. Our occupational therapist then works alongside each child to complete an assessment. If needed, a sensory profile is then created. This details specific strategies to support regulation. Once completed, this is shared with staff and families.
- All pupils are taught Zones of Regulation using Colour Monsters and tailored activities which link to each emotion are available.
- EHCPs are read by all staff to understand each pupil's needs, ensure the necessary provision is in place and break targets into smaller steps.

Our Behaviour Curriculum

Pupil Transition

When children join Willow, our behaviour system is shared. This is done in a tailored and appropriate way using Widgits (picture cards) and practical demonstrations where appropriate. Where needed, this is revisited throughout the year through our weekly Behaviour Assesmbly.

Vocabulary Audit

We acknowledge that our pupils will have come from different settings where a range of differing vocabulary is used. Therefore, where needed, a simple vocabulary audit takes place with each pupil to ensure the key behavioural words used at Willow. At this time, related Widgit cards are shown to support understanding through dual coding. Our behaviour terms and vocabulary are kept to a minimum to ensure consistency and understanding for all.

Weekly Assemblies

Our weekly assemblies include three sessions focused around supporting behaviour and developing the whole child:

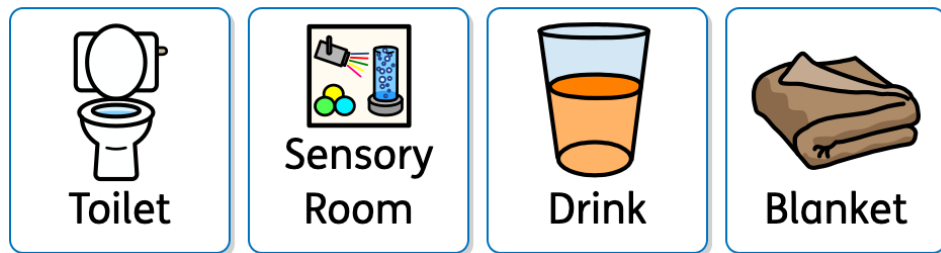
- Celebrating Me: Sharing successes, awards and stories from home
- Behaviour Curriculum: Practical opportunities to model and learn key skills in achievable steps
- Soothe Your Senses: Led by our occupational therapist to support regulation and strategies

- Celebrating Difference: Focusing on well-being, culture, differences and beliefs
- Picture News: World and local news stories with opportunities to debate and engage

Classroom Management Strategies

Widgits

Widgits provide a visual aid for pupils. They can help develop understanding but also convey a message without words. We understand that when a pupil is dysregulated, communicating through words may be challenging and therefore Widgits provide a consistent and pictorial alternative.



Routines

Consistent routines support our pupils to understand expectations, manage anxiety, mentally and physically prepare themselves for their day. This allows them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. This is done embedded through:

- Explicitly teaching routines
- The use of social stories
- Ensuring consistency of approach and routine for all staff member
- Our behaviour curriculum
- Modelled routines
- Widgits outlining routine (visual timetable)
- Now and next cards

Staff also consider how they support learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines are shared, wherever possible, in advance and using Widgits to allow our pupils to learn that changes can be managed in a positive manner.

Monsters

Colour Monsters are used across school to enable pupils to communicate their emotions. They are displayed within classrooms, as well as on staff lanyards to support emotion coaching scripts. Colour Monsters are introduced to new pupils through stories and this is revisited throughout the year.

Worry Monsters are available in each classroom and intervention room. They provide pupils a way to share their feelings and concerns. These are again introduced using stories and form part of our school culture.

Here to Help You

Here to help you cards are displayed around school which share photos of all Willow staff. This provides pupils with a non-verbal prompt to identify an adult they might wish to see or talk with when dysregulated.

Communication and Social Interaction Difficulties

Most of our learners need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support this, we use the following strategies:

- The use of Widgits
- Consistent language used by all
- Consistent scripts and phrases used by all
- Allowing time for pupils to process information
- Zones of regulation to enable pupils to communicate emotion through colour
- Providing clear choices
- Opportunities to respond using physical responses (such as, a tap)
- Emotion coaching scripts

Sensory Processing Needs

Sensory processing difficulties can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. To support this as a school we:

- Ensure our learning environments are themed appropriately
- Provide calm and nurturing environments
- Embed sensory breaks within the school day
- Provide calm, safe spaces for pupils
- Provide sensory equipment for individual pupil needs
- Use visual timetables
- Teach learners to recognise when they are becoming dysregulated
- Use zones of regulation using Colour Monsters
- Use Widgits to support communication
- Work closely with our sensory occupational therapist
- Produce and use a tailored sensory profile for each pupil
- Provide intervention from our sensory occupational therapist

Understanding Self-injurious Behaviour

Self-injurious behaviour is when a pupil physically harms themselves. It's sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The pupil may have no other way of telling us their needs, wants and feelings. When it happens staff should

work collaboratively with the pupil, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently
- Keep response low key and limit all forms of communication
- Reduce demands (the task may be too difficult or overwhelming)
- Re-direct the learner so they engage with something else. This may include given a choice of task or location (this could be using Widgits)
- Remove any physical or sensory discomforts or distractions (this may link to their sensory profile)
- Use soft/light physical support if required
- Provide safe alternatives or a barrier (such as a cushion or a suitable item to bite)
- If there is a serious risk of harm and as a last resort, physical intervention may need to be used

Targeted Approaches

Consistent Language and Emotional Coaching Scripts

To provide consistency, all staff (including visitors) use our agreed language and scripts with pupils. This helps our pupils to take responsibility for their behaviour, reflect and know the routine of what happens next. The scripts help to validate a pupil's feelings, teach them how to manage emotions, and promote emotional literacy. We actively encourage pupils to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

At Willow we follow the four steps of emotion coaching to encourage the process of self-regulation.

Step One: Recognising the child's feelings and empathise with them such as "I can see you're feeling upset because the task is challenging."

Step Two: Validating and labelling with the emotion the child is feeling in the moment such as, "It's okay to feel this way. Let's figure out together how we can make it easier."

Step Three: Set the limits. Steps one and two will allow adults to identify and empathise with the pupil's emotions, step three allows you to put limits on the behaviour. "When we have had enough to eat, we can put our cutlery on the plate" rather than, we do not throw food around the room".

Step Four: Problem Solving. Teaching children resilience and developing the idea that children and young people have the capacity to develop self-regulation skills to cope with their own emotions. "I wonder whether it would be a good idea to go to the beanbag in the corner next time you are feeling like this, then I can come and help you figure out how to manage your frustrations".

To move forward, we use a restorative and reflect approach with pupils which focuses on Past, Present and Progress. The memorable phrase provides structure and consistency for pupils and staff. When a pupil appears dysregulated or showing signs of heightened emotions, the following script is used:

"I can see that you are feeling..."

Past: "Would you like to show me/tell me what happened?"

Present: "How are you feeling now?"

Progress: “What would help you next time?”

This structure enables pupils to know what is coming next and at times, they may even begin to reflect and prepare their own responses.

Past: Enables pupils to reflect, explain and share their side of the story.

Present: Helps pupils identify their emotion linking to zones of regulation. Our occupational therapist works with each pupil to understand what support is needed in each zone and develop independence to regulate themselves.

Progress: Enables pupils to move forward, be reflective and apply known support strategies in the future.

When a pupil is finding it difficult to engage in learning the following script and options are given:

“How could you complete this?”

“Where would you like to complete this?”

“Use your words.”

We understand that sensory factors may be impacting work and therefore, we look to remove these and enable pupils to complete their task in a way tailored to them.

Consistent Approach

To allow for a consistent approach to managing challenging behaviour, staff at Willow school follow 5 clear steps:

- 1) The member of staff will give the pupil a direct and clear instruction, using the pupils name within the instruction to gain their attention.
- 2) The pupil will be given time to process the information. After which, a repeated clear instruction will be given, reinforcing the positive choices being made by their peers. Pupils are encouraged to ‘use their words’ or provided Widgit cards (if appropriate). Emotion coaching may be used at this time.
- 3) The pupil will be given a choice by the member of staff to support them in making the right decisions, e.g. a change of face or change of environment.
- 4) If the pupil continues to refuse to follow the instruction, a consequence (sanction) will be given, which may include the pupil being directed to a new environment.
- 5) Following the event, the pupil and member of staff will take part in a ‘repair and reflect’ conversation, outlining the reasons for the consequences and strategies which can be put in place to support the pupil in similar future events.

Trauma-informed practice

Trauma-informed practice is an approach in education that recognises and responds to the impact of traumatic stress on pupils. Linked to this, Willow School aims to create a safe and supportive school environment where pupils feel understood and valued. Key elements include fostering strong, trusting

relationships between staff and students, developing an awareness of the signs and symptoms of trauma. This approach encourages staff to be empathetic and responsive, reducing the likelihood of re-traumatisation and promoting healing. Trauma-informed approaches to managing behaviour start by asking 'What has happened?' and 'How can I help?' By developing strategies linked to trauma-informed practice, we aim to help pupils overcome barriers to learning and help individuals achieve their full potential.

Consequences (Rewards)

At Willow school, we frame our behaviour language in a positive manner and use both intrinsic and extrinsic rewards as celebration. This is crucial for fostering motivation, promoting positive behaviour, and nurturing a healthy learning environment.

GAIN Tokens:

Pupils are able to achieve 'GAIN tokens', given out at the discretion of staff members, as a reward for positive behaviour. These are displayed around school for pupils to make visual links (Appendix 2) Each token represents a school value:

- Grow: The growth in personal character, making strong links to our behaviour curriculum.
- Achieve: Displays of academic achievement, including achieving a personal best in lessons.
- Inspire: Showing inspirational behaviour and being a positive role model for others.
- Nurture: Showing kindness and compassion for others, looking after both people and our school environment.

Tokens are accumulated into an individual 'prize pot' for the pupils, and they are able to cash in their tokens for prizes, which are displayed in school. Once a pupil cashes in their tokens, they are presented with their prize, along with a personalised certificate, during the weekly 'Celebrating Me' assembly.

GAIN Time:

At the end of each morning and afternoon, a short amount of GAIN time is given to pupils. This is a time where reward items, chosen by pupils, are available to use. This time is earned each morning and afternoon and is also when repair and reflect will take place, if needed.

Other opportunities for recognition:

In addition to GAIN tokens, all teachers are expected to provide positive verbal feedback, where appropriate, and may choose to give pupils stickers for Wow moments.

Consequences (Sanctions)

In events where pupils have not followed the values of our school, opportunities to repair and reflect will be given during GAIN time, at the end of lunchtime or the end of the school day.

Examples may include, but not restricted to:

- Time to complete learning goals not achieved during lesson time

- Opportunities for restorative practice or working with the child to develop strategies which could be implemented in the future

Further sanctions may be implemented where appropriate:

- Reminder, redirection and supported regulation
- Temporary loss of an activity or privilege (such as, GAIN time)
- Supervised removal from a particular activity or learning environment
- Increased staff support or targeted intervention
- Review of Pupil Risk Assessment or Support Plan
- Internal suspension, where used
- Suspension or permanent exclusion in serious or persistent cases.

A written record will be kept of every sanction imposed for serious misbehaviour, including the reason for the sanction, the decision-maker, relevant contextual and the action taken.

Recording and Monitoring

All significant behaviour events are recorded on BromCom, as either a 'negative behaviour event' or 'physical intervention'.

The senior leadership team will monitor the use of consequences to ensure that they operate with due regard to equal opportunities and anti-discrimination. A termly analysis takes place and is shared with staff to identify trends and next steps.

In addition, we recognise some pupils may need further tracking for specific needs, such as, sensory, toileting and internal absconding. This helps us to track SEND related behaviours which do not fall directly into a positive or negative category. This is monitored and analysed by the SENCO and headteacher.

Pupil Risk Assessments

Where needed, risk assessments will be carried out for pupils. This outlines:

- Hazards presented
- Potential severity
- Likelihood
- Risk Rating
- Mitigating factors
- Overall score

Pupil risk assessments are shared with all staff as part of their induction process and regularly reviewed and shared during daily briefings. All staff members must sign to confirm they have read the risk assessment.

Learners with Exceptional Behavioural Needs (External Agencies)

The majority of learners at Willow School will respond positively when within these guidelines but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner. We do this by:

- Working in line with this policy
- Putting in additional support, tailored to the specific needs of each learner
- Observations in a range of contexts
- Working closely with our occupational therapist to provide tailored plans
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Positive Behaviour Support Plan detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff/professionals working with the learner.
- Drawing on additional resources from beyond the school, e.g. CAMHS, EP support, Children & Young People with Disabilities Service (Social Care) and medical specialists
- Following the Behaviour Ladder of Intervention
- Parental and family support to implement changes in strategies

Some pupils need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a pupil's school day, we always plan jointly with the parents and carers, the Local Education Authority and external agencies.

On-Going Support

CPD

CPD takes place throughout the year and is an on-going process for all staff. We use National College and Enable to provide training for staff, as well as external providers.

Each week, our sensory occupational therapist is in school and works alongside pupils, staff and families to provide support and strategies which can be used.

Monitoring

Behaviour is monitored regularly through our termly monitoring schedule. This takes place through observations, surveys and regularly reviewing any entries on BromCom. This enables us to establish any patterns and trends and respond accordingly, through changes, external support or CPD.

Restrictive Interventions- Including Reasonable Force

Willow School follows the Department for Education guidance *Restrictive interventions, including use of reasonable force, in schools*, effective from 1 April 2026, and its separate Restrictive Intervention/Reasonable Force Policy.

All members of school staff have the legal power to use reasonable force in limited circumstances to prevent or stop a pupil:

- Causing injury to themselves or another person
- Committing a criminal offence
- Damaging property or

- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

Reasonable force means using no more force than is necessary for the least amount of time. Any intervention must be necessary, proportionate to the risk presented and stopped as soon as it is safe to do so. Force must never be used as a punishment.

Wherever circumstances permit, staff will use prevention, communication, environmental adaptations and de-escalation before considering a restrictive intervention. However, staff may need to act immediately where delay would expose a pupil or another person to harm.

Staff must consider the pupil's age, size, communication needs, SEND, medical conditions, trauma history and other vulnerabilities. They must have regard to the Equality Act 2010, including the duty to make reasonable adjustments and seek to preserve the pupil's dignity.

Staff must not use any technique that compromises a pupil's airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck or abdomen. Ground restraint carries particular risk and must be avoided wherever possible.

Seclusion must only be used as a non-disciplinary safety measure to protect others from harm during significant dysregulation. It must not be threatened or used as a punishment. The pupil must be supervised continuously and allowed to leave as soon as the immediate risk has reduced.

Appropriate everyday physical contact—such as first aid, comforting a distressed pupil, praise, agreed support or guiding a pupil during an activity—is not automatically reasonable force. Staff must exercise professional judgement, consider the pupil's wishes, needs and vulnerabilities and follow safeguarding arrangements.

Staff who are likely to use restrictive interventions will receive appropriate training in prevention, de-escalation and the safe and lawful use of intervention. Training does not remove the requirement for staff to assess whether each intervention is necessary and proportionate in the particular circumstances.

Reporting Arrangements

- Every significant incident involving force must be recorded on our agreed proforma as soon as practicable, with staff involved endeavouring to complete it the same day
- All staff involved should read, contribute (where appropriate) and sign the form
- Every incident of seclusion or restraint must also be recorded, including non-contact restraint such as removing a walking aid or physically blocking a pupil
- Parents must receive written information as soon as practicable, with the school endeavouring to do so the same day
- These duties apply even where an intervention is anticipated in an agreed behaviour support plan.

The form contains:

- Pupil and staff names

- Date, time, location and approximate duration
- Antecedents and known or potential triggers
- Preventative and de-escalation strategies used
- The type and degree of force or restriction
- Why it was considered necessary and proportionate
- Injuries or adverse effects
- Medical attention and post-incident support
- When and how parents were notified
- Follow-up action and any changes to plans or risk assessments.

Absconding

Control Measures and Procedures to Prevent Absconding

In order to prevent a child absconding, the following control measures and procedures are in place:

- Site security – including fences, gate codes and Paxton magnetic door locks
- Gate is always supervised by a staff member during drop offs and collections with a clear hand over system in place
- Effective supervision is in place for all pupils
- Individual Pupil Risk Assessments (PRA) clearly detail individual control measures
- Local Area Risk Assessment in place
- Risk assessments undertaken for all visits beyond the local area
- A clear and consistent behaviour system in place

School Procedures

Dynamic risk assessment should be used and applied on a case-by-case basis.

1. De-escalation techniques applied by supervising staff and if necessary and safe, physical intervention to be applied.
2. Continued monitoring and verbal direction and guidance by supervising adults.
3. Leadership team to be informed of absconding beyond the site perimeter. This must not put remaining pupils at risk.
4. Pupil should not be chased unless considered vulnerable. Wherever possible, eyes should be kept on the pupil and reminders to be given on the next step of the procedure.
5. 5 minutes to be given to allow the child to return to school or last seen location if the child has moved out of sight.
6. A local search to be carried out by staff.
7. After 10 minutes, parents or carers to be contacted and advice taken from the police (or other emergency services).
8. In the case of a very vulnerable child (see PRA) police and parents to be informed immediately.
9. A behaviour event must be completed on BromCom.

10. Follow up discussion and school action to take place and the Pupil Risk Assessment (PRA) to be updated accordingly.

Proposed waiting periods should not override a dynamic safeguarding risk assessment. Contact with police and parents should depend on the pupil's immediate vulnerability and known risks. Some cases will require an immediate call.

Appendix 1: Example Behaviour Curriculum

Term 1		
Week 1	Getting to know our school	• Tour of the school • Use of each room • Expectations – fire door etc.
Week 2	Walking outside of school	• Roads and paths • Partners Listening to adult instructions
Week 3	How to safely use the stairs	• Keep to the left • Walking not running • Single file • With an adult or ask an adult
Week 4	What do we do if we need some time out?	• Places to go – The Cave, The Barrel • Tell an adult – words or Widgits • What helps you feel better?
Week 5	How do we behave at lunch time when eating?	• Polite manners • Rubbish in bin • Only eating at the table and not walking around • Not talking with mouth full • Picking up food that you drop
Week 6	How do we tidy up?	• When we use something we put it away where we found it • Choose it, use it, put it away
Week 7	<i>An opportunity to revisit any areas if needed or to allow for a new area of focus which may have arisen throughout the term.</i>	

Appendix 2: Tokens

