

Behaviour Policy and Statement of Behaviour Principles

DOCUMENT INFORMATION – FRONT SHEET

Please note – Physically printed copies of this policy may be out of date. For the most up to date policy please go to the School Website or contact the School Office.

POLICY DETAILS

POLICY OWNER/AUTHOR	NEW POLICY	CURRENT POLICY - REDRAFT/AMENDMENTS	
Alpesh Modi	No	Yes – Updated WB 22 nd April 2026	<i>If Yes please provide brief details of changes below in the version history section and highlight changes in yellow.</i>

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DATE APPROVED/REVIEWED		APPROVED BY	
NAME OF LIFE MAT SCHOOL	Ibstock School		

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1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all students
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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 2023](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Guidance on restrictive interventions, including the use of reasonable force, in schools.](#)
- › [Supporting students 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
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Our Belief, Expectations & Definitions

Good behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. Behaviour is never somebody else's responsibility. It is all of ours.

3.1 Our Values

High standards of behaviour and care are fundamental to the success of our school. All staff share a collective responsibility to model exemplary conduct and to maintain a positive learning environment in which positive behaviour is encouraged and recognised, and where instances of behaviour that does not meet expectations are managed consistently and appropriately.

At Ibstock School, all actions and expectations are shaped by our **OUR Values: Opportunity, Understanding and Responsibility**. Our guiding principle, "*Helping OUR community to thrive*" supports these values and informs the way we encourage students to uphold them. We believe that positive behaviour is essential to ensuring the success and wellbeing of our students and the school community as a whole.

This policy has been developed following consultation with students, staff and parents. It outlines expectations for student conduct both in lessons and during unstructured time, to promote the highest quality learning environment and to ensure that Ibstock School remains a safe, respectful and rewarding place in which to study.

Effective behaviour management is founded on consistency, clearly defined systems, shared expectations, reflection, and mutual respect.

In order to achieve this we:

- Ensure all staff model the highest standards of behaviour and challenge all students to do the same
- Continually promote positive behaviour and discipline
- Ensure absolute clarity about the standards of students' behaviours
- Praise positive behaviour and celebrate all successes
- Promote self-esteem, resilience, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensure fairness of treatment for all, with inclusion secured according to specific learning/behaviour need
- Ensure the school's rewards and consequences are clearly displayed in and around our school
- Promote early intervention
- Provide a safe environment free from disruption, violence, bullying and any form of harassment
- Ensure we build positive relationships with parents and carers of all student

3.2 We expect students at Ibstock School to:

- Show their best selves at all times
- Arrive to school and lessons on time ready to learn
- Wear the correct full school uniform including lanyard clearly on show at all times except in PE lessons where the Ibstock School PE kit must be worn
- Have their appropriate school equipment in order to meet our OUR Values, including a black pen, green pen, pencil, ruler, water bottle, bag and coat.
- Conduct themselves around the site in a calm, safe and sensible manner and follow school rules at all times and in all places in line with OUR school Values.
- Follow staff instructions.
- Show respect towards other students, staff and visitors and embrace our expectations that there is no homophobia, sexism, racism, in appropriate language or bullying in line with our core values, and our antibullying and safeguarding policy
- Use indoor voices when inside the building
- Complete all work set in lessons to the best of their ability – we strive for one hour's lesson to be one hour's work
- Complete and hand in homework at the time requested
- Listen in silence when someone is talking
- Respect the answers, opinions and views of other members of our school community
- Respect our school environment and all equipment and resources
- Help each other in lessons and learn with, and from, others
- Respect the personal space of others
- When outside: all rules apply. Ball games allowed on Astro and HSC with staff supervision only. Fields open for the summer term only, or as directed by weather

conditions. The area around the Wheel and in front of Maths/MFL is for quiet activities.

3.3 We expect staff at Ibstock School to:

- Be at the door greeting students positively at the start of the lesson
- Gain deep understanding of their students
- Ensure students are wearing the correct school uniform and Crew leaders/PE staff, follow up where necessary with home.
- Have the highest expectations of behaviour and implement our policy consistently check students are ready to learn (following Ibstock's OUR Values)
- Create a swift and purposeful start to the lesson.
- Deliver quality first teaching - well-planned and structured lessons which are challenging, engaging, and differentiated to meet all individual needs.
- Keep students in lessons wherever possible; never letting them out for non-essential reasons. Any student allowed to go somewhere in a lesson must wear an orange lanyard.
- Promote and reinforce positive behaviour in the classroom linked to the school's positive Behaviour Management System, including the use of whole school achievement processes and faculty rewards processes.

3.4 To ensure success:

- All staff are responsible for building/repairing relationships, as well as any punitive action taken by the relevant person.
- The Crew leader is central to the pastoral system. The pastoral system is focused upon first attention to best conduct to develop welfare and support, not consequence.
- All systems are simple, accessible and manageable.
- The Pastoral and wider inclusion team has an overview of support provided for students with behaviour difficulties, this is regularly reviewed and updated.
- Administrative staff (wherever possible) are responsible for the administration of the system. Teaching staff should spend a minimal amount of time involved in administrative tasks.
- The implementation of this policy undergoes frequent development. As such, various appendices are attached, which highlight the procedures in force at the current time.

3.5 Definitions

Misbehaviour is defined as:

- › Defiance
- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork/homework/consequence(s)
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking/vaping/use of vape products and/or instruments
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or 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)

4. 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Further details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy -

[Ibstock School Anti Bullying Strategy](#)

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

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 behaviour that does not meet expectations
- › Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of students
- › 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 students 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 students both consequences and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for students
- › 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 students
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular students
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

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.

5.5 Students

Students 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 they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

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

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

Students 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 students who are mid-phase arrivals.

All staff share responsibility for explicitly teaching, consistently modelling and maintaining the standards of behaviour expected at Ibstock School.

This is underpinned by:

- clear routines and expectations
- consistent modelling and reinforcement by staff
- restorative and reflective approaches to behaviour
- explicit teaching of conduct, routines and social expectations
- high levels of pastoral support and intervention where required
- a shared commitment from all staff to uphold standards consistently

The Culture Curriculum is underpinned by:

Through a clear and consistent Culture Curriculum, we ensure that all students understand what is expected of them, why those expectations matter, and how to conduct themselves successfully in lessons, around the site and within the wider community. This curriculum is taught explicitly, revisited regularly and reinforced by all staff through daily practice, pastoral support and consistent follow-up.

Our Culture Curriculum is rooted in our OUR Values of Opportunity, Understanding and Responsibility. These values shape the routines, expectations and standards we uphold across all aspects of school life and support our guiding principle of helping OUR community to thrive.

At Ibstock School, we believe that positive behaviour must be explicitly taught, modelled, practised and reinforced in the same way as academic knowledge. A strong school culture does not happen by chance; it is built through clarity, consistency and shared responsibility.

6. Culture Curriculum

6.1 Restorative Approaches

Restorative approaches are intended to support accountability, reflection and positive behaviour change. They form an important part of our wider Culture Curriculum and our commitment to helping students understand, improve and succeed.

What do you think needs to happen to make things right?

What has been the hardest part?

What impact has this had on you and others?

What did you think when you realised what had happened?

When someone has been harmed:

Who has been affected by what happened, and in what way?

What have you thought about since?

What were you thinking at the time?

What happened?

When things go wrong:

Staff may use restorative questioning to support this process. Questions may include:

- make better choices in the future
- identify how they can put things right
- take responsibility for their behaviour

- recognise the impact of their choices
- consider who has been affected and how
- reflect on what has happened

Restorative conversations should support students to:

All staff are expected to use restorative practice, particularly when dealing with low-level disruption, conflict or poor choices within lessons and around the school. This may include a restorative conversation in the classroom, a corridor conversation or a planned follow-up discussion after an incident.

At Ibstock School, restorative approaches are used to support reflection, repair relationships and help students learn from incidents. This does not replace consequences or consequences where these are required, but instead strengthens the educational and relational aspects of behaviour support.

The school has adopted a restorative approach alongside its behaviour systems. Restorative practice recognises that behaviour that does not meet expectations and conflict can have an impact on relationships, learning and the wider school community. A restorative approach seeks to address this by encouraging students to take responsibility for their actions, understand the impact of their behaviour on others, and make positive choices moving forward.

6.2 Culture Curriculum

All students, including new starters and mid-year arrivals, will be supported to understand and follow the Culture Curriculum through induction, reteaching and ongoing pastoral support where required.

The Culture Curriculum is reviewed regularly by school leaders to ensure it remains relevant, clear and effective. It forms a key part of our wider behaviour strategy and supports the implementation of this behaviour policy across all aspects of school life.

Where students struggle to meet expectations, the Culture Curriculum provides a shared language and framework through which staff can reteach, support and intervene appropriately. This ensures that behaviour is approached not simply through consequence, but through education, reflection and consistent pastoral support.

The Culture Curriculum is designed not only to secure good conduct, but also to support students in developing the habits and character needed for success in school and beyond. By teaching routines explicitly and responding consistently when expectations are not met, we help students to:

- contribute to a calm, safe and purposeful environment
- take pride in their school community
- build positive relationships
- understand the impact of their behaviour on others
- develop self-discipline and self-regulation

Staff are expected to actively teach and reinforce the Culture Curriculum through their daily interactions with students. This means all adults in school share responsibility for ensuring that expectations are consistently upheld and that students receive the same clear messages regardless of lesson, area or member of staff.

Expectations are revisited regularly throughout the academic year and are adapted where necessary in response to school priorities, emerging behaviour trends or the needs of specific year groups or cohorts.

The Culture Curriculum is delivered through a combination of:

- Ongoing pastoral and leadership communication
- Restorative conversations and reflection following incidents
- Daily reinforcement in lessons and around the site
- Staff modelling and correction
- Explicit teaching of routines
- Assemblies
- Crew time

Across these areas, students are explicitly taught the routines and behaviours that help maintain a strong culture for learning, safety and belonging. These include, but are not limited to:

- Recognising the link between attendance, behaviour and achievement
- Understanding the importance of kindness, inclusion and reporting concerns
- Representing the school positively in the wider community
- Using social and communal spaces responsibly
- Following staff instructions first time
- Entering and exiting classrooms in a purposeful and orderly way
- Wearing full and correct uniform
- Arriving punctually and prepared for learning
- Moving around the building calmly, quietly and safely
- Speaking respectfully to staff, peers and visitors

The Culture Curriculum provides students with clear behavioural expectations in the following areas of school life:

- OUR Attendance
- OUR Responsibility
- OUR Understanding
- OUR Unstructured Times
- OUR Community
- OUR Communal Areas
- OUR Corridors
- OUR Lessons
- OUR Uniform
- OUR Respect

The Culture Curriculum is rooted in our OUR Values of Opportunity, Understanding and Responsibility. These values underpin the conduct we expect from all members of our school community and are used to teach students how to behave successfully in a range of contexts across the school day. The purpose of the Culture Curriculum is to ensure that expectations are not assumed, but are instead clearly defined, regularly taught and consistently upheld by all staff.

At Ibstock School, we recognise that positive behaviour must be explicitly taught, modelled, revisited and reinforced in the same way as academic knowledge. Our Culture Curriculum

sets out the routines, expectations and habits that enable all students to thrive within a calm, safe, respectful and purposeful school environment.

6.3 Mobile phones and smart devices

It must be noted that Ibstock School is not liable for any lost property, damage or theft of mobile phones, digital devices or earphones used on school grounds or at school events.

In reference to devices owned and distributed by Ibstock School, the school reserves the right to determine appropriate use and the installation of software and apps. Please refer to the Acceptable Use of Computer and Internet Resources Policy. Devices issued by the school must not be used during break or lunchtime unless in designated and supervised areas for learning purposes.

Ibstock School's position is that concerns associated with such devices include the potential for disruption to teaching and learning, theft, privacy and child protection issues, inappropriate use, bullying, cyber-bullying, safety concerns, anti-social behaviour, internet filtering concerns, the transfer or downloading of inappropriate material, and interference with the approved communication processes of the school.

References to mobile phones and digital devices include, but are not limited to, mobile phones, smartwatches, speakers, earphones and any devices other than those issued to students by Ibstock School. The definition of earphones includes, but is not limited to, wired and wireless earphones, airpods and headphones.

Ibstock School reserves the right to incorporate any new technologies or devices within the definitions of this school policy.

In order to build a culture of high expectations and to safeguard all members of our school community, students and their parents/carers are required to support and uphold the Ibstock School policy for the appropriate use of mobile technologies and digital devices in all areas of school life.

Persistent or significant breaches of expectations regarding mobile phones and digital devices may result in parental meetings, behaviour contracts and/or a form of suspension.

Failure to comply may result in referral to a member of the Senior Leadership Team, who will determine whether further consequences are required.

Failure to follow instructions will result in the student receiving a detention in addition to confiscation of the device.

Initially, students will be asked to hand over their device to a member of staff. The device will be placed in an envelope and stored safely in reception for collection at the end of the school day.

Failure to follow these expectations will be dealt with as follows:

Students are not permitted to photograph or record incidents on school grounds or whilst in school uniform. This includes, but is not limited to, physical altercations, bullying incidents or any behaviour involving other students or staff. Such actions may result in serious consequences, including suspension.

Students are expected to comply politely and immediately with staff instructions regarding mobile phones, digital devices and earphones.

Students must ensure that all mobile phones and non-school-issued digital devices are switched off and kept in school bags upon entering school grounds and during the school day.

Earphones, headphones and airpods of any kind must not be used, seen or worn while at Ibstock School or at school events, including during social times and when moving around the site.

Mobile phones and digital devices, including smartwatches used for communication, must not be used, seen or heard anywhere on the school site unless explicitly authorised by a member of staff.

According to the definitions above, which remain the ongoing right of Ibstock School to determine:

6.3.1 Expectations for students regarding mobile phones and digital devices

All communication for students between 8.15am and 3.00pm should be directed through the school reception.

Parents and carers must not contact students directly via mobile devices during the school day unless advised to do so by a member of Ibstock School staff.

Parents and carers are expected to support the Mobile Phone and Digital Devices Policy and its implementation as a condition of their child's enrolment at the school.

Further details on Ibstock's school's mobile phone policy can be found here:

 [Ibstock School - LiFE MAT Mobile Phone Policy March 2026.docx.pdf](#)

7. Responding to Behaviour

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

[Child Protection Policy](#)

7.1 Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Achievement Points
- Queue Jump cards
- Raffle tickets
- Communicating praise to parents/carers via a phone call or written correspondence via email and/or Arbor in app message
- Certificates, prize ceremonies or special dedicated termly rewards assemblies – Faculty Colours
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or program
- Whole-class or year group rewards, these are held internally and externally in the form of reward events and trips.

Positive behaviour management is used by all staff at Ibstock School. We advocate a first attention to best conduct policy. It is designed to recognise students who follow our rules and behave sensibly. It also imposes consequences on those few students who choose to break the rules. The whole programme centres on students making the correct choices, putting things right and completing a suitable consequence. Consequences for behaviour that does not meet expectations should build in restorative justice and community service where appropriate.

7.2 Responding to misbehaviour

We believe that every student deserves the best teaching and learning opportunities that we can provide. If a student's behaviour prevents this from taking place and they refuse to comply with our expectations for positive behaviour, we reserve the right to issue consequences, fixed period or permanent exclusions.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following consequences in response to unacceptable behaviour:

Poor behaviour is dealt with by a graduated response, allowing students to reflect and amend their behaviour before a more severe consequence is applied. Our procedure in a lesson is as follows:

- Verbal warning(s) such as, a student may be reminded to listen in silence.

- A restorative discussion between the teacher and student such as, I have made it clear you are to listen in silence. How can I support you in following this instruction?
- Warning to IMPROVE, if students continue to display behaviour that does not meet expectations. This will result in a class teacher detention to be sat that day for up to 10mins.
- If behaviour that does not meet expectations continues, the student may be removed from the lesson. Alternatively, the teacher may use their professional judgement to move the student within the classroom or to an alternative learning space. If a student reaches this stage, they will be expected to complete a detention the following day.
- Should the behaviour that does not meet expectations continue, or is extreme. This will result in an escalated consequence.
- Students who fail to attend set detentions will proceed to the next level.

Staff are expected to record consequences, any detentions and contact home appropriately on Arbor in the Behaviour Management and Communication Log sections.

Extreme behaviour that does not meet expectations can result in students being removed from lessons immediately without following this protocol.

Where students regularly disrupt lessons, extended detentions are used – break, lunch and after school, as well as Faculty/Pastoral Manager/Senior Leader/Crew leader reports being used.

7.1.1 Corridor Conversation

Teachers may hold a corridor conversation with a student if the student continues fail to meet expectations after the 'improve' stage of the behaviour system.

Corridor conversations must focus on three key areas,

Relate, Regulate, Reflect

The corridor conversation must be based on three key questions;

1. Relate: I can see you are struggling with the lesson today... What can I do to help you?
2. Regulate: Can you remember in a previous lesson when you made the right choices and were SUCCESSFUL?
3. Reflect: What are you going to do differently to make sure you stay in my lesson?

7.1.2 Removal from classroom

In cases where a student has been defiant or has failed to improve on their behaviour, they will be removed from the classroom. This will lead to a student receiving a detention or in some cases, an escalated consequence.

The law allows school to keep students for detention without informing parents. We want to work in partnership with parents and will not set detentions of more than 1 hour without letting parents know, usually via a message through Arbor, email and/or phone call.

The law allows schools to keep students for detention without parents agreeing. We do not expect parents to try to prevent students being in detention as this puts everyone in an impossible position.

Students will be expected to make their own way to the detention.

Students are expected to attend detentions independently. Should a student fail or refuse to complete their detention, may be placed with their Crew leader, member of staff or a member of SLT between 9am – 11am the following day and then be expected to complete the detention that day. Students who repeatedly fail and/or refuse to attend detentions will progress up the behaviour consequence system accordingly. Failure to complete the consequence, could result in the student moving up the consequence system, including even issued with a form of suspension for a fixed period of time, upon return the student may be expected to complete the day with their Crew leader to support their reintegration back into Ibstock School.

To further support your child's reintegration, parental contact may be made to discuss how we can work together to modify the behaviour of the student in that Department/s area/s.

7.4. Report Cards and their use

In common with most schools, Ibstock School uses a combination of weekly whole school, department and pastoral reports to monitor our students. A student can go on report for various reasons, including a positive report. Students causing particular concern can be placed on report, usually after having raised a number of behaviour concerns.

Parents/carers will be notified when a student is placed on report by the teacher placing the student on report. When on report, students are expected to meet each day with whomever is monitoring their report.

Our Reports at IBSTOCK SCHOOL	
Crew Leader Report	Monitored by Crew leader in coordination with Pastoral Manager
Pastoral Manager Report	Monitored by Pastoral Manager across the range of subjects
Senior Leadership Team Report	Monitored by a member of the Senior Team

Students are placed on report for up to a 2 week period. Any students who do not reflect progress on their report is set time owed which is held with the member of staff running the report. FT set up to 10mins det for any poor lesson. PM set up to 20 mins and SLT up to 30mins. Repeated failure will mean that the student will remain on report for a further period of time. The same conditions apply for passing or failing the report on the subsequent number of days, however failure a second time could lead to a student being placed with a member(s) of staff during the school day to make up on lost learning time and reduce any further disruption to lessons.

7.5. Corridor expectations

Poor corridor behaviour is never acceptable, and consequences will include:

- detentions
- meeting with parents
- being placed on report
- being placed with a member of staff for a period of time
- being supervised whilst on corridors
- being excluded from areas of the school
- a form of suspension (internal/fixed period) or exclusion (permanent)

7.6. Contracts

There may be occasions when the school will draw up a behaviour or Keep Your Distance contract which must be agreed and signed by students at each stage of behaviour that does not meet expectations. If the terms of this contract are broken, this could lead to further suspensions; these could be internal, fixed term or even possibly permanent exclusion dependent on the severity or frequency of the incident/s.

7.7. Extreme behaviours

We will never tolerate:

- Students putting themselves or others at risk
- Physical or verbal aggression or abuse
- Racism, Sexism or Homophobia or bullying – see our Anti Bullying policy
- Damage to the school environment (all non-accidental damage will be charged to parents/carers)
- In addition to the consequence imposed, parents will need to come into school and support us in ensuring that this behaviour is never repeated.

7.8.1. Internal Truancy and not being in the Right Place

If a student refuses to attend a lesson they will be issued with a detention for the lesson they have refused to attend (defiance). Their class teacher or that subject's HoD may hold a restorative conversation whilst the child is in the detention to ensure learning is continued during the detention and in the consequent lessons. Teachers may contact home to inform parents' of the outcomes of the conversation.

If a student is significantly late to a lesson, walks out of a lesson and refuses to return, walks off from where they should be, or is found out of lesson, they will be issued with a detention on the same day or in most cases, the following day for the lesson they have failed to attend.

If multiple refusal to attend lessons during the school day, this will result in an escalated consequence during the school day and/or the following day(s).

7.8.2. Damage to the school/equipment

If a student damages the school or equipment, parents may be asked to come in to see the damage caused. Parents will be expected to pay for any damage done to the school by students in full and will be invoiced. Students will not be allowed to go on any trips or rewards activities until this reparation is made.

7.8.3. Smoking/vaping/use of vape products and/or instruments and Vaping

The school has a strict no smoking/vaping/use of vape products and/or instruments/Vaping policy which includes e-cigarettes and other gadget style products. Any students reported to be smoking/vaping/use of vape products and/or instruments on, or near, school site will result in the following consequences:

Students will be issued with a detention with a senior leader, internal suspension or a suspension. As well as, parents being informed via phone call home and letter.

7.8.4. Drugs

We do not tolerate drugs in school. Any suggestion that a student has drugs will lead to a search and testing. Any student found to have taken drugs, or with drugs in school will be Suspended. Were a student to be found to be supplying or concerned in the supply of drugs, or with a quantity of drugs, they will not be allowed to return to our school. This is because we will keep our school free of drugs. Ibstock School would confiscate any drugs found in school and hand them into the police.

7.9 Restrictive intervention including reasonable force

Restrictive intervention covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of restrictive intervention must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of consequence
- › Be recorded and reported to parents/carers

*See appendix 2 for our Restrictive interventions policy

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.9.1 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other students or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- › Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes or boots

Searching students' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Lockers
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any search that involves searching a student, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlements and welfare of the pupil
- › Not be a police officer or otherwise associated with the police
- › Not be the headteacher
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a search

After any search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screen and search students

The law gives schools the power to screen and search. Authorised members of staff can search a student's belongings, including using an electronic magnetic wand, without consent for prohibited items, if there is suspicion of a weapon, stolen goods or illegal substances. If prohibited items are found the school will consider this to be a serious incident and will deal with it accordingly. Any search undertaken will be witnessed by a second, same sex member of staff and follow a strict protocol. Where students are thought to have non-allowed items staff will ask to search them. A student refusing this will have to be dealt with as if they had got the item suspected.

7.10.1. Screen and Search Policy

In line with national guidelines, the Headteacher and other authorised staff have a Crew leader power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

As a school we follow the guidance laid out in 'Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies'

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.1 Online misbehaviour

The school can issue behaviour consequences to students for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.2 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher and/or a member of the Senior Leadership Team and/or Designated Safeguarding Lead and/or a pastoral manager will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

8.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

9. Serious consequences

9.1 Detention

Any member of staff employed by Ibstock School possess the power to issue a student a detention.

Students can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- › Compromise the pupil's safety
- › Conflict with a medical appointment
- › Prevent the pupil from getting home safely
- › Interrupt the pupil's caring responsibilities

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all students
- › Allow the disruptive pupil to continue their learning in a managed environment

- › Allow the disruptive pupil to regain calm in a safe space

Students who have been removed from the classroom are supervised by staff within the removal room, and will be removed for the remainder of their lesson and/or for as long as the end of the school day dependant on the student's behaviour.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as internal suspension, external suspension, placement at a partner school, a managed move or an alternative timetable with support of our onsite provisions.

- › Meetings with learning coaches
- › Use of teaching assistants
- › Short-term behaviour report cards
- › Long-term behaviour plans
- › Pupil support units
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

9.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent behaviour that does not meet expectations which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information;

The school uses a range of different types of suspensions, both in school and at home. The underlying principle is that of restorative justice and students working on what went wrong when they are not in lessons. In considering whether to suspend students from their normal lessons, the student will always be given the opportunity to relate their version of events, normally with a written statement.

Whenever a student commits a 'suspend-able offence', reference will be made to previous records, both in terms of the student's SEND or vulnerability and also any previous misbehaviour. All students move through the following stages each time they are suspended. Whenever a student is suspended, they will be reviewed in internal strategic

meetings and staff will follow the behaviour continuum to ensure effective support and rehabilitation is offered and implemented.

Any students who are suspended will be invited in for a re-integration meeting with their parents following the suspension. This is a vital part of our pastoral support. Parental support is a vital part of this process.

Suspension in school – Level One	Suspension A1	Senior Leadership intervention. This could include: <ul style="list-style-type: none"> • Multiple days lunchtime detention • Time spent under the supervision of their Crew leader 	Phone call home by PM
	Suspension A2	One Day with their Crew leader– this will include behaviour intervention and a Graduated Approach Support Plan will be put in place	Meeting with PM and student. GRADUATED APPROACH INTERVENTION sent home and signed by parent and student.
	Suspension A3	Multiple days with their Crew leader and/or SLT– this will include a graduated approach intervention	Meeting with PM and parents. GRADUATED APPROACH INTERVENTION+2 agreed and 12 week review begins.
	Suspension B	Up to 5 days in with their Crew leader and/or SLT and/or an NFH suspension and/or any other form of suspension deemed appropriate	Meeting with Assistant Headteacher (Behaviour) and relevant PM. GRADUATED APPROACH INTERVENTION agreed and 12 week review begins.
	Suspension Bi	An NFH suspension, or any other form of suspension deemed appropriate	Meeting with AHT/DHT and parents. GRADUATED APPROACH INTERVENTION agreed and 12 week review begins
Suspension at home Level Two	Suspension C	An escalated form of suspension	Meeting with DHT and parents Reintegration meeting targets set. PM to implement GRADUATED APPROACH INTERVENTION+3 and 12

			week review begins/modified. Ignite referral and discussion at panel
	Suspension D	Fixed term suspension	Meeting with PM or Assistant Headteacher with DHT Reintegration meeting targets set. PM to implement GRADUATED APPROACH INTERVENTION+2 and 12 week review begins/modified. An offsite direction to a partner school may be sought. Ignite involvement in place
	Exclusion E	Permanent exclusion	Headteacher informs parents/carers of decision.

Providing a student has not received a a form of suspension for a period of up to 5 weeks, the student will reset. For those students who have received a a form of suspension, a professional judgement is made as to the best course of action. Where an internal suspension or another form of suspension has been used because a student has refused to comply, the student MUST complete the detention/suspension when they are readmitted.

The school aims to produce caring, thoughtful young citizens with the skills to apply self-discipline in a variety of settings, both within schools and outside. The consequences should aid the student in future thoughtful decision making and self-discipline.

It should always be made clear that we disapprove of chosen behaviour, not the young person. Belittling or shouting at a student does not assist in helping to deal with problem behaviour constructively, and often aggravates/inflames a situation. Self-respect and emotional intelligence are essential components of good responsible behaviour; as adults we must treat young people with respect, in order to show them how to respect themselves and respect each other.

9.1. Excludable Offences

Excludable offences where students do not move up the consequence system unless they commit the same offence within 5 weeks are:

- Failing report
- Letting down the good reputation of the school in public
- Failing to attend detention on multiple occasions.

For some excludable offences, students move up a stage (A1, A2, A3) and remain at A3. For other offences, students may receive fixed-period suspensions if they have already reached A3. The underlying principal behind the list of offences that may

escalate beyond suspension at school is that they cause personal harm, either physically or emotionally. Offences include:

Incidents to remain at Suspension - Level One	Incidents that MAY escalate beyond suspensions at school – Level two
Refusal to follow the instructions of a member of SLT	Assault upon another student
Refusal to move to another classroom when asked by a member of staff	Bullying of another student/s
Walking away from a member of staff	Carrying an offensive weapon
Incidents relating to improper use of social media	Dangerous refusal to follow instructions
	Deliberate dangerous behaviour
	Deliberate damage, vandalism, or graffiti
Discriminatory behaviour including and not limited to disabilities, homophobic and racist behaviour within our school community in line with the protected characteristics under the Equality Act 2010 including:	
	Drug related incidents (including alcohol and smoking/vaping/use of vape products and/or instruments)
	Highly offensive or discriminatory language to any staff or students
In arriving at a decision to use the Inclusion Base a number of factors will be considered: <ul style="list-style-type: none"> • the emotional state of the student • any intention to be defiant, or conversely, desire to avoid further confrontation • the efforts made by the member of staff to help the student manage the situation. 	Inappropriate physical contact with students or staff
	Intimidating or threatening behaviour towards staff or students
	Involvement in pornographic materials
	Physical assault on staff
	Serious malicious allegations
	Sexual abuse or assault against a member of staff or another student
	Stealing

9.2. The following behaviour may lead to permanent exclusion

Ibstock School works closely with LiFE partner schools, esp the Forest Hub schools of Ivanhoe and Ashby school. These partnerships allow us to look for alternatives to permanent exclusion when behaviour at school is severe and extreme. Ibstock

School will work the NWLIP and with these partnerships to broker supportive plans in line with our behaviour continuum.

These include, but are not exhaustive to:

- programme management at alternative providers
- Offsite direction to partner schools,
- respite at LiFE school or an alternative partner agency.

Whilst we will always seek to avoid a permanent exclusion, there are times when this is required. The following incidents could lead to permanent exclusion:

- Persistent misbehaviour / repeated failure to accept the behaviour management system
- Very serious actual violence
- Sexual abuse, serious peer on peer abuse
- Assault against a member of staff
- Possession, supplying or use of an illegal drug
- Carrying or use of an offensive weapon
- Very serious and intentional damage to school property

The offences that lead to suspension will be reviewed and modified from time to time and the list above **should not be read as definitive or exhaustive**.

On occasion, where an incident is serious but not so serious as to lead to immediate permanent exclusion on its own (eg.. a serious unprovoked assault on another student), it may be decided to issue a fixed term suspension immediately, **even if it is a first offence**. In terms of the record keeping on the suspension continuum, the incident would still be recorded at the appropriate level.

For students with SEND or who are vulnerable on a B, C or D suspension, there needs to be discussion between the Pastoral Manager and the Assistant Headteacher (Culture & Expectations) about the nature/length of any consequence. This will be confirmed with the Deputy Headteacher and/or Headteacher.

Following a D suspension, should a student commit an excludable offence within five school weeks of their return to school it will be up to the Assistant Headteacher and the Deputy Head teacher to:

- Issue consequences within the inclusion base
- Organise respite/source alternative academic provision through NWLIP
- Recommend that Tier 4 consequences

10. Responding to misbehaviour from students with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their

SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach include strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Dedicated training for staff in understanding a variety of SEND conditions
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

10.2 Adapting consequences for students with SEND

When considering a behavioural consequence for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to consequence the pupil for the behaviour.

The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

[https://mychoice.leicester.gov.uk/Information/EHC#:~:text=Education%20Health%20and%20Care%20\(EHC,a%20high%20level%20of%20support.](https://mychoice.leicester.gov.uk/Information/EHC#:~:text=Education%20Health%20and%20Care%20(EHC,a%20high%20level%20of%20support.)

11. Supporting students following a consequence

Following a consequence, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Our strategy for reintegrating students following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction, or following suspension include measures such as:

- Reintegration meeting with parent/carer & student and/or pastoral manager
- Daily contact with a member of the wider pastoral team i.e. form Crew leader, mentor and/or Pastoral Manager
- A report card with personalised behaviour goals

12. Pupil transition

12.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restrictive
- › The needs of the students at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half term by Alpesh Mod, Assistant Headteacher.

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and local governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

15. Links with other policies

This behaviour policy is linked to the following policies

- › Child protection and safeguarding policy [Child Protection Policy](#)
- › Anti-bullying Strategy [Ibstock School Anti Bullying Strategy](#)
- › Charges for damages policy [Charges and Remissions Policy](#)
- › RSE Policy [RSE Policy](#)

Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All students, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to students at all times
- › Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by students and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Students are helped to take responsibility for their actions
- › Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

Appendix 2 – Restrictive Intervention

Use of Restrictive Interventions Policy (Including Reasonable Force & Seclusion)			
POLICY DETAILS			
POLICY OWNER/AUTHOR	NEW POLICY	CURRENT POLICY - REDRAFT/AMENDMENTS	
Vikki Rundle-Brown	Yes	N/A	<i>If Yes please provide brief details of changes below in the</i>

			<i>version history section and highlight changes in yellow.</i>		
VERSION HISTORY					
VERSION NO & DATE	VERSION 1 > MARCH 2026				
VERSION DETAIL & CHANGES	N/A				
PREVIOUS REVIEW DATE	N/A	NEXT REVIEW	MARCH 2027	REVIEW CYCLE	1 year
APPROVAL INFORMATION					
DATE APPROVED/REVIEWED	APRIL 2026	APPROVED BY	Trustees		
UNION CONSULTATION REQUIRED	No	IF YES, PLEASE STATE DATE OF CONSULTATION	N/A		
NAME OF LIFE MAT SCHOOL	Ibstock School				

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1. Aims and scope

At Ibstock School we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restrictive
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school
-

2. Legislation and guidance

This policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#). It also meets the requirements of:

- [Section 93 of the Education and Inspections Act 2006](#)
- Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996
- [Equality Act 2010](#)
- [Health and Safety at Work etc. Act 1974](#) and associated regulations
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education](#)

- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- Department for Education guidance on [searching, screening and confiscation](#)
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#))

This policy also complies with our funding agreement and articles of association.

3. Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- Examples of restrictive interventions could include:
 - Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
 - Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight
- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.
- Examples of the use of reasonable force could include:
 - A staff member guiding a pupil to safety by the arm
 - Staff breaking up a fight between pupils
 - A staff member restraining a pupil to prevent injury to the pupil, or others
 - A staff member holding onto a child to prevent them from a situation that may cause them harm
- **Restrictive** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.
- Examples could include:
 - A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
 - Removing a pupil's crutches
 - A staff member holding onto a child to prevent them from a situation that may cause them harm
- **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.
 - See section 3.2 of this policy for more information on seclusion.

- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.
- See section 3.1 of this policy for more information on appropriate physical contact.

3.1 Appropriate physical contact with pupils

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used

3.2 Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them such as a classroom, a staff members' office, the medical room
- The pupil will be supervised at all times, by at least 1 member of staff

- › As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for:

- › Ensuring that a procedure is in place for recording and reporting each:
 - Significant incident involving force
 - Seclusion incident
 - Restraint incident
- › Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restrictive are followed
- › Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- › Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but haven't been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

4.2 The headteacher

The headteacher is responsible for:

- › Overall implementation and oversight of this policy
- › Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- › Ensuring adequate staffing levels to support positive behaviour management
- › Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- › Ensuring compliance with recording and reporting requirements
- › Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- › Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- › Following the statutory safeguarding guidance [Keeping Children Safe in Education](#) if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

4.3 All staff

All members of staff are responsible for:

- › Making sure they have read and understood the principles of this policy and any other linked policies
- › Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- › Accurately recording every seclusion incident, restrictive incident and significant incident involving force that they are involved in
- › Reporting these incidents to the designated safeguarding lead (DSL)
- › Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- › Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- › Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

- › Reporting every seclusion incident, restrictive incident and significant incident involving force to each parent/carer of the pupil involved
- › Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- › Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restrictive on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

4.5 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- › Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- › Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- › Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- › Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- › Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- › Participating in the review of restrictive intervention incidents involving any pupil with SEND
- › Providing advice and support on the application of this policy for pupils with SEND
- › Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions
- ›

5. Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary. See section 11 of this policy for information on training and risk assessments.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

6. Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restrictive carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible
- Section 5 of this policy sets out the instances where staff may use reasonable force. Section 9 of this policy provides guidance for staff on what to consider before using it.
-

7. Using reasonable force to search pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's [searching, screening and confiscation guidance](#)) or an item banned under our school rules.

They **can** use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only, such as mobile phones,

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff. Please see our behaviour policy for more information on how we conduct searches.

8. Prevention and de-escalation strategies

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

- › Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- › Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- › Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- › Development of working staff-pupil relationships and trust
- › Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- › Working closely with parents/carers to support individual pupils
- › Strategies to support individual pupils based on their identified needs, including:
 - The development of behaviour support plans
 - Strategies to help pupils calm down before their behaviour escalates
 - Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

8.1 De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:]

- › Having open body language and being aware of a pupil's personal space
- › Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- › Using empathy – asking the pupil to help you understand their feelings
- › Distraction techniques
- › Offering a calm space for the pupil to go to so they can self-regulate
- › Verbal warnings – calmly reminding the pupil of the consequences of their behaviour
- ›

9. Deciding when the use of restrictive interventions is appropriate

9.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8.1 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

➤ **Is it necessary?**

- Are there other more effective, less restrictive ways to manage the situation?
- Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?

➤ **Is it proportionate?**

- Staff should use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

9.2 Pupil and staff welfare

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

10. Considerations for pupils with SEND

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Removing stimuli that may be causing distress to the pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention
- Providing a reset pass

Where appropriate, we will create individual behaviour support plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging

- Explain the best ways to communicate with the pupil
- In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan



11. Training and risk assessments

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

12. Recording and reporting arrangements

We have a legal duty to record and report all:

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

12.1 Recording incidents

Our school has a clear process in place for recording the incidents listed above.

The staff member involved in the restrictive intervention will complete the form online as soon as possible (no later than the end of the day)

This will then be emailed to Alison Streeting/Ailsa Pape and Ben White

This form will then be logged on CPOMS for the child involved

Ailsa Pape/Alison Streeting will contact home of the child involved via the phone and follow up with an email of the report

For significant incidents involving force, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
 - Witness statements if applicable
 - CCTV footage if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support

For seclusion incidents and restrictive incidents, we will record:

- › The names of the pupil and staff members directly involved
- › Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- › The time, date, location and approximate duration of the intervention
- › A brief explanation of why the intervention was assessed as necessary in that situation
- › Details of any physical injuries sustained, if applicable
- › Witness statements if applicable
- › CCTV footage if applicable
- › Details of any support given after the incident, such as medical help or emotional support
- ›
- › **Note:** if a seclusion or restrictive incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

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

12.2 Reporting incidents to parents/carers

When reporting an incident to parents/carers, we will take the following steps:

Our school has a clear process in place for recording the incidents listed above.

The staff member involved in the restrictive intervention will complete the form online as soon as possible (no later than the end of the day)

This will then be emailed to Alison Streeting/Ailsa Pape and Ben White

This form will then be logged on CPOMS for the child involved

Ailsa Pape/Alison Streeting will contact home of the child involved via the phone and follow up with an email of the report

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

There is 1 exception to this:

- › If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides (see section 12.3 of this policy)

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

- › The time, date, location and approximate duration of the intervention
- › A brief explanation of why the intervention was assessed as necessary in that situation
- › A short description of the type and degree of force that was used
- › Details of any physical injuries sustained, if applicable
 - › Our school has a clear process in place for recording the incidents listed above.

- The staff member involved in the restrictive intervention will complete the form online as soon as possible (no later than the end of the day)
- This will then be emailed to Alison Streeting/Ailsa Pape and Ben White
- This form will then be logged on CPOMS for the child involved
- Ailsa Pape/Alison Streeting will contact home of the child involved via the phone and follow up with an email of the report

➤

When we report **seclusion incidents and restrictive incidents** to parents/carers, we will provide parents/carers with the following information:

Date and time of incident

An outline of what happened

What restrictive intervention was used and why

Outcomes

Note: if a seclusion or restrictive incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

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

Following up with parents/carers after an incident

Parents are encouraged to contact Ailsa Pape/Alison Streeting for a follow up conversation either via phone or in person to discuss:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

12.3 Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in section 12.2 of this policy).

13. Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on the school website.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance [Keeping Children Safe in Education](#).

14. Monitoring and review

This policy will be reviewed annually by Associate Director of Safeguarding for LiFE MAT.

At every review, this policy will be approved by the full trust board.

15. Links with other policies

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› This policy links to the following policies and procedures:

› Behaviour policy

› Child protection and safeguarding policy

› Complaints policy

› Health and safety policy

› SEND policy