



Relationships and Behaviour Policy

***(including restrictive
intervention and reasonable
use of force)***

Date policy last reviewed and approved:	29 th June 2026
Date of next review:	September 2027
Approved by:	Education Committee

The core policy has been agreed by the Spiral Senior Leadership Team and approved by the Education Committee.

Relationships and Behaviour Policy

1. Our Rationale for Relational Practice and Behaviour Development

Spiral Partnership Trust believes that positive relationships support:

- everyone in the learning community - learners, parents/carers, and staff.
- behaviour, wellbeing, attendance, inclusion, achievement and attainment, equity, equality and rights
- resilience and the ability to deal with difficulties

Relationship-based practice, or taking a relational approach, includes having high, shared expectations for behaviour that ensures safe, calm learning environments and addresses any form of harmful behaviour.

Relational practice always takes individual needs and capacity into consideration when responding to negative or harmful behaviour instead of more traditional 'one size fits all' fixed punitive responses. We know that children need boundaries and consistency, but we promote "flexible consistency" to make sure that we meet the needs of each individual child.

In doing this, we teach the difference between **equality** and **equity** and how both can be considered to be fair in different ways. Equality is giving everyone the same resources and opportunities, while equity is providing different levels of support based on individual needs to achieve a fair outcome. In essence, equality treats everyone the same, but equity recognizes that not everyone starts from the same place and adjusts support accordingly to ensure everyone can reach the same result.

Relational practice focuses on empathetic responsiveness and promotes the teaching of social and emotional skills with a focus on self-regulation and resilience and promoting independence as a learner.

There are several key principles behind the policy:

- that values, relationships and behaviour are interdependent
- that relationships support wellbeing, and social and emotional learning and feeling of belonging to our community
- that relationships enable learners to access and engage with the curriculum and within society
- that this policy is for everyone and all types of relationships: learner-learner, learner-staff, staff-staff, staff-parent/carer, parent/carer- parent/carer

2. Statement of Intent

As a Trust, we believe that every child deserves unconditional positive regard (UPR). A child will thrive when they know that adults are there to support them, not only through the positive times, but also in their more difficult moments.

Kindness is central to all we do. Kindness must be modelled, shared and explicitly taught through every interaction between an adult and a child. It should form the foundation of children's interactions with each other.

"Kindness can mean being tough and fair – exposing frailties and weaknesses but doing it with warmth and compassion. To remain kind in difficult and challenging environments takes courage and strength." (Dave Whittaker, *The Kindness Principle* 2001)

The Trust's core beliefs are that:

- **Behaviour is about everyone:**

We all have a role to play in modelling, supporting and managing behaviour. Reinforcing good behaviour helps our children feel good about themselves. As a team, we understand that our actions will be scrutinised and will exemplify our core values to learners with on-going clear examples. *We have a duty to ensure the safety of all children, staff and all members of our community, the impact on learning and strive to minimise disruption while helping children learn and acquire self-discipline.*

- **Behaviour communicates:**

We believe that behaviour communicates information about need and recognise that some learners will require additional, individual support to help them with their development. We also understand that needs can change and will adapt our approach accordingly. Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.

- **Behaviour can change:**

We strongly believe that behaviour can be changed. It can be changed when pupils feel safe, lowering their toxic stress levels. It can be changed by repairing adverse brain development through playful, empathic and reflective adult-child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing, not threatening. Building strong relationships and using of specific praise more likely to change behaviour than blaming and punishing. We understand that behaviour does not change all at once and we will stagger expectations and offer praise when progress is made. Behaviour should be taught through high expectations, embedded values and restorative conversations.

We believe that, to facilitate teaching and learning, pro-social behaviour must be demonstrated in all aspects of school life. We are committed to following a relational approach to managing behaviour which aims to:

- Set high expectations for the behaviour of everyone in our community
- Develop strong, connected relationships with our pupils to enable early intervention
- Promote, teach and celebrate pro-social behaviour
- Promote self-esteem, self-discipline and positive relationships based on mutual respect and kindness
- Ensure equality, equity and fair treatment for all
- Teach children to self-regulate their emotions and behaviours by modelling co-regulation
- Teach, praise and reward pro-social (socially acceptable) behaviour
- Challenge anti-social behaviour and teaches children about its impact and how to change behaviour
- Provide a physically and emotionally safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encourage positive relationships with parents/carers
- Promote a culture of praise and encouragement in which all pupils can achieve.

3. Values, expectations and consequences

The Trust has high expectations for the behaviour of learners, staff and parents/carers. Whilst these expectations are consistently high, they must also be supported by education. All members of our learning community are expected to uphold the values of their school:

However, we know:

At times, children won't get it right:	But when this happens we:
- we might say or do something hurtful - we might cause damage - we might be disrespectful - we might be unsafe - we might disrupt learning	- focus on repairing relationships and returning to learning as soon as possible - take responsibility for ourselves, for our actions and for making things right - accept that we may need help from someone else to do this (peer, adult or parent) - accept that there may be consequences (beyond a restorative conversation) however these will always be specific to the situation and the individual needs of everyone involved

Rather than a set of punitive, one size fits all responses (sanctions), which do not allow for the individual needs of learners and differing circumstances, the school lays out clear key principles for responding to behaviour that fall below expectations. These principles provide the foundation upon which consequences will be determined:

- All consequences will be necessary, reasonable and proportionate.**
- We acknowledge that consequences alone do not positively impact future behaviour. Our aim is never to 'punish' negative behaviours but to keep all children safe, maximise learning, encourage reflection, discussion and to positively impact future behaviour.
- When consequences need to be applied they should be logical, related to the situation, have a focus on learning and should take into consideration the needs and capacity of those involved. This will mean responses may vary for different individuals because their needs are different.
- The approach to consequences focuses on repairing the harm caused, preventing it happening again, and returning to and refocussing on learning as quickly as possible.
- Whenever possible, consideration should be given to the implications of a child feeling shame when discussing actions and consequences, i.e. holding restorative conversations and discussions about consequences away from other children and adults, and considering the adult language used.
- Consequences might include repairing harm caused, restoring damaged relationships, and being prepared to talk about how to prevent the situation recurring. Consequences should always be discussed with and understood by all those involved, including parents/carers or carers if necessary. Further consequences may be necessary due to the severity of the situation. In these situations, the consequences should always take into consideration the needs of everyone involved and be proportionate to the circumstances.
- All our schools recognise that, at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. This is particularly important to consider when the child may have special educational needs or difficulties (SEND). This is always considered on an individual basis to ensure equity for all. However, even if the behaviour is unintentional, further action may need to be taken if it is dangerous or persistently affecting others.
- We recognise that the behaviour of some children may sometimes be an involuntary expression of distress or crisis. Although restorative, protective and educational consequences are always used, this is always considered on an individual basis to ensure equity for all.

- If the behaviour of one child is persistently disruptive, to the extent that the learning of his or her peers is significantly impacted, the school will take action to ensure that learning is not compromised.
- Any behaviour online that is not in line with this policy and the values of the school will be taken seriously and discussed with parents/carers immediately.
- Pupils are expected to uphold the values of the school in their local community. Any reports to school that this is not the case will be acted upon and again, discussed with parents/carers as soon as possible. Any criminal behaviour will be reported to the police.

Staff will use their judgement when considering appropriate consequences, reflecting on whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

Individual behaviour support plans may be written for a child who presents with significant and frequent behaviour, detailing strategies and responses which are specific to the child. External advice may be sought for guidance.

Suspensions and exclusions are used only as a last resort, to provide time and space to review and adapt provision, seek further external advice or when the safety of a member of the school community is seriously compromised.

Suspensions and exclusions are never as a punishment. This is because of our deep belief that punishments and sanctions do not change behaviour. Please refer to our suspensions and exclusions policy.

Safeguarding children is our highest priority

Incidents of child-on-child abuse, including sexually related behaviours (as outlined in KSCiE) or bullying (either in real world or online) will be taken extremely seriously and will always result in a phone call home, reparative consequences and further, bespoke education for the perpetrator. It may result in a suspension while further advice is sought, or additional protective provision is put in place. In some cases, this may result in police involvement and/or permanent exclusion. We will not hesitate to act in the best interests of the pupils within the school.

4. Expectations of Staff

All staff working for Spiral Partnership Trust are bound by the staff code of conduct. This includes the expectation that all staff will treat pupils (and any member of the school community) with respect and understanding through:

- Having unconditional positive regard for all children in our schools
- Ensuring that expectations of behaviour are kept high at all times
- Speaking calmly and politely at an appropriate volume
- Showing professional curiosity with regard to root of the behaviour
- Avoiding any behaviour that may cause a child (or person) to feel shame either publicly or more privately
- Using warm, restorative body language which does not intimidate
- Allowing space and time for children (or adults) to be able to regulate their emotions and behaviours, modelling this with co-regulation
- Issuing restorative consequences, when needed, which are either educational and/or protective in nature
- Using positive phrasing when discussing negative behaviour
- Showing self-awareness of their own emotions, "tapping out" when needed
- Removing judgement from situations, both of the child and of the adults supporting the behaviour
- Seeking support and guidance when needed.

5. Relational Practice

Relational practice emphasises building and maintaining strong, respectful relationships as the foundation for positive outcomes. It involves understanding individuals' needs, fostering a sense of belonging, and promoting positive interactions to create emotionally safe and supportive environments. This includes work that is trauma informed; practice which involves a deeper understanding of the neurobiology of trauma and its long-term effects, leading to specific, supportive responses.

As a Trust, we work in collaboration with **Positive Regard**, part of the Wellspring Academy Trust, to develop the knowledge, skills and understanding needed to create a culture of relational practice in all our schools.

We recognise that strong relationships must be consciously built, maintained and repaired when necessary and we strive to model this in all interactions: learner-learner, learner-staff, staff-staff, staff-parent. These relationships lead to a sense of belonging and security through which it is possible to begin to correct behaviour that is not socially acceptable.

Our practice is based on our understanding of the neuro-sequential model of engagement, a framework developed by Dr Bruce Perry and adapted for use in schools by Positive Regard:

Regulate	→	Relate	→	Repair
First, we must help the child (or person) to regulate and calm their fight/flight/freeze response through co-regulation.		Second, we must relate and connect with the child (or person) through an attuned and sensitive relationship, seeking to understand the causes of the behaviour and what it is communicating.		Third, we can work with the child (or person) to reflect, learn, remember, articulate and support them to repair relationships when necessary.

“**Debriefing**” is an essential part of our practice and can be thought of as “psychological first aid” as well as “repair.” After a difficult event, it is always important to debrief with the child or children involved, as this is when learning takes place. It may also be important to debrief with groups or classes of children who may have witnessed a difficult incident, to reassure them (see also appendix 2); learning can also take place in this circumstance too. The school acknowledges that debriefing with staff following an incident is also very important to safeguard their mental health, ensure relationships with children are not broken and to reflect on the positives and learning points from how the situation was managed.

Appropriate physical contact

In building and maintaining attuned and sensitive relationships between staff and pupils, there will be many occasions when it is appropriate for staff to have some physical contact with pupils. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the Trust's child protection policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age and/or vulnerabilities (e.g. SEND)

6. Restrictive intervention, including use of reasonable force

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

All members of school staff have a legal power to use reasonable force in certain circumstances. This may require a "dynamic risk assessment" to prevent or stop a pupil from:

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

Staff who are likely to need to use reasonable force and/or other restrictive interventions are trained (team teacher) in its safe and lawful use and in preventative strategies.

Unacceptable use of force

It is illegal to use force on a pupil for the purpose of punishment.

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider whether the use of force is:

- **Necessary?** (i.e. is there a less restrictive way of managing the situation that will reduce the risk?)
- **Proportionate?** (i.e. is this the least force that can be effectively used and is it escalating the situation?)
- **Reasonable, considering the pupil's welfare?** (i.e. is the pupil's dignity being maintained? Does the SEND of a pupil mean adaptations to the approach need to be made? Is the staff member communicating clearly and calmly to the pupil throughout?)

Seclusion

Seclusion - involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances:

- Seclusion should not be implemented by staff through threat of punishment.
- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil.
- The pupil should be supervised at all times during the period of seclusion.
- As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave

Recording and reporting (statutory duties)

All restrictive physical intervention must be recorded as such on CPOMS with complete clarity of detail around the physical contact made by the adults involved. Any restrictive physical intervention must be reported to the parent in person or by telephone on the same day and followed up in writing (via email), again with a clarity of detail regarding the physical contact made by adults involved.

DfE statutory guidance (2026) states that the following details must be followed as a minimum:

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

7. Policy in practice

This policy is supported by operational practice for staff (see appendix 1) and guidance for appropriate actions in the case of difficult and dangerous behaviour (appendix 2).

Children learn about and get help with relationships, kindness and behaviour through the PSHE and RSE curriculum, through assemblies, through positive role modelling by adults and their daily interactions with them.

Staff learn about and get help with relationships, kindness and behaviour through colleague support, professional training, relational leadership and operational guidance (see appendices to this policy).

Parents/carers learn about and get help with relationships, kindness and behaviour through family learning sessions, parents/carers' evenings, recommended reading, newsletters and other written information.

This policy should be read in conjunction with:

- Spiral Partnership Trust Suspension and Exclusions Policy
- Spiral Partnership Trust Online Safety Policy
- Spiral Partnership Trust Child Protection Policy
- Individual school Anti-Bullying Policy
- Individual school Child-on child abuse Policy

8. Complaints and allegations

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the Trust's normal complaints procedure. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education should be followed and a referral to the Local Authority Designated Officer (LADO) would be made.

Appendix 1

Operational Practice for Staff

This guidance has been developed to promote consistent application of our Relationships and Behaviour Policy and our relational practice. The strategies and interventions listed here are not exhaustive but are a small selection of things we can pre-plan and practice with different learners and different classes.

Planned Approaches to promote learner engagement and positive behaviour

These approaches should be part of regular planning, preparation, and practice. Managing the learning environment is the most effective and non-intrusive universal way to promote engagement in learning and positive behaviour. Approaches include:

- Expectations are co-created with learners, they are visible, and are regularly referred to
- Classroom routines are clear and well established
- Classroom learning spaces are tidy and free from clutter and displays are organised and do not cause overstimulation
- Resources are easily accessible and labelled
- Learning is well planned as part of a series of connected lessons
- A range of activities and resources are used to engage all learners, adapted as needed
- Resources are organised and accessible to learners
- Seating arrangements and plans are organised to ensure the most effective learning environment possible depending on the needs of the learners and the learning activities
- All transitions of activity, people/grouping, and/or seating/location are supported. For example, entrance and exit from class are consistent and calm - learners are welcomed at the door and calmly leave class after a positive end to the session.

Classroom strategies to promote learner engagement and positive behaviour

These strategies are not intended to be sequential as what works most effectively will be determined by the needs of different classes and individual learners. However, it should be noted that some strategies are less disruptive to others and have a lower risk of non-compliance than others. For example, distracting a learner away from an undesirable behaviour, such as persistent talking, carries little risk of non-compliance and isn't distracting for the rest of the class. Asking a learner to move seats however may be disruptive to others and carries the risk of refusal to comply. Low risk and least intrusive strategies should always be tried first. The decision to use a particular strategy should always be determined by how well you know the learner and their individual needs. The composition and needs of the class may also influence the strategies used.

- Consciously build relationships with all pupils by showing genuine interest in them as people and allowing them to know you
- Connect before you correct - quietly asking the pupil if everything is ok – be aware of the audience and the impact it could have on the learner
- Use proximity - this can act as reassurance for the learner (you've 'noticed' them) and also act as a prompt back to task
- Use non-verbal communication effectively (a smile, eye contact, visual prompts towards the clock or towards their work/the board etc.)
- Distraction and re-direction (away from 'behaviour' and towards the 'learning task')
- Appropriate use of humour – when used well it can disarm and de-escalate
- Verbal prompt – 'what should you be doing?'
- Provide help with a task if necessary with the learning task to get them back on track

- Quiet private warning
- Time and space – it may be necessary, to give the learner time to regulate their emotions. This may also mean you need to physically move away from them as well or allow them to move to a quieter location in the class for a period of time.
- Create an opportunity to speak to the learner, listen to them, and potentially remind them of class expectations (if possible, give them time to respond/change their behaviour)
- Remind the learner of the positive consequences of maintaining class/school expectations
- Remind the learner of times/activities that they've done well
- Calmly remind learners that harmful behaviour will not be ignored as this is not kind or respectful to the learner or to others
- Calmly moving the learner to another seat
- Have a restorative conversation (if possible at the time or later) with the learner(s)
- Always respect a learner's dignity (this may be difficult if they are being disrespectful however remember we must always model the behaviour we want to see). For example, lateness is addressed privately in a way that minimises disruption (no public questioning which may lead to the learner feeling ashamed)

Rewards and Consequences:

Consequences follow on naturally from behaviour. Consequences can be positive or negative.

Positive feedback specifically related to behaviour is an example of a natural consequence that supports the development of intrinsic motivation, which means we carry out a behaviour for our own satisfaction, rather than for a consequence or perceived reward. There is also a place for more tangible rewards, particularly with younger children who may need to learn about extrinsic motivation before moving to intrinsic motivation. We use the Marvellous Me app to include parents/carers in the specific praise we give to children.

We favour "**now-that rewards**" over "**if-then**" rewards. "**Now-that**" rewards are a motivational technique where a reward is given after a task is completed, often as a surprise or bonus, to reinforce positive behaviour and encourage future engagement. Unlike "**if-then**" rewards (where the reward is promised beforehand), "**now-that**" rewards are unexpected and focus on recognising effort and good choices after they've been made.

For example:

"Now that you have written two sentences, you use the computer" rather than, "If you write two sentences then you can use the computer."

The principle of 'connection before correction' should always be prioritised. Children follow people, not rules, and strong relationships are the foundations of behaviour support and development. Always use caution when talking about negative consequences to ensure these are not received as threats. While a consequence should usually be applied as close to the time of the behaviour as possible, this needs to be carefully judged, and it may be that the child or adult require time to come down from the heightened emotion of the incident before a consequence is considered. Never leave a learner unsupervised if they are very distressed. If possible and necessary, ask someone else to seek assistance for you (also see appendix 2 of this policy).

Reporting concerns and consequences

Concerns may include lack of engagement in learning, wellbeing issues, behaviour that does not meet class expectations, and failing to follow instructions. At times it may be necessary to inform parents/carers of our concerns and work with them to coordinate support for their child.

Although the responses to concerns may differ depending on the different needs of those involved the approach taken by all staff should be consistent. Learners should feel that:

- we care about them
- we are concerned about them, their learning, and their behaviour
- we want them in class/school so that we know they are safe, and they have the best opportunity to achieve
- we are also concerned about the impact of their behaviour on their class and how this might impact on their relationship with others in the class

Recording behaviour

Incidents of negative behaviour are recorded on CPOMS, including any action taken and the outcome of debriefing.

Any dangerous or significantly disruptive behaviour, including bullying, which requires immediate action must be reported to the Head Teacher in person as well as recording on CPOMS.

An analysis of data pertaining to the behaviour of pupils in each school will be analysed regularly and discussed with the Executive Team and with the individual Local School Committees.

Appendix 2

Appropriate actions when supporting and challenging difficult or dangerous behaviours

A quiet and firm request or instruction from an adult is expected to be sufficient to correct low-level, unwelcome behaviour. If this is not the case:

- The teacher may redirect attention towards positive behaviours in the classroom as opposed to explicitly referencing the negative behaviour. This should be articulated so that it does not appear that the teacher condones the behaviour.
- The teacher may ask the child to move seat within the classroom away from distractions or closer to an adult
- A protective consequence may be given, for example if playing too roughly in the playground, the child may be asked to stand with an adult or even wait inside until an adult can speak to them.

When a child (or person) becomes emotionally dysregulated they will be experiencing distress and require support. Before trying to correct behaviour in any way, a child (person) must be supported to return to a state of regulation.

If the child is dysregulated, but **not** a danger to themselves, other children, adults or to property, recommended strategies include:

Distract by arousing the child's curiosity ("curious not furious") to engage the prefrontal cortex and regulate emotion

Offer time in a designated calm space away from other children with a Trusted adult for co-regulation. This may or may not involve a down-regulating activity

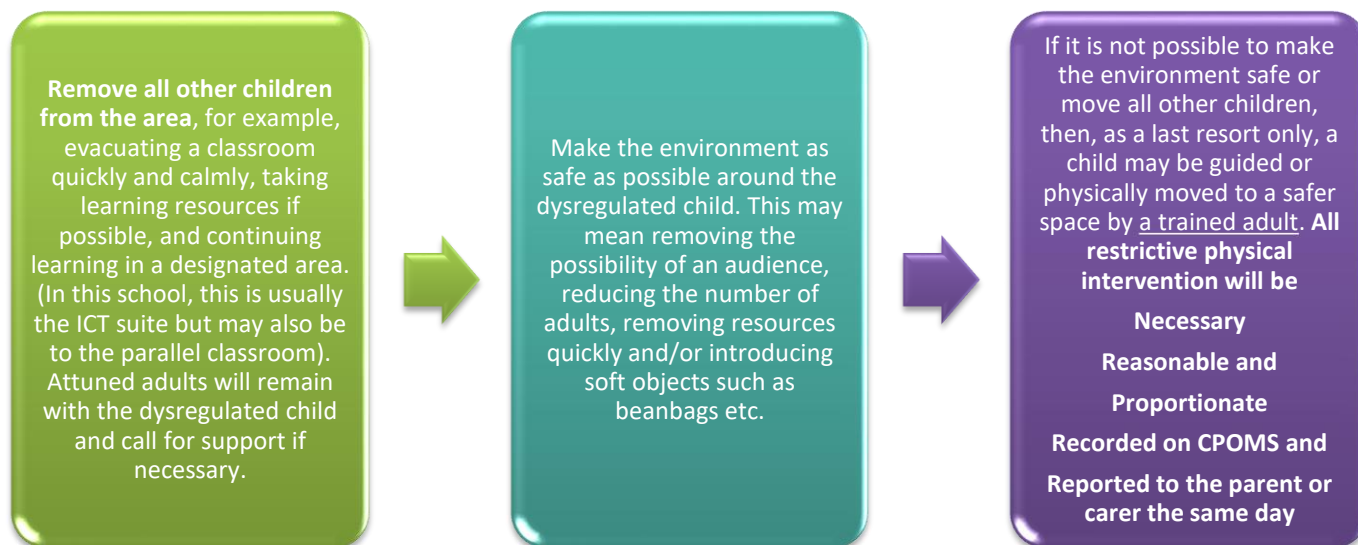
Give space and time and watch from a distance, only intervening if the child is at risk of harm or when the adult can see that the child is beginning to regulate and the time is right for co-regulation and distraction

Distract with an activity or job which involves deep pressure and repetitive, rhythmical activity (down regulating activity)

Assertively guide a child out of the class to a place of calm and safety to minimise disruption to the learning of others

Use the acronym PACE:
Playfulness, Acceptance, Curiosity, Empathy

If the presenting behaviour is **dangerous** and puts the child, other children or adults at risk of harm, or if the behaviour significantly limits the other children's ability to learn:



Restrictive Physical Intervention or Use of Reasonable Force

Restrictive physical intervention is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. Key staff in each school are trained by Team Teach (level 2), but all members of school staff have a legal power to use reasonable force (DfE guidance 2025) following a dynamic risk assessment of the situation.

As set out in DfE "Use of Reasonable Force" guidance (2026), staff can use reasonable force to prevent or stop a pupil from:

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

There will be times when school staff may need to use restrictive interventions. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size

Is it reasonable, considering the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- 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.

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

It is important to note that a child will never be confined in a room on their own unless they ask to be left alone. If that is the case, the adult will remain outside the door, intervening only if necessary. If it is reasonable and necessary to prevent them leaving the room for their own safety or that of others, staff will remain with them, actively supporting and monitoring the child to recover.

Once a child is calm and able to regulate their emotions, it is the role of an adult who has an attuned relationship with the child (or person) to support them to understand the incident, reflect upon their actions and start to repair relationships and/or the environment. We refer to this as "debriefing." This may not be achieved on the same day but is an ongoing piece of work to develop self-regulation and reduce anti-social behaviours over time.

The importance of debriefing with a class following a dangerous or traumatic incident

We acknowledge that it may be traumatic for the other children to witness a child reaching crisis point and engaging in dangerous behaviour. When talking to a group of children after an event you should:

- Acknowledge the event openly and acknowledge that it must have felt very scary for a lot of children
- Reassure children that they are safe
- Give children confidence that the adults are dealing with the situation and reinforce that they are safe
- Give children the opportunity to talk about what has happened, how they felt at the time and how they feel now
- Stay calm and reduce the drama as much as possible
- Explain that the behaviours they have seen are not OK
- Refer to the work your children will have done on understanding our brains (hand model)
- Give a clear sense of unconditional positive regard, these situations can be a teaching opportunity about being kind and compassionate even when it's really difficult.

Recording and reporting (statutory duties)

All restrictive physical intervention must be recorded as such on CPOMS with complete clarity of detail around the physical contact made by the adults involved. **Any restrictive physical intervention must be reported to the parent in person or by telephone on the same day and followed up in writing (via email)**, again with a clarity of detail regarding the physical contact made by adults involved.

DfE statutory guidance (2026) states that the following details must be followed as a minimum:

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

Appendix

Date:

Dear,

Your child.....needed some additional physical support at school today to keep themselves and others safe, at approximately Physical support was required for approximately minutes.

Names of staff directly involved and role	
Names and roles of observers	
SEND	Yes/No
SEN status code	E (EHCP) K (SEN support)
Relevant needs, vulnerabilities or medical circumstances	

Preventative or de-escalation strategies attempted:

☐ Verbal reassurance	☐ Verbal boundaries/clear expectations	☐ Change of supporting adult	☐ Offer of choices
☐ Distraction	☐ Change of environment/quiet space offered	☐ Use of humour to defuse	☐ Withdrawal of other pupils and/or adults

Details of the incident

Restrictive physical intervention used:

☐ Help hug	☐ Turn, Gather, Guide	☐ Moving in hold	☐ Sitting to floor	☐ Single person double elbow
☐ Sitting in hold	☐ Beanbags to hold	☐ Change of face in seated position	☐ Response to deadweight	Other:

Other (explained):

- ☐ The support given today was in line with your child's Positive Behaviour Plan.
- ☐ New support was given today so your child's Positive Behaviour Plan will be updated and sent home for you to read.
- ☐ First aid given. Details:

Form Completed By (Name & Role):

Signature:

If you wish to discuss this incident or the support strategies put in place for your child, please contact the school to arrange a meeting.