



# Behaviour Policy

September 2026

## **Vision**

Ponteland Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and self-respect and develop in children the ability to make positive choices. Our behaviour policy, like all aspects of our school life, is underpinned by our whole school values, with a strong emphasis on respectful behaviour, and these values are used to frame all our discussions around behaviour.

Our behaviour policy is hinged on the importance we place on the relationships we build. We are here to teach children academic subject matter but also to teach them how to develop as responsible members of society. Just as we would teach them how to read or count when they first come to us - by letting them practise and get it wrong, by encouraging and praising them, by guiding and coaching them - so too do we see it as our role to support them in these very same ways to develop their behaviour. We support and guide and coach and praise. When the children make mistakes, we concentrate on the relationships affected and support the child to repair them. We focus on what the child can learn from it about how to behave more appropriately. We talk about the consequences and place emphasis on each person's own responsibility for their choices and actions. This is our relational, restorative approach which builds self-esteem in each child and an understanding that they are responsible for their behaviour and in doing so, builds a school community with respect and empathy at its heart.

## **Aims**

It is a primary aim of Ponteland Primary School that every member of the school community feels valued and respected and that each person is treated fairly and consistently. This policy is designed to promote and encourage positive attitudes towards good behaviour and to develop the school as a caring and co-operative community by:

- creating a culture of exceptionally good behaviour: for learning, for community and for life
- promoting good relationships and ensuring that all pupils are treated fairly and shown respect

- refusing to give pupils attention and importance for poor conduct but rather valuing children's achievements and promoting their self-esteem
- helping pupils take control over their behaviour and be responsible for the consequences of it
- building a community which values kindness, care, good humour, good temper, obedience and empathy for others
- promoting community cohesion through improved relationships
- ensuring that excellent behaviour is a minimum expectation for all and by fostering a positive climate of high expectations for work and behaviour
- by taking a consistent approach to behaviour

### **Expectations of Staff**

The following staff expectations have been developed and agreed by staff in school. This applies to all staff: teachers, support staff, admin and lunchtime staff and also volunteers.

1. To be an exemplary role model for children and colleagues and consistently model the whole school values
2. To respect all children and treat them fairly through the implementation of consistent expectations, rules and responses to transgressions
3. To consistently support children to take responsibility for their own behaviour and the choices they make, using the values as a guide
3. To raise children's self-esteem and develop their full potential
4. To provide a challenging and inclusive curriculum
5. To create a safe and stimulating environment that supports children's learning, both academically and behaviourally

### **Expectations of Pupils**

The following pupil expectations have been developed and agreed by children in the school.

1. To follow the school rules (see below)
2. To conduct themselves in accordance with our school values (see below)
3. To make positive choices (we use the term 'thumbs up actions' with the children)
4. To remind each other of the school rules and the school values and support each other to make positive choices

## **Expectations of Parents / Carers**

Parents are expected to support the school's behaviour policy by:

1. making children aware of appropriate behaviour in all situations and being aware of the school rules and expectations
2. encouraging independence and self-discipline, showing an interest in all that their child does in school and by being a role model
3. fostering good relationships with the school and supporting the school in the implementation of this policy.

## **School Rules**

The school rules are intentionally few in number and written concisely to ensure children can remember and understand them. The rules are permanently displayed around the school in each classroom and they are consistently referred to by all staff.

- Treat everybody and everything with respect
- Be kind and gentle
- Move calmly and quietly
- Work hard

## **School Values**

There are 11 values, each of which has a monthly focus across the school year. Discussions around behaviour are consistently framed using the values, by supporting children to reflect on whether they have conducted themselves in accordance with the values and which choices they could make moving forward.

The values underpin and drive all aspects of school life, including behaviour. They are developed in the children through:

- assemblies focusing on the value of the month
- displays in the hall and in classrooms showing the value of the month with a definition & relevant quotes
- examples of a small number of children added to the board in their classroom when they have shown the value of the month to provide pupils with an example of what the value looks like in action
- cumulative displays around school of all values as they are covered across the year
- class challenges linked to the value of the month
- staff using the vocabulary relating to values consistently and regularly, recognising in children when they have shown a particular value and explicitly explaining what they have done to show that value
- adults modelling the values.

In addition, the values are taught through the curriculum by:

- planning into each half term the values which underpin the topic as well as the outcomes through the curriculum for each value
- explicitly explaining to the children which value they are working on and planning in ways to help them develop that particular value.

September	Respect
October	Kindness
November	Empathy
December	Collaboration
January	Effort
February	Responsibility
March	Curiosity
April	Creativity
May	Integrity
June	Resilience
July	Gratitude

### **Motivating Positive Behaviour (preventative measures)**

We aim to motivate children to make positive choices in their behaviour through the following measures:

- Raising pupils' self esteem through positive communication
- Ensuring successful experiences
- Emphasising children's own responsibility through providing choices
- Explicitly and consistently developing children's understanding of the school values and how they influence behaviour
- Ensuring each day brings a new start
- Providing children with a forum to have their voice heard - through class work and pupil-led councils
- Ensuring the environment is attractive and well organised and cared for
- Varying groups in class according to friendship and abilities
- Displaying and celebrating children's outcomes (finished work and photos of positive actions)

### **Engendering Positive Behaviour through the Curriculum**

- Provide quality teaching which encourages engagement and exploration
- Ensure engaging and impactful activities matched to pupil abilities
- Vary lesson pace
- Plan for and support SEND students

- Effectively deploy other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well
- Provide a comprehensive programme of PSHE and personal development and be prepared to provide responsive lessons to unforeseen events in school, the wider community, nationally and internationally

### **Engendering Positive Behaviour through Classroom Management**

- Ensure efficient use of time
- Establish clear routines (end of lessons/day and activities)
- Share explicit expectations for behaviour and routinely reinforce these
- Allow time for clearing up, questions, and children to finish work
- Allow children to organise their own time and tasks where possible and appropriate
- Plan for quality activities for those who finish quickly
- Develop a culture of pupils evaluating their own completed work (Have they worked hard enough? Is it their best? Could they present it better?).
- Have clear movement routes around the classroom
- Ensure resources are easily available and kept tidy
- Discourage wastefulness

### **Engendering Positive Behaviour through a Climate for Learning**

- Create a climate where children have equal status
- Cultivate a working environment which is comfortable, attractive, interesting and safe
- Establish a climate where there are clear expectations about behaviour and work habits
- Be clear about the relevance of classroom activities
- Work towards an ethos where children can have an increasing role in shaping classroom activity
- Be explicit in expectations of what constitutes achievement and encourage children to work towards relevant standards
- Support children to try new things and learn from mistakes

### **Engendering Positive Behaviour through Personal Growth**

We aim to develop pupils' personal growth through a climate where the following are cultivated:

- An ability to recognise their own feelings and understand they have a choice in how to act on them
- Respect for self and others
- Acceptance so people can be themselves and express beliefs
- Trust in themselves and others
- Self-discovery – find out about themselves and meet own needs
- Non-threatening climate to challenge others (developed through our oracy curriculum)
- Openness to the ideas of others and tolerance for differences
- Right to make mistakes
- Active people (staff and pupils) learning with others

- Respect and admiration for differences in learning style and interests
- Co-operative evaluation and self-evaluation (with help)

## Zones of Regulation & Friends Resilience

Zones of Regulation is the framework we use to empower children with social and emotionally effective skills to deal with challenges they may face on a daily basis. It encourages children to engage with their emotions and identify self regulation strategies to help them make positive choices. The basis of Zones of Regulation is taught to all children and is embedded through our PSHE curriculum and in our daily strategies to support regulation and behaviour - all emotions are valid and how we respond to these emotions is the important factor.

The language of Zones of Regulation is used throughout school to support children to recognise and express how they are feeling, and to support co-regulation in order to 'get back to the green zone'. The terms 'thumbs up' and 'thumbs down' are used to describe choices/actions and form part of a Key Stage script used to address negative behaviour in school.

Zones of Regulation is complemented by our Friends Resilience programme which is used on a more personalised level as a means of intervention to further support children who struggle to regulate their emotions to enable them to make positive choices daily.

## Addressing misbehaviour

Staff will always respond to poor behaviour **calmly** and **in private**. These such incidents are viewed as an opportunity to help a child **reflect** on their choices and identify how they can **learn** from the situation.

Staff intervene very briefly when a child is misbehaving with a planned and predictable script, such as 'I noticed you are choosing to throw paper all over the floor. This is not showing respect for our classroom. By doing that, you have chosen to tidy the classroom at the end of the lesson / start of break. You are better than the behaviour you are showing today. Do you remember yesterday when you helped me tidy up without me asking? Remember how proud you felt? That is the person I know, that is the Sam I need to see today. Thank you for listening respectfully.'

## Strategies to Support Behaviour

The approach and language used to communicate with children always needs to be carefully considered, especially when redirecting or challenging inappropriate behaviour. The following are examples of strategies staff may use when supporting behaviour:

- When giving instructions, staff are calm, clear, and specific about what they are asking and what the success criteria for the task is. This gives a clear start and end point and communicates that the outcome is non-negotiable

- Staff offer directed choices (no more than two choices) which encourages children to make positive choices
- Staff reduce language used to ensure expectations are clear and simple
- Use limit setting scripts such as “when/then” and “if/then” to help teach boundaries in moments of dysregulated
- Staff replace “please” (which is a request that can be denied), with “thank you” (which is a nonaggressive command)
- Use of open questioning - Staff avoid asking “Why” relating to behaviour – “Why did you do that?” This can be a difficult phrasing to respond to and will often escalate a situation as children feel they have to verbally defend their actions. More open questioning or “wondering” can be received as more collaborative and less of a challenge, e.g. “I wonder if maybe you were already in the yellow zone then...”
- PACE approach: Playfulness, Acceptance, Curiosity and Empathy to de-escalate and defuse
- Staff may use sensory tools to support co-regulation
- Change of face/place approach – in times of dysregulation, a different member of staff may be used to support and/or the child removed from the environment to access a calm space
- When redirecting or challenging aspects of behaviour, staff make clear the distinction that they are addressing the action - specifying the problem is the behaviour, not the person, and that the relationship remains secure. Staff remain positive about future choices, using positive praise to reflect back on these

## **Restorative Conversations**

Where a child has behaved in a way which is counter to the school rules and values, a restorative conversation may be held between the member of staff dealing with the incident and the pupil. It is important to note that not all incidents need to be resolved in this way.

The atmosphere in a restorative conversation is supportive and reflective rather than a judgmental attack on a child’s behaviour. Restorative conversations follow a consistent Key Stage script (which can be worded differently to meet different children’s understanding but always ensuring the crux remains the same). The scripts are based on **a selection** of the following questions (not all questions would be asked):

1. What has happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

6. How were they affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Depending on the child's responses, there may be further supplementary questions. As part of the restorative conversation, the child is given the opportunity, and supported, to reflect on the impact of their behaviour and how they can make things right.

Members of staff will use their own judgement about whether it is appropriate to hold the conversation immediately or if it is better to delay it. For example, the child and/or adult may require a short period of 'cooling down' time to ensure that the restorative conversation is held when all parties are best placed to benefit from it. Equally, it may not be possible to hold the conversation immediately if this will impact on lessons and learning opportunities.

In some cases and for a variety of reasons, the member of staff who has discovered the incident may feel it is more appropriate to refer the child to a colleague, such as the in-school behaviour support worker, the SENDCo, the key stage leader, the deputy head or the headteacher. In this case, the restorative conversation, following the same consistent script, would be held by the person to whom the incident was referred.

## **Restorative Conversations where there has been a conflict**

Where there is conflict between two or more pupils:

- this is investigated fully by a member of staff
- children involved are given the opportunity to share their concerns and views about the conflict (including using the script above)
- the member of staff acts as a facilitator to help resolve the conflict and supports and encourages all parties involved to seek a resolution.

## **Physical Strategies to Support Self-Regulation**

We deploy physical strategies as self-regulation tools. These include:

- Sensory tools suited to the different sensory needs of the children
- Use of the breakout space/sensory area/Thrive room
- Movement breaks
- Visual cues to help identified children make the correct choices (now and next boards, visual timetables etc)

## **Frame of Language for Pupils**

Through coaching and role play, we explicitly teach children how to handle conflict. We provide children with a frame of language, which is appropriate to their age and misbehaviour, to support this. For example:

"When you were running away from Alice, how do you think Alice felt? Do you think Alice understood why you were running away?"

"Maybe instead of running away next time you could say something like 'I know you're just trying to help me Alice but I need some time by myself. Please can I come and find you later when I feel calmer'."

Or

"What happened after you pushed Adam? Do you think it solved the problem?"

"Maybe next time instead of pushing, you could take two steps back and say to Adam 'I didn't like it when you did/said XYZ, please don't say that to me again' in a firm voice".

## Emotional Literacy

To support whole-school Zones of Regulation, we employ a catalogue of emoji style images displayed on stones and wooden discs to help children to develop the vocabulary required to express their emotions. The stones and discs are available around school to ensure they can be drawn upon when needed. We then explicitly teach children how their feelings and difficulties impact their behaviour.

There is an expectation that teachers help all children become more aware of how behaviour can be a result of a challenge that a child is experiencing and that at different times, children may need different techniques or strategies to help them, and that this is relevant for some children more than others. This helps children to better understand why their peers may need, for example, a fidget tool or ear defenders as a strategy, because they listen better when moving or they concentrate better when other noise is removed for instance. These kinds of strategies are offered as a general way of coping for whoever will benefit from them and this helps to ensure that neurodivergent children don't feel embarrassed to use them, especially as they grow older.

## Taking Responsibility for Choices - logical consequences

Following a discussion with the child, staff may feel, in some instances, it is necessary and appropriate for there to be a consequence for the child's behaviour. Consequences should always be related to the misbehaviour (and never arbitrary) **so the child can learn from it**. However, it is not expected that there will always be a consequence; an alternative such as focusing on solutions, creating routines, offering limited choices or dealing with the belief behind the behaviour may be more appropriate.

## Community Service

In some cases, the child will be directed to carry out community service. This should be explained in a meaningful way to the child so they understand there is a direct link between their actions and the consequences. For example, if a child has made the yard an unpleasant place during playtime due to being unkind to other children, their community service could be to pick litter up from the yard to make it a nicer place for everyone else to be.

## **Informing Parents**

It may be necessary to inform parents of the misbehaviour if it is serious or if it is part of a pattern of behaviour. This will usually be done by either the class teacher, the behaviour support worker or a member of SLT. In some cases, it may be deemed appropriate for the child to phone their parent under the supervision of a member of staff to inform them of their actions. Parents may be invited into school for a meeting in some cases.

## **Persistent Misbehaviour**

We are aware that there are experiences in school that can trigger patterns of behaviour in pupils. These triggers may relate to learning, peers, adults/authority, or other factors in a child's life. Where a child repeatedly misbehaves, we keep a log of the child's behaviours and the situation surrounding them. In doing this, we can:

- increase our awareness
- recognise potentially disruptive situations and attempt to minimise them
- implement strategies to manage behaviour within the school e.g. some pupils may be unable to co-operate in a group situation for very long and they would require closer observation/greater input.

If a child regularly displays poor behaviour and a pattern is detected, this should be reported to our in-school Behaviour Support Worker who will work alongside the class teacher to identify appropriate and personalised support for the child. The parents should also be informed of this information.

## **Counselling, Drawing & Talking Therapy and Sand Play**

We recognise that for some children, their needs will not be met solely by the practices in this policy and for these children we provide access, in school, to Drawing & Talking therapy, Sand Play or counselling sessions as appropriate. Children are eligible if they are displaying a need either at home or at school.

## **Child on Child Abuse**

See separate Anti-bullying Policy.

## **Serious Incidents**

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones
- Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses or in the village
- The Headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon

- There is a legal duty on schools to make provision to tackle all forms of bullying, including cyber bullying, prejudice based bullying, discriminatory bullying and each of these will be treated seriously
- Searching bags if there has been an incident of theft.

There will be zero tolerance of any form of serious assault on pupils or staff.

## Exclusion

At Ponteland Primary School, we view exclusion as the very last resort and aim to work with parents and external agencies to avoid this option as far as possible, whilst at the same time considering and ensuring the safety and well being of the rest of the school community. In some instances of serious behaviour, the school may internally exclude a child which means they remain in school but are not permitted to be in the classroom or on the playground with their peers. Where this is necessary, the child will remain with a member of staff and complete their usual school work.

Only the Headteacher can exclude a child.

The reason(s) for exclusion has to be so serious that this merits the child being off-site for either a fixed term suspension or in very serious circumstances, permanent exclusion. Permanent exclusion is a very last resort.

The reasons for a suspension may include:

- Physical harm to another child
- Persistent racist behaviour
- Actual serious damage to school property
- Assault or verbal abuse to staff
- Persistent disruptive behaviour to peers in class (preventing learning taking place) or at playtimes for which all other methods of reforming of attitude have been exhausted
- Any involvement with drugs
- Carrying or bringing into school what constitutes an offensive weapon, something which can cause harm to another person (e.g. screwdrivers, knives/penknives, nails, baseball bats etc.)

The exclusion procedure is laid down by specific guidelines and includes informing the child's parents, Chair of AC and LA.

Northumberland County Council agreed Exclusion Policy will be followed.

A permanent exclusion *may* result from:

- Serious physical harm to another child
- Abusive, threatening or violent behaviour towards a member of staff

- Continuous disruption to the learning of classmates, which seriously impinges upon the learning of peers
- Uncontrollable rages which could, potentially, put others in danger.

There may be other instances in which this sanction becomes necessary but the school would undertake to have a dialogue with the Local Authority before taking any such action relating to permanent exclusion.

Depending on the type of exclusion, in most cases, parents have the right to make representations to the academy committee (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days of a permanent exclusion. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

## **Mobile Phones**

Pupils in Nursery to Year 4 are not permitted to bring mobile phones into school. Pupils in Years 5 and 6 may bring a mobile phone into school but this must be signed in by the pupil on arrival at school and signed out at hometime. Mobile phones will be stored in the front office for the duration of the school day. If a pupil fails to hand in their phone, parents will be informed.

## **Use of Restrictive Interventions and Reasonable Force**

All staff in Ponteland Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being. Our policy on the use of restrictive intervention and reasonable force is part of our overall behaviour and pastoral care procedures.

### **Legal Framework**

The DfE 'Restrictive interventions, including use of reasonable force, in schools' Guidance for schools in England 2026 allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children. The right for school staff to use reasonable force is further set out in the DfE document Behaviour in Schools, which states that members of staff have the power to use reasonable force to prevent or stop a pupil from:

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

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where Possible. Reasonable minimal force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by the Department for Education's Teacher Standards. Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

### **Communicating the school's approach to the use of force**

DFE guidance states:

- Schools do not require parental consent to use force on a pupil
- Schools should not have a 'no contact' policy.
- There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil from causing harm.
- 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 and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include:
  - o to administer first aid
  - o 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
  - o to comfort a distressed pupil

### **Determining when the use of restrictive interventions is appropriate**

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 the following:

1. Is it necessary?
  - a. Staff should consider whether there are other more effective, less restrictive ways to manage a situation and assess whether a restrictive intervention is likely to successfully reduce the relevant risks.
2. Is it proportionate?
  - a. 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.
  - b. If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.

c. 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, and must consider relevant equality implications under the Equality Act 2010.

3. Have you considered the pupil's welfare?

- a. Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken.
- b. 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.
- c. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. 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.
- d. 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.

NB: This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

We will always look to minimise the need to use restrictive interventions, such as through prevention, de-escalation, and approaches for individual pupils.

#### **Whole-school measures include**

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour expectations, and for managing communal spaces such as the activity street, dining area and playgrounds
- training staff in effective communication strategies, such as using an appropriate tone of voice and empathy to aid de-escalation (PACE)
- development of working staff-pupil relationships and trust
- recording and analysing data on the use of restrictive interventions to inform improvement planning and individual risk assessment/support plans

#### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for “legally prohibited items.”

Searches will be conducted in line with the statutory Searching, Screening and Confiscation in Schools guidance - linked here.

### **Risk assessment/support plan**

Some children with SEND or additional needs may require an individual risk assessment/support plan/ behaviour plan/ positive handling plan. This will be communicated to parents/carers and reviewed and updated accordingly. We will attempt to reduce risk by managing:

- The environment, including reducing stimuli or triggers that may be causing stress
- Staff approaches including
  - Body language
  - Communication
  - De-escalation strategies
- Medical factors, if relevant

Where there is an identified risk, such as an increased likelihood of the need to use reasonable force and/or other restrictive interventions, we will have a specific risk assessment/plan in place and, where possible, to mitigate risks such as through staff training and prevention strategies.

### **Reporting and recording**

Statutory guidance states that those with a governance responsibility must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

We will contact parents/carers to share incidents as appropriate and for every significant incident (statutory). This includes when physical force is used to implement a non-physical restrictive intervention. Parents/carers should be contacted as soon as possible following a significant incident, and the incident should be explained to them. This action will also be recorded.

In deciding what a serious incident is, school leaders will use their professional judgment and consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

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

- The time, date, location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary in that instance
- A brief account of what type of force was applied, and the degree of force
- The details of any physical injuries sustained, if applicable

The school will communicate this verbally wherever possible and follow up in writing (statutory) via email. This includes any child who required seclusion or restraint as part of a behaviour support plan or risk assessment.

Where necessary and appropriate, we will invite parents/carers into school to discuss significant incidents so that we can look at any potential warning signs/triggers or actions that may be done differently in the future.

Staff will record all incidents of reasonable force in accordance with school procedures and report these to the Headteacher.

### **Seclusion**

We may use seclusion as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.

NB: Seclusion will not be used by staff through the threat of punishment.

The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting'.

### **Pupil and staff support**

As a school, we will evaluate all incidents involving restrictive intervention and seclusion as soon as practicable after an event to understand why it was used and the impact on pupils and staff. We will also look for any patterns or trends and identify how the use of restrictive interventions may be avoided in the future.

If appropriate, the pupils and staff members involved should receive a medical assessment and treatment for any injuries as soon as possible. Injuries will be recorded in line with our Health and Safety policy.

The school will also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be part of the debriefing process and will look to understand what happened during the incident and why. This will aim to bring closure to the incident.

As a school, we will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Policy approved by academy committee:	June 2021
Policy reviewed:	July 2026
Due for review:	September 2027

Our Schools

**Belsay Primary School**

**Darras Hall Primary School**

**Heddon St. Andrew's CE Primary School**

**Ponteland High School**

**Ponteland Primary School**

**Richard Coates CE Primary School**

