



Behaviour & Relationships Policy

Associated Academy Policies:	
Online Safety Policy	Relationships, Sex Education and Health Education Policy
SEND Policy	

Version	Date	Author	Changes
V1.0	September 2022	IRM	New academy policy created.
V2.0	September 2023	IRM	KCSIE Updated for September 2023.
V3.0	September 2024	IRM	KCSIE Updated for September 2024. Changes in light of updated positive handling training.
V4.0	September 2025	IRM	
V4.1	December 2025	MB	DfE Restrictive interventions, including use of reasonable force, in schools guidance is to be implemented from 1 April 2026. Changes to be made in light of new guidance
V4.1a	March 2026	MB	Policy has been updated in light of DfE Guidance.
V5.0	September 2026	IRM	KCSIE udated for Spetember 2026.

Contents

1. Policy	3
2. Aims	3
3. Objectives.....	3
4. Statutory Guidance	4
5. The Core Behaviour Expectations.....	4
6. Recognition & Rewards.....	4
7. Consequences.....	5
8. Pupil support systems.....	6
9. Incidents with an element of prejudice	6
10. Child on Child Abuse.....	7
11. Mobile Phones and Personal Possessions.....	8
12. Behaviour outside of school grounds.....	8
13. Suspensions and Exclusions.....	8

1. Policy

Heatherbrook is a safe, nurturing school which strives to meet the collective and individual needs of all pupils. This policy sets out the behaviour expectations of Heatherbrook Primary School and the strategies in place to ensure that all children are supported to meet the high expectations of their conduct.

Our aim is to teach children responsible behaviour and, in doing so, raise their self-esteem and promote their progress and achievement. Children experience a caring and consistent response from all adults in school so that inappropriate behaviour is minimised and effective learning can take place.

We aim for everybody who comes into school to be aware of the high standard we set, the 'this is how we do it here' mantra. We teach children 'The Heatherbrook Way Curriculum' (see Appendix 1) so that they know what is expected of them in school. Every adult and child in the school is expected to model this behaviour at all times.

2. Aims

- To ensure that staff, parents and children have a clear understanding of the expected behavior which enables everyone to feel safe and effective learning to take place.
- To develop children's ability to appropriately manage their emotions.
- To create a culture in which children always do their best, both in the classroom and in extra-curricular activities, and are able to fulfill their potential.
- To encourage children's sense of pride and belonging in their school.
- To promote children's awareness of community and acceptance of responsibility for their own actions which will equip them for responsible adult citizenship.
- To prevent bullying, prejudice and anti-social behavior.

3. Objectives

To enable us to achieve our aims we:

- Recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.
- Work closely with parents to support our Behaviour Policy and share it as fully as possible with them.
- Believe that good behaviour needs to be learned and so we carefully plan the teaching of behaviour in our school curriculum, particularly at the start of a school year.
- Train and support staff to implement the Behaviour Policy effectively (see Appendix 2 Managing Incidents of Unwanted Behaviour).

- Meet and greet children at the door each morning to create a positive start to the day.
- Facilitate Outdoor Play and Learning at lunchtimes which supports children to engage in positive play and develop social skills and the ability to cooperate with each other.
- Utilise 'Emotion Coaching' strategies to de-escalate conflict, enable pupils to understand how their emotions can affect their behaviour and support them to manage their own emotions more appropriately.
- Avoid the use of 'sanctions' or 'punishment' but discuss the consequences of individual incidents of poor behaviour with pupils, and where appropriate their parent or carers, before deciding on consequences together.
- Use restorative approaches to enable children to resolve disputes with support from an adult.
- Report incidents on the Behaviour form, following guidelines which will alert the Principal and Assistant Principal.
- Work closely with staff where patterns of behaviour are emerging to ensure that support and provision is in place early and referrals to agencies for specialist advice are made promptly.
- Communicate promptly and effectively with parents to enable them to support their child to follow the behaviour expectations.

4. Statutory Guidance

This policy is based on:

[Behaviour in schools - GOV.UK](#)

[Searching, screening and confiscation in schools - GOV.UK](#)

[Equality Act 2010: advice for schools - GOV.UK](#)

[Keeping children safe in education 2025](#)

[Mobile phones in schools - GOV.UK](#)

[School suspensions and permanent exclusions - GOV.UK](#)

[Use of reasonable force and other restrictive interventions guidance](#)

[Supporting pupils with medical conditions at school - GOV.UK](#)

[SEND code of practice: 0 to 25 years - GOV.UK](#)

5. The Core Behaviour Expectations

At Heatherbrook, our core expectations are to be:

- **Ready for Learning**
- **Respectful**
- **Safe**

The core expectations are easy for children, staff and parents to understand.

6. Recognition and rewards

Acceptable, positive behavior choices are recognised in the following ways:

- Smiles
- Gestures such as putting a thumb up

- Specific, individual or group praise
- Adding children's names to the recognition board
- Stickers
- Postcards
- Being named as a 'Heatherbrook Hero' in assembly
- Sharing good news or brilliant work with other staff or parents
- Making phone calls home to share good news

We aim:

- To consistently make positive comments more often than negative ones.
- To catch children doing the right thing and praise them immediately.
- To consider that children prefer to receive praise in different ways and adapt the way we give praise to take this into account.

7. Consequences

At Heatherbrook, we believe that:

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from but must never be physically or psychologically harmful.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the outcomes of the initial negative behaviour.
- Where they are able to, children should be supported to consider and choose the most appropriate consequence of their actions.
- For more serious incidents, parents should be informed and expected to come in to school to discuss the incident and its consequences.
- Removal from the learning environment may be a consequence of serious misbehaviour but is only used when necessary and all other behavioural strategies have been attempted unless the behaviour is so extreme that immediate removal is warranted.

Examples of relevant consequences:

- Children who have deliberately made a mess in the classroom tidy up in their own time.
- A child who has wasted learning time in class catches up with their learning in their own free time.
- A child who has been rude to another pupil apologises and makes amends.
- A child who has been disruptive at playtime misses part of their next playtime.

Although our Academy aims to focus on positive behaviours, at all times, there are unfortunately occasions when some learners may display unacceptable or inappropriate behaviour that could be disruptive or deemed dangerous to other learners and staff, which make them feel emotionally and physically unsafe. When this happens, we may need to use alternative strategies to reduce risk and intervene to ensure the safety of all. This will be in accordance with the DfE [Restrictive interventions including use of reasonable force in schools](#). The Academy will always endeavour to exhaust all other options before a decision is taken to use this intervention

8. Pupil support systems

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

High standards of behaviour are expected of all pupils and additional support and scaffold is offered to support pupils with SEND to meet these expectations. Staff consider individual incidents to make a judgement as to whether a pupil's needs have affected their behaviour to support them in deciding upon their response to the incident, they do not assume that a child's SEND prevent them from meeting the school's high standards of behaviour but may make reasonable adjustments to their response to unwanted behaviour.

Personalised behaviour plans or Positive Handling Plans may be formulated to support children with specific needs. These are discussed and agreed with classroom staff, parents and, where appropriate, the child themselves and reviewed regularly.

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.

9. Incidents with an element of prejudice

We do not tolerate racism, sexism and homophobia.

Under the [Equality Act 2010](#), schools have a duty to eliminate discrimination against pupils due to factors including race, which covers:

- Skin colour
- Nationality
- Ethnic or national origins

Any incidents of racist name-calling or verbal abuse will be considered to be racist incidents and investigated, addressed, reported and recorded as such.

Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

Homophobic comments are those which are derogatory or prejudicial to towards those who are Lesbian, Gay, Bisexual or Transsexual. Homophobia also includes behavior or attitudes that create or reinforce stereotypes.

Our PSHE/RSE curriculum supports children's growing understanding of difference and diversity.

If pupils are involved in racist, sexist or homophobic incident, staff will:

- Support and educate them to develop their understanding of the impact of their behavior.
- Discuss the incident with their parents or carers.
- Consider the school's Prevent Duty to protect vulnerable young people from

radicalisation.

- Consider further action on a case by case basis.

All racist, sexist or homophobic incidents are investigated and addressed by staff and recorded on CPOMS with details of the incident, those involved and the actions taken to address the prejudice.

10. Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery);
- Consensual and non-consensual sharing of AI-generated images including for financially motivated sextortion; and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people are taken as seriously as abuse perpetrated by an adult and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately. PSHE lessons, assemblies and regular sharing of the NSPCC *Pants* material with younger children enable children to recognise behaviour which is abusive.

Our restorative behaviour practice, assembly programme, Heatherbrook Way Curriculum and RSE/PSHE Curriculum teach children knowledge and skills which prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

Through restorative conversations, children learn to consider the impact of their behaviour on others and are supported to find acceptable ways to communicate their emotions. Assemblies such as those during Anti-Bullying Week, teach children to recognise bullying and anti-bullying both as a victim and as a bystander. During the first weeks of the Autumn Term, teachers share a number of picture books with their classes which encourage children to understand and accept differences in British society and be welcoming to everyone in school.

In RSE & PSHE lessons in Key Stage One, children are taught:

- The importance and characteristics of a positive friendship
- How to recognise and respond to other people's emotions
- How they can overcome problems in friendships and relationships
- That being friendly towards others helps them to feel welcome and included
- What is meant by a gender stereotype

In Lower Key Stage Two, they learn:

- How to manage conflict in relationships
- The difference between conflict in a friendship and bullying
- The importance of respecting differences in others

- The impact of bullying and the responsibility of bystanders to intervene
- What is meant by gender, age and disability stereotyping
- Strategies for managing difficult feelings

In Upper Key Stage Two, pupils learn:

- What is meant by respect and why it is important
- Strategies to resist pressure regarding sharing of inappropriate or intimate data
- Further skills and strategies for managing their own difficult feelings and supporting peers experiencing them
- How to manage conflict and disputes in relationships
- To understand more about bullying and how to get help
- What is meant by race and religion stereotypes
- How to challenge stereotypes

11. Mobile Phones and Personal Possessions

Children are not allowed to bring in any personal belongings from home into school. Personal items will be looked after by adults in the classroom until the end of the school day. In exceptional circumstances children may bring mobile phones into school (eg walking home alone/ staying with a different parent for a weekend). In this instance, the child should give their mobile phone straight to their classroom adults who will lock it away until the end of the day. Children must not, under any circumstances, use a mobile phone during the school day or keep it with them.

Following current DfE [mobile phones in schools](#) guidance, the Academy is a mobile free environment as set out in its mobile phone procedure published on the Academy's website. A breach of the procedure will be managed in line with this Policy.

12. Behaviour outside of school premises

Heatherbrook Primary Academy staff have a duty and right to investigate incidents that have happened outside of the school day and/or off school premises, including online, and take appropriate action as a result. For example, incidents which occur:

- Travelling to and from school;
- Wearing the school uniform or in some way identifiable as a pupil of the school;
- At other times, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school;
- Through the use of online platforms.

13. Suspensions and Exclusions

Where there has been a serious breach of the behaviour policy a suspension, direction off-site or permanent exclusion may be considered in line with Department for Education's *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* guidance.

Appendix 1

‘The Heatherbrook Way’ Curriculum

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups from Nursery to Year 6	Explicit teaching of 'The Heatherbrook Way' curriculum content.	Ongoing revision of content	Longer recap of 'The Heatherbrook Way' curriculum	Ongoing revision of content	Longer recap of 'The Heatherbrook Way' curriculum	Ongoing revision of content

Introduction

At Heatherbrook we develop children's character through the 'The Heatherbrook Way' curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who value other people. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Teaching the curriculum

The curriculum is taught explicitly during the early weeks of the Autumn term. Children learn the content of the curriculum so that they can recall the information and act upon it. At the start of each subsequent half-term, 'The Heatherbrook Way' curriculum is revisited with pupils and continues to be reinforced throughout the year. As with other curriculum content, the content is taught using explicit teaching based on the ten 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention.

All staff demonstrate these behaviours and teachers ensure pupils have many opportunities to practise these (particularly in the first few days of term). For example, a lining up order (which is planned by teachers to support children to make the right choices, considering individual needs) is taught in the classroom but is reinforced in different locations and times throughout the school day e.g. at lunchtime, returning from assembly. All adults know and understand the expectations to enable them to consistently reinforce them with children. It is expected that all pupils know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows –

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in a safe, calm environment where teachers are free to teach without disruption or impediment.

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum.

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

Behaviour

Know that there are three core behavior expectations at Heatherbrook. These are to be:

- **Ready for learning**
- **Respectful**
- **Safe**

Know the following examples of these three expectations –

Ready for learning	Respectful	Safe
Listening carefully to the teacher and other children. Sitting still and focusing on the learning. Giving 100% of your attention to what you have been asked to do. Working as hard as you can all of the time. Bring PE kit. Complete any home learning tasks you are asked to do.	Talk kindly to others. Saying please and thank you. Hold doors open for others. Say good morning/good afternoon to others. Take care of school resources and equipment. Listen to other people's point of view. Apologise if you have done something wrong and try to out things right.	Following adults' instructions at all times. Be in the right place at the right time. Keeping your work area tidy and tuck your chair under when you leave your desk. Using equipment in the right way on the playground. Walk when inside the school building. Let an adult know if you are worried or upset about something.

Know that stickers, postcards and assembly awards are earned for particularly good work or behaviour.

Know that pupils who do not follow school rules will be supported to develop their understanding and follow the rules.

Know that if an adult raises their hand straight in the air, I stop talking and face them so that I am ready to listen to them.

Know that being safe means making safe choices even if no one else is watching you.

Know that you show respect for school equipment by using it in the right way and putting it back in the right place when you have finished with it or are asked to do so.

Know that we walk around school using **Heatherbrook Walking**. This means that we:

- Face forwards
- Walk at a steady pace
- Walk in as straight a line as possible
- If in a group, walk behind the person in front of us, facing the back of their head
- Hold our hands behind our backs

- Are silent

Know that we use Heatherbrook Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Know that we use **Heatherbrook Listening** in class and assembly. This means that we –

- Face forwards with hands together
- Always sit up straight
- Never interrupt
- Track the speaker

Know that we all do Heatherbrook Listening to ensure everybody is able to learn without distractions.

Classroom routines

Know the order that you always line up in - who you stand in front of and who is behind you.

Know that you should line up without leaning against the walls or furniture.

Know the routine for entering the classroom and getting ready to work.

Know where you sit in class during lessons (including 'carpet places')

Know that you should go to the toilet at playtime or lunchtime and not during a lesson if you can.

Know to get equipment out ready for the lesson and to look after it.

Know that you should turn to look at your learning partner when asked to and talk about what your teacher has asked you to talk about.

Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.

Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.

Know that answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.

Know that if we are using mini-whiteboards we show our answers using the '3-2-1 Chin It' system where the board is placed under the chin.

Completing work in books

Know that each piece of work needs a date and title.

Know that you must use 'one square, one digit' when writing in maths books.

Know how to underline titles using a ruler and pencil.

Know how to correct mistakes by drawing a straight line through your work.

Know that we stick things straight in our books and within the page.

Assembly

Know that we use Heatherbrook Walking as we enter assembly.

Know that we sit in our class line, facing the front.

Know that we use Heatherbrook Listening throughout assembly

Know that we sit up straight and use our best voices during singing.

Home Learning

Know that we read 5 times a week for at least 20 minutes at home

Know that we practise Maths facts at home using Times Tables Rock Stars or Numbots

Manners

Know that if you respect someone, you have a good opinion of their character or ideas.

Know that you should always say '**please**' when you are asking for something.

Know that you should always say '**thank you**' when you receive something or someone does something for you.

Know that you should let any waiting adults through a doorway before walking through yourself.

Know that you should say 'Good morning/afternoon' to others.

Know that it is polite to face towards the person you are talking to.

Know that it is important to show gratitude to others by thanking people for what they have done for you.

Evacuation and invacuation

Know that, if a continuous bell sounds in school, I leave the building through the closest exit and walk sensibly to the playground where I line up with the rest of my class, in order.

Know that, if I am not in my classroom and I hear adults blowing short blasts repeatedly with a whistle, I should go into the closest classroom, sit down quietly on my seat or the carpet, and follow instructions given my staff in the room.

Playtime Behaviour

Know that you must walk from your classroom to the playground using Heatherbrook Walking.

Know that you must play safely without hurting anyone.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that you must be kind, by including people in your games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that, when an adult blows their whistle, you must stand still and hold your hand up quickly.

Know that, when asked to, you must line up in your lining up order quickly.

Lunchtime

Know where you line up silently outside the dinner hall and wait to be shown to a seat.

Know that you wait in your seat to be asked to collect your dinner or packed lunch.

Know that you should use a quiet voice in the dinner hall.

Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS).

Know that you should check with an adult before eating your pudding or returning your tray.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.

Know that you wait in your seat and talk quietly with your friends until it is time to leave the hall.

End of the day routine

Know that you must calmly collect your belongings and wait in your chair or line.

Know that you must not go home until the teacher has checked that the correct adult is picking you up or you have been dismissed if walking home alone.

Know that these procedures are put in place to keep all children safe at home time.

Mobile Phones

Know that, to keep ourselves and our property safe, we leave mobile phones at home if we can or, if we must bring them to school, we switch them off and put them in the classroom lock-box as soon as we arrive at school.

Know that, when our phones are returned at the end of the day, they must remain switched off until we go through the gate to leave school grounds.

School Uniform

Know that school uniform consists of –

- Black or grey trousers or black or grey skirt.

- White shirt, white blouse or polo shirt and school sweatshirt.

- Trainers or school shoes.

- Dark shorts can be worn in the warmer weather as can green check dresses. Headscarves should be white, blue or black.

Know that all items of uniform should be clearly labelled with your name.

PE

Know that, for PE, pupils must wear black shorts or black tracksuit bottoms, white T-shirt, trainers for outside. A sweatshirt can also be worn in colder months. Know that indoor PE is done in black pumps.

Jewellery.

Know that, to keep children safe, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.

Attendance and Punctuality

Know that you must try to attend school every day.

Know that you must try to arrive at school on time every day.

Know that attending school on time every day means that you don't miss important learning.

Behaviour outside of school

Know that when you are wearing your school uniform you are representing the school community and must always behave safely and respectfully.

Know that you should follow adults' instructions to keep you safe when on a trip from school.
Know that you should be considerate of other people when arriving and leaving school.
Know that being considerate means thinking about other people's needs, wishes and feelings.
Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.
Know that I need to get off my scooter or bike at the gate and walk with it on school grounds.

Know that The Heatherbrook Way curriculum must be followed at all times.
Know that all pupils follow The Heatherbrook Way curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

NOTE: We do not have class charters or individual class rules. All classes follow the same three core behaviour expectations. Where appropriate, children may have individual Positive Handling Plans and Pupil Passports with specific behaviour scaffolds and supports. All classes use stickers, postcards, Principal's awards and assembly awards as rewards.

Appendix 2

Managing incidents of unwanted behaviour

Unwanted behaviour

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction.
2. Say the pupil's name, repeat the instruction to the pupil and give them time to reflect and follow instructions.
3. When other children are completing a task, talk to the child, using Emotion Coaching 'I can see that you are finding it difficult to focus, it is really important that you try your best in lessons, I wonder if it would help if I explained the instructions again or if you moved away from the window?'
4. Agree together what they are going to do and praise immediately if their behaviour improves.
5. If children choose not to engage with support or choose not to complete their work, staff may choose for them to complete work or take part in a reflective conversation in their own time at break or lunch. Class teachers should contact parents/carers if a child's poor choices persist – SLT will support with this if needed.

If low level behaviour persists and is disrupting the behaviour of others then...

- Use classroom support staff to change face and/or support the child with a sensory/movement break.
- Discuss next steps with phase leader and/or a member of SLT.
- Parents will be contacted by class teachers if they are concerned about behaviour. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
- For pupils causing concern as a result of persistent poor choices then a Behaviour Contract and/or report card may be implemented. Individual reward charts may also be put in place to help manage behaviour.

More Serious Behaviour Incidents

- Serious physical aggression to staff or pupils.
- Persistent verbal abuse.
- Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety).
- Serious wilful damage to property.

Use Emotion Coaching techniques to de-escalate and move the pupil to a safe place until they are calm.

Have a restorative conversation with the child/children involved during break or lunch or briefly during afternoon lessons if needed.

Inform parents of the incident and how it has been resolved.

Record the incident on CPOMS including what happened, who was involved and how it has been managed and then hand a CPOMS slip to a member of SLT.

Safe Handling

At Heatherbrook, Emotion Coaching strategies are always the first strategy used to de-escalating situations where children are dysregulated and their behaviour puts themselves or others at risk.

If these strategies are unsuccessful, Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may, as a consequence of certain behaviours, be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations by a member of staff who has been trained in safe handling procedures.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

If a child has been handled:

- Staff will take part in a de-brief with a Senior Leader to reflect on the incident and plan how the pupil's behaviour will be further supported in future.
- Parents or carers will be notified.
- A record will be made on Cpoms and shared with appropriate staff.
- The incident will be recorded on SafetyNest if there are any injuries or near misses.
- A restorative conversation will take place between the pupil and staff at the earliest appropriate time.