



Name of Policy	Behaviour Policy
Date of last review	Summer 2026
Date of next review	September 2028
Member of Staff responsible	Headteacher

Roundwood Primary will promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

Contents

1. Aims
2. Sequence of response
3. Identification of Presenting Needs
4. How prosocial behaviour is promoted and recognised
5. Use of Physical Intervention
6. Suspension and Permanent Exclusion
7. APPENDIX 1 - Strategies for responding to a child who, on occasions, demonstrates conscious behaviours or subconscious behaviours
8. APPENDIX 2 - Examples of the sequence of therapeutic behaviour responses
9. APPENDIX 3 - Examples of the sequence of therapeutic behaviour responses for playtime and lunchtimes.
10. APPENDIX 4 - De-escalation Script
11. APPENDIX 5 - Reminder of physical intervention through moving, handling and comforting
12. APPENDIX 6 – Restrictive Interventions
13. APPENDIX 7 - The Inclusion Circles

Aims

At Roundwood Primary School our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We have a therapeutic approach to behaviour. Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment.

High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have a right to teach.

We aim for children to develop positive and pro-social behaviours through:

- clear and high expectations
- good role models in both children and adults
- clear and consistent boundaries
- individual or small group support
- individual behaviour plans
- advice from external services

At Roundwood Primary School we base our approach on the fact that:

**‘Equality does not mean giving every child the same...
it means giving every child what they need.’**

At Roundwood Primary School we:

- Understand that behaviour is a form of communication.
- Promote pro-social behaviour - looking after ourselves and each other, being helpful, being productive, having self-discipline and respect for others;
- Focus on a therapeutic approach to behaviour management;
- Provide an inclusive setting that promotes equality of opportunity so that all children are given what they need to help them to learn how to engage in pro-social behaviours;
- Understand that all staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour
- Ensure that all staff understand how to focus on de-escalation and preventative strategies rather than focusing on reactive strategies

At Roundwood Primary School we recognise and understand the importance of the behaviour strategies we employ.

We understand the need to stand back and ANALYSE NOT PERSONALISE behaviours. We realise that once we look for explanations we will be able to choose strategies or interventions to help the child understand how to engage in prosocial behaviours.

We promote the teaching of behaviour through:

- Building positive relationships with pupils
- Role modelling the behaviour we expect from children
- Creating and agreeing clear class rules with the children at the beginning of each year

- Consistency across all members of staff
- The use of agreed scripts – see APPENDIX 4
- The use of positive phrasing with pupils – see APPENDIX 2
- Planning proactively how to teach prosocial behaviour
- Rewarding pupils' choices and giving positive reinforcement as well as clear consequences
- Providing comfort and forgiveness to pupils when better choices could have been made

All staff will attend training meetings during the school year to discuss strategies and expectations in relation to the behaviour policy so that our approach remains consistent amongst all staff.

Teachers recognise the importance of a consistent approach to communication with pupils, one which promotes positive interactions and models pro-social behaviours.

Examples of approaches we would expect to see are as follows:

- Providing children with limited choices: From 'If you don't do your work you will have to stay in at playtime,' to, 'You have a choice. Would you like to finish your work now or finish it later (e.g. at playtime?)'
- Respond in an 'authoritative' manner – when giving a limited choice.
- Using 'thank you' at the end of a direction – this assumes compliance.
- If a child refuses to respond to choices given, say e.g. 'Yes, you can' instead of 'That's fine' or 'Ok' when responding to a further choice option, as this asserts that the permission of the adult has been given.
- When giving directions, avoid putting the direction as a question: 'Will you please tidy up the equipment?' The pupil could quite legitimately say, 'No'. Instead, say, 'It is time to tidy up the equipment – thank you.'
- Be clear, precise and direct: 'You need to put the equipment away now. Thank you.' Saying 'Thank you' assumes compliance and provides the child with a clear indication that you expect them to follow your instruction and that you believe they can achieve what you have asked of them.
- The use of different strategies for responding to a child who, on occasions, does not demonstrate pro-social behaviours (conscious behaviours) and a child who, on occasions, is not demonstrating pro-social behaviours (subconscious behaviours). These strategies include: Redirecting, Accepting, Solution focused, Scaling – see APPENDIX 1 for details.

At Roundwood Primary School we build on the positive patterns of behaviour that the children have learnt already and proactively identify triggers for behaviour choices. We help the children develop pro-social behaviours which are reflected in the school's motto:
To Learn, To Live, Together.

This motto encourages the children to focus on the importance of working and playing successfully alongside all members of our community, in order that everyone is able to fulfill their potential.
Ready - Respectful - Safe

At Roundwood Primary we promote the following vision and values amongst our community:

Vision

Roundwood Primary School is a place of opportunity, friendship and understanding, where learning and enjoyment go hand-in-hand. All members of our school community have a part to play in our continual development and are valued, respected, and included. Our school equips pupils with a love of learning, preparing them for a changing world. We teach a broad and balanced curriculum which meets the needs of all learners and develops responsible members of our school, local community, and wider world.

Values

Roundwood Cares



C reative	We foster the ability to come up with new ways to carry out tasks, solve problems and meet challenges. Children are naturally curious about the world around them, and we encourage that in all aspects of learning.
A spirational	We treat each child as an individual and help them to develop their interests and reach their full potential in everything they do.
R esilient	We encourage pupils to explore all the curriculum has to offer, to relish challenge and embrace their mistakes as part of the learning process. We aim for pupils to develop a positive attitude towards their learning, make good progress and celebrate their achievements.
E nriching	We offer all pupils stimulating experiences and a high-quality learning environment to inspire them throughout their learning journey. We aim to motivate learning through new and exciting experiences which bring their learning to life.
S upportive	We work to nurture strong relationships between our children, staff, parent body and wider community offering support to achieve our common goals.

We focus on our learning habits of:

- Be collaborative
- Be persistent
- Be disciplined
- Be imaginative
- Be inquisitive

The Equality Code reminds us to treat each other **kindly** and **fairly**.



Behaviour, Rewards and Consequences

Our behaviour guides and reward ladders can be found on the school website.

Positive Behaviour

Reception

[Positive Behaviour Reception](#)

Year 1 to 6

[Positive Behaviour Y1-6](#)

Behaviour Consequences

Nursery

[Behaviour Consequences Nursery](#)

Year R to 6

[Behaviour Consequences YR-6](#)

Sequence of response

At Roundwood Primary School, when dealing with anti-social behaviour we use the following sequence of responses in line with our therapeutic behavioural approach:

1. **Positive phrasing – the use of positive language**
2. **Child's limited choice – to give the child options which they can 'own'**
3. **Adult directive (leading to differentiated workspace, such as another classroom)**
4. **Debrief for the class – to help the other members of the class understand the child's behaviour and the consequences the child will face**
5. **Educational Consequence**
6. **Further consequence (SLT)**

(See APPENDIX 2 & 3 for detailed examples of different situations)

Identification of Presenting Needs

Most children demonstrate prosocial behaviour. However, there are some children, including SEND, for whom the sequence of response above may not be suitable and therefore reasonable adjustments will be made using the Therapeutic Thinking Graduated Response. These children may require an Therapeutic Plan to formalise strategies that differentiate from policy. This could be because behaviours are becoming difficult or dangerous. The procedure for these children uses proformas to identify the child's presenting needs and to plan for responses to behaviours seen:

1. **Therapeutic Tree (Roots and Fruits)** - this is an analysis tool to identify root causes to behaviour and identifies solutions that school can provide to support, through creating more prosocial feelings via experiences
2. **Anxiety Analysis**- to predict and prevent escalation.

3. **Subconscious and Conscious checklist** – helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.
4. **De-escalation script** – to be used by all staff to de-escalate (calm) situations.
5. **Individualised scripts** – these are to be used by all staff with specific children in specific situations to ensure a consistent approach as specified in the child's **Therapeutic Plan**.
6. **Educational consequence** - this must be appropriate to the incident and individual and must be logical, purposeful and meaningful.
7. **Protective consequence** - this may be necessary to manage harm. This could include an increased staff ratio, limited access to outdoor space, escorted in social situations, differentiated teaching space or exclusion from an area of the school.

How prosocial behaviour is promoted and recognised

All staff must take the lead in modelling the high standards of pro social behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. This includes an understanding of how an adult's actions may impact on the experiences, feelings and behaviours of the children.

Rewards for prosocial behaviour are not to be used as a 'bribe' but as a 'surprise'. These may include:

- **A visit to the Headteacher.** When a child has a breakthrough in learning, or has made a particularly good effort, s/he is sent to the Headteacher. The work is endorsed with a sticker/ Star Token to remind the child that this piece was special and why.
- **Top Banana Assembly.** Each week the class teacher selects children who have demonstrated the theme of the Bananas assembly, such as a school value or behaviour for learning.
- **Postcards.** These are sent home to congratulate children for positive progress and attainment in any aspect of school life.
- **Speaking to parents/carers after school** about children who have done well, as well as children whose behaviour has been a concern, ensuring positive behaviour is acknowledged.
- **Parent Partnership.** We recognise that working closely with parents is paramount to successful behaviour management.

We work closely with parents to ensure that they understand the importance of Consistency, Accessibility, Responsiveness and Emotional Connections (CARE) in their parenting style that gives a child a firm foundation for pro social behaviour. If a child is struggling with pro social behaviour, then we expect parents to work closely with the school and support our approach to behaviour management.

House Teams

At Roundwood Primary School, all pupils and staff are part of one of four Houses:

The House System is designed to build a strong sense of community, promote our school values, and encourage positive behaviour through teamwork and shared responsibility. Siblings are placed in the same House to strengthen family connections within the school.



Earning Tokens

Pupils earn tokens for demonstrating positive behaviour, effort, and contributions in line with our CARES values. Tokens are collected in a visible display so children can track their House's progress.

Star Tokens and Special Awards

On occasion, pupils may be awarded a Star Token, given only by the Headteacher, to recognise truly exceptional moments. Each week, the 'Top Banana' also receives a Star Token for their House.

House Rewards and Celebrations

At the end of each term, the House with the most tokens will be awarded a special celebration and a ribbon on the House Trophy. At the end of the school year, the overall House Champions will be crowned, alongside the winners of the Headteacher's Gold Cup (for Star Tokens).

House Events

Each half-term, pupils take part in a House Event. These are inclusive, fun, and team-based opportunities that promote creativity, learning, and collaboration. Events vary each year, and all pupils wear their house-coloured t-shirts to celebrate their identity and belonging.

Aims of the House System

The House System supports our Behaviour Policy by:

- Celebrating effort, contribution, and kindness.
- Strengthening positive behaviour through teamwork and reward.
- Encouraging pride and belonging.
- Providing inclusive opportunities for all pupils to shine.

Use of Physical Intervention (see APPENDIX 5):

At Roundwood Primary School, physical intervention may be seen in the form of:

- Comforting a student in distress so long as this is appropriate to their age and understanding
- Gently directing a person
- For activity reasons, for example in drama, physical games
- To avert danger to the student, other persons or significant damage to property

Following an incident of disruptive, difficult or dangerous behaviour we **reflect, repair and restore** by:

- revisiting the experience with the child when they are calm, relaxed and reflective
- retell the story **with an adult** and record what happened before, what the behaviour was, what the consequence was and the pro-social choice they could have made and would do next time
- discuss the behaviour and focus on the act not the child.

Restrictive Interventions (see APPENDIX 6):

This appendix to Roundwood Primary School's Behaviour Policy outlines the lawful use of restrictive interventions, including restraint and seclusion, in line with updated Department for Education guidance and 2025 regulations. It emphasises that restrictive interventions are safeguarding measures of last resort, used only when necessary to prevent harm, injury, serious disruption, property damage or criminal offences, and must always be lawful, proportionate, time-limited and preserve the child's dignity. The school adopts a therapeutic, trauma-informed approach that prioritises prevention through de-escalation, emotional regulation support, restorative practices, individual plans and risk reduction strategies. Certain practices, such as punishment-based restraint, pain-inducing techniques, degrading treatment and unsafe holds, are strictly prohibited. Any use of restraint, seclusion or other significant restrictive practice must be recorded on CPOMS by the end of the school day, reported to parents on the same working day, and reviewed with a focus on safeguarding, accountability, partnership with families and preventing future incidents.

Suspension and Permanent Exclusion

The Headteacher may decide to suspend or permanently exclude a pupil when this is considered an appropriate response to a serious breach of the school's behaviour policy. This may be in response to persistent behaviours that have not improved despite supportive and preventative strategies being tried, or a serious one-off incident.

While suspension or permanent exclusion may be more likely when a child demonstrates Level 3 behaviour, the Headteacher retains the discretion to suspend or permanently exclude for a one-off incident or persistent behaviours at any level.

In making a decision, the Headteacher will consider the individual circumstances of the incident, the pupil's needs, the impact on other pupils and staff, and whether allowing the pupil to remain in school would seriously harm the education or welfare of others.

APPENDIX I: Strategies for responding to a child who, on occasions, does not demonstrate

conscious prosocial behaviours) and a child who does not demonstrate prosocial subconscious behaviours)

APPENDIX 2: Examples of the sequence of therapeutic behaviour responses for low level classroom behaviours

APPENDIX 3: Examples of the sequence of therapeutic behaviour responses for playtime and lunchtimes.

APPENDIX 4: De-escalation Script

APPENDIX 5: Reminder of physical intervention through moving, handling and comforting

APPENDIX 6: Restrictive Intervention

APPENDIX 7: The Inclusion Circles

APPENDIX I - Strategies for responding to a child who, on occasions, demonstrates conscious behaviours or subconscious behaviours

Redirecting: When a child refuses to follow an adult's request there is a clear danger that the interaction will escalate to a major confrontation. This in itself could result in the stimulation that the child may be seeking.

Redirecting is about trying to avoid being drawn into a power struggle. Instead the adult has a number of activities that he/she can use to redirect the child towards some behaviours that are positive. E.g. if a child has refused to go back to their seat... 'Well, while you are out of your seat could you go to the book cupboard and bring me another 3 exercise books' or have some activities that are ready e.g. a collage that needs attention, a specific errand such as a message to the office, areas that need reorganising, ripping up paper to make something...

Accepting: when a child refuses for whatever reason, give immediate partial agreement to his comment, that is begin your sentence partially agreeing with him. By partially accepting a child's negative comment the adult sidesteps confrontation and can then redirect the child's behaviour. E.g.

Pupil: I hate school

Adult: Yes, there are times when you might hate school but I can help you with your learning so that you can enjoy it more and you can tell me about some things that you would like to do at school.

Pupil: I don't like doing P.E.

Adult: Yes, I can tell that you don't like P.E. Is it getting changed that you don't like? Is it the exercise that you find tricky?

Pupil: There is too much work to do

Teacher: Yes, it can seem like that there is too much work to do, but let's get this part done and then we might be able to find time for some other things you enjoy – perhaps you could tell me what they are.

Solution-focused

Focusing on getting the behaviour right. 'For the rest of this week I am going to be watching you for all those times when you get it right, when your behaviour is helping you to learn. These will be times when you are sitting on the carpet, when you listen to instructions, when you don't distract people. I am going to write those times down and if you want me to I will give you a note to take home explaining how well-behaved you've been. If I'm doing this, I will need your help as well. I want you to notice those times in the classroom when you are working well and I want you to think about what you are doing that helps you to be successful'.

Scaling

If the child is able to understand this technique it is very positive. Help the child to rate his problem on a scale of 1-5. Number 1 reflects the problem at its worst and 5 is where there is no problem. ADULT: Kim, on a scale of 1 to 5 where do you think you are with respect to staying in your seat and not disturbing others in the class?

KIM: About 2

ADULT: Okay, what is it that you think you are doing right to put your mark at 2?

KIM: Well sometimes when we are doing drawing I don't leave my seat at all.

ADULT: If you moved your score from 2 to either a 3 or a 4, what do you think you would be doing more of? What would you and I see more of?

KIM: Well, I would be putting my hand up when I got stuck and needed help.

ADULT: Ok. Let's work together to see if we can achieve that.

Notice the problem is not analysed and the conversation between the adult and the pupil is more positive. It did not go down the road of, 'Why did you behave like that?' For most of the time children do not know why they behave the way that they do. Solution-focused approaches are positive and brief. The adult does not get drawn into analysing the problem, but instead used their energy to find and understand those times when the problem was less severe.

APPENDIX 2 - Examples of the sequence of therapeutic behaviour responses

Respond in an 'authoritative' manner.

If a child refuses to respond to choices given, say e.g. 'Yes, you can' instead of 'That's fine' when considering an alternative.

Try to 'disempower' the behaviour wherever possible by ignoring and giving exaggerated attention to those children making the correct choices.

STEP	1	2	3 DIFFERENTIATED WORKSPACE		4	5	6
Scenario	Positive Phrasing	Child's Limited Choice (of equal value)	Directive from adult	REFLECTION 'Take up time' Opportunity to think on own and come back when ready	Debrief for the class	Educational Consequence What does the child need to learn from this situation? What do we need to teach?)	Further consequence (being sent to SLT)
Disturbing the learning environment Refusing to get on with a task that has been set leading to disrupting others:	This is a polite reminder followed by the expectation that is not being met	You have a choice: Sit on the carpet or sit next to me (or similar). This work needs to be finished. During lesson time when I am here to help you or during break/lunchtime when you will need to get on by yourself.	Move off the carpet/sit away from the class/sit next to me – thank you. You need to...stay in at break/lunch until the work is finished.	Now leave the classroom (and go to...) so that we can get on with our learning. You are welcome to come back when you are ready to learn.	When other people make choices that affect you, how do you feel? It is not acceptable to...	Needing to catch up on the learning and/or practice correct behaviours. The task WILL be completed.	If persistently disturbing the learning environment you will need to go and speak to Mrs Hooft/Mrs Brennan/Miss Smith about your choices

APPENDIX 3 - Examples of the sequence of therapeutic behaviour responses for playtime and lunchtimes.

Respond in an 'authoritative' manner. Not playing safely

1	2	3	4
Child's Limited Choice	Adult directive & Educational Consequence	REFLECTION Leaving the play environment 'Take up time' Opportunity to think on own and come back when ready	Further consequence (time with a member of SLT)
Play safely or come and stand next to me	Come and stand next to me. <u>Educational Consequence 1</u> <i>Point out other children; talk about games that the child could play. Need to have a couple of suggestions of playground games.</i>	Walk with me. or Come to a different space for 5 minutes. When you are ready to play safely then you are welcome to come back to the playground to tell me	<i>If continuing to play in an unsafe manner.</i> You will need to go and speak to Mrs Hooft/Mrs Brennan/ Miss Smith/ Mrs O Connor about your choices. <u>Educational Consequence 2</u> Think of some safe games that you could play. <i>Draw pictures. Ask child to come back at the next playtime to be reminded of safe games to play. They need to 'earn' the right to be able to go back to the playground. Could they learn a new game to go back to the playground and teach other children?</i>

When a child who is not on a Risk Reduction Plan exhibits behaviour that results in another child being harmed, the adult could use the de-escalation script if appropriate. The child needs to be guided to a SLT member to follow up.

Those children who feel excluded from play and/or do not have the confidence to join in with other children equally need help to ensure that they are not internalising their feelings for example, low self-esteem, and must be supported to engage in play situations. Where this becomes an ongoing problem, the class teacher must be informed so that some support can be given through e.g. Circle times, PSHE/Life Skill sessions.

APPENDIX 4 - De-escalation Script

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

- use the child's name
- acknowledge their right to their feelings
- tell them why you are there.

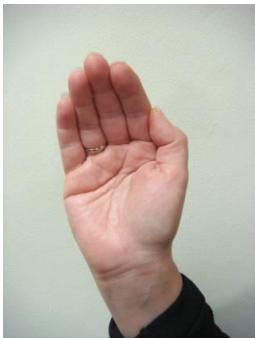
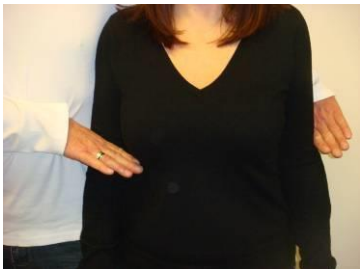
Using a de-escalation script gives a focused, calm and consistent approach.

De-escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and...

All teaching staff and support staff have a sticker with the de-escalation script on the back of their lanyards for easy reference.

APPENDIX 5 - Reminder of physical intervention through moving, handling and comforting

Open mitten – used to move a child away	 A photograph showing a hand with the palm facing forward and fingers spread, held against a plain light background.	 A photograph showing a hand with the palm facing forward and fingers spread, placed on the upper arm of a person wearing a black shirt.
Closed mitten – used to draw a student close	 A photograph showing a hand with the palm facing forward and fingers curled into a fist, held against a plain light background.	 A photograph showing a hand with the palm facing forward and fingers curled into a fist, placed on the upper arm of a person wearing a black shirt.
Open mitten escort – to escort a child to safety	 A photograph showing a man and a woman standing side-by-side, facing forward. The man is on the left, wearing a white shirt and blue jeans, and the woman is on the right, wearing a black top and black pants.	 A photograph showing a close-up of a person's arms, with hands placed on the upper arms of another person wearing a black top.
Paired escort - to escort a child to safety	 A photograph showing a man and a woman standing side-by-side, facing away from the camera. The man is on the left, wearing a white shirt and blue jeans, and the woman is on the right, wearing a black top and black pants.	 A photograph showing a man and a woman standing side-by-side, facing forward. The man is on the left, wearing a white shirt and blue jeans, and the woman is on the right, wearing a black top and black pants.

Supportive hug
– to communicate and
reward



APPENDIX 6 – Restrictive Interventions

Restrictive Interventions, Recording and Reporting Guidance

Under Section 23 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force to prevent pupils from:

- Causing injury to themselves and others
- Damaging property
- Committing a criminal offence
- Causing disorder

Purpose of this Update

This update should be read alongside the existing Behaviour Policy and reflects the Department for Education guidance:

- *Restrictive interventions, including the use of reasonable force, in schools* (effective from 1 April 2026)
- Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025

This update strengthens the school's approach to:

- prevention and de-escalation
- safeguarding and pupil dignity
- lawful and proportionate use of restrictive interventions
- recording and reporting procedures
- communication with parents/carers
- staff accountability and reflective practice

The school remains committed to a therapeutic and trauma-informed approach where restrictive intervention is always a last resort.

USE OF PHYSICAL INTERVENTION (UPDATED APRIL 2026)

At Roundwood Primary School, we recognise that behaviour is communication and that children may experience overwhelming emotions, anxiety, distress or dysregulation. Staff are expected to use preventative and de-escalation strategies at all times before considering any restrictive intervention.

Definition of Restrictive Intervention

Restrictive intervention refers to any action that intentionally restricts a pupil's movement, liberty

or freedom of action in order to prevent harm.

This may include:

- physical restraint
- blocking movement
- guiding or escorting a child
- restricting access to spaces or items
- seclusion
- increased supervision or reduced access arrangements used for safety reasons

Restrictive interventions must:

- be lawful
- be reasonable and proportionate
- be necessary to prevent harm
- be used for the shortest possible time
- preserve the dignity and safety of all involved
- never be used as a punishment

Restrictive intervention is a safeguarding matter and not a behaviour management strategy.

Preventative Practice

At Roundwood Primary School we prioritise:

- therapeutic relationships
- predictable routines
- emotional regulation support
- individual therapeutic plans
- anxiety analysis and risk reduction planning
- differentiated provision
- positive phrasing and de-escalation
- restorative and reflective conversations
- individual behaviour and risk reduction plans that are discussed and reviewed regularly or after each significant incident alongside parents and external professionals

Staff will always attempt:

1. Regulation support
2. Verbal de-escalation
3. Redirection
4. Removal of triggers/audience
5. Offering safe choices
6. Seeking support from colleagues or SLT

before restrictive intervention is considered unless there is an immediate risk of harm.

When Restrictive Intervention May Be Used

Restrictive intervention may only be used when necessary to:

- prevent injury to the child or others
- prevent serious damage to property
- prevent serious disruption where safety is compromised
- prevent a criminal offence
- maintain the safety of all pupils and staff

Staff must use the minimum intervention necessary for the minimum amount of time.

Any restrictive intervention must be proportionate to the risk presented.

Prohibited Practice

The following practices must never be used:

- punishment-based restraint
- deprivation of basic needs
- deliberate pain-inducing techniques
- humiliation or degrading treatment
- unsafe holds or techniques that restrict breathing
- restraint used because of non-compliance alone
- seclusion without supervision
- interventions that discriminate against a pupil's protected characteristics or SEND needs

Seclusion

Seclusion is the supervised isolation of a child where they are prevented from leaving.

Seclusion must only be used where there is an immediate risk of harm.

Reporting

All incidents requiring restriction or seclusion will be reported to parents within the working day.

Recording Expectations

A written record must be completed for:

- any restrictive physical intervention
- any restraint
- any seclusion

- any significant restrictive practice
- incidents involving injury or high risk
- incidents requiring SLT support

Records should normally be completed before the end of the school day on CPOMS.

The member of staff leading the intervention is responsible for ensuring the record is completed.

Parent/Carer Communication

Parents/carers will be:

- informed promptly and sensitively
- provided with factual information
- reassured regarding safeguarding and support
- invited to discuss concerns or preventative strategies
- involved in reviewing support plans where appropriate

Communication should remain:

- non-judgemental
- professional
- child-centred
- solution focused

Staff will use this standard letter template:

Parent Notification Template

For less serious incidents

Dear [Parent/Carer Name],

I wanted to let you know about a situation today where [Child's Name] required support to ensure their safety and the safety of others.

Staff used a brief restrictive intervention (for example, guiding them away from the situation). This was used as a last resort after de-escalation strategies.

[Child's Name] is now settled, and we will continue to support them in school.

Please contact us if you would like any further information.

Kind regards,

[Name]

Incident involving [Child's Name] – [Date]

Dear [Parent/Carer Name],

I am writing to inform you of an incident involving [Child's Name] that took place on [date].

During the incident, [brief factual description of what happened – e.g. “there was a situation where [Child's Name] became distressed and there was a risk of harm to themselves/others”].

In order to keep everyone safe, staff used a **restrictive intervention**. This involved [brief, clear description – e.g. “guiding [Child's Name] away from the area” or “a short period of physical intervention”]. The intervention lasted for approximately [duration].

Staff used de-escalation strategies beforehand, including [brief examples if appropriate], and the intervention was only used as a last resort to ensure safety.

Following the incident, [Child's Name] was supported to calm and reflect, and staff have reviewed the situation to consider any further support that may help prevent a recurrence.

Please be assured that our priority is always to keep children safe and to use the least restrictive approach possible.

If you would like to discuss this further, please do not hesitate to contact the school.

Kind regards,

[Name]

[Role]

Where there are repeated incidents, a review meeting should be arranged.

GOVERNOR AND LEADERSHIP MONITORING

Senior leaders and governors will monitor:

- frequency of restrictive interventions
- patterns relating to individual pupils or groups
- disproportionality
- staff training needs
- safeguarding concerns
- effectiveness of preventative practice

Monitoring information will be used to:

- reduce restrictive intervention over time
- improve inclusive practice
- strengthen early support
- improve staff confidence and consistency
- safeguard pupils and staff

Suspension and Exclusion

Fixed term or permanent suspension will only be considered where:

- all appropriate preventative and supportive strategies have been explored
- reasonable adjustments have been considered
- risk cannot be managed safely within school
- the behaviour presents serious risk to safety or learning

The school recognises that suspension and exclusion can be particularly harmful for vulnerable pupils, including pupils with SEND, and decisions will always consider:

- safeguarding duties
- equality duties
- individual needs
- proportionality
- alternative support strategies

The school follows current DfE and Local Authority guidance regarding suspension and exclusion.

APPENDIX 7 - The Inclusion Circles

At Roundwood Primary School we are committed to successful inclusion.

Please see the diagram below for a **model of successful inclusion**.

Young people may be within any of the circles at any given point in time.

Circle 1 represents an average class of mainstream young people. Although all children may present challenges to us as adults, most of those in Circle 1 represent children who present very little risk of harm to themselves, others or property.

Circle 2 on the left represents the one or two children who are often the very quiet or withdrawn children. The behaviours of this group represent the children who may be **internalising** behaviour so it is important that the school has strategies to develop confidence and self-esteem.

The one or two young people in circle 3 on the right are much more noticeable. These children **externalise** their behaviour and can potentially become a risk of harm to themselves, others and property. With a small amount of differentiation these children can often have their needs met in a similar way to the children within Circle 1.

However, occasionally we have a young person within a group who presents a risk of harm which is far beyond that of any other child. This child, or these children (4), cannot be kept safe by simply following policy and they need a **differentiated plan** in order to be safely included. The behaviour of this child may be linked with a condition such as autism, social, emotional or attachment issues or the reason for the difference may be unidentified.

At Roundwood Primary we recognise that there are times when we need to reflect on how we can widen Circle 5 in order to ensure that we are providing and adapting an environment to suit the needs of all children, rather than expecting and forcing all children to 'fit' into a norm.

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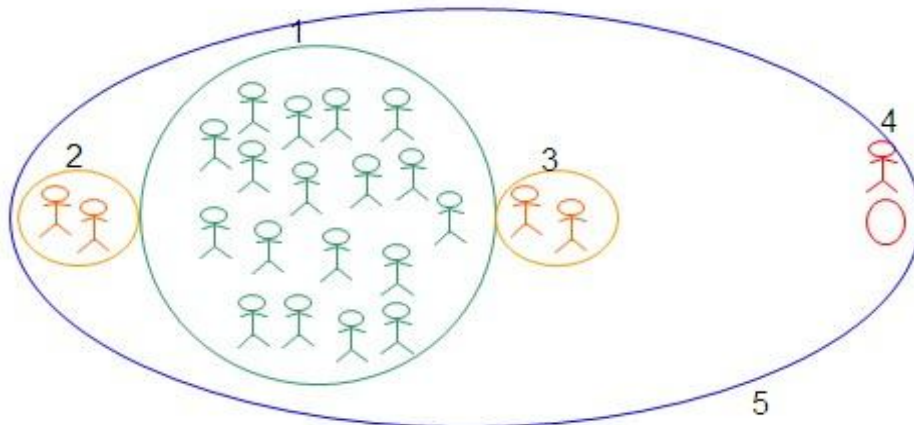
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A child

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(diagram 1)



recognise that
are complexities
subconscious
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behaviours
can be
summarised as
follows:

who, on
occasions, does
meet behaviour
expectations may
child who:

- Has had an illness or injury

during early childhood and may appear to be physically able, but their ability to think, feel and behave is affected.

- Has a recognised condition that affects their development such as Autism, Tourette's Syndrome, Asperger's Syndrome, ADHD or other.
- The child may need an individualised behaviour plan as they may have specific needs related to disturbances of attention, memory impairment, difficulties with perceptual sensory skill, difficulties with communication skills, deficits in executive function, fatigue, physical impairment.
- Is asserting their personal autonomy.
- Is using defiant behaviour as an effective way of escaping aspects of the school day they find challenging.
- Is seeking peer approval.
- Welcomes any response, even a negative one, as it stimulates an emotional response in their nervous system which can be rewarding in itself.
- Is needing to feel 'significant'.