Alfriston School

Behaviour Policy

Approved by Governing Board – Nov 2026

PRINCIPLES

1. Every pupil understands that they have the right to feel safe, valued and respected, and to learn free from the disruption of others.

2. Every member of staff and of the school community has the right to feel safe, valued and respected by others.

3. All pupils, staff and visitors are free from any form of discrimination.

4. Staff and volunteers set an excellent example to pupils at all times.

5. The use of rewards, consequences and reasonable force will be consistent, in line with the Behaviour Policy & Anti-Bullying Policy.

6. The Behaviour Policy & Anti-Bullying Policy is understood by pupils and staff.

7. This policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions.

8. Pupils are helped to understand what pro-social and pro-learning behaviour looks like and take responsibility for their actions. Pupils are explicitly taught and supported to understand what positive behaviour, self-regulation and respectful relationships look like.

9. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

Children learn best in a calm and positive environment, and we want all staff and children to feel secure and happy in a school which is fair, friendly, fulfilling and fun.

Behaviour principles reviewed & approved by Governors

Alfriston School - Equality Statement

Alfriston School recognises that everyone is different and special owing to varying needs and cultures. We treat all differences positively, recognising that diversity creates a collaborative, creative and understanding school, where everyone is included to do lots of different things and have lots of different experiences.

Written by the children of Alfriston School

This is reflected in our Equality Policy and Objectives and
in our vision to be 'Fair, Friendly, Fulfilling and Fun'.

AIMS

- To encourage children to take responsibility for themselves and others and for moderating their own behaviour;
- To support children to become independent learners, motivated by their natural curiosity about the world in which they live in;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To encourage a calm, purposeful and happy atmosphere within school in which children are safe;
- To help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and the differences of others;
- To work alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society;
- To ensure that everyone is clear about their role when managing a child's behaviour.
- To teach our children what pro-social and pro-learning behaviour looks like and to make our children aware of unacceptable behaviour;
- To support children to understand the consequences of their actions, where appropriate, in accordance with this policy.

We hope to achieve these aims in a number of ways:

- Through the atmosphere and example which is created by all adults within the school;
- By rewarding children for showing and promoting pro-social and pro-learning behaviour through a variety of means;
- By using the 'Empowerment Approach' because we believe that high expectations and high support enables a child to achieve;
- Through work within the curriculum, in particular in PSHE lessons;
- By ensuring all adults understand the behavioural expectations and the importance of maintaining them - all new staff are inducted clearly into our school's behaviour culture, including regular ongoing development, support and training, to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- By there being a calm, firm and consistent approach throughout the school;
- By involving parents or carers;
- By being committed to inclusion and using reasonable adjustments when necessary to ensure no child is disadvantaged and so reaches their potential;
- By the use of a multi-agency approach, accessing professional support when necessary;
- To investigate causes of persistent poor behaviour and address underlying issues, being sensitive to other experiences in a child's life;
- By encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this;
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.

OUR VISION – CURRICULUM INTENT

We have high aspirations for all of our children to be safe, happy, confident, responsible and knowledgeable individuals who can learn at their best. We delight in equipping all children to achieve personal success, make meaningful connections and develop a lifelong love of learning. Every child feels valued and cared for – they have a sense of belonging and are proud of their achievements.
Our curriculum not only uses our beautiful location to enrich the learning of our children but is also outward looking so that they are respectful global citizens.

'Fair, Friendly, Fulfilling & Fun!'

ALFRISTON SCHOOL



Life Value: **Collaborative Bee**

Our curriculum and wider school community provide opportunities for us to work together and learn from each other in a supportive environment.
We model effective communication and teach coaching skills to enable children to recognise their own needs and those of others.



Life Value: **Curious Meerkat**

Our curriculum is designed to enable children to become critical thinkers and develop a thirst for new experiences.
We encourage children to develop their questioning skills in order to build on prior learning and deepen their knowledge.



Life Value: **Independent Cat**

Through our curriculum, we provide opportunities for all children to be independent learners with high aspirations. Pupils of all abilities and social backgrounds are given the opportunity to achieve. Every child is recognised as a unique individual.



Life Value: **Creative Spider**

We have a diverse and creative curriculum, providing a wide range of first hand experiences and extra-curricular activities. We celebrate the individuality of all our learners, giving them the confidence to express themselves. We provide a safe and supportive environment in which they can find different ways to deepen their learning.

Kind Hands
Kind Feet
Kind Words
Kind Everything



Life Value: **Determined Tortoise**

Our curriculum provides breadth, depth and challenge. We model the importance of resilience, encouraging children to embrace mistakes as part of learning and development. We motivate each child to believe that they can persevere in order to meet their own potential.

Our 'Vision – Curriculum Intent' and 'Life Values' apply throughout the day and within every area of school life. They work alongside 'Our School Charter'. Both were produced with the children and they are regularly discussed with each class. They are also supported across our school curriculum and in assemblies and school events. In this way, every child knows the standard of behaviour that we expect by being part of our school.

Our School Charter

- **We have the right to feel good and be able to do our best learning in school.**
- **We have the responsibility to make sure the people around us also feel good and can learn at their best.**
- **We have high expectations for ourselves and everyone around us.**

For this to happen, we have agreed on these four principles of pro-social and pro-learning behaviour that everyone needs to follow:

1. Respond to others calmly and with kindness ("Kind Hands, Kind Feet, Kind Words, Kind Everything")

2. Make sure what we say and do helps us and those around us to learn ("Is it good for me and good for everyone?")

3. Take turns to speak and listen to others

4. Look after equipment and resources with care

The Positive Impact if I do this will be**:**

1. People will feel safe around me

2. People will enjoy being around me and want to spend time in my company

3. I will feel good about myself as a learner

4. I will feel good about myself as a friend and a pro-social member of the class and school

This is likely to help me become a confident, happy and successful member of the class and school.

The Negative Impact it may have if I don't manage to keep to these agreed ways of working**:**

1. Other people won't be able to learn and achieve as well as they could

2. I will not learn and achieve well

3. Others will not feel so safe and happy around me

4. Others might not be so keen to spend time with me

This may lead to me not feeling so good about myself and not doing so well in class or at school.

- I know I will be supported and have extra practice and coaching times so I get better at the things I find hard. Adults will help me and I know I will have to work hard too.
- Before my skills improve with practice, I know I may have to learn in a different space so that others in the class feel safe and can learn but this will be for a limited time and in consultation with the senior leadership team. The intention will always be for me to be fully learning in the classroom with my peers because we have high expectations for everyone.

- We are learning about the brain and know that some people in the class will find keeping to Charter more difficult and we will support them to get there. These children may need special things to help them in the classroom and/or extra support from adults and other children in the class.
- Each class devises their own Class Charter that everyone understands and agrees, based on the four principles of our School Charter – these are displayed in the classroom to be referred to, when necessary.

Teaching and promoting pro-social and pro-learning behaviour

All children contribute and learn about our whole school values and vision, alongside our School Charter. In term 1, each class devise their own rules for their classroom in conjunction with the four principles of our whole school charter; this is their Class Charter. Our PSHE curriculum 'Let's Talk' lessons teach the children resilience and gives them the tools to tackle life's challenges with curiosity and confidence.

When the children start in the Early Years, and as the children move up through the school, the main focus is teaching the children about having 'Kind Hands, Kinds Feet, Kind Words, Kind Everything', and using the phrase 'Is it good for me and good for everyone?' Extra practice and individual /group coaching is used as situations arise for immediate learning of the expected behaviour. Flashcards are also used to embed expectations in Early Years and then throughout the school for individual children, as required, as a teaching tool and visual reminder. The focus is on positive behaviours and using role models to teach the children how to make good choices and to develop their emotional regulation.

In EYFS (Pearl Class) and Year 1 and 2 (Ruby Class), staff give an immediate 'house point' sticker to acknowledge any child's pro-social and pro-learning behaviour. This 'house point' is then added to the tally score of their House Team. Any member of staff can acknowledge a child's efforts with a sticker/house point, whether it is in the classroom or outside (eg. In the corridor, on the playground, in assembly), and then this adult adds a house point for that child's House Team on the 'Class house points chart'.

In Year 3 and 4 (Sapphire Class) and Year 5 and 6 (Emerald Class), staff give an immediate 'house point' to acknowledge any child's pro-social and pro-learning behaviour, by displaying this against their name, with a tick, on the classroom board. This 'house point' is then added to the tally score of their House Team. Any member of staff can acknowledge a child's efforts with a house point/sticker, whether it is in the classroom or outside (eg. In the corridor, on the playground, in assembly), and then this adult adds a house point against this child's name on the classroom board.

If a child does not follow the expectations of the Class Charter or our School's vision and values then an adult uses coaching, as set out below in the 'Empowerment Approach'. This means that through positive praise and coaching, a child can always change their behaviour to gain house points.

Acknowledging and praising pro-social and pro-learning behaviour

The most effective method of promoting good behaviour is by recognising it in the children. This is maintained, encouraged and promoted daily.

The children may be rewarded by:

- ✓ giving deserved/specific praise from any adult or child (we use verbal praise and silent gestures such as a smile, thumbs up or a nod)
- ✓ feedback in children's books
- ✓ house points, with the leading team each week announced in Friday celebration assembly
- ✓ celebration of achievements (in and out of school) with class or in assembly
- ✓ receiving a 'terrific text'
- ✓ receiving a sticker
- ✓ certificates given on Friday in celebration assembly
- ✓ cups and trophies
- ✓ feedback to other adults, especially parents or carers
- ✓ star of the week
- ✓ earning class reward or table reward towards a treat
- ✓ visit to another member of staff to show good work
- ✓ sharing our learning assemblies/presentations

House Points & House Captains

Alfriston Primary School has adopted a house system which fosters a sense of belonging and identity in our school. Children will be in one of three houses:

- Cuckmere (blue)
- Exceat (red)
- Windover (green)

Children are rewarded for pro-social and pro-learning behaviours (as set out in our School/Class Charter, vision and values), including:

- being kind
- being polite and friendly
- being helpful
- working hard and trying our best

Children in year 6 can apply for a school leadership position and, for some of these roles (ie. House Captain), the rest of the school, vote according to who they feel would be the best role models for the school. These positions are seen as very important and special in our school and come with roles and responsibilities. For example, the House Captains present our weekly celebration assembly, they hold House Meetings and they motivate their House Team during House Competitions and events.

Star of the Week & Certificates

Every week each teacher chooses a child from each year group in their class to be Star of the Week. Awardees are announced with the reason/s why they have been chosen and presented with a badge in celebration assembly.

Certificates are also awarded during celebration assembly for any child who has displayed a 'Life Value' that week or a specific achievement, eg. displaying kindness, courtesy, reaching their target, learning a skill, competing in a sports event. Children are also encouraged to bring in and share any out of school achievements so that this can be celebrated and certificates given, eg. music exam.

Parents and carers, and the extended family are also invited to attend the assembly to help celebrate.

Terrific Text
Any staff member may ask for the school office to send a 'Terrific Text' to parents/carers during the school day. This needs to be for a very clear and specific reason.

Cups and Trophies
The House Points Cup is awarded to the House Captain of the winning House that week during celebration assembly. There is also a House shield which displays the winning House team for any House Competition that has happened during the school year.

Class Rewards
Classes also operate a marble in a jar which works towards a reward for the whole class. No child is excluded from whole class rewards.

Expectations around the school building

Children must walk while in the school building, keep left and move around quietly and sensibly. They are expected to hold doors open for adults and let them pass.

All members of staff must be responsible for all children and their behaviour in and around the school, acknowledging good behaviour and ensuring high expectations in line with our school policy.

Expectations of behaviour in assembly

All children are to have an agreed assembly order, which promotes good behaviour and listening and reduces the likelihood of not managing our expectations.

Led by a member of staff, children are expected to leave the classroom calmly and quietly and enter the hall in silence.

On leaving assembly, children should remain calm and quiet until they enter the classroom/playground.

Expectations in the playground

Playground Rules
- We look after each other and use equipment safely
- We show kindness and respect to everyone
- We have 'Kind hands and Kind feet' and do not allow rough play
- We line up sensibly and walk quietly into school
- We ask children on their own to join in with our games
- Rudeness, name calling and bad language is not allowed

The Gazebo is a quiet area with the following rules:
- No running in and around the gazebo
- No climbing on the benches
- No sitting in the window frames
- No leaning out of the window frames
- No graffiti

The Stage is an area for performing, including singing, dancing and acting with the following rules:

- No climbing on back or the sides
- No graffiti

- Children must ask to enter the building or to go to the toilet. This ensures that staff are aware of where children are.

- At the end of play signal, children are expected to acknowledge that it is the end of break, stop what they are doing and walk calmly and quietly to their class lines on the playground. The class teacher will come out onto the playground to collect their class. The children are expected to walk sensibly and silently with their teacher all the way into their classrooms.

- At the end of Sapphire and Emerald Class lunch break, the children are expected to sensibly carry any equipment they are holding and place it by the playground shed, before quietly lining up. The Play Leaders in charge of the playground equipment will put the equipment away with a member of staff on duty supervising.

The activity trail, artificial grass or grass area is not to be used before or after school. No playground equipment is to be used before or after school to ensure the safety of the parents and other children.

There will be no playground equipment available at morning break time. At this time, children are expected to use imaginative play and create games together. Staff on duty and teachers in class will help children to suggest suitable games and encourage physical activity.

Children are not to go under the conifer trees along the fence unless an adult has given permission, for example to bring out any playground equipment that has accidentally got caught under the trees. The yellow grit box is not to be climbed on or used as a slide. No trees or fences are to be climbed or swung on.

Unauthorised use of the school grounds outside school hours is not permitted. Where appropriate, incidents may be referred to Sussex Police.

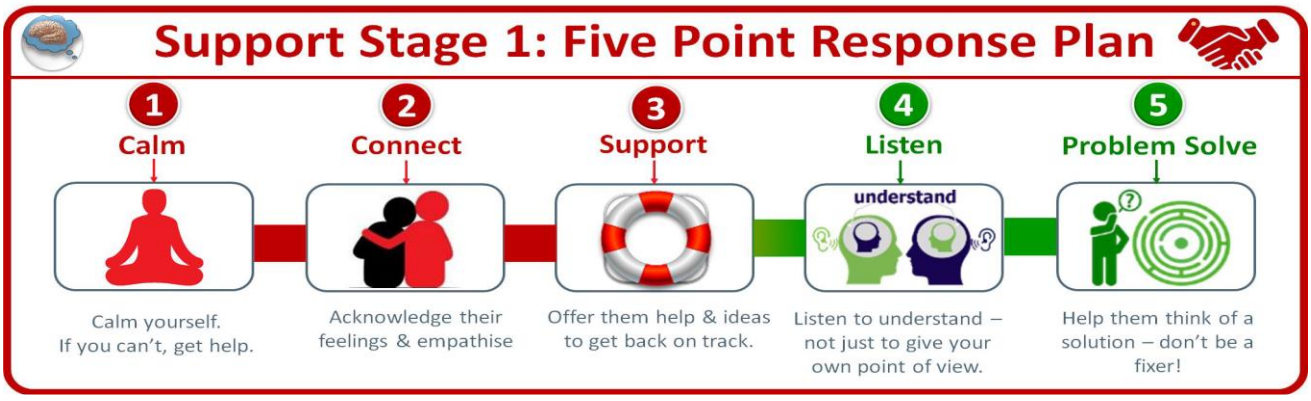
What happens if a child doesn't/ children don't manage to keep to our expectations?

We use the 'Empowerment Approach' because we believe that high expectations and high support enables a child to achieve.

The member of staff will refer to the expectation and give a reminder. They may also use phrases, such as: 'Is it good for me? Good for you? Good for everybody?' and the member of staff giving a clear explanation or reason (eg. this isn't good for everybody because we can't all hear the story). The member of staff may then give a suggestion (maximum of two choices) to support the child/children to reach expectations.

If the child is still not managing to meet the expectations, even after the reminder and this support then the child will be given the following one to one support:

Support Stage One: Adult uses the '5 Point Response Plan' to get child back on track and remind them of the needs of others. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and collaborative problem-solving.



Support Stage Two: The adult uses a coaching conversation when a child hasn't met the expectations agreed using a method that empowers and preserves a child's positive self-concept.



Support Stage Three: The adult reminds the child of strategies to use to help them get back to their learning and be at their best. The child may also be moved to a different area in the classroom to help them with this.

Support Stage Four: If a child's actions are still stopping others from learning or putting others at risk, it isn't appropriate for the child to remain in the class/on the playground/in assembly/in the corridors. Therefore, a member of staff will ensure that, if this happens during lesson time, they will go and work in another place or they will be taken off the playground or taken out of the situation. The intention will be to secure the best achievement for all children – the child and the other children – and that this is a time limited strategy, with the senior management team being notified.

Support Stage Five: For serious breaches of behaviour expectations, including violence, threatening behaviour, discriminatory behaviour, sexual harassment, serious verbal abuse, deliberate damage to property, or behaviour that places others at risk of harm, the child will be referred to a member of the Senior Leadership Team. Children should be escorted by a member of staff (an extra adult may be required for assistance and so the walkie-talkie is used, if necessary, to alert for help). Parents/carers will be informed so that the behaviour can be closely monitored and appropriate support can be put in place both at home and at school. Depending on the nature and severity of the incident, a range of responses may be considered, including additional support, reasonable adjustments, an individual behaviour plan, involvement of external agencies, internal removal, suspension or, in exceptional circumstances, permanent exclusion. Any decision regarding suspension or permanent exclusion will be made in accordance with current DfE guidance.

A referral to an outside agency may be made. This is to an intervention to support the family and explore outreach services.

For pupils with an individual support plan or agreement, and/or those at risk of suspension or permanent exclusion, the stages outlined above may be adapted or bypassed. In such cases, bespoke support strategies and consequences will be implemented to reflect the individual needs of the pupil, the nature of the behaviour, and the level of risk presented.

Children with an individual agreement/plan and/or at risk of suspension/permanent exclusion

Children must always be set behaviour expectations which they are able to fulfil. The school will consider whether a pupil's SEND, disability, mental health needs or other vulnerability has contributed to the behaviour and whether reasonable adjustments or additional support are required before deciding upon sanctions. In severe cases, this may mean adapting the school's expectations while the child gradually improves their behaviour as there will be some children who require a more sensitive and differentiated approach. The emphasis should be on preventing unacceptable behaviour through specified provision but with the intention of the child to be fully learning in the classroom with their peers because we have high expectations for everyone.

However, it is imperative that children are protected from the consequences of another child's difficulty with behaviour. Their work should not be affected and they should feel safe.

There should always be consequences for unacceptable behaviour. However, being seen as being punitive is likely to have a negative effect on children with behaviour difficulties and this should be borne in mind while deciding suitable consequences. The aim should always be to enter into dialogue with the child so they understand why such behaviour is unacceptable and agreeing with the child how best to address it.

Consequences of severe and/or continual unacceptable behaviour may include:

- Removal from the playground/dining hall to have separate break/lunch times. Our aim will always be to support the child and work with parents/carers so that they can be fully integrated back with their peers;
- Removal from the classroom to learn separately from others or in a different class. Our aim will always be to support the child and work with parents/carers so that they can be fully integrated back with their peers;

- Suspension
- Permanent exclusion.

Suspension and permanent exclusion will only be considered for serious breaches of the behaviour policy, where allowing the pupil to remain in school would seriously affect the education or welfare of the pupil or others, or where other strategies have not been successful. All decisions will be made in accordance with current DfE statutory guidance.

The school follows the East Sussex County Council (ESCC) Exclusions Guidance, which is supplementary to, and followed in conjunction with, the DfE Guidance "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement". All decisions about suspension or permanent exclusion are made with reference to the DfE guidance which outlines statutory responsibilities.

All suspensions of more than 5 days and permanent exclusions will be notified to East Sussex County Council and the Chair of Governors without delay.

How staff teach children how to deal with conflict

Our aim is to help children to learn skills they need to manage conflicts, through guidance and modelling. This could mean that it may be necessary to encourage a child to be assertive and say/sign "no" clearly, say, "I don't like it when you…" We also model sharing by using language/approaches like, "Please can I have a turn?" and children using timers and saying, "You can have it next."

A member of staff will not force a child to say sorry. However, if a child has hurt another, even if it was unintentional, the adult will ask them to find a way to help the other child feel better. This may involve saying sorry, comforting the other child/checking if they are alright or working/playing positively together. The member of staff will notice this positive resolution and praise it rather than walking away too soon. This avoids a situation where a child expresses a grudging "sorry" and helps them to empathise with others and teach them to be proactive if a conflict like this were to arise again.

Group Coaching

'Group Coaching' is sometimes necessary and encourages children to move through the process of tackling behaviour they don't like/find unacceptable. It needs adult support and does take time. It is appropriate for incidents between children. The process is as follows:

In the case of dispute, the complainer comes to an adult with a complaint about another child's behaviour. Depending on the situation, it may be appropriate to take the complainer to a quiet area to discuss the incident. The child is encouraged to speak in a calm voice.

The other child is then called over by the adult to allow the complainer to explain to them:
1) What they are complaining about. 2) Why and how it upsets them / how it has made them feel. During this time the child needs to listen to what is being said and not speak. Once this has happened, they have the right to reply, explaining how they feel and what happened from their point of view. The adult will facilitate the conversation, and as far as possible will avoid making judgements.

If the children agree on what has happened then ideally, they find a way of resolving the situation together. The adult will end the group coaching by acknowledging everyone's feelings, give a reminder of any expectations and next steps/support to prevent the situation from happening again so that all involved return to feeling safe and happy.

If the children do not agree on what has happened then one or more of the following is appropriate:

1) Children who witnessed the incident can be asked for explain their viewpoint. The witnesses will give their side of the story without interruption, but once this has happened the other child has the right of reply.

2) The children may be given additional supported time to reflect on the incident and discuss differing perspectives with adult guidance.

3) If necessary, the children may be separated and witnesses interviewed separately.

If no agreement is reached and the situation is unclear (ie. The adult has not seen the incident or there is no consensus among the witnesses), the adult gives a decision which will calm things down. Where the facts cannot be established, the adult will focus on restoring relationships, reinforcing expectations and identifying any support required, rather than determining fault.

. However, there will always be a coaching discussion at the end to acknowledge everyone's feelings, give a reminder of any expectations and decide on next steps/support to prevent the situation from happening again, so that all involved return to feeling safe and happy.

Behaviour Incidents Online

Behaviour incidents online, directed towards or posted by, specific members of the community, will not be tolerated at Alfriston School. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline. Everyone is expected to be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. See our Anti-Bullying Policy for more information and our procedures for dealing with a reported incident of bullying.

If appropriate, the school will report it to the appropriate organisations, including contacting the police if we suspect a criminal offence has been committed.

Mobile Phones and other Electronic Devices

Pupils at Alfriston School are prohibited from bringing a mobile phone or any other electronic device (eg. ipad, tablet) into school. If there is a genuine reason as to why a pupil needs to bring a mobile phone into school, then the child's parent/carer must contact the school office in advance. Any permitted device must be handed to the school office on arrival and collected at the end of the school day.

Child-on-Child Sexual Violence & Sexual Harassment

The school has zero-tolerance approach to child-on-child abuse and sexual harassment.

The school will take a whole-school approach to preventing sexual harassment and sexual violence and will respond to reports and incidents in accordance with Keeping Children Safe in Education (KCSIE) and the school's Child Protection and Safeguarding Policy.

The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Sexual violence and sexual harassment are never acceptable and it will not be tolerated. All staff know the importance of challenging all inappropriate language and behaviour between pupils.

Examples may include; non-consensual sharing of sexual images and videos, sexualised online bullying, online coercion and threats, unwanted sexual comments/behaviour and messages on social media, and online sexual exploitation.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it.

All reports of sexual violence and sexual harassment between children will be taken very seriously and reported to the Designated Safeguarding Lead who will deal with the incident, on a case-by-case basis, with the support of other agencies, such as Children's Social Care and the police, as required. This is in line with our Child Protection & Safeguarding policy.

Pupils' conduct outside the school gates

Our School Charter and this behaviour policy will equally apply in response to all non-criminal, poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is taking part in any school-organised or school related activity.

Restrictive interventions, including use of reasonable in force

Minimising the use of restrictive intervention

In our school, we aim to keep the use of restrictive interventions to a minimum by using the following prevention and de-escalation strategies:

- creating a calm, atmosphere of safety and mutual respect, that minimises the risk of incidents arising
- sharing best practice for behaviour management
- seeking support from outside agencies where necessary

- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- building relationships and trust between pupils and staff
- recording and analysing data on use of restrictive interventions to inform improvement planning
- working closely with parents/carers
- developing behaviour support plans/risk assessments for individual pupils
- giving pupils time to 'reset' in a calm space

Deciding whether to use restrictive intervention

There may be occasions where prevention and de-escalation strategies do not work and the use of restrictive intervention may be needed. This decision will be based on the individual circumstances of each situation and considering the following:

Is it necessary?
- is there other more effective, less restrictive way to manage the situation
- is a restrictive intervention likely to successfully reduce the relevant risks or will it escalate the situation further or cause more harm than the behaviour itself
- where possible, we will communicate with other staff to help consider any other risks

Is it proportionate?
- we will use of the least amount of force or least restrictive intervention necessary for the least amount of time required
- is the intervention itself escalating the situation, if so, we will reconsider the approach and attempt an alternative strategy
- the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities

Pupil welfare
- the impact on the pupil's overall welfare, balanced against any actions we take
- maintaining respect for a pupil's dignity
- clearly and calmly communicating to the pupil what is happening, why and explain what they need to do
- understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be used, continue or be stopped

This list is not exhaustive and staff will always take into account any other relevant considerations.

Reasonable force

Reasonable force will only be used in situations where it is needed to stop a pupil from causing harm to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

We understand that, in some cases, action may be required very quickly, e.g. in the event that a pupil attempts to run out into a busy road, or where pupils begin a fight with one another and staff are forced to pull the pupils apart. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Other physical contact with pupils

We do not have a 'no contact' policy and are unable to grant any requests by parents, carers or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils.

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 circumstance, but examples of occasions when physical contact is generally appropriate include:

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

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

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether:
    - the pupil has SEND or other vulnerabilities
    - any alternative strategies that do not include physical contact can be used

Seclusion

Seclusion is a non-disciplinary measure that may be used, in exceptional circumstances, to reduce risk and avoid the need for physical intervention when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.

The school will ensure that seclusion is used only as a safety measure to protect the pupil or others from harm and will not use seclusion as a consequence or through the threat of punishment.

Where seclusion is used, the school will ensure that:

- the space used will be safe, suitable, and not intimidating or threatening to the pupil
- the pupil will be appropriately supervised at all times
- the restriction will last only for as long as the immediate risk of harm remains
- the pupil will be allowed to leave as soon as it is safe to do so

Seclusion will not be used as a disciplinary response. If a child does not manage to keep to our expectations, we use the 'Empowerment Approach' because we believe that high expectations and high support enables a child to achieve.

Post incident support

We will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in the future.

If appropriate, the pupil and staff member involved will receive a medical treatment for any injuries as soon as possible

Follow-up conversations will be used to facilitate reflection, learning and to support pupil and staff wellbeing. Such conversations will be framed as part of the overall debriefing process and seek to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved. This process will be facilitated by someone not involved in the incident, with input from an additional person to ensure impartiality and support.

We will continue to monitor pupil and staff wellbeing and provide additional support if needed. Additionally, any pupil who witnessed the incident will be provided with support where necessary.

Recording & reporting the use of force

The staff members involved will record incidents as soon as practicable after the event. We will endeavour to do this no later than the same day.

The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents/carers as part of a pupil's behaviour support plan/risk assessment.

We will record the following details as a minimum:

- names of pupils and staff directly involved.
- any relevant needs or circumstances of the pupil, including whether the pupil involved has SEND, and their SEN status
- the time, date, location, and approximate duration of the intervention
- a brief account of the incident, including the led up, identified or potential triggers if known, any preventative or de-escalation strategies used, and what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained

- a brief account of why the use of force was assessed as necessary
- any post-incident support, e.g. details of any medical treatment for injuries or other adverse impacts

Where reasonable force or physical restraint is used, we will inform parents/carers unless it appears that doing so would be likely to result in serious harm to the pupil. If the decision is made that parents/carers cannot be informed as this would place the child at greater risk, the incident will be reported to SPOA.

Parents/carers will normally be informed of any significant restrictive intervention before the end of the school day.

We will report the following to parents/carers as a minimum:

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

Parents/carers will be invited to a follow-up discussion about the incident where appropriate.

Recording and reporting the use of seclusion and non-force related restraint

The staff members involved will record incidents as soon as practicable after the event. We will endeavour to do this no later than the same day.

For the purposes of this policy, non-physical restrictive interventions include actions that restrict a pupil's movement without direct physical contact, such as preventing a pupil from leaving a space.

The school will record the following details as a minimum:

- names of the pupil and staff directly involved
- the time, date, location, and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including SEND where applicable
- a brief account of why the intervention was assessed as necessary
- any post-incident support provided, including medical or emotional support where relevant

Parents/carers will be informed of incidents involving seclusion or non-physical restrictive intervention as soon as practicable, and no later than the same day, unless it appears that doing so would be likely to result in serious harm to the pupil. Where parents/carers cannot be informed for this reason, the incident will be reported to SPOA.

Parents/carers will be invited to a follow-up discussion about the incident where appropriate.

Where an incident involving seclusion or non-physical restrictive intervention also constitutes a significant use of force, the school will follow the reporting procedure for significant use of force only, and information will not be duplicated.

Roles & responsibilities

The **governing board** is responsible for:

- monitoring the overall implementation of this policy
- regularly reviewing instances of restrictive interventions and interrogating the data
- reviewing this policy at least annually

The **headteacher** will ensure:

- that records are retained, monitored and each incident is reviewed to support oversight, identify patterns or trends, and inform any changes
- staff receive relevant training
- this policy is reviewed at least annually

All staff are responsible for complying with this policy.

Complaints

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's Complaints Policy and Procedure.

If an allegation regarding inappropriate use of force or other restrictive interventions is made against a staff member, the procedures in Keeping Children Safe in Education will be followed, including the provisions regarding suspension of staff.

For further information, please see the DfE 'Use of reasonable force and other restrictive interventions guidance' - https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

East Sussex County Council Restrictive Intervention Guidance | Czone

Searching and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive

The Headteacher and members of the leadership team have a statutory power to search pupils or their possessions, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, or any item which has been identified in the school's behaviour policy as a banned or restricted item.

Prohibited items and banned items for which a search can be made are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - to commit an offence, or
    - to cause personal injury to, or damage to the property of, any person (including the pupil).
- solvents
- glue
- prescribed or over the counter medicines
- e-cigarettes or vapes
- mobile phones
- tablets
- smart watches
- wearable cameras
- smart glasses

The school follows the Department for Education Searching, Screening and Confiscation advice for schools – please click here for more information.

Please also see our Drug, Alcohol and Tobacco Education Policy.