



THE WILLOW TREE FEDERATION COMMUNITY PRIMARY SCHOOL

Relationship Approach to Positive Behaviour Policy



Mission Statement

The children are at the heart of everything we do at Willow Tree Federation. We take a holistic approach to child development and we are privileged to support our children, families and the wider community to change and enhance lives. We celebrate the wide diversity of the backgrounds, beliefs, talents and interests of our children and we recognise learning happens in communities and empowers them. As a federation at the heart of its community, we understand and respect the positive impact we can have. We plant the seed that grows the future!

Written by:	Senior Leadership Team in consultation with staff
Date approved by staff:	Reviewed April 2026
Date policy became effective:	April 2026
Review date:	Yearly review

1. Introduction and Aims

At the Willow Tree Federation we recognise behaviour as a way of communicating needs. We understand that children are still growing and developing, and we support them in a positive manner to be able to leave our school with key skills and values that will support them long into their futures. We also know that our children are capable of great behaviour and hold the highest expectations for their conduct in school.

We have three key values across the Federation that we teach children to live by and we call this our Willow Tree Way. These values are to be respectful, be responsible and be ready. In the Early Years, this is simplified to kind hands, kind voices, listening ears and we look after toys. These values are integrated with the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. At the Willow Tree Federation, we expect all members of our community to follow and support our approach.

Our staff provide a happy, safe and enabling environment that focuses on positive and proactive approaches to enable great behaviour. As adults, we understand that we can be the change in a child's life and we are here to educate children about healthy relationships and behaviour.

This policy should be read in conjunction with our Staff Code of Conduct; ICT and Acceptable Use Policy; Anti-Bullying Policy; and our Safeguarding Policy.

2. Positive Approaches to Behaviour

We teach positive behaviours

All adults in the federation model our behaviours. We use examples to positively reinforce the three key expectations of the Willow Tree Way. We explicitly teach children our key routines throughout behaviour curriculum so they know the expected behaviour in all areas of school. We use positive direction and praise to focus on the majority of children and how they are being models of our three expectations. We explicitly teach positive behaviours through our **behaviour curriculum** (detailed in the appendices), assemblies, PSHE lessons and class circle time. We encourage children to take a stand against behaviour not in line with the Willow Tree Way and support children in making amends when they make mistakes.

Relationships

Our staff treat all our children with respect, fairness and kindness at all times. We take pride in knowing our children as individuals and we set clear boundaries, which help our children feel valued and secure. We talk to our children and make connections with them. We are interested in their lives, hobbies and aspirations and we are proactive in our approach of knowing children's names and personality.

Consistency

Children have a keen sense of fairness and we understand that consistency in our approaches to managing behaviour is key. We take the time to share and explain our expectations and systems to our children and regularly check their understanding. Our Willow Tree Way supports all staff in managing and supporting behaviour consistently throughout the federation. Furthermore, we invest in professional development to ensure consistency and high standards throughout school.

Creative curriculum

Positive behaviour is promoted through well-planned and engaging lessons and provision, in which children feel successful and take ownership of their learning. Teachers create interesting and relevant learning opportunities across the curriculum and we enrich the curriculum with outdoor learning, visitors and visits. Our curriculum is informed by the needs and interests of our children and provides challenge and support for all. We believe that no moment should be lost and children should be so busy with learning that there is no time to mess about. Our curriculum and pedagogy also considers the age and stage of development of our children to best support learning and behaviour across the Federation.

Restorative conversations

A 'restorative approach' supports our children in building relationships, making good choices and taking responsibility for their actions. We encourage children to reflect on their behaviour, its impact on others, and how they can begin to make things better if they make a mistake. Where appropriate, we will support children in meeting together and in agreeing solutions when difficulties in relationships arise. This is a 'same day' and private intervention where children are spoken to and redirected in how to follow our Willow Tree Way. As with all behaviours there are logical consequences to actions (see below). The children are made aware of these and any lost learning may be caught up during their free time.

3. Recognition

At Willow Tree, all staff recognise and praise good behaviour; this contributes to the positive, kind and caring school ethos.

- All members of staff will always offer verbal recognition through specific, positive reinforcement and **praise**.
- A **recognition board** in each class focusing on an area linked to the three values of the Willow Tree Way. The aim is to help each class work as a team to help each other on to the recognition board every day. The board is re-set each day.
- One or two children are chosen to be **Star of the Day**. They are recognised and celebrated by the class for exceeding our expectations for the Willow Tree Way.
- In EYFS and Year 1, children take home a **class bear** for Star of the Day. Children are encouraged to share and celebrate their achievement at home
- Children **share their work** with members of the SLT.
- We give **Willow Points (ClassDojo)** to children who meet and exceed our expectations for the Willow Tree Way. Each class chooses a target (e.g. 50 Willow

Points) and a shared reward to work towards. The aim is that all children support each other to achieve the reward.

- Exceptional work, effort or behaviour is recognised each week in our celebration assemblies. Two children from each class are chosen by staff for a **Special Mention Certificate**.

The Early Years

- In the Early Years (Birth to Five), we recognise that children need a great deal of encouragement as they progress through their social and emotional development. In our EYFS, we concentrate on recognising positive behaviour verbally and celebrating this. In younger children this may be through positive gestures such as clapping and happy faces. In the classrooms, every child has a star that staff add stickers to reinforce positive behaviours. Once the child has ten stickers, they take the star home to celebrate their achievement with their family.
- In Appletree Little Pips (0-2yrs) instant feedback is given and positive feedback is passed on to parents daily. Stickers are given directly to the children.
- A Star of the Week is also chosen by nursery staff and shared in the Appletree Newsletter each week.
- In the Early Years and Year 1, a school bear is taken home by children as a reward. Children are encouraged to share their achievements at home and talk about their time with the bear when back in class.

4. Challenging Behaviours

We are a positive and friendly federation, and we recognise all behaviour is a form of communication. We prioritise promoting, teaching and supporting positive behaviour. However, we know all children will need additional support and reminders for their behaviour as they grow, learn and develop. We do not accept poor behaviour, but challenge it and work with individuals so that all children can thrive. We expect the highest standards of behaviour from all members of our community.

The purpose of a logical consequence is to raise the child's awareness of their behaviour and its impact on others and to provide clarity on expected standards of behaviour. It supports them in making amends, resetting expectations and restoring relationships so all children can be happy and safe in setting. It also protects the rights of other children in the federation. All staff challenge less than good behaviour. All staff retain ownership for dealing with behaviour. All staff deal with behaviour fairly and calmly. Where possible, any reminders, logical consequences or discussions are held or given in the least intrusive manner possible. This is to maintain respect for children and support restorative conversations. It also enables the focus of the classroom to stay on the positive behaviour of the majority of children.

We recognise that children are still developing their ability to interact with others and manage their emotions. Children are supported to solve problems and make amends as needed. Staff will work and play alongside children to help them learn how to interact with others, manage their emotions and communicate their needs. When required, staff follow

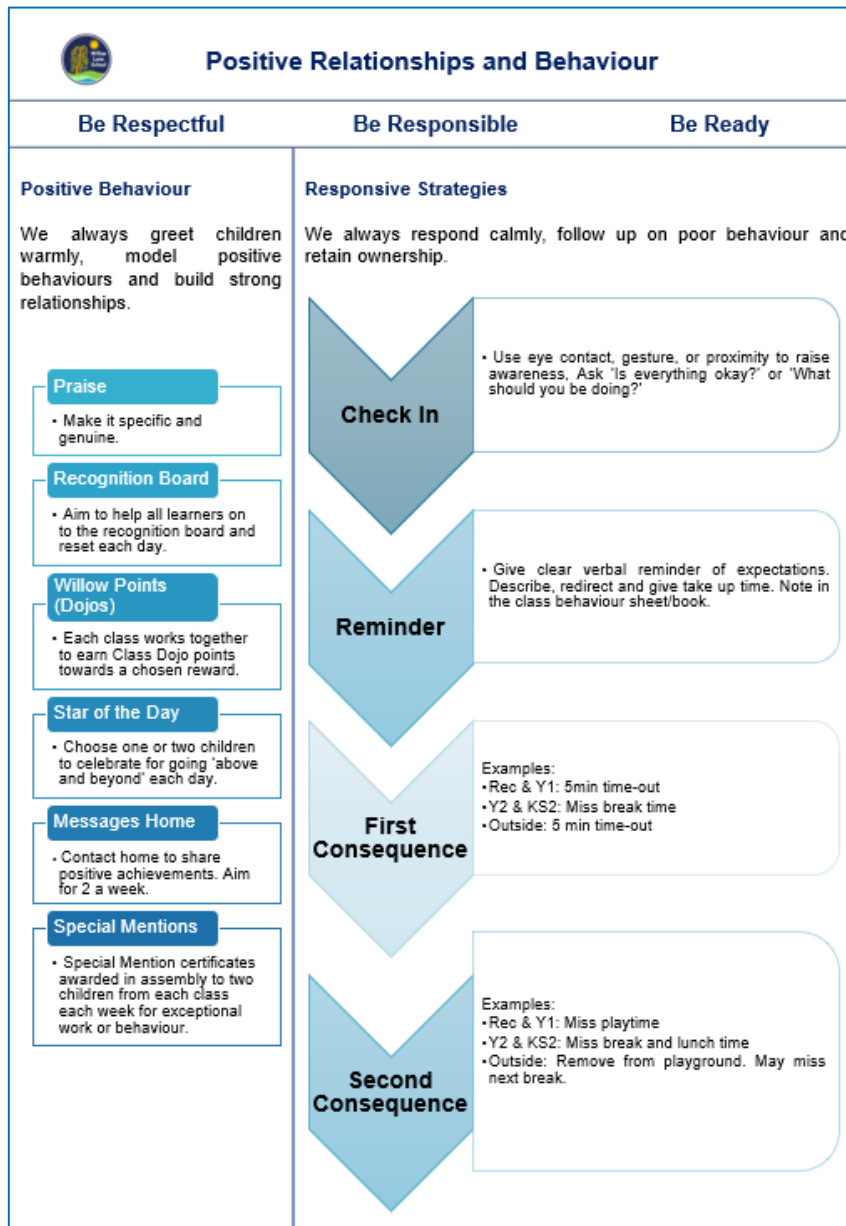
the steps below to help the child regulate their emotions and redirect them with a clear reminder of the expectations. Other physiological aspects will also be explored. Such as: Are they tired? Are they hungry? Are they out of their routine?

If a child is in crisis and no longer in control of their behaviour, we follow the emergency response procedures in place.

We follow a restorative approach when children are regulated and both the perpetrator and victim of a behaviour have time spent with them to talk through what has happened, how they were feeling and what choices could they make next time. Both the victim and perpetrators parents are informed when there has been a physical incident. For more significant incidences a member of Senior Leadership will contact the parents.

5. Responsive Strategies

We follow the responsive strategies outlined below when dealing with challenging behaviour.



6. Persistent and Challenging Behaviour

We have a graduated approach to persistent and challenging behaviour across the Federation. Most of our children respond to our Universal Approach. However, when this is not the case, we will work with children and families to identify behaviour needs and support to improve behaviour through the stages set out below.

Our Vision for Behaviour

Every child should be able to learn and feel safe and happy at school. We want all children to understand and uphold the our school values- be respectful, be responsible and be ready. In the Early Years, this is simplified to kind hands, kind voices, listening ears and we look after toys. All members of the school community should support and uphold these values.

Stage 1– Universal Approach– Teacher

All staff follow positive behaviour and responsive strategies.

Positive behaviour rewards: Praise, class dojo points, stickers, star of the day, special mention assembly, text home, headteacher's stickers.

Responsive strategies: checking in with the child, reminders, first logical consequence, second logical consequence and removal from class.

Logical consequences- staff to record this on CPOMS.

SLT cover Logical consequences at play and lunch. The staff member who has given logical consequence holds a restorative conversation with pupil. Class teacher to inform parents of logical consequence unless physical- SLT.

Pupil Support speaks to parents if no improvement in behaviour to inform they will be reviewed by STAR CHART- Stage 2.

Stage 2– STAR CHART In house adaptations– Class Teacher/Pupil support Manager/ Key Stage Lead

Meeting to discuss the behaviour and make parents aware that the child is now in Stage 2. Record meeting on CPOMS. A STAR (Setting, Trigger, Action, Result) chart used to monitor behaviour throughout the school day/ week by teacher and support staff. For 2 weeks.

STAR chart reviewed with Pupil Support Manager, Class Teacher and Key stage Lead. Discuss adaptations/ approaches and keep on STAR Chart for another two weeks if needed.

Pupil Support meets with to parents to discuss STAR Chart with them and class teacher.

Stage 3a– Home/ School Report Card- Teacher/Pupil Support Manager/Key Stage Lead/

Pupil to be added to Stage 3a Home and School Behaviour Communication Report report card for home/ school correspondence.

Home/ School Report Card reviewed with Pupil Support Manager, Class Teacher and Key stage Lead.

Stage 3b– Comprehensive Support-My Behaviour Safety Support Plan– Class teacher/ Pupil support, SENCO, Key Stage Lead, Pupil and Parents/Carers.

Star chart used to create Individual Safety Plan (IBSP)

Consult with SENCO to review if any external/ SEND support is required.

Consult with pastoral support for possible Support Intervention Plan.

Review Safety Plan every 6 weeks by all involved in set up unless changes to behaviour.

Pupil Support alerts Kirsty Bird-sall. Meeting with parents with KS lead/ Pupil Support and SENDCO—review.

Stage 3c– Specialist Support– SENDCO/ Headteacher/ Parent/ Carer

Continue on stage 3 and SLT/ SENDCO seek specialist advice from Inclusion Services.

Decision made as to whether SEND or Behaviour agreed with specialist.

SENDCO to ensure adaptations in place from specialist services if SEND.

Stage 4– Behaviour Contract/ Exclusion-Headteacher

This step is taken when all other steps have been followed or **there is a serious breach of the school rules.**

Two types of exclusions can be given– fixed (set amount of time) and permanent (is not allowed back in school or on premises).

A behaviour contract is created and signed by the headteacher or deputy headteacher, parents and the pupil.

Stage 5– Permanent Exclusion–Headteacher

This is when a child is excluded from the school.

The headteacher makes this decision and this will be reviewed by the governors at an appeal panel. If agreed, the pupil will be off rolled and the local authority will seek alternative provision for the child.

Stage 5– Headteacher

The Headteacher can exclude a child/permanently exclude a child if a pupil uses extreme or violent physical abuse to another child or member of staff.

7. Exclusion

This is the final stage in our graduated response to behaviour. It may be necessary to exclude a child from our federation, although we firmly believe that this should only be carried out in most extreme circumstances and/or if all other support and consequences have failed. In most circumstances, the federation will have identified any children at risk of exclusion through the stages of response and will have arranged appropriate meetings and support prior to the decision to exclude. However, in extreme cases such as significant risk of harm to others, a decision to exclude may be taken without the stages in place.

The decision to exclude is made by the Headteacher. The Headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole federation community. The following are examples of behaviour that will not be tolerated and would most likely warrant exclusion:

- extreme or violent abuse to another child or member of staff;
- persistent disruptive behaviour that does not allow children to learn or teachers to teach;
- frequent and persistent breaches of the federation's rules.

Parents/carers will always be informed of the decision to exclude a child. Parents/carers have the right to make representations to the Governing Body (or Discipline Committee) about an exclusion and the Governing Body must review the exclusion decision. Where the Governing Body upholds the right to a permanent exclusion, parents/carers have the right to appeal the decision at an independent review panel.

8. School Support Systems

As an inclusive school, we recognise that for some children tailored approaches may be necessary because of additional needs. This is in accordance with the SEND Code of Practice. We recognise that a child with social, emotional and behavioural difficulties, or a child on the autistic spectrum, may require additional or adapted resources and provision such as additional resets, visual prompts, individual timetables, risk assessments. However, we have high expectations of all children and we follow the graded approach to behaviour in line with our policy.

We support staff in accessing appropriate training and pastoral support to help them manage pupils who present with challenging behaviour.

Where parents are finding a child's behaviour challenging in the home environment, we can support parents' access to Early Help. This may involve starting a 'Your Family's Early Help Assessment', which identifies the support necessary (e.g. setting of boundaries and routines in the home environment).

9. Conduct Outside the School Gates

The same principles and protocols for managing and supporting behaviour will apply outside of Willow Tree Federation when:

- taking part in any school organised or school related activity;

- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school, such as social media chat groups.

Or where the above does not apply but the inappropriate behaviour:

- Could have repercussions for the orderly running of the schools;
- Poses a threat, including bullying behaviour, towards another pupil or member of the public;
- Could adversely affect the reputation of the federation.

This may include behaviour that occurs online and meets any of the criteria above. The federation works in partnership with local and community agencies in order to address issues relating to behaviour outside school hours. When behaviour incidents occur in the community, it remains the parents'/carers' responsibility to inform appropriate agencies, such as the police or Children's Social Care.

10. Parent and Carer Conduct

We expect all parents/carers to support the school in its teaching of our values of respect, responsibility and readiness. We also expect parents to conduct themselves respectfully and responsibly whilst on school grounds or attending school events.

When there is a behaviour issue with a child or another parent we ask that parents speak to a member of SLT about their concerns.

No parent should approach another parent or a child on school property if they are unhappy with a behaviour.

The federation has the power to remove or ban parents from our grounds if they are deemed a risk or behave inappropriately towards staff, other parents or children. This includes communication via telephone, email, text message or social media. Our staff are instructed to end any communication if they feel that the behaviour of the parent/carers is rude, abusive, or threatening. We ask for your understanding and cooperation in ensuring that all communications are conducted in a respectful manner.

11. Criminal Law

As a federation, we are asked to be aware that some types of harassing or threatening behaviour – or communication – can be a criminal offence, for example under the protection from Harassment Act 1997, the Malicious Communications Act 1988, The Communications Act 2003, and the Public Order Act 1986. We are advised that if school staff feel that an offence may have been committed, they may elect to seek assistance from the police, but any reference to the police should only be taken with the agreement of the Headteacher.

12. Preventing Child on Child Abuse (including bullying)

Child-on-Child abuse is defined as abuse between children under 18 years of age. Willow Tree Federation has a zero-tolerance approach to abuse, including child-on-child abuse. Also, see related school policies: Safeguarding and CP Policy, Anti-Bullying Policy, ICT and AUP Policy.

All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

We aim to prevent child-on-child abuse through our teaching and modelling of values and positive behaviours as outlined at the start of this document. We teach children how they can develop healthy relationships and keep themselves and others safe. We teach them how to recognise when they might need help and where they can go for help when they need it.

Child-on-child abuse is unacceptable at the Willow Tree Federation, and it is treated very seriously by all members of staff. Staff are trained to recognise signs of child-on-child abuse and know how to respond to cases of child-on-child abuse. Staff will act immediately to support victims of child-on-child abuse and prevent further harm. Staff will report any suspected cases of child-on-child abuse to the Designated Safeguarding Lead (Lucy Naylor) or Deputy DSLs (Duncan Webster and Kirsty Banks) as soon as possible. The DSL will then conduct a risk and needs analysis before deciding how to manage or escalate a report. In most cases (unless there is a risk of harm in doing so) parents and carers of all children will be informed and the steps taken to safeguard all children will be shared as appropriate. Staff will also refer to the Safeguarding and CP Policy.

13. Confiscation of Inappropriate Items

Federation staff can search a pupil for any item if the pupil agrees. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item. At Willow Tree Federation, either the confiscated item will be returned to the pupil at the end of the academic day, or parents / carers will be asked to collect the item, or it will be handed to the police.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items 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).

Headteachers and authorised staff can also search for any item banned by the federation rules and that has been identified as an item for which a search can be conducted. These include:

- Mobile phones
- Vapes
- Chewing Gum
- Smart watches
- Digital devices
- Banned items as identified in school assemblies
- Unhealthy food and drink
- Inappropriate material (e.g. games, books aimed at older audiences)

Federation staff can seize any prohibited item found because of a search. They can also seize any item they consider harmful or detrimental to school discipline. Parents will be informed by school if such event takes place and it will be recorded on CPOMS.

14. Restrictive Interventions

This policy emphasises the importance of minimising the need to use restrictive interventions, such as through prevention and de-escalation. The SLT team monitor children's behaviour across school weekly. There is a graduated step to behaviour response (see diagram section 6). This allows staff to monitor carefully the triggers for

recurring behaviour and implement strategies to work with the child. This may involve seeking outside support and assessment for underlying needs if the behaviour continues.

Terms used for restriction of a pupil:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Reporting Significant Incidents of Reasonable Force

School staff in England have a legal duty under updated Department for Education statutory guidance effective April 2026 to record and report any significant incident involving reasonable force, seclusion, or restraint to a pupil's parents.

Timing and Delivery

- **As soon as practicable:** staff will inform parents promptly orally, aiming for no later than the **same day** the incident occurred.
- **Written record:** Staff will also supply parents with a copy of the **written record** detailing the event when all staff members have recorded the antecedents and actions.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others

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

Staff in school are provided with regular training on what is reasonable force and deescalation techniques. To ensure staff health and safety, staff working with a child that may need to be restrained are provided with Team Teach training. If restraint or seclusion is needed members of SLT are called. There may be times when staff members have to restrain in urgent situations to prevent harm but this should be as a last resort.

Children that are of a known risk to other children and/ or staff will have a risk assessment that is reviewed termly and/or after a physical incident.

Seclusion

We may use seclusion as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion is not implemented by staff through threat of punishment and is used to keep a child and other children safe while a child regulates. We have a defined area (The Nest) for this within school. Here there are a range of items identified on a child's risk assessment for regulation.

Pupils are always supervised during the period of seclusion by two members of staff. This is to ensure a child is not left on their own with one member of staff. As soon as the immediate risk of harm has reduced, the pupil is allowed to leave.

How do we determine when the use of restrictive interventions is appropriate?

The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, staff will consider the following:

Is it necessary?

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

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.

- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.¹⁴

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond. Visuals may be used to help a child understand.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Staff work alongside the SENDCO and specialist advisors to seek to understand the underlying triggers and develop proactive strategies through an individual plan that aim to reduce restrictive interventions.

This may be through a range of actions such as:

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

There are set procedures to follow when a child is in crisis or if they run out the building. See diagrams:



EMERGENCY RESPONSE

When a Child is in Crisis

Keep everyone safe • Stay calm • Follow these steps

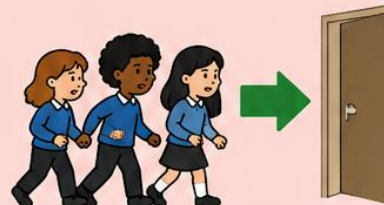
**Safety
First
Always**



1

Move the other children away

Tell them calmly: "Everyone, move to the other side of the room / leave the room now."
Keep them away from the child and anything being thrown.



2

Radio for help

Use your radio to request support immediately.
Also, send a child to the office to inform them that a child is in crisis and support is needed.



3

Keep your distance

Do not approach the child, grab the chair, corner them, or stand between them and an exit.
Put solid furniture between you and a thrown object if you can do so safely.



4

Use calm, simple language

Speak in a quiet voice and keep your words minimal, e.g.
"You're safe. I'm staying over here."
"You can put the chair down when you're ready."
"I'm here if you need space."

Give them time and space. Avoid questions, arguments, punishments or demands right now.



5

Do not physically restrain

Do not physically restrain the child unless it is necessary to prevent imminent harm and in line with our Relationships for Behaviour Policy.



Only use physical intervention in line with our Relationships for Behaviour Policy and if it is necessary to prevent imminent harm.



Remember

- ✓ Everyone's safety is the priority
- ✓ Stay calm and use a steady, quiet voice
- ✓ Give space and time
- ✓ Follow the school's procedures
- ✓ Document the incident afterwards



Avoid

- ✗ Don't approach, grab or take objects
- ✗ Don't corner the child or block an exit
- ✗ Don't argue, threaten or demand an apology
- ✗ Don't try to make them explain during the crisis
- ✗ Don't put yourself or others at risk

Calm Adults • Safer Children • Supportive Schools





EMERGENCY RESPONSE

When a Child Leaves the Building

Act quickly • Keep calm • Follow our school procedures

A child leaving the school building is a safeguarding concern. Your priority is their safety. Follow these steps and your school's missing child procedure.

1

RADIO FOR HELP IMMEDIATELY



State:

- Child's name
- Where they left from
- Direction of travel
- Any immediate risks

- Use your school's radio to alert the office/leadership team.
- Give clear and accurate information.
- Follow your school's procedures for a missing child.

2

MAINTAIN SAFE SUPERVISION



- Keep the child in sight where possible and safe to do so.
- Do not chase, grab or corner the child.
- Do not put yourself or others at risk.

3

KEEP OTHER CHILDREN SAFE



- Ensure another responsible adult supervises the rest of the class or group.
- Do not leave other children unattended.
- Keep the school environment calm and secure.

4

ASSESS IMMEDIATE DANGER

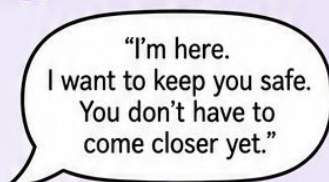


- Roads or traffic
- Water (river, lake, pond)
- Railway lines
- Unfamiliar adults
- Extreme weather
- Child out of sight

- If there is an immediate risk to the child's safety, follow your school's emergency/missing child procedure.
- Alert appropriate staff and external services as required (in line with school policy).

5

USE CALM COMMUNICATION



- Use a calm, low voice.
- Keep language short and reassuring.
- Avoid shouting, threats or promising rewards.
- Give the child time and space.
- Continue to follow your school's guidance.

6

ONCE THE CHILD IS SAFE



- Ensure the child is safe and physically well.
- Notify the appropriate safeguarding/leadership staff.
- Inform parents/carers in line with school procedures.
- Record the incident.
- Reflect on what happened beforehand and review the child's support/risk plan if needed.



REMEMBER

- ✓ A child leaving the building is a safeguarding matter.
- ✓ Act quickly, calmly and follow your school procedures.
- ✓ Keep everyone's safety in mind.
- ✓ Work together as a team.
- ✓ Always record and review.



OUR COMMITMENT

We work together to keep all children safe, valued and supported.

Safe Children • Supportive Staff • Stronger Together



Kindness
Respects
Brighter Futures

Pupil and staff support

SLT and the staff/pupil involved 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 future, for example by amending or introducing a behaviour support plan.

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

Incidents in which a member of staff uses a restrictive intervention on a pupil must be recorded on the internal system in line with statutory recording and reporting duties. If a member of staff has been physically hurt, they will record the incident on Oracle, be given supervision and the child may not return to the classroom subsequently.

Staff will be provided with supervision to facilitate reflection, learning and to support pupil and staff wellbeing. This is part of the overall debriefing process and looks to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue.

Additionally, any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed should also be provided with appropriate support where necessary.

15. Complaints Procedure

This section should be read in conjunction with our school's complaint procedure. In respect of this particular policy, we note that:

- All complaints about the use of force will be investigated thoroughly, promptly and appropriately.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage or property disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- Where a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for a member of staff to show that he/she has acted reasonably.
- The guidance 'Dealing with Allegations of Abuse against Teachers and Other Staff' will be referred to where a complaint or allegation is made against a member of staff.

A full copy of the school's complaints procedures is available on the website and a copy can be requested from the school office.