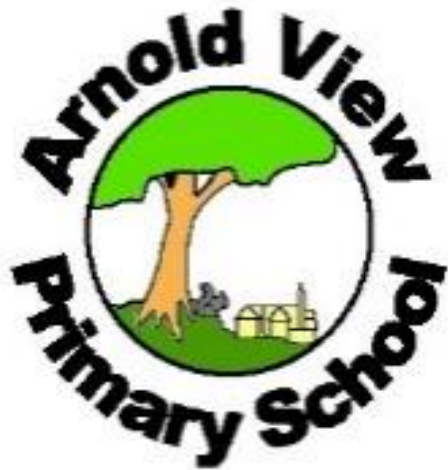


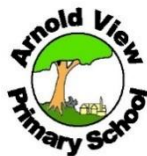


A Positive Approach  
to  
RESPECTFUL BEHAVIOUR

# Arnold View Primary School Behaviour Policy

Aspire Believe Achieve  
Ready Respect Safe





## **Behaviour Policy**

**Adopted: September 2026**

**Review Date: September 2027**

**Head teacher Signature: C.Otterburn**

**Chair of Governors: P.Key**

The Headteacher and Governing Body of Arnold View Primary School, take very seriously their responsibilities for pupil behaviour. Together we have agreed the following Behaviour policy which is underpinned by the five pillars of Pivotal Practice:

1. Consistent, Calm Adult Behaviour
2. First Attention for Best Conduct
3. Relentless Routines
4. Restorative Conversation
5. Restorative Follow Up

### **Children and Good Behaviour**

At Arnold View Primary School we believe that positive and nurturing relationships lead to pupils behaving well and our behaviour policy is reflective of this deep rooted belief. When pupils feel safe and secure they behave in a positive way. We ensure that we nurture relationships and try to “connect before we correct”. We like to work alongside parents to encourage children to develop as fully as possible. We want to help our children to grow socially, personally and academically and this policy is concerned with fostering good respectful behaviour.

We believe that good behaviour needs to be carefully developed. We think that young children learn best when they are clear about what it is that they are supposed to do, and when they are constantly encouraged to do it.

### **What do we mean by good behaviour?**

At Arnold View Primary School we feel that good behaviour means that everyone in school is:

- Caring and kind
- Polite and friendly
- Helpful to each other
- Respectful and considerate
- Engaged and hardworking

We want to encourage this behaviour in every area of school life e.g. entering and leaving the school, in the cloakroom areas, at lunchtimes, in the playground, at after school clubs, completion of homework as well as during classroom hours.

### **Benefits of Good Social Behaviour**

By encouraging respect and good behaviour we know we will be supporting the ethos at Arnold View Primary School, one that aims to foster a very positive attitude to life. We aim to promote a positive self-image and respect for the attitudes and values of others.

Our aim is to develop those all-important social skills so our children become valued, self-confident and successful individuals in addition to thriving members of society. As well as developing self-confidence, our children will learn the value of friendship in a safe and happy environment where they can grow and achieve. We encourage children at Arnold View Primary School to play an active role in their education. An environment in which children can feel confident to contribute as active participants can only help them to achieve their full potential and do as well as possible in their school work. They will have a sense of identity with their school and show a high degree of self-motivation.

As teachers, we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling us to teach effectively with few behavioural problems. We believe this allows for an uncluttered learning climate in which all children are free to realise their potential.

We welcome supportive contributions from parents/carers (see Parental Code of Conduct) as there are several benefits to be gained from viewing the development of good behaviour as a home/ school partnership. Parents/carers can feel confident that their children are growing personally, socially and academically. They can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere.

### **How Do We Encourage Good Behaviour?**

At Arnold View Primary School we teach our children the skills and knowledge that form the building blocks of all positive relationships, supporting children so that they have respect for others and know how to keep themselves and others safe (RSHE Guidance July 2026, paragraph 24). As part of our curriculum we teach them to manage their difficult feelings and to learn how to moderate their behaviour.

We also want our children to feel that they have a personal investment in the running of the school. This in itself helps to promote good behaviour and we feel that to promote it further children need:

- To know what they are required to do
- To have goals to aim towards
- To be praised, supported and encouraged constantly and effectively
- To have clear expectations about their work and behaviour
- To take responsibility and be involved in decision-making.

As adults we:

- To recognise and highlight behaviour as it occurs
- To explain and demonstrate the behaviour we wish to see
- To encourage children to be responsible for their own behaviour

- To let parents/ carers know about their child's good behaviour
- To model the level of respect and behaviour that we expect from the children

At all times we believe that positive reinforcement is the best way to achieve good behaviour and we have several systems set up in school to accomplish this. We encourage the children to self-regulate their behaviour.

Firstly, we have a clear set of routines around the school so the children know what is expected of them at a given time, which are supported by our '3 Golden Rules' and key characteristics.

Children are helped to recognise examples of good behaviour at all times and we feel it is important for children to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions. Classroom 'rules' are always succinct, catchy and positively phrased.

The 3 Golden Rules are displayed in each classroom, alongside key characteristic posters and referred to regularly. Individual programs and contracts are sometimes organised to help those pupils who find it more difficult to conform to the agreed contract. The Senior Leadership Team will be responsible for monitoring these.

### **Empowerment and Communication**

An essential part of promoting good behaviour is a commitment to developing and sustaining high levels of communication strategies across the school community. In the classroom children will be taught communication strategies and ensure that the basis of non-verbal communication is understood and adopted (i.e. eye contact while speaking to someone). Additionally, special monthly sessions will take place that encourage and empower the children to debate to issues that matter to them.

These sessions include:

- **Class Council**, a monthly whole class discussion to deal with issues within the classroom.
- **School Parliament**, a monthly whole school discussion during an assembly dealing with school wide issues.
- **Wellbeing Champions**
- **SEMH Interventions**: Buttons the Therapy Dog, Lego Therapy (LKS2) & ELSA (UKS2)
- **Drawing & Talking Counsellor** 6x 1:1 sessions (½ day a week)
- **MHST support** (class, group and individual)

### **Rewards**

It is essential that appropriate behaviour is constantly praised and brought to the attention of the children. In other words, **Catch Them Being Good** (CTBG)!

Children should be praised for the desired behaviour immediately to show that we have noticed and appreciate their effort. However, it is recognised that praise is only effective if it is genuine and specific. Praise can be done in a variety of ways, based on the adult's knowledge of the children.

### **Class Rewards**

Class teachers may choose to reward pupils in their class in some of the following ways:

- Star of the Day/Week
- Jobs and responsibilities
- Stickers
- Raffle tickets

### **Whole School Rewards:**

- Merit Certificates
- Dojo Points
- Always Children (2 children per class termly)
- Head Teacher Award
- Writer of the week

### **Arnold View Golden Rules**

At Arnold View we have 3 values which focus on behaviour (**Ready, Respect & Safe**), which are designed to encourage each child to take responsibility for their own learning and behaviour. Staff will refer to these rules when praising the children for good behaviour seen as well as when reminding children what behaviour we expect.

### **Characteristics**

Alongside our Golden rules are the Key Characteristics, grouped into social, academic and personal, which we expect the children to demonstrate during their time at Arnold View. These are integral to our behaviour policy.

### **Dojo Points**

Dojo points are used across the school to reward good behaviour, work and attitudes. Each class displays the children's names and dojo characters, where dojo points are recorded and are transferred to each child's account at the end of each day or week.

There are also times when we feel it is appropriate to acknowledge good behaviour in a special way.

### **House Points**

House points are collected during the week by each child for positive behaviour and amazing learning which demonstrate the school characteristics. House points are totaled termly and shared in assembly. During the last week of the school year the team that has accumulated the most points will be awarded the House cup. Using this whole school approach for reward establishes links between younger and older pupils and team spirit. Each team has house captains and there is a head boy and head girl that oversee the houses and the school council.

### **Behaviour and Safeguarding**

At Arnold View we recognise that behaviour and safeguarding are intrinsically linked. All staff will consider whether a pupil's behaviour may be indicative of abuse, neglect, exploitation, mental health concerns, online harm, child-on-child abuse, extremism, criminal exploitation, or unmet safeguarding

needs. Behaviour incidents will be reviewed through a safeguarding lens where appropriate and concerns will be reported promptly to the Designated Safeguarding Lead (DSL).

### **Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

#### **Initial interventions:**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address mis-behaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term internal classroom exclusions
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

#### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The RSHE curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

#### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

## **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their mis-behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of mis-behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

## **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work."

## **Online Issues**

Where it is suspected that an electronic device is in school and that the use of the device poses a risk to staff or pupils; is a device which uses the internet such as a mobile phone and is related to poor behaviour online, staff will search, confiscate and examine the device if there is good reason to do so (See AVPS Online Safety Policy). Pupils are not allowed to bring mobile phones into the school site, unless they are in Year 6 and have permission from the Head Teacher. Any year 6 with permission to bring their mobile phone onto site must leave it in the box, which is then taken to the office. Any use of a mobile phone on the school site will result in an entry into the Blue book. Children are to behave responsibly online and when using digital technology both within and outside school where this affects the welfare of members of the school community.

Behaviour incidents involving:

- AI-generated content
- Deepfakes
- Nudification applications
- Image-based abuse

- Online bullying
- Harmful social media activity
- Sharing of inappropriate material

will be managed under both this Behaviour Policy and the school's Child Protection Policy. Serious incidents may be referred to external agencies where appropriate.

No violence against women and girls will ever be tolerated at Arnold view and this includes sexual violence, harassment, misogyny, sexist language, harmful sexual behaviour and any form of violence. Such behaviour will always be taken seriously, recorded, investigated and addressed.

### **How We Deal With Poor Behaviour.**

If a child shows behaviour that breaks our school rules then the following structure is followed:

- 1. Non-verbal reminder.**
- 2. Verbal reminder.**
- 3. Time out** - A restorative conversation takes place with the child to *repair* the situation.
  - What has happened?
  - Who has been affected?
  - How have they been affected?
  - What needs to happen to make things right?
  - What will we do differently next time?
  - Reaffirm the commitment to the relationship between the member of staff and the child.

***This script is moderated depending on the child.***

At Arnold View Primary School we have identified eight types of behaviour that we consider to be unacceptable and these will be reported to the Head teacher, deputy head teacher or member of SLT if any child is exhibiting these behaviours.

These behaviours are:

- Bullying (including online)
- Racist and homophobic comments
- Swearing
- Violence (Including fighting)
- Being rude and disrespectful to adults in school
- Child on child sexual violence and sexual harassment, offline or online; this includes inappropriate language and behaviour between pupils
- Behaviour incidents online which pose a threat to another pupil; the orderly running of the school or the reputation of the school- Arnold View expects the same standards of behaviour online and offline
- Damage and vandalism to school property and to others' property
- Use of a mobile phone on the school site to photograph, record or film

Within any one term, if a child is put in the 'Blue Book':

1. Name in the book once, parents informed by the class teacher and invited to a meeting to discuss.
2. Name in the book twice, parents invited in for a meeting with the class teacher and DHT (behaviour lead) and a behaviour plan put in place which will be monitored by the DHT.
3. Name in the book three times, an internal exclusion (length of time at the discretion of the Head Teacher), parents invited to a meeting with the Head Teacher and child to go on report.

4. Name in the book four times a fixed term suspension. Fixed term suspensions are sequenced and increase in the number of days as additional exclusions are issued.

In exceptional circumstances the headteacher reserves the right to issue a fixed term exclusion or internal exclusion.

We use suspensions extremely rarely. We anticipate difficulties where possible and use a Behaviour Management plan if a child is excluded for a fixed term or is likely to be permanently excluded.

The Head teacher or deputy head teacher can use these strategies at any time a pupil is at school. These sanctions are not simply there to punish pupils but to give them an opportunity to reflect on their behaviour so that it can improve. Sanctions can also be applied to pupils who have misbehaved at any other time such as when the child is taking part in any school-organised or school-related activity, travelling to or from school, when wearing school uniform or is in some other way identifiable as a pupil at the school.

If a child is excluded from school on a fixed term suspension then work will be set by the Class Teacher for a period of up to 5 days.

After any exclusion pupils will be invited, with their parents or carers for a reintegration meeting with the Head Teacher or Deputy Head.

### **Monitoring:**

The head teacher, deputy head teacher and RSHE lead will monitor CPOMs. The deputy head will meet with the child to discuss this and will keep the Head Teacher informed of any concerns. Leaders will review incidents to identify patterns, lessons learned and whether further risk assessment, adjustment or interventions is required.

### **Restrictive Intervention** (see Appendix One)

There may be time when school staff may have to use reasonable force to control or restrain a pupil in specific circumstances (Section 93, Education and Inspection Act 2006) such as when they are causing damage to themselves, others or property, although the need for this should be rare.

### **Equal Opportunities**

We believe in equality of opportunity for all pupils and make every effort to put it into practice at all times.

### **SEN**

Children with SEN (special educational needs) will be placed on the special needs register. The school recognises that pupils with SEND, communication difficulties, neurodivergence, trauma experiences or mental health needs may experience additional barriers to regulating behaviour. Reasonable adjustments, Behaviour Management Plans and risk assessments will be considered when determining behaviour responses and interventions

The school will work, in partnership with parents and any agencies involved (Education Psychologist, ESHAW, Gedling Area Partnership, Healthy Families team, Early help etc), draw up a 'Behaviour Management Plan'. This plan will establish clear targets designed to deliver improvements in the

child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged. All staff, will be informed of such plans, in order to undertake a consistent approach to dealing with a difficult situation. These behaviour management plans are renewed termly. Whilst we make reasonable adjustments for our children with SEN, if the staff and children's safety is put at serious harm/injury, then the child would be subject to the behaviour policy.

### **Involving Parents and Carers**

At Arnold View, we endeavour to work collaboratively with parents and carers to establish good relationships, so that children receive consistent messages about how to behave at home and at school. We ask that parents and carers support our school behaviour management policy and work with us to improve behaviour when we have identified it is a concern.

The school rules are in the school planners, school prospectus, as part of the home/school agreement and shared at Meet and Greet evenings. We ask that parents and carers read these and support them.

Our aim is to build a supportive dialogue between the home and the school, and to inform parents immediately if we have concerns about their child's welfare or behaviour, as well as celebrating successful behaviour.

### **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The ***curriculum and standards committee*** are responsible for reviewing and approving the behaviour management policy and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation. The governors support the Head Teacher and staff in carrying out these guidelines.

### **Other policies to refer to:**

- Managing allegations against staff
- Touch policy
- Anti-Bullying policy
- Equality policy
- Exclusion policy
- Safeguarding policy
- Child on Child Abuse
- Online Safety Policy



# Appendix One

## Arnold View Primary School Physical Intervention and Restrictive Practice Policy

Policy Reviewed (Date): September 2026

Signed: \_\_\_\_\_ (Chair of Governors)      Date:

Signed: \_\_\_\_\_ (Head Teacher)      Date:

Next Review Due (Date): September 2027

### 1) Introduction

The use of Restrictive Practices Policy has been developed to ensure that staff, pupils, parents/carers, and governors have an understanding of school guidelines for supporting pupils who have reached crisis point and are displaying behaviours that may put themselves or others in physical danger. Following these guidelines will ensure pupils are able to learn, and staff are able to teach, in a safe and secure environment.

This Policy will be applied consistently to pupils regardless of their age, SEND, sex, gender reassignment, sexual orientation, race, faith background or personal circumstances. Respect for these protected characteristics will be considered as an important part of the whole school Inclusive practice and ethos.

Physical Intervention or Restrictive Practice is traumatising for all people involved and their use often damages relationships.

***‘Physical restraint can be humiliating, terrifying and even life-threatening. It should only be used as the last resort, when there is no other way of de-escalating a situation where someone may harm themselves or others’ (Campbell, 2018).***

As a school, we are committed to reducing the need to use restrictive practices. We recognise that restrictive physical interventions are only entered into as a last resort when dealing with potentially dangerous situations, where there is a risk of harm to children or adults. Restrictive physical interventions must only be used in a person’s best interest and comply with **Arnold View Primary School** School’s duty of care to students, staff, and visitors.

**This policy has been prepared using the following guidance:**

- **Use of reasonable force and other restrictive interventions guidance (April 2026)**
- Reducing the need for restraint and restrictive intervention ([publishing.service.gov.uk](https://publishing.service.gov.uk))
- **Use of reasonable force and other restrictive interventions guidance (DfE, Feb 2025)**
- Keeping children safe in education 2024: part one ([publishing.service.gov.uk](https://publishing.service.gov.uk))
- Reasonable force, restraint & restrictive practices in alternative provision and special schools ([publishing.service.gov.uk](https://publishing.service.gov.uk))
- Reducing restrictive practices framework [HTML] | GOV.WALES
- TSS diagram REVISED ([restraintreductionnetwork.org](https://restraintreductionnetwork.org))
- Education and Inspections Act 2006 - Section 93
- BILD code of Practice for minimizing the use of restrictive physical interventions; 4th Edition (BILD 2014)

This policy is available:

- Online on the school website
- From the school office

## **2) The Legal Framework**

### **Restrictive Practices**

Restrictive practices are all practices which limit the freedom and independence of children to learn. They include the mildest of practices, for example, requiring children to follow a prescribed timetable and curriculum, through to the most restrictive of practices, for example, the use of physical intervention and restraint.

The key principle which underpins our decisions about the use of restrictive practices is that their use should be as minimal as possible whilst ensuring the safety of the child, other children, and the adults working with them. There will be occasions when to ensure safety and to minimise the risk of harm, adults may need to physically intervene, restrain a child, or impose a restriction on their liberty.

### **Restraint and deprivation of liberty**

*Restraint in relation to a child is only permitted for the purpose of preventing— (a) injury to any person (including the child); (b) serious damage to the property of any person (including the child). (2)*

*Restraint in relation to a child must be necessary and proportionate.*

### **Seclusion**

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used 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. ( Use of Reasonable Force and other restrictive interventions guidance, DfE, April 2026).

### **Seclusion may only be used when:**

A pupil is posing a risk of injury to themselves or others due to behaviours such as biting, head butting, kicking and they need time in a **safe environment** with a trusted adult to help them calm. No child should be left in isolation within a contained environment with locked doors or barriers in place which places the child's well-being and/or safeguarding at risk.

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

### **Staff Authorised to Use Reasonable Force**

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in January 2016 entitled 'Behaviour and Discipline in Schools – Guidance for Headteachers and Staff' the Headteacher at our school is empowered to authorise those members of his/her staff to use reasonable force.

Here at **Arnold View Primary School** the Headteacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who have direct responsibility and a duty of care of pupils in school
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken to reduce the risk of harm

**The Designated Safeguarding Leads (DSL)** and their Deputies in our school are: Caroline Otterburn, Carl Jarvis, Lizzie Johnston, Rebecca Vowles and Katie Beck.

Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

**The nominated Governor** with responsibility for Behaviour is Nikki Lineker.

### **Deciding Whether to Use Reasonable Force**

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

All members of staff will make decisions about when, how, and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

### **Is it necessary?**

- Staff will consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff will 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 will 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 will reconsider their approach and attempt an alternative strategy.
- Staff will 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.

#### **Have you considered the pupil's welfare?**

- Staff will consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff will 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 will 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 will be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff will 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.

Staff will be kept informed and have a duty to inform others about the Personal Safety Plans around specific pupils who can present risks to themselves and others. This may include information about SEND, personal circumstance, and any experiences of trauma.

### **3) School Expectations**

All staff should adopt a positive approach to improving behaviour to reward effort and build self-esteem. We work in partnerships with those who know the child best to:

- **Establish the functions of behaviours being displayed**
- **Understand the factors that may influence a child's behaviour**

- **Identify early warning signs that indicate foreseeable behaviours are developing**

This approach will help to ensure that the use of early and proactive strategies is common practice. It aims to reduce the incidence of extreme behaviours and supports the reduction of restrictive practices in school.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Staff should try to avoid using force unless or until another member of staff is present to support, observe or call for assistance.

### **Reducing the need to Intervene Physically**

Although preventative measures may not always work, there are several steps which can be taken to help reduce the likelihood of situations arising where the power to use force may need to be exercised:

- Creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind
- Developing effective relationships between pupils and staff
- Adopting a whole-school approach to Inclusive practice
- Taking a structured approach to staff development that supports staff to use positive behaviour management strategies; managing conflict and to support one another during and after an incident
- Effectively managing individual incidents using a low-arousal response. Communicate calmly with the pupil; use non-threatening verbal and body language and ensure the pupil can see a way out of a situation in a supported manner
- Teaching pupils strategies to use in a crisis (such as sensory integration, clear communication and non-verbal signals to indicate the need for support)
- Whenever practical, warning a pupil that force may have to be used before using it
- Ensuring that staff and volunteers are aware of the pupils' Personal Safety Passport or Plans and understand situations which may provoke difficult behaviour, triggers, preventative strategies, and de-escalation techniques

### **Key Principles surrounding the use of a restrictive physical intervention.**

1. Consider if you really need to use a restrictive physical intervention. If so then use the least restrictive first and return to the least restrictive as soon as possible.
2. Staff should not enter into a restrictive physical intervention if on their own, help must always be sought.
3. Physical Interventions should be employed using the minimum reasonable force for the shortest duration of time as possible and should not cause pain.
4. Staff should be assessing signs of injury or psychological distress during and after the intervention.
5. Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

### **Use of restrictive physical interventions in unforeseen and emergency situations.**

On occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a child in crisis. E.g. where there is a high and immediate risk of death or serious injury to the child or others. Any member of staff would be justified in taking any necessary action to safeguard the child from harm.

#### **Staff should:**

- Before using force- staff attempt to use diversion or diffusion to manage the situation.

- Staff should always report and record any use of physical intervention that occurs in unforeseen and emergency situations using school procedures.
- Parents/carers will always be informed immediately if physical force is used on their child.
- In line with Health and Safety Guidance on approved methods of physical intervention at **NO** time is a young person to be placed in a **Prone Restraint** (face down) or **basket holds or wraps** (the child's arms held around their own abdomen as these methods of restraint are barred under Health and Safety Guidance).

### **Safety Passports/Personal Safety Plans**

All children who have the potential to display behaviours of concern either linked to SEND or Trauma will have a Behaviour **Plan** document which details appropriate adult responses when supporting the child through co-regulation.

### **Staff training**

Staff will be trained in accordance with guidance from the Restraint Reduction Network and BILD (code of practice)

All staff in school will access training on behaviour management and de-escalation support through regular Professional Development Meetings and Individual Appraisal.

Staff at Arnold View Primary School, who have been identified as needing training in this area, will access training from Nottingham County Council.

We will seek advice from NCC's Inclusive Behaviour Co-ordinator about the level of training considered appropriate to our setting. This will be assessed following the completion of an annual audit.

In addition, all staff will have access to ongoing bespoke advice and guidance tailored to the needs of our setting through the use of anonymised consultations about the needs of individual children as and when required. Staff who receive training through NCC's Inclusive Behaviour Co-ordinator around preventative supports and de-escalation strategies will be certified by the Local Authority in Understanding Behaviour.

### **Recording and Reporting Incidents**

***The use of reasonable force and other restrictive interventions in schools guidance DfE (April 2026) now places a statutory requirement on schools around recording and reporting of incidents where physical intervention or restrictive practice is used (Pages 14-15) Use of reasonable force and other restrictive interventions guidance***

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting significant incidents where a member of staff has used reasonable force on a pupil, in line with the most recent safeguarding requirements issued to Governors and the updated guidance for schools in England **Use of reasonable force and other restrictive interventions guidance (DfE April)** . *The updated guidance now places a statutory requirement on schools around recording and reporting of incidents where physical intervention or restrictive practice is used (Pages 14-15)*

Any use of restrictive practice is seen as significant and **must** be reported clearly and concisely as soon as practicable after the incident. The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

The following details will be recorded as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant. Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour.

The senior Leadership Team or a member of staff will report any incident where reasonable force has been used to parents as soon after the incident as possible except where:

- the pupil is aged 20 or over; or
- it appears to the staff member that doing so would be likely to result in significant harm to the pupil. This includes all forms of abuse and neglect. In this instance, the staff member must report the incident to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents will include the following details as a minimum, in writing:

- time, date, location and approximate length of time the force was used
- brief account of what type of reasonable force was applied, and the degree of force
- details of any physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance

All incidents requiring the use of restrictive physical intervention will be thoroughly and systematically documented within school records using CPOMS.

The incident must be directly reported to the Headteacher, and staff involved will be debriefed to review and analyse the incident. A review and analysis of the incident will take place as soon as possible thereafter, and safety passports will be updated with the aim of ensuring any lessons are learned and any identified changes to the environment or support plans are acted upon/implemented.

#### **4) Post-incident Support**

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and can result in injuries to the child or staff. After an incident has subsided, it is important to ensure that staff and children are given emotional and psychological support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require more than basic first aid. All injuries should be reported and recorded in accordance with school procedures.

##### **Repair and Restore Relationships through Restorative Conversations**

Restrictive practice damages relationships. It is vital that the child is given the opportunity to reflect on the incident with the support of the adults involved to ensure the child's voice is captured and any restoration can be implemented as a result to repair any harm and facilitate open, direct communication.

Key questions to support a restorative conversation with the child:

- What happened?
- How did you feel.....?
- Who was affected by this?
- What needs to happen now?
- What could we have done differently?

## 5) **Complaints and allegations**

Arnold View Primary School will also make clear to pupils that they have a right, and are able, to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers, and staff to voice their opinions, comments, or concerns.

Complaints and allegations will be taken seriously, and should be addressed to the Head Teacher using the mechanisms outlined in the Complaints Policy.

### **The role of the LADO:**

Working together to Safeguard Children (2023) requires each Local Authority to have a LADO. In Nottinghamshire the role of the LADO is undertaken by the Managing Allegations Service.

The purpose of the LADO role is to address allegations/concerns made against adults working or volunteering with children in Nottinghamshire.

Working together to Safeguard Children (2025) and Keeping Children Safe in Education (2025) outline the criteria to be applied to allegations and concerns about an individual when it is indicated the individual may have:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
- Behaved or may behave in a way that indicates they may not be suitable to work with children.

Concerns may relate to either a person's work/voluntary role or their behaviour outside the work setting.

### **LADO role in Restraints of under 18s**

#### **KCSiE 25 Paragraph 372.**

*If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or local authority children's social care will be convened in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.*

#### **The LADO should be notified when:**

- A child is injured or may have been injured as a result of appropriate/permitted restraint practice or actual/perceived use of excessive force,
- A child and/or parent/carers makes an allegation and/or complaint against a professional following a restraint of a child,
- A professional, other adult or child reports an observed or perceived inappropriate restraint of or practice with a child by another professional.

#### **The responsibility of the employer/person receiving the complaint is to:**

- Ensure the child is safe and refer to MASH/Police as appropriate
- Consider the actions required to safeguard this child and other children in the setting

- Refer to LADO using the LADO Online Contact Form (link below) providing clear details of the incident, the adult of concern (including personal details to safeguard the adult's own children- consider any additional voluntary roles the adult holds); details of the child and your own details.

Link to LADO online Contact Form - [Submit a LADO Contact Form](#)

