Queenborough
School & Nursery

Behaviour, Discipline and Exclusion Policy

Dated: September 2026 **Review Date:** September 2027

Created By: Senior Leadership Team

Adopted by: The Governing Body

Saved Location of Policy: U:/Admin/Policies/2025-26

The Queenborough #BEAT

The Queenborough #BEAT refers to a set of rights and responsibilities that apply to all members of our school community.



At Queenborough School and Nursery, every member of our community has the right to belong, expect, achieve and thrive. In order for this to happen, we all have a responsibility to uphold this right for others. Therefore, there is an expected standard of behaviour and conduct which all members of our community are committed to upholding.

From the earliest age, our pupils are taught to take ownership for all aspects of their learning and this extends to the choices that they make about their behaviour. Staff understand the need to balance a consistent approach to behaviour management with responding to the individual needs of every child and, therefore, this policy is not a manual for behaviour management, merely a set of agreed principles and procedures that have been formed in conjunction with staff and pupils.

Aims:

The aims of this policy are to:

- Promote and encourage behaviour which is conducive to upholding the Queenborough #BEAT.
- Establish which behaviours pose a risk to Queenborough #BEAT and to discourage these;
- Ensure that the behaviour of all pupils allows all members of our community to be safe and feel safe;
- Encourage pupils to respect themselves, others and the environment around them;
- Promote the use of positivity when managing behaviour;
- Demonstrate a consistent approach to teaching the causes and effects of behavioural choices, such as rewards for positive behaviour and sanctions for negative behaviour.

The role of adults in promoting positive behaviour:

All adults in our school, regardless of role, share the responsibility of ensuring that children's behaviour remains in line with our Queenborough #BEAT. Adults will do this by:

- Modelling positive behaviour and adherence to the Queenborough #BEAT;
- Encouraging pupils to reflect upon their behaviour against the Queenborough #BEAT and take responsibility for their own behaviour and the choices that they make;
- Ensuring that the contents of this policy are followed consistently but sensitively;
- Providing a curriculum that inspires, motivates and develops the whole child;
- Having a good knowledge of the children in their care, particularly those for whom positive behaviour can be a challenge;
- Modelling positive behaviour and respect in all their interactions;
- Having the highest expectations for themselves and their pupils in all aspects of school life;
- Involving pupils in the process of reviewing the behaviour policy and deciding consequences for inappropriate behaviour;
- Handling all behavioural incidents sensitively and calmly;
- Keeping records of serious breaches of the behaviour policy and ensuring that the Governing Body are kept informed of these;
- Ensuring they are approachable, understanding and prepared to listen to all children;
- Ensuring that rewards and sanctions are issued fairly and transparently;
- To use a restorative justice approach when dealing with inappropriate behaviour.

The role of the curriculum in promoting positive behaviour:

We passionately believe that the school's curriculum is integral to ensuring that behaviour remains in line with our Queenborough #BEAT. The Senior Leadership Team, together with all staff ensure that the school's curriculum:

- Is exciting, stimulating and engaging so that learning is 'irresistible';
- Prepares children for life in modern Britain;
- Places pupils' spiritual, moral, social and cultural development at the centre of all learning;
- Has a strong PSHE curriculum where issues such as behaviour and conduct can be openly discussed;
- Relationships and sex education (RSE) and health education will discuss consent, what respectful behaviour looks like, body confidence and self-esteem and healthy relationships;
- Allows pupils to take ownership of their learning and the behaviour needed to be successful academically and socially;
- Accommodates the 'pupil voice' so that pupils recognise that their views are heard and acted upon.

Reinforcing positive behaviour: Rewards

Although pupils are encouraged to recognise the intrinsic value of positive behaviour in terms of the benefits to their learning and the safety and welfare of themselves and others, it is sometimes appropriate to reinforce positive behaviour with a small gesture of reward. When a reward is issued to a child, this must be a completely transparent process and the child should be clear about what behaviour or action has merited the reward. At Queenborough School and Nursery, rewards might take the following forms:

- Stickers;
- Certificates;
- House points;
- Visiting another teacher or Senior Leader to share their work/ behaviour;
- 'Friday Name' nominations;
- Positive phone calls home to parents;
- Small prizes from the teacher's prize pot;

Each teacher may have their own method for recognising and rewarding good work or behaviour but these need to be applied consistently and transparently.

Discouraging negative behaviour: Sanctions

In order to prepare children for life in modern Britain, it is important that they recognise that there is a consequence for the choices that we make in regards to our behaviour. Therefore, it is sometimes suitable to issue a sanction in response to negative behaviour. When selecting a suitable sanction for a child's misconduct, staff will always:

- Ensure that a Restorative Justice approach to resolving conflict is used;
- Ensure that the child has time to calm down and reflect before the sanction is issued;
- Ensure that the sanction is proportionate to the negative behaviour in question;
- Follow the behaviour policy for addressing inappropriate behaviour including, when necessary, reporting incidents to more senior colleagues or parents.

The sanctions used by the school vary in accordance to the negative behaviour displayed. There is a clear ladder below to display the different stages of negative behaviour and what the resulting sanction might be. These were agreed by a cross section of pupils and are reviewed annually by the School Council. Following are the sanctions that the pupils of Queenborough School and Nursery agreed were acceptable:

- Missing part or all of play time or lunch time (children will never be made to miss the session in which they are due to eat);
- Writing letters of apology;
- Missing part or all of golden time or other celebration activities;
- Children whose behaviour demonstrates they may need a more intense level of support may need to be put on a behaviour plan(**see appendix 1**)

Sanctions will never:

- Consist of any form of physical consequence that would cause discomfort to the child;
- Be used to humiliate or degrade a child;
- Be issued without reference to the behaviour policy or Queenborough #BEAT;
- Be issued without ensuring that all sides of the story have been heard and that the pupil has an opportunity to offer their suggestions about an appropriate sanction;
- Involve a child missing a part of their curriculum offer which might be preferred- eg Art/ Drama/ PE.

The purpose of a sanction is always to discourage the negative behaviour from reoccurring and sanctions will never be used by staff members as a means of 'executing justice' or as a demonstration of power.

Positive Handling Plans (PHPs)

In accordance with Department for Education guidance on *Restrictive interventions, including use of reasonable force, in schools*, Queenborough School & Nursery recognises that physical intervention or reasonable force should only ever be used as an exceptional, last-resort safety measure to prevent harm, serious property damage, or severe disruption. Where it can be reasonably predicted that a pupil with Special Educational Needs and Disabilities (SEND) or social, emotional, and mental health (SEMH) needs may require physical intervention, an **Individual Pupil Positive Handling Plan (PHP)** must be proactively put in place, regularly reviewed, and stored alongside the pupil's EHCP or SEN Support documentation. Please see **appendix 2**.

Statutory Powers, Safety Safeguards, and Oversight

In accordance with Section 93 of the Education and Inspections Act 2006, all members of school staff have a statutory power to use reasonable force in emergency circumstances to prevent **pupils from hurting themselves or others, damaging property, or causing severe disorder**. Reasonable force should only ever be used as an **exceptional, last-resort safety measure** after de-escalation strategies have failed or in an immediate emergency.

Statutory Grounds for Using Reasonable Force

Staff may use reasonable force in specific, lawful circumstances to prevent or stop a pupil from:

1. **Causing injury to themselves or others:**
    - Stopping a child from hurting another pupil or staff member (e.g., stopping a physical fight or attack).
    - Preventing a pupil from harming themselves (e.g., self-harming or running into traffic/danger).
2. **Committing a criminal offence:**
    - Preventing a crime or illegal act from taking place on school grounds.
3. **Causing significant damage to property:**
    - Stopping a pupil from damaging or destroying school property, equipment, or personal belongings.
4. **Causing severe disruption or disorder:**
    - Removing a pupil from a classroom when they persistently refuse to leave and their behaviour is severely disrupting the learning or safety of others.
    - Preventing a pupil from leaving a classroom or the school grounds if leaving would compromise their immediate safety.

However, planned physical interventions must only be carried out by staff who have completed accredited training (such as PROACT-SCIPr-UK®). Queenborough School & Nursery strictly prohibits the use of high-risk restrictive interventions, including prone (face-down) restraints, holds that place pressure on the neck or chest, or any technique that compromises a child's airway or breathing capabilities. Any complaints or allegations regarding the use of reasonable force or physical intervention will be handled swiftly and transparently in line with the school's Safeguarding and Child Protection Policy and procedures for Managing Allegations Against Staff.

To maintain the highest standard of safety and care, all members of the Senior Leadership Team (SLT) have received specialised **PROACT-SCIPr-UK® (PROACT)** training in de-escalation, physical intervention, and safe handling techniques.

Using the school's standardised PHP framework, each plan establishes a clear, multi-stage protocol:

- **Pupil Overview & Targets:** Outlines pupil details, key targets, success criteria, medical considerations, or access requirements.
- **Triggers & De-escalation:** Identifies specific situations known to precede dysregulation and details individual proactive support and classroom management strategies—such as verbal de-escalation, peer support, and environment adaptations—that staff must employ prior to physical contact.

- **Preferred Handling Strategies:** Specifies the exact, proportioned restrictive physical interventions authorised for the pupil, explicitly detailing techniques that must not be used and ensuring only trained staff apply specific holds.
- **Post-Incident & Reintegration Procedures:** Outlines care, debriefing, learning opportunities, and repair/rebuild strategies to support emotional regulation and reintegrate the child safely into school life following an event.
- **Parent & Child Collaboration:** Requires formal evaluation and sign-off by the Headteacher, staff, parents/carers, and (where appropriate) the pupil to ensure full transparency, consistent partnership, and aligned oversight.

All physical interventions are logged and audited in accordance with statutory reporting requirements and Ofsted SEND framework reviews, ensuring that positive handling is applied ethically, safely, and with full accountability across the school.

Recording, Reporting, and Debriefing Physical Interventions
In accordance with Department for Education guidance on *Restrictive interventions, including use of reasonable force, in schools*, Queenborough School & Nursery maintains a rigorous, transparent recording and monitoring framework following any incident involving physical intervention or reasonable force. Staff must complete the school's formal **Record of Physical Intervention** form as soon as reasonably practicable following an incident. This comprehensive record captures critical situational data—including the exact date, time, location, duration, pupil SEN status, staff involved, and witnesses—alongside a detailed account of antecedent events, identified triggers, and all preventative de-escalation strategies attempted. To ensure full accountability and adherence to statutory guidelines, the record explicitly documents why physical intervention was assessed as necessary (e.g., to prevent imminent injury), the specific type and degree of force applied, and the precise duration of the hold.

Furthermore, the document enforces robust post-incident safeguards across four key areas:

- **Medical & Injury Checks:** Captures details of any injuries sustained by the pupil, staff, or peers, alongside immediate medical treatment or first aid administered.
- **Multi-Tiered Support & Debriefing:** Details the structured debriefing and care provided to the pupil (pastoral support and reintegration), staff (SLT debrief), and peer witnesses.
- **Parental Notification & Partnership:** Mandates that parents/carers are notified (recording the date, time, and method) and provided with full transparent details regarding the incident, justification, force used, and injuries.
- **Actionable Review & Follow-Up:** Schedules follow-up conversations with the pupil, formal parent meetings, and prompts an immediate review or creation of the pupil's Positive Handling Plan (PHP) / Behaviour Support Plan to prevent future incidents.

All completed intervention records are reviewed by the Senior Leadership Team and securely archived on CPOMS to inform ongoing SEND evaluations. See Appendix 3

The traffic light system

The Queenborough #BEAT is prominently displayed in each classroom and around the school. A traffic light system is used in each classroom as a way or visually displaying to children when they are risking the Queenborough #BEAT and the possible consequences of this.

Our Behaviour Code: Keeping the #BEAT Alive.			
Belong	Expect	Achieve	Thrive
I am exceeding expectations in keeping the #BEAT.			
I am keeping the Queenborough #BEAT. I am…			
…making everyone feel as though they belong as their authentic selves.	…expecting the very best of myself and others.	…working as hard as I can and empowering others to do the same.	…allowing and empowering others to thrive and keep myself and others safe.
I have been warned that my behaviour is risking the Queenborough #BEAT. I need to reflect on my actions and make a change.			
I have behaved in a way that has disrupted the Queenborough #BEAT. I might have…			
…made somebody feel that they do not **belong**.	…not shown a high **expectation** for myself.	…prevented myself or others from **achieving**.	…risked my own or someone else's chance to **thrive**, including unsafe behaviour.
There will need to be a consequence for my actions. My teacher will discuss this with me.			
My behaviour has become a serious concern and is causing significant disruption to the Queenborough #BEAT. I may need to spend some time away from my peers. A senior staff member and my parents will be informed about my choices.			

Green- All children will start each day on Green. This means that they are upholding the Queenborough #BEAT.

Yellow- Children whose behaviour is risking one or more elements of the Queenborough #BEAT should be warned that this is the case. They will need to move on to Yellow. There is no consequence for moving to Yellow, but teachers might want to have a discussion with the child after the session/ event to discuss how to avoid this happening again. If the child's behaviour improves, they should move back to Green.

Red- If, after moving to Yellow, the child's behaviour does not improve, they will move to Red. The member of staff making this decision must quote which part of the Queenborough #BEAT that the child is disrupting. At this point, the teacher should discuss with the child what an appropriate and proportionate consequence might be. Once this consequence has been served, the child has the opportunity to move back to Yellow. From here they can earn the right to move back to Green but can also move back to Red should they disrupt the Queenborough #BEAT.

Blue- If a child's behaviour becomes serious enough that it severely disrupts the Queenborough #BEAT and therefore the learning or safety of others, they can move to Blue. When a child reaches this stage, staff members will consult with SLT as to whether it is appropriate for the child to spend some time away from their peers and work in isolation. This must be agreed by a member of the senior leadership team and appropriately logged on My Concern. With all forms of isolation, the Class Teacher should provide work that the child can complete without assistance. At the end of the day, the Class Teacher should inform the child's parents that they reached the Blue stage and share the consequences. The child must remain on Blue until the end of the session (half day) and then start the next session back on Green.

Rainbow- Children who exceed expectations against the Queenborough #BEAT demonstrate exemplary behaviour have the opportunity to move from Green up to the Rainbow. Children will be made aware which elements of the Queenborough #BEAT they are exemplifying.

Children who repeatedly find themselves advancing through the coloured stages from Yellow to Blue may need a personal support plan put into place or may be required to report to Senior Leaders on a daily or weekly basis to have their behaviour closely monitored. While we understand the importance of consistency, we recognise that some of our more vulnerable children, a more personalised approach is needed. These children will also have a personal support plan and staff will be aware of the processes involved for individual children.

Child on child Abuse

Child on child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)

• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

• sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

• sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

• upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

• initiation/hazing type violence and rituals (this could 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).

Keeping Children Safe in Education 2026

Process for responding to reported incidents of child on child abuse

If an incident of child on child abuse is reported to member of staff they must refer to a DSL. The school's safeguarding policy should be followed. Depending on the incident, DSL will decide the following:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

When deciding the outcome of any reported incidents, we will ensure sanctions are:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Child on child abuse will not be tolerated but we will support and listen to all pupils involved so that behaviour can be changed and peers are not fearful of reporting incidents. Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. The context of the incident will impact how we handle each incident.

All members of staff should be willing to call out behaviour as it happens will help all pupils understand what is and isn't OK. If the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot. Staff must still log/report low-level concerns to the DSL or via CPOMS so that patterns can be monitored, even if handled dynamically in the moment. Parents/Carers must be made aware immediately unless doing so would place the child at increased risk of harm, following advice from the DSL or multi-agency partners. This will allow the start an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour and work towards a solution together.

Process for Responding to Reported Incidents of Child-on-Child Abuse

If an incident or allegation of child-on-child abuse is reported or observed, staff must immediately notify a Designated Safeguarding Lead (DSL) and follow the school's Safeguarding and Child Protection Policy. Depending on the nature, context, and severity of the incident, the DSL will determine the appropriate response, which may include:

- Managing the incident internally through pastoral support and sanctions;
- Initiating an Early Help assessment;
- Making a referral to Children's Social Care;
- Reporting the incident to the police.

When determining outcomes, sanctions and support will be **proportionate, considered, supportive, and decided on a case-by-case basis**. Queenborough School & Nursery does not tolerate child-on-child abuse in any form, but we prioritise listening to and supporting all pupils involved so that harmful behaviours are addressed and peers feel confident to report concerns without fear.

Staff are empowered to challenge inappropriate behaviours—such as sexist comments or language—immediately as they occur. Where an incident is assessed as low-level (for example, a pupil using inappropriate language they may not fully understand), staff may address the behaviour in the moment, explain why it is unacceptable, and use restorative approaches. All such incidents must still be recorded on the school safeguarding system so the DSL can monitor patterns over time.

Parents/carers of both victim and perpetrator will be informed promptly, allowing for collaborative conversations between school and home regarding acceptable behaviour, unless the DSL advises that doing so would place any child at increased risk of harm.

Behaviour during unstructured times

We expect the same high standards of behaviour and conduct from our children at all times of the day and in all settings and the Queenborough #BEAT applies at all times.

Therefore, Midday Meal Supervisors are aware of this policy and ensure that it is consistently applied throughout the lunch break. In the event of inappropriate behaviour during lunch times, Midday Meal Supervisors should apply the policy in the first instance and then refer this issue to the Class Teacher as soon as possible. The child's Class Teacher is the best person to make the judgement as to the next course of action.

Children exiting themselves from the classroom or school grounds

If a child chooses to exit themselves from class or the school building without permission, a Senior Leader will be made aware. The Senior Leader will investigate the incident and decide upon the best course of action. Parents will usually be notified. As a result of exiting the classroom, a child will be placed on Red. If a child exits the school building (but remains on the school grounds, they will move to Blue as this behavior will have caused a 'serious concern'.

If a child voluntarily exits themselves from the school grounds, parents or, where necessary, the police will be phoned. At no point will a member of staff pursue a child in an attempt to bring them back to school. However, at the discretion of the Headteacher or Deputising Senior Leader, a member of staff may be asked to follow the child from a distance to ensure their safety.

Escalation

All adults should carefully consider when it is and is not appropriate to escalate an incident of negative behaviour to a more senior member of staff. There are times when Senior Leaders will need to be made aware of negative behaviour but, generally, a child's Class Teacher will have the best knowledge of the child and how to best deal with inappropriate behaviour.

Suspension or permanent exclusion

At Queenborough School and Nursery, suspension or permanent exclusions will always be the last resort and will be used only in extreme cases of inappropriate behaviour or when all other attempts to engage a child in changing their behaviour have failed. Only the Headteacher may exclude or suspend a child. In the event that the Headteacher is off-site, an Assistant Headteacher may contact the Headteacher who can grant permission for an exclusion or suspension to be made in his absence.

The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes or suspends a child, he will inform the parent immediately, giving reasons for the exclusion or suspension. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents of how to make such an appeal. The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any suspension beyond five days in any one term.

The Governing Body itself cannot either exclude or suspend a child or extend the suspension period made by the Headteacher. When an appeals panel meets to consider exclusion or suspension, they consider the circumstances in which the child was excluded or suspended, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

A child may be excluded or suspended for one of the following reasons:

- Serious physical assault against a pupil or adult
- Serious verbal abuse / threatening behaviour against a pupil or adult
- Serious incidents of cyber/ bullying
- Racist abuse
- Sexual misconduct
- Possession of drugs or alcohol
- Significant damage to school property
- Theft
- Persistent disruptive behaviour

Bullying and discriminatory behaviour

At Queenborough School and Nursery, we have a zero tolerance on bullying and all other discriminatory behaviour including bullying based on race, ethnicity, religion, gender identification or sexuality. Any reports of behaviour which has been deemed as bullying or discriminatory will be thoroughly investigated by a member of the Senior Leadership Team. Through PSHE lessons and dedicated anti-bullying weeks, children are kept aware of what bullying may look like and how to recognise this. Discriminatory language must be dealt with swiftly and effectively. Where it is discovered that discriminatory language has been used, a child must be placed on the Blue stage. A senior member of staff will be informed as well as the child's parents.

BEHAVIOUR PLAN **PUPIL NAME:** **CLASS:** **YEAR GROUP:**	
Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
Challenging behaviour	**Targets**
Reasons for the behaviour	**Any special educational needs (SEN) that may affect behaviour**
Strategies for maintaining positive behaviour	**Triggers and warning signs** •
Reactive strategies	**Support after an incident**
Skills and Talents	**Achievements**
Likes	**Dislikes**
Agreement: Parent/carer name	 Staff name

BEHAVIOUR PLAN PUPIL NAME:	CLASS:	YEAR GROUP:
Parent/carer signature Date		Staff signature Date
Behaviour plan evaluation and next steps:		

Appendix 2

Individual Pupil Positive Handling Plan
2026 - 2027

Name:		**Date of Plan:**	
Class / Year:		**Review Date:**	
EHCP / SEN Support:		**Additional Information:** (*medical information, any specific equipment required, access information)*	

Trigger Behaviours:
(Describe situations/behaviours which are known to have led to positive handling being required)

Pupil Targets:

TARGET	SUCCESS CRITERIA	REVIEW / EVALUATION

Support Strategies
(Outline support strategies which, where and when possible, should be used before positive handling)

Details of other strategies used: (Classroom management, peer support etc)
Preferred Handling Strategies:
Repair and Rebuild Strategies following the incident: (What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into school?
Evaluation: (This section to be completed during the review)

Signatures:			
Headteacher:		Date:	
Parent /Carer:		Date:	

Appendix 3

Queenborough School and Nursery
Record of Physical Intervention

Date of Incident:	
Time of Incident:	
Location of Incident:	
Duration of Incident:	

Pupil Name:	
Year Group:	
SEN Status:	
Relevant needs or circumstances:	
Staff Members directly involved:	
Witnesses:	

Description of incident:	
What led up to the incident:	

[e.g., During maths lesson, pupil became frustrated when asked to complete independent work. Started to raise voice and push materials off desk.]	
Identified or Potential triggers (if known): [e.g., Difficulty with task, change to routine, sensory overload]	
Preventative or de-escalation strategies used: [e.g., Spoke calmly to pupil, offered alternative task, gave space to calm down, used visual support cards, reminded of behaviour expectations]	
Physical Intervention:	
Why the intervention was assessed as necessary: [e.g., Pupil began to run towards another child with a raised fist. I assessed that physical intervention was necessary to prevent the pupil from causing injury to another child.] Restrictive Interventions in Schools	
Type and degree of force used: [e.g., "I placed a firm hold on the pupil's upper arms to guide them away from the other child" or "I used a side-by-side guiding hold to move the pupil to a quieter area"] The Key Leaders	
How long force was applied: [e.g., Approximately 30 seconds until pupil calmed and agreed to move to quiet area]	
Injuries and Medical Treatment:	
Were there any physical injuries?	☐ Yes ☐ No
If yes, details of injuries:	
Pupil Injuries:	
Staff Injuries:	
Other pupil's injuries:	
Medical treatment provided: [e.g., First aid administered by [name], ice pack applied, parents contacted to collect]	
Post Incident Support:	
Support provided to the pupil: [e.g., Pupil given time in quiet area to calm down, spoke with pastoral lead, offered drink of water, discussed what happened and alternative strategies] Restrictive Interventions in Schools	
Support provided to staff: [e.g., Debrief with SLT, time out of class to complete record]	
Support provided to other pupils who witnessed the event: [e.g., Class teacher spoke with children who witnessed incident, reassured them]	
Follow-up conversation with pupil planned? **Date / Time:**	
Meeting with parents planned? **Date / Time:**	☐ Yes ☐ No
Does behaviour support plan need reviewing / creating?	☐ Yes ☐ No

Reporting to Parents:	
Parents informed:	☐ Yes ☐ No
Date and time parents informed:	
Method:	
Information shared with parents: • Time, date, location and duration of intervention • Why the intervention was assessed as necessary • Type and degree of force used • Details of any injuries (if applicable)	

Staff Member's Signature:			
Name:		**Name:**	
Signature:		**Signature:**	
Date:		**Date:**	