St. Andrew's School

Behaviour and Discipline Policy

Maintenance

Policy Written By	**Funmi Lakanu**
Date of Policy	**01/09/2026**
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Approved by The Director of Schools, Deborah Leek-Bailey – 01/09/2026

Behaviour and Discipline Policy

This policy is applicable to all pupils, including those in the EYFS.

Mission Statement

At St. Andrew's School, we believe that **every member** of the school community has a responsibility for behaviour and everyone has the right to feel valued and respected. All staff and pupils have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued. This policy follows the non-statutory advice Behaviour in Schools: Advice for Headteachers and School Staff (2024).

Aims

This policy aims to:

- Provide the basis for the development of a positive, whole-school, ethos towards behaviour
- Create an environment which encourages and reinforces good behaviour
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive and negative behaviour.
- Promote self-esteem, self-discipline and positive relationships.
- Ensure that the school's expectations and strategies are widely known and understood
- Define the expectations that we have of each member of the school community
- Provide guidance and support for staff when dealing with inappropriate behaviour.
- Encourage pupils to conduct themselves well and in good manners
- Ensure that pupils are, and feel physically and emotionally safe at safe at school

Standards of Behaviour

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations, which are either fulfilled, or not. Thus the school has a central role in the pupils' social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the pupils developing ability to conform to our behavioural goals.

The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Relationship to other policies:

This policy should be read in conjunction with policies on Anti-Bullying, Traffic Light System (Appendix 2), Safeguarding, Learning and Teaching and Equal Opportunities.

Roles and responsibilities:

The Principal will:

- Work with all members of the school community to ensure high standards of behaviour at all times.

It is expected that staff will:

- Ensure that all pupils receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials.
- Ensure that lesson objectives, success criteria and work requirements are clearly set out and progress is monitored carefully.
- Ensure that lessons start and end on time.
- Ensure that pupils are emotionally and physically safe in school.
- Make explicit, in a constructive and positive way, what behaviour is expected of pupils and what is unacceptable.
- Challenge inappropriate/unacceptable behaviour.
- Provide pupils with a good role model.
- The school will adopt a **zero-tolerance approach** to any bullying issues. All staff will challenge any abusive behaviour between peers that comes to their notice and will report to the DSL immediately any issues of this nature. Please see **Safeguarding policy** for further details about dealing with child-on-child abuse.'

It is expected that pupils will:

- Attend school, be punctual, wear school uniform, be organised and have the appropriate equipment, including a homework diary (Junior pupils), for their lessons.
- Do their best at all times, take pride in their work and value education and develop a love for learning.
- Show respect, care and consideration to others.
- Listen when teachers and others are talking.
- Show respect for the school environment.
- Follow the school's golden rules and expectations.

It is expected that Parents/Carers will:

- Ensure that their child attends school and arrive on time.
- Ensure that their child wears school uniform and has the correct equipment for all of their lessons.
- Contact the school if their child is absent or late.
- Ensure their child behaves appropriately whilst at school.
- Support the school if sanctions are applied to their child for inappropriate or unacceptable behaviour.

It is expected that the Education Development Trust will:

- Support the school in its efforts to address issues related to behaviour management.
- Review serious cases of misbehaviour.

Teaching of Good Behaviour

- Curriculum and Learning - We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour.
  Lessons should have clear objectives and success criteria, understood by the pupils, and differentiated to meet the needs of pupils of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the

pupils on their progress and achievements, and as a signal that the pupil's efforts are valued and that progress matters.

- Assemblies & Workshops - Use of assemblies and workshops in teaching and promoting the expected behaviour
- Modelling- Staff will always model expected behaviour to children. Where an exemplary behaviour is observed, it will be celebrated to further raise an awareness of expectation. Posters around the school also serve as reminders to pupils.
- Pupils are expected to follow the Golden Rules within their classroom

Classroom Management

Classroom management and teaching methods have an important influence on pupils' behaviour. When staff join St. Andrew's, training in behaviour management is delivered during their probation meetings (this includes the Traffic Light System for relevant staff) and staff also have the opportunity to peer observe other staff. External training is provided as required. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources, Traffic Light System and classroom displays all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the pupils to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and pupil to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour. The Infant and Junior school follow the St. Andrew's Golden rules (see appendix 1).

Rules and procedures should:

- Be kept to a necessary minimum.
- Be positively stated, telling the pupils what to do rather than what not to do.
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale, made explicit to all.
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly

noteworthy achievements. This is as true for adults as for pupils. Rates of praise for behaviour should be as high as for work. Various methods of encouragement are used:

- Verbal praise
- Written praise
- Green All Week stamp and associated half-termly activity (for rewarding the expected behaviour and not receiving any warning cards during the week)
- Stickers, stars
- House points
- Recognition by whole class
- Recognition by whole School (assembly) (including out of school achievements)
- Certificates
- Infant and Junior Golden Book
- Principal badge
- Praise Postcard
- Form Captains / Prefects / House Captains / Librarians / Playground Buddies. Positions of responsibility are given on merit and a good track record.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval through withdrawal of privileges, to referral to the Principal, letters to parents and, ultimately and in the last resort, exclusion (following the school guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence or the age of the pupil. In the Junior School, the Traffic Light System helps to give pupils a visual indication of their level of behaviour.

Undesirable behaviour is discouraged:

1 Loss of privileges (e.g. golden time – Infants, football/quiet time – Juniors, playtime – Infants and Juniors, Green All Week activity time)
2 Use of a Traffic Light System in Year 2 and the Junior School and similar visual aids in the Infant School e.g. sun / cloud.
3 Letter or note of apology
4 Initials on the board
5 Detention - Break time or Lunchtime (length according to age)
6 Senior Teacher's Detention - if more serious (Juniors)
7 Referral to Assistant Principals
Referral to Principal
8 Note in contact book for parents

9 Telephone call to parents
10 Confiscation of banned item (e.g. a mobile phone) and parents required to collect the item
11 Letter / interview parents
12 Discipline books – kept by the Assistant Principal (Provision and Learning)
13 Demerit - house point system
14 Not allowed to attend a residential trip
15 For serious offences (such as pupils endangering themselves or others, threatening teachers etc.) - suspension (in house and full)
16 Exclusion is the last resort for serious offences where all other deterrents have failed. (Not to be used lightly)

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Head of Education Support may be necessary.

When dealing with misbehaviour and applying sanctions, always ensure pupils are aware that it is the behaviour that is unacceptable and not a personal issue with the pupil.
Methods of delivering punishment:

- Shouting should NOT be used unless to avoid a pupil being injured e.g. in the playground
- A pupil should not be humiliated or ridiculed e.g. making them explain their actions in front of the class. A pupil's feelings should be considered and respected at all times.
- Make sure a pupil understands that it is the behaviour that is not acceptable and not a personal dislike of a particular pupil.
- Being sent to one of the Assistant Principals or the Principal should be monitored carefully preferably at break or lunchtimes unless urgent attention is needed.
- Avoid use of the word 'naughty' as labelling a pupil this way can stay with them long after their behaviour has improved.
- Remember that pupils should be given a chance to explain why they have misbehaved. Check if they have been provoked and speak to other pupils involved.
- Make the punishment fit the offence and age of the pupil.
- Always encourage and praise desired / good behaviour.
- In cases of continued misbehaviour, seek guidance from the Head of Education Support. There may be underlying reason e.g. special needs.
- Keep in touch with parents and inform them if a pupil's behaviour does not improve. Seek their cooperation in dealing with the problem at home as well as in School.

The school rejects the use of corporal punishment and the threat of it.

Procedures for Exclusion

- An exclusion of a pupil is normally a temporary period of enforced absence away from St. Andrew's School, after which time the pupil is expected to return. The sanction may be used to allow time for: a full investigation to take place, involved parties to have the opportunity to reflect on their behaviour, as a sanction when other sanctions have proved ineffective, and/or as a deterrent to the pupil and/or others.

- Prior to excluding a pupil the Principal will ensure that a proper investigation is carried out, consider all the evidence collected, take a full statement from the pupil(s) concerned allowing them the opportunity to present his/their version of events,

attempt to ascertain that a full and fair picture of the background to the event(s) has been given, and consult with others where necessary.

- The Principal is the only person with the legal power to exclude a pupil. Exclusions will normally be for a period of not less than one day and not more than forty five days in a traditional school year.

- Upon returning from a period of exclusion the behaviour of the pupil will be monitored and behaviour management strategies implemented to assist in improving the pupil's behaviour. Where a pupil's behaviour continues to be unacceptable a further period of exclusion may be utilised and, in the last resort where there appears little prospect of improvement or where the behaviour is sufficiently poor, permanent exclusion may be considered by the Principal.

- The parents of a pupil have the right to appeal against any decision by the Principal to exclude their pupil. Such appeals are be made in writing and will follow stage 3 of the Concerns and Complaints Policy

Communication and working with parents

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the Class Teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to the Assistant Principals or Principal so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Pupils with SEND

This policy recognises the school's legal duties under the Equality Act 2010, in respect of safeguarding and in relation to pupils with SEND. The Principal will make reasonable adjustments to enable pupils with SEND to be included within the school community and within the scope of this policy.
These will include:
- Ensuring that relevant staff have had training in the nature of learning difficulties or disabilities, and how they should treat children with SEND;
- Ensuring that staff are aware of any children with SEND;
- Ensuring that school resources are committed to assist in making reasonable

adjustments
- Making reasonable adjustments to school organisation or of the timetable of particular children
- Differentiation in the school's behaviour policy through Classroom Management Plans
- Developing strategies to prevent the pupil's behaviour

Liaising with Outside Agencies & other professionals

We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils.

St. Andrew's is committed to liaising with the appropriate external services to support access to and provision of relevant advice, support and guidance. However, as an independent school, we do not have access to government funding and some initiatives. Where this is the case, parents may be required to go privately funding the provision for their child.

Pupil Transition
Pupil transition within St. Andrew's will continue to be managed with strategies currently in place. Transition to another school will also be supported by St. Andrew's in order to ensure that it is seamless. For example, St. Andrew's will liaise with the new school accordingly.

Allegation against staff
Allegation against staff is taken seriously. Where a pupil has been found to make a malicious allegation against a member of staff, the consequence could include temporary or permanent exclusion and even a referral to the police if the school believes a criminal offence may have been committed.

Restrictive Interventions Policy
Restrictive interventions are used only as a last resort, when all other de-escalation strategies have failed or are judged unsafe. Details of how to respond when restrictive interventions are required, are contained within the Restrictive Interventions Policy.

Monitoring and Evaluation
A robust central system is in place for logging any incidents or concerns relating to a child's behaviour, whether it is concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.
It is the responsibility of all staff to report incidents that warrant a record on the behaviour incident logs in school. The log is reviewed regularly and used to inform possible next steps or further provision required.

<u>Role of the Principal</u>
The Principal will evaluate the impact of this policy by reviewing, at least annually:
- Number and range of rewards for good behaviour each term
- Number of fixed-term and permanent exclusions and suspensions
- Number of detentions
- Instances of bullying, action taken and support provided for the victims

<u>Role of the Assistant Principal</u>
- The Assistant Principal will work with staff to ensure that the policy is being implemented
- Regularly review incidents reported on behaviour
- Investigate all allegations and instances of bullying

- Document the outcome of all investigations

Any Behaviour and Discipline issues are reported in the Principal's termly report to EdDevTrust.

Role of Educational Development Trust (EDT)
EDT will review the Principal's termly report and provide challenges during the termly meetings. EDT will carry out an audit of Behaviour and Discipline during the year and subsequently prepares a short report.

Education Development Trust is responsible for promoting good behaviour amongst pupils by ensuring an appropriate written behaviour policy is in place (including sanctions for pupils' misbehaviour), reviewing the policy when it is updated, that the policy is implemented effectively and that a record is kept of sanctions imposed upon pupils for serious misbehaviour.

In addition, EDT will review the reports from the Principal, and act as a point of escalation for any related issues.

Mrs F. Lakanu
Assistant Principal
St. Andrew's School

Policy Date: 1st September 2026
Review Date: 1st September 2027

Appendix 1
Golden Rules

ST. ANDREW'S SCHOOL GOLDEN RULES (Infant School)

- Listen well
- Follow instructions
- Keep hands and feet to yourselves
- Respect yourself, others and our school environment
- Always try your best

Rewards

- Verbal praise
- Stickers
- Certificates
- House points

Consequences

- Verbal warning
- Loss of Golden Time
- Loss of Playtime
- Teacher speaking to parents

ST. ANDREW'S SCHOOL GOLDEN RULES (Junior School)

- Listen attentively
- Follow given instructions
- Keep hands, feet and objects to yourselves
- Respect yourself, others and the school environment
- Always try your best and take pride in your work

Rewards

- Verbal praise
- Use of stickers
- Certificates
- House points
- Praise postcard
- Golden book

Consequences

- Verbal warning
- Break/lunch detention
- Senior teacher detention
- Letter/phone call home

Appendix 2

Behaviour - Traffic Light System (Year 2 and KS2)

This system is to target behaviour that should be discouraged and is used in all classrooms and the dining rooms.

Unacceptable Behaviour

Calling out in class and not putting hands up or waiting to be asked
Getting up out of seats without permission
Not being focused on the given task
Distracting other children from their work

Consequences

Everyone starts on green at the start of every day and there will be consequences for moving to amber and beyond
Moving to Amber – Time out from playtime and a note in the homework diary/contact book (5minutes Infants and Year 3, 10 minutes Year 4 and 15 minutes Years 5 & 6) The teacher who has moved the child to Amber is responsible for supervising the detention.

Moving to Red – Senior Teacher's Detention and parents will be telephoned by the teacher who moved the child to red.

If a child is given a Red card, information needs to be passed to the Principal so they can see the child to discuss their behaviour.

Operation

Everyone starts on green at the start of the day.

If there is any evidence of the highlighted behaviours:
A verbal warning will be given
If the behaviour continues an amber warning card will be placed in the cardholder.
If behaviour improves, the warning card can be taken away but if the behaviour continues the child will be moved to amber. Once a child is on amber, consequences will follow.
If the behaviour continues they will be given a red warning card.
If behaviour improves, the warning card can be taken away, but the child will remain on Amber. If the behaviour continues, the child will be moved to red. Once a child is on red, consequences will follow.
If a child is put on red, the teacher who moved the child to red should arrange to speak to the child's parents. Class teachers and the Principal must be made aware of the behaviour.
If the behaviour continues after being on red, the child needs to be sent straight to the Principal or in her absence the designated Assistant Principal.
If the child is continuously in red, the Principal will meet with the child's parents and a behaviour plan may be implemented.

Reward
The Green All Week half-termly reward activity has been introduced to demonstrate that expected behaviour will be rewarded. This is used in conjunction with the behaviour chart. Pupils will receive a stamp on their chart at the end of the week (if they have not received any warning cards during the week). At the end of the half-term we put on a reward activity and pupils earn time in the activity depending on the number of stamps they have.

Other Incidents

If a child is involved in a major incident in the classroom or on the playground they can jump straight to red card.

Appendix 3

This policy is applicable to all pupils, including those in the EYFS.

Purpose and Scope

This policy sets out St. Andrew's approach to the use, recording, reporting and governance of restrictive interventions, including restraint and seclusion, in line with:

- Section 93A Education and Inspections Act 2006 (use of reasonable force)
- Standards 16A and 32A of the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Statutory guidance: *Restrictive interventions, including use of reasonable force in schools* (particularly pages 14 onwards)
- KCSIE 2026 safeguarding framework alignment expectations
- Independent Schools Inspectorate (ISA/ISI) regulatory expectations for safeguarding, behaviour and welfare

This policy applies to all staff, volunteers and anyone working under the direction of the school.

Whole-School Culture and Restrictive Interventions

- Restrictive interventions are exceptional measures and are not part of routine behaviour management.
- The school promotes positive relationships, co-regulation, emotional literacy and restorative practice.
- Governors monitor restrictive interventions as part of safeguarding oversight.
- Patterns of intervention involving individual pupils, protected characteristics or SEND are analysed to identify any disproportionality and inform improvements.
- Lessons learned from incidents are used to review staff training, risk assessments and behaviour support plans.

Policy Statement

St. Andrew's is committed to:

- Promoting positive behaviour and emotional regulation through preventative and relational approaches
- Avoiding the use of restrictive interventions wherever possible
- Ensuring any use of force or restriction is lawful, necessary, proportionate and reasonable in the circumstances
- Prioritising pupil dignity, safety and welfare at all times
- Ensuring all incidents are fully recorded, reported and reviewed

Restrictive interventions are used only as a last resort, when all other de-escalation strategies have failed or are judged unsafe.

Key Definitions

Restrictive Intervention

Any deliberate act that restricts a pupil's movement, liberty or freedom of action. This includes physical and non-physical methods.

Restraint

The use of force or physical intervention to prevent a pupil from doing something that could cause harm to themselves or others or serious disruption.

This includes:

- Holding or guiding a pupil
- Blocking movement
- Non-contact restraint**,** such as removing mobility or communication aids where this restricts movement or autonomy
- Any action that restricts a pupil's physical freedom

Seclusion

The supervised confinement and isolation of a pupil in a room or area from which they are not free to leave**.**

This includes:

- "Cool-off rooms" where a pupil is led to believe they will be punished if they attempt to leave
- Situations where exit is physically or psychologically restricted
- Any supervised isolation used as a behavioural control measure

Seclusion must never be used as punishment.

Reasonable Force (Section 93A EA 2006)

Force that is:

- Necessary in the circumstances
- Proportionate to the risk of harm or disruption
- The minimum required to achieve safety

Disciplinary Exclusion

A formal exclusion (fixed term or permanent) issued under the school's Behaviour Policy. This is not a restrictive intervention but may occur following an incident review.

Legal Framework and Dual Reporting Duties

The school recognises two parallel statutory reporting duties:

A. Section 93A Duty (Education and Inspections Act 2006)
Applies to any significant use of force, including restraint likely to require reporting.

B. Standard 16A Duty (2025 Regulations)

Applies to:

- Any use of restraint
- Any use of seclusion

C. Standard 32A Duty
Sets expectations for governance, oversight, monitoring, and safeguarding assurance.
Anti-Duplication Requirement (Paragraph 6.17 Guidance)

Where both duties apply, the school will:

- Complete a single integrated incident record
- Ensure reporting satisfies both statutory frameworks
- Avoid duplicate recording that could fragment safeguarding oversight

Circumstances in Which Restrictive Interventions May Be Used

Restrictive interventions will only be used when:

- A pupil is at immediate risk of harming themselves or others
- There is serious risk of significant property damage
- A situation has escalated beyond verbal de-escalation and non-restrictive strategies
- It is necessary to maintain the safety of the school community

They must never be used:

- As punishment
- For convenience
- To enforce compliance when no safety risk exists

De-escalation First Approach

Staff are expected to use preventative and de-escalation strategies first, including:

- Calm verbal reassurance and redirection
- Offering choices and time-limited space
- Use of agreed sensory or regulation strategies (SEND plans)
- Removal of audience or triggers where possible
- Calling for trained support early

Training Requirements

All staff will receive annual and refreshed training covering:

- Safe use of reasonable force
- De-escalation and trauma-informed practice
- The updated definition of seclusion, including informal "cool-off" scenarios

- Communication techniques during crisis situations
- Legal thresholds for intervention
- Recording and reporting requirements

Training will emphasise the importance of language used in the moment, ensuring staff avoid framing interventions as punishment or threat.

Recording and Reporting Requirements (Mandatory)

All incidents involving restrictive interventions must be recorded on the same day or as soon as practicable**.**

8.1 Mandatory Recording Fields

Each record must include:

- Pupil name
- Date and time of incident
- Location
- SEND status and relevant needs (including known triggers)
- Description of incident (brief factual account)
- Behaviour leading to intervention
- De-escalation strategies attempted
- Type of intervention used (restraint/seclusion/both)
- Degree and duration of force used
- Reason force was judged necessary
- Staff involved (names and roles)
- Any injuries to pupil or staff
- Property damage (if applicable)
- Post-incident support provided
- Witnesses (if relevant)
- Clear documentation of duration of intervention
- Explicit justification of proportionality and necessity
- Confirmation of pupil welfare checks post-incident

Parental Notification

Parents/carers will be informed:

- Same day wherever possible
- In writing (email or letter)
- Including minimum content set out in statutory guidance (section 6.16), including:
    - Date
    - Time
    - Location
    - What happened
    - Why it happened
    - Duration and nature of intervention
    - Any injuries or distress
    - Follow-up actions and support offered

Exception:

- Notification may be delayed only where immediate contact is judged likely to cause significant harm to the pupil or another individual.
- Any delay must be recorded with rationale and reviewed by the Designated Safeguarding Lead (DSL).

Post-Incident Review and Support

Following any restrictive intervention:

- A debrief will be conducted with staff involved
- The pupil will be offered supportive reflection when appropriate
- Parents will be offered a follow-up discussion
- SEND adjustments or behaviour support plans will be reviewed
- The DSL will assess safeguarding implications

Safeguarding and KCSIE 2026 Alignment

Restrictive interventions are treated as a safeguarding matter and are fully integrated into safeguarding systems.

This policy must be read alongside:

- Safeguarding & Child Protection Policy
- Behaviour Policy
- SEND Policy

All incidents are reported to the DSL and may trigger safeguarding thresholds under KCSIE 2026 expectations, particularly where:

- Injury occurs
- Vulnerable pupils (including SEND) are involved
- Patterns of repeated intervention emerge

SEND and Individual Risk Planning

Where pupils have identified additional needs:

- Individual Behaviour or Risk Management Plans will be in place
- Reasonable adjustments will be made to reduce the likelihood of escalation
- Staff will be briefed on personalised strategies
- Use of restrictive intervention must be consistent with the pupil's known needs and agreed approaches
-

Monitoring, Governance and Oversight

The Principal and Governing Body will:

- Review all recorded incidents regularly
- Analyse patterns, frequency, and location of incidents
- Ensure compliance with Standards 16A and 32A
- Report trends to safeguarding and behaviour committees

- Ensure staff training remains up to date

Complaints

Parents may raise concerns via the school's Complaints Policy. Any complaint involving restrictive intervention will be reviewed with safeguarding oversight where appropriate.

Linked policies:

- Behaviour Policy
- Safeguarding & Child Protection Policy
- SEND Policy
- Staff Code of Conduct
- Health & Safety Policy

Policy Review

This policy will be reviewed:

- Annually, or
- Earlier if statutory guidance, ISA expectations, or regulations change

Mrs F. Lakanu
Assistant Principal and Designated Safeguarding Lead
St Andrew's School

Policy Date: 1st September 2026
Review Date: September 2027

Appendix A - Restrictive Intervention Incident Record

Restrictive Intervention Incident Record

(Complete within 24 hours of incident)

This form is only to be used where physical intervention was carried out. Please use a basic incident form if this is not the case.
Incidents directly involving a young person and a member of staff require all staff to complete their own individual form. **Completed forms must be forwarded to the DSL and notification immediately.**

PUPIL INFORMATION	
Name:	Date:
Date of Birth:	Class:
SEND/ Additional Needs:	

INCIDENT DETAILS	
Staff:	Date:
Time Started	Time Finished:
Adult witnesses to restraint:	Pupil witnesses to restraint:
Location:	

WHAT TRIGGERED THE INCIDENT/ OUTLINE OF EVENT LEADING TO RESTRAINT

DE-ESCALATION TECHNIQUES USED PRIOR TO PHYSICAL INTERVENTION					
Verbal Advice and support		Time Away		Instruction	
Calm Talking		Humour		Warning	
Distraction		Known Behaviour Plan Used		Choices Offered	
Negotiation		Parent Contacted		Sensory Regulation	
Other (Please Specify):					

WHY INTERVENTION WAS NECESSARY

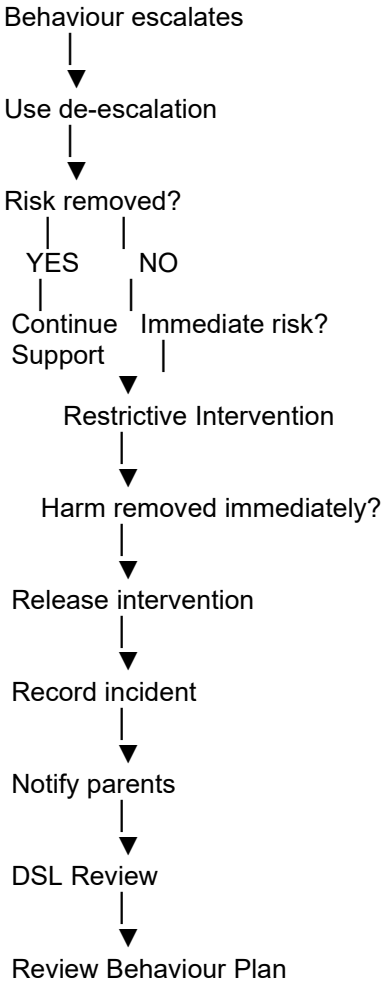
Immediate risk to: ☐ Self ☐ Others ☐ Serious property damage ☐ Serious disruption affecting safety
Explain why less restrictive options were insufficient:

TYPE OF RESTRICTIVE INTERVENTION	
☐ Physical restraint ☐ Guiding ☐ Blocking ☐ Seclusion ☐ Non-contact restraint	
If Seclusion:	
Room used	Duration
Was pupil free to leave? If no, explain.	

SAFEGUARDING REVIEW
DESCRIPTION OF ANY INJURY(IES) SUSTAINED BY INJURED PUPIL AND ANY SUBSEQUENT TREATMENT:

POST INCIDENT SUPPORT

Date parent/carer informed of incident:	**Time parent/carer were informed:**
By whom informed:	
Line manager signature & date:	

Appendix B

Decision-Making Flowchart For Staff