



Dacorum Education
Support Centre

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DESC values the mental health and wellbeing of every member of its community.

Our policies reflect the core values of respect and support for each other in every aspect of life. Our aim is that all in our community, through working together, to feel safe and secure in an environment, which enables and equips every individual to thrive and be respectful of each other's strengths and differences.

Respect, Aspiration, Resilience

June 2026

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Behaviour and Relationships Policy

“Be the best you can be”

Statement

Relationships, mutual respect, and trust are at the heart of our Policy. At DESC we recognise that the young people display a variety of behaviours, whether these have been driven by social, emotional and/or mental health or wellbeing factors. We believe in working with the young person and their families to overcome these barriers to learning by either enabling, a return to mainstream education, alternative provision, or specialist setting. However, always mindful of providing the young person with their appropriate next steps.

This policy and its detailed guide, outlines interventions and approaches to allow the young people to take ownership of their behaviour and acknowledge positive changes and successes.

Our approach at each Key Stage is slightly different, taking into account age and stage appropriate interventions, strategies, the purpose of the intervention, rewards and consequences.

Philosophy and Ethos

We believe that building nurturing, trusting relationships with our learners results in greater engagement in their learning and their capacity to make the changes they need to be successful in education, training and their future life.

Our ethos centres around the DESC values of **Respect, Aspiration** and **Resilience**.

We also expect all stakeholders to follow The DESC Way:

- We build positive, respectful relationships
- We treat each other with kindness
- We celebrate and respect our strengths and individualities
- We aim for a positive future
- We are solution focussed and push into the stretch zone

The Behaviour and Relationships Policy and Guide is based on the principles that:

- Behaviour is not the learner
- Behaviour has a purpose and communicates unmet needs
- Behaviour has consequences. Consequences are life lessons
- Relationships are key to encouraging reflection. Reflection facilitates change
- Internal control leads to long-term change
- Positive experiences create positive feelings; positive feelings create positive behaviour

Our community expectations

- The Management Committee will consult with the Co-Headteachers and staff to produce the behaviour expectations which underpin the Centre's behaviour guide.
- The Co-Headteachers and Senior Leadership Team will be responsible for the day-to-day management of the policy and guide procedures.
- All Centre staff, will be responsible for ensuring that the policy and guides procedures are followed in a consistently and fair manner. Staff will actively acknowledge any achievements of the Learners and report these as set out in the Behaviour Guide.
- Parents and carers are expected to work in partnership with the Centre to assist the young person to have high standards of behaviour, both whilst at Centre and in the community school.
- Learners will be expected to take responsibility for their own behaviour in Centre, in alternative provision and on trips. Learners should ensure that incidences of disruption behaviour, violence behaviour, bullying in any form and harassment eg sexual, racist, homophobic are reported to a member of staff.

NB: Expectations for both Learners and Staff are detailed in the Behaviour Guide

Bullying

DESC is committed to creating a safe, inclusive and respectful environment where all members of the community feel valued and free from bullying. Bullying, including cyberbullying, is defined as repeated behaviour that is intended to hurt another individual physically or emotionally and may take the form of verbal, physical, social or online abuse. All incidents of bullying are taken seriously and will be addressed promptly through restorative approaches, appropriate consequences and support for both the victim and the individual displaying bullying behaviours. Learners are encouraged to report any concerns to a member of staff, and all incidents will be recorded and monitored in line with safeguarding procedures. The Centre will work in partnership with parents, carers and external agencies where necessary to prevent bullying, support those affected and promote a culture of respect, kindness and accountability.

DESC Roles and Responsibilities

We will provide a rich, inviting, and calm learning environment, where learners' work and achievements are celebrated.

We recognise that each learner's needs and issues are not always the same. We will work with the young person, their family, and/or carers, school and other professionals in a holistic way using a personalised approach befitting the individual.

Where a behaviour incident raises safeguarding concerns, or there is a risk of harm to a learner or others, staff must report this immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL. This includes incidents involving bullying, peer-on-peer abuse, serious violence, or any behaviour that may indicate underlying safeguarding needs. All concerns must be recorded promptly on CPOMS in line with Centre procedures. The DSL will assess the information and determine appropriate actions, including further investigation, contact with parents and carers, or referral to external agencies where necessary.

Expectation of Learners

Our two expectations are:

Let Learners Learn, Let Teachers Teach

Be in the right place at the right time

Protocol for involving other agencies and interventions

If the Centre deems it necessary other agencies may be involved.

If a situation arises where there is a breach of health and safety rules or behaviour which endangers any of our community this will be dealt with on an individual basis as and when they occur.

All staff receive training in relational approaches (e.g. Therapeutic Thinking) and are skilled at de-escalation. If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive restrictive intervention training. (Please refer to Appendix 3 for the Local Authority Guidance on the use of Restrictive Physical Intervention).

As allowed under Section 93 of the Education and Inspections Act 2006 all staff will use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Persistent refusal to follow instruction from staff, Centre rules and expectations or breaching health and safety rules may result in suspension or permanent exclusion.

Under the Public Sector Equality Duty (PSED), DESC has a commitment to equality and will avoid discrimination when applying sanctions.

If required, our **Search, Screening and Confiscation Policy** may be applied as will the **Charging and Remissions Policy**.

This policy is informed by DfE 'Behaviour in Schools' guidance:

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Our Complaints Policy is available on our website www.desc.herts.sch.uk

The Behaviour and Relationships Guide

OVERVIEW

Young people attending the Centre display a variety of behaviours whether that be social, emotional and/or mental health and wellbeing. Therefore, as a Centre our role is to work with individuals and their families to enable them to overcome these difficulties and be able to close the gap in their academic learning.

Relationships, mutual respect and trust are at the heart of our work. We take a holistic view of the young person's situation and look at the bigger picture of their needs. Key elements of our philosophy are developing internal control and self-regulation, being able to empathise with others and building emotional resilience and capacity. Understanding choices and accepting the consequences, together with learning from these underpin this philosophy.

Reflection and restorative approaches are used to facilitate change. Interventions are highly personalised, and we are able as a Centre to draw on appropriate therapeutic support swiftly and effectively.

As a result, young people are empowered to take ownership of their behaviour and are then able to re-engage with their learning whether in a school setting or in Centre.

Each Key Stage and Site has specific operational guidance. In addition, the DESC Staged Behaviour and Consequence Guide encapsulates our approach to dealing with varying levels of behaviour throughout the Centre.

KEY STAGES 1 and 2

“The Haven” – Tenzing Road

Dacorum Primary Behaviour Service

RATIONALE

Our primary goal at KS1 & 2 is to reintegrate learners back into mainstream provision. We aim to address barriers to learning and to re-engage our learners with education. We do this with the following philosophy in mind:

- Positive experiences create positive feelings. Positive feelings create positive behaviours
- Behaviour is not the child
- Behaviour has a purpose and communicates unmet needs or anxieties
- Behaviour has consequences. Consequences are life lessons
- Relationships are key to encouraging reflection. Reflection facilitates change
- Internal control leads to long term change

PROCESS

How do we teach behaviour?

1. Relationships: we believe that building nurturing, trusting relationships with our learners results in greater possibility for engagement in their learning and their capacity to make the changes they need to be successful in education. Our nurture-based approach allows children to build relationships with adults as a priority when starting at The Haven. These relationships are key to everything we do, as such we have a high adult-to-child ratio.
2. Role modelling: on a daily basis all adults engage in role-modelling of emotional regulation strategies and prosocial behaviours.
3. Explicit learning and practising of social and emotional skills: on a daily basis children engage in activities which are designed to help children practise and reflect on coping strategies, social skills and learning skills which are barriers to success in the mainstream schools. We use ‘Zones of regulation’ resources to help children reflect on how they are feeling and what tools they might use to help themselves regulate.
4. Planning: we plan how we are going to respond to the behaviours each child might present. We plan scripted responses to common difficult and dangerous behaviours. This ensures that the children get a consistent response from all adults.
5. Curriculum: designed to improve self-esteem and wellbeing, in order to increase the positive feelings which will in turn result in positive behaviours.

At such a young age, often the children we are working with have recently been, or are in the process of being, diagnosed with underlying Special Educational Needs which can impact on their ability to regulate their emotions, make or understand effective social interactions, or communicate their thoughts, feelings and needs. Our curriculum is tailored for each child we work with, in collaboration with their school and looking at advice from other professions and their baseline Boxall Profile assessment. We provide inviting, calm and nurturing learning environments where learner's work and achievements are celebrated. The curriculum is varied and flexible to best engage our learners.

In addition to our academic offer, in liaison with the child's school, we can provide mentoring and counselling services to ensure our approach is holistic and addresses the needs of the whole child.

Arrival at The Haven

Upon entry to Centre, learners are expected to hang their school bookbag or backpack on a peg in the corridor, just like in most Primary schools. If children are in possession of a mobile phone, these are given to a member of staff and held in a cupboard until learners leave at the end of their session. This is done to remove the risk of difficult behaviour due to unnecessary distractions.

Anxiety at separation from a parent or carer is experienced by some children at The Haven and the staff will do their best to encourage the learner to come inside, by providing soft-starts, distractions and differentiated activities on an individual needs-led basis. Staff may offer a hand to hold, or a reassuring hand on the shoulder, but they will not use force to support a child separating from a parent, even if the parent gives permission. This is to ensure that relationships with staff are not damaged by being forced to separate from a parent. If refusal to enter or separate happens on a regular basis we will work with parents to discuss the potential anxieties and decide the most appropriate action.

Acknowledging Positive Behaviours

When children display positive behaviours, we strive to help them reflect on the positive impact it has on other people around them. We encourage them to notice the positive feelings they get from making the positive choices. Our aim is to foster internal discipline and intrinsic motivation.

The positive consequences can include, but are not limited to:

- Verbal praise. "Thank you for stopping tapping. I feel much more relaxed now" "I have really enjoyed reading that story to you because you were looking and listening the whole time" "I have really enjoyed teaching maths today because everyone had a go even though it was quite tricky".
- Privileges within the classroom e.g. access to toys or resources that are not readily available.
- Positive communication with parents – either on the gate or with a praise pad note home. Alternatively, a phone call could be made if the child arrives and leaves by taxi.

- Stickers and certificates. We strive to use stickers on an ad-hoc basis rather than a routine reward for making choice behaviour choices.

Support and De-escalation

We model and build relationships based on trust and respect, therefore interactions within Centre are expected to be calm, respectful and safe. When learners are struggling to maintain this, or they are struggling to engage in the learning activities, staff may employ a range of strategies to support the child:

1. Reminder of expectations. If there is little or no response to this, staff will employ a script. All staff in Centre use the same script to ensure consistency and clarity of approach. When learners are not behaving in an appropriate manner the following script will be used: "Name, you know what appropriate behaviour/ language is, thank you" This wording implies an expectation that the learner knows how to behave and empowers them to make the change out of choice (internal control). After the warning in the form of the script it is then up to the learner to make a choice to: a) continue with the inappropriate behaviour (negative consequence) or b) to stop the behaviour and get on with the activity (positive consequence). If necessary, a period of take-up time is offered for the learner to recover from the incident and to be in a stable emotional state to reflect – learners must be supervised during this time. Visual timers and the bubble room can be used to support this.
2. De-escalation script: 'I can see that you are feeling X right now OR I can see that something has happened. I am here to help you. Talk to me and I will listen. Come with me and...'
3. Positive language: 'Stay in your chair' rather than 'Don't get up'. 'Put your pen down' rather than 'Stop tapping your pen'.
4. Use language which disempowers the behaviour. 'Come and join in when you are ready'. 'You can listen over there'. 'Let me know when you want to do X'.
5. Closed choices: 'Are you writing on a whiteboard or on paper?' 'Do you want to talk in here or in the bubble room?'
6. Tactical ignoring. Divert attention to other children making the right choice, or another adult. Engage with the child positively as soon as the negative behaviour stops. If a child is being unsocial, perhaps not doing what they are meant to be doing but also not disrupting the learning of others, then removing the attention and ignoring can be a helpful strategy, particularly for children with demand avoidance.
7. Provide diversions or distractions: drop some resources, quickly giving praise if they help to pick up.

Repair Conversations and Consequences

After repeated disruptive incidents, or individual dangerous ones, a repair conversation should be carried out to help the child learn from the incident. The questions on the Repair sheet are designed using questioning to tease-out the underlying reasons for the

behaviour and so learners can begin to understand themselves. Learners then consider how they could do things differently and more positively next time – this encourages a growth-mindset approach. The sheet also has a restorative aspect by enabling learners to consider any repairs (to relationships or property) that need to be carried out. Repair conversations can be facilitated by any adult in Centre as sometimes it is helpful for them to be impartial. Some children may suffer anxiety when talking about and reflecting on mistakes they have made. In this case, adults may decide to carry out the conversation more informally e.g. while playing lego.

If further consequences are needed, we aim to make them reasonable, proportionate and logical and discuss them with the learners.

Examples of consequences are:

Using paint on the walls in the classroom = no access to paint for a set period of time.
Lesson on using paint appropriately.

Throwing someone's lego model = make a sorry card and offer to help them rebuild it

Drawing on the walls = work with the facilities manager to fix the damage

Emptying the sand tray and throwing sand = using a dustpan and brush to tidy the sand.

Refusal to stop football at the end of break = no access to football for fixed period of time.

Shouted at a friend and thrown a table across the room when losing a game = apologise and offer to play a game of the friends choosing to repair the relationship.

Sometimes the protective educational consequence of poor behaviour will be a suspension. This could be to allow time for the incident to be investigated or, where dangerous behaviours have occurred, risk reduction plans to be updated. Wherever possible, repair conversations and consequences should be carried out on the same day. Completed repair conversations should be recorded on CPOMS and the paper copy handed to the office to be scanned.

While most behaviour issues, can and should be dealt with by the teachers and TAs in the first instance, persistent or more serious behaviour will need to be passed on to the KS1 & 2 Leader or member of SLT on duty.

All staff receive training in relational approaches (e.g. Therapeutic Thinking) and are skilled at de-escalation. If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive restrictive intervention training. (Please refer to Appendix 3 for the Local Authority Guidance on the use of Restrictive Physical Intervention).

As allowed under Section 93 of the Education and Inspections Act 2006 all staff will use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Persistent refusal to follow instruction from staff, Centre rules and expectations or breaching health and safety rules may result in suspension or permanent exclusion.

Under the Public Sector Equality Duty (PSED), DESC has a commitment to equality and will avoid discrimination when applying sanctions.

KEY STAGE 3

Tenzing Road

RATIONALE

Our primary goal at KS3 is to reintegrate learners back into mainstream provision or identify another suitable placement. We aim to address barriers to learning and to reengage our learners with education. We do this with the following philosophy in mind:

- Behaviour is not the learner
- Behaviour has a purpose and communicates unmet needs, is a coping strategy or has been learned
- Behaviour has consequences. Consequences are life lessons
- Relationships and co-regulation are key to encouraging reflection. Reflection facilitates change
- Internal control leads to long-term change

We believe that building nurturing, trusting, interdependent relationships with our learners results in greater possibility for engagement in their learning and their capacity to make the changes they need to be successful in education and training. As a result of these relationships, we have insight into our learners' individual needs and issues, this means that natural, logical consequences will not always look the same for each young person.

We provide rich, inviting, calm learning environments where learner's work and achievements are celebrated. We have a high adult to learner ratio which allows us to adapt the curriculum, so it meets the needs of individuals. The curriculum is varied and designed to re-engage disenfranchised learners.

We are trauma-aware and understand that missed developmental opportunities, Adverse Childhood Experiences (ACEs) and dysregulation result in difficulty with executive functioning of the brain and therefore make it difficult to focus, regulate emotions and follow instructions. Seemingly small triggers may push some learners very easily into survival mode where their '*fight, flight, freeze*' reactions take over.

Many of our learners need extra literacy and numeracy support and short, frequent intervention sessions are timetabled to address this need. Much low-level disruption in school is used to mask these deficits and intervention sessions are designed to close the gap. Needs are assessed and interventions determined by the results of a baseline WRAT 5 test.

In addition to our academic offer, we provide mentoring and counselling services to ensure our approach is holistic and addresses the needs of the *whole* child. All learners have their developmental needs baselined and tracked using the DESC Behaviour Questionnaire (DBQ).

Ensuring learners understand expectations and teaching pro-social behaviour

Upon admission to Centre, learners and parents are talked through our expectations as an organisation and understanding of this is checked. On arrival most learners come with a completed DBQ from their referring school. Link tutors use the knowledge they have from information gathering and the DBQ to devise three behaviour targets that help learners to self-monitor and reflect on these aspects of behaviour.

Those that don't have this initial behaviour and development baseline are given three targets that relate to the issues raised by their referral. They are assessed against the DBQ as soon as practical, and their targets are adjusted accordingly.

Learners are given feedback on their behaviour targets throughout their time in Centre and they are given a numerical rating every lesson for each target. Every six-weeks targets are formally reviewed using staff feedback and a repeat DBQ. In addition to this, reflection with learners happens every day when they are encouraged to identify what has gone well that day and areas to improve.

Verbal feedback on behaviour and encouragement and explanation of pro-social behaviour is ongoing during learners' time in Centre. Behaviour is discussed in relation to context and community.

Teaching learners about how their brain works and therefore how they can become dysregulated helps them to understand themselves. This self-awareness means learners are more able to pre-empt internal or external triggers and improve their intrinsic control of their responses to challenging situations or emotions.

PROCESS

Arrival in Centre

Upon entry to Centre learners are expected to hand in *all* personal possessions. These are held in a locked cupboard until learners leave at the end of their session. This is done to remove the risk of difficult behaviour due to unnecessary distractions. Learners are also expected to arrive in the correct uniform or change in to appropriate clothing provided by Centre. When learners refuse to follow these expectations, they are reminded of the rules and negative consequences and then given take-up time to process this information. After an appropriate amount of take-up time (usually 5 minutes) learners are expected to then follow the instructions and carry on with their day. If this doesn't happen learners are considered to be wasting learning time. This time will be added up and will be used during unstructured time (break and any spare time in lunch session) or at the end of their day to complete any work missed.

If learners hand in possessions but refuse to wear correct uniform, they will be given a differentiated workspace where they will work 1:1 with a staff member. If there is an issue with handing in belongings an alternative will be offered (e.g. the staffroom) and reasons for refusal will be explored.

Learning time

We model and build relationships based on trust and respect, therefore interactions within Centre are expected to be calm, respectful and safe. When learners are struggling to maintain this, they are reminded of the expectations. If there is little or no response to this, staff will employ a script. All staff in Centre use the same script to ensure consistency and clarity of approach.

When learners are not behaving in an appropriate manner the following script will be used:

“Name, you know what appropriate behaviour/ language is, thank you”

This wording implies an expectation that the learner knows how to behave and empowers them to make the change out of choice (internal control).

This system is referred to in Centre as the ‘warning, choice, consequence’ approach and works on the premise that consequences can be both positive and negative.

After the *warning* in the form of the script it is then up to the learner to make a *choice* to: a) continue with the inappropriate behaviour (*negative consequence*) or b) to stop the behaviour and get on with the activity (*positive consequence*).

If a learner continues, they are asked to leave the room to reflect on their behaviour using a *Reflective Conversation* which is recorded by the staff member on the appropriate proforma. If necessary, a period of take-up time is offered in order for the learner to recover from the incident and to be in a stable emotional state to reflect – learners must be supervised during this time.

Reflective Conversation and Consequences

The questions in the reflective conversation are designed questioning of increasing complexity to tease-out the underlying reasons for the behaviour and so learners can begin to understand themselves. Learners then consider how they could do things differently and more positively next time – this encourages a reflective growth-mindset approach. The questions also have a restorative aspect by enabling learners to consider any repairs (to relationships or property) that need to be carried out. Reflective conversations can be facilitated by any adult in Centre as sometimes it is helpful for them to be impartial.

If further consequences are needed we aim to make them reasonable, proportionate and logical and discuss them with the learners. Examples of consequences are:

- Using a bike inappropriately onsite = unable to bring bike to Centre for a set period of time
- Damaging walls = work with the facilities manager to fix the damage
- Breaking equipment or furniture = receive a bill and work out a payment plan
- Refusing to behave appropriately while being transported in vehicles = miss next offsite activity/travel separately to rest of group
- Misuse of equipment in cookery = theory lesson in place of a practical one

Sometimes the protective educational consequence of poor behaviour will be a suspension. This could be to allow time for the incident to be investigated or where criminal activity has taken place.

As above, any learning time that has been wasted needs to be made up in the learner's own time. Sometimes this means that leaving for home may be delayed.

Wherever possible reflective conversations and missed learning time should be carried out on the same day.

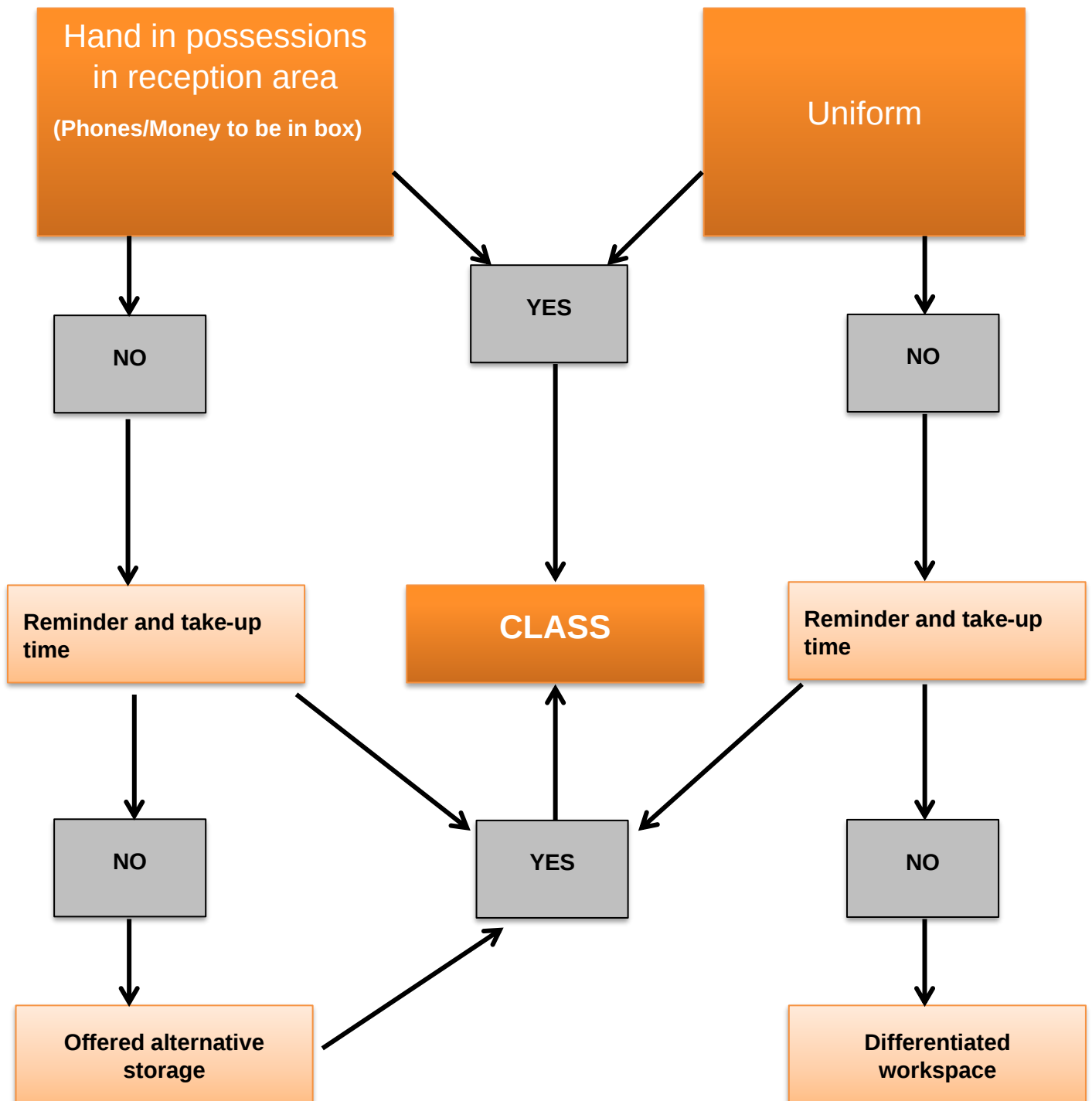
Completed proformas should be handed to the Centre office to be scanned and entered on to CPOMS.

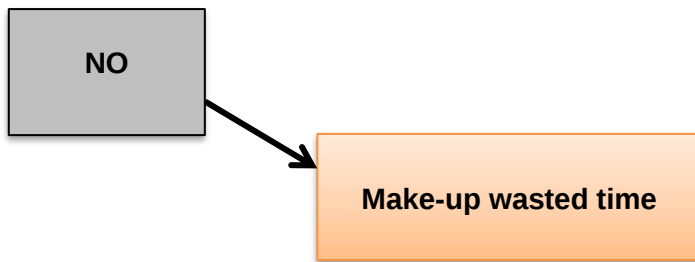
While most behaviour issues, can and should be dealt with by the delivery staff in the first instance, persistent or more serious behaviour will need to be passed on to the KS3 Lead or member of SLT on duty.

All staff receive training in relational approaches (e.g. Therapeutic Thinking) and are skilled at de-escalation. If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive restrictive intervention training. (Please refer to Appendix 3 for the Local Authority Guidance on the use of Restrictive Physical Intervention).

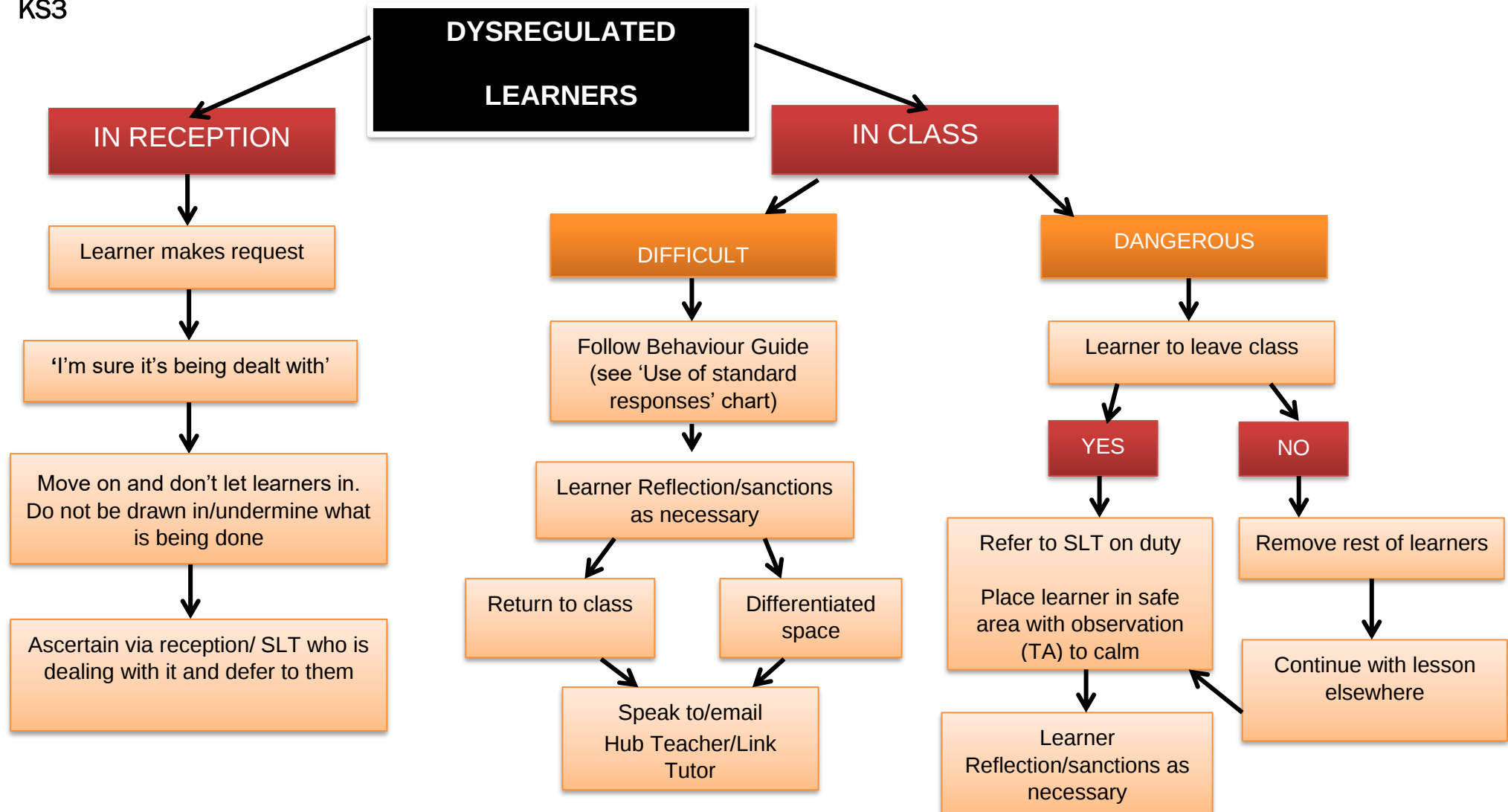
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Under the Public Sector Equality Duty (PSED), DESC has a commitment to equality and will avoid discrimination when applying sanctions.

KS3ARRIVAL IN CENTRE

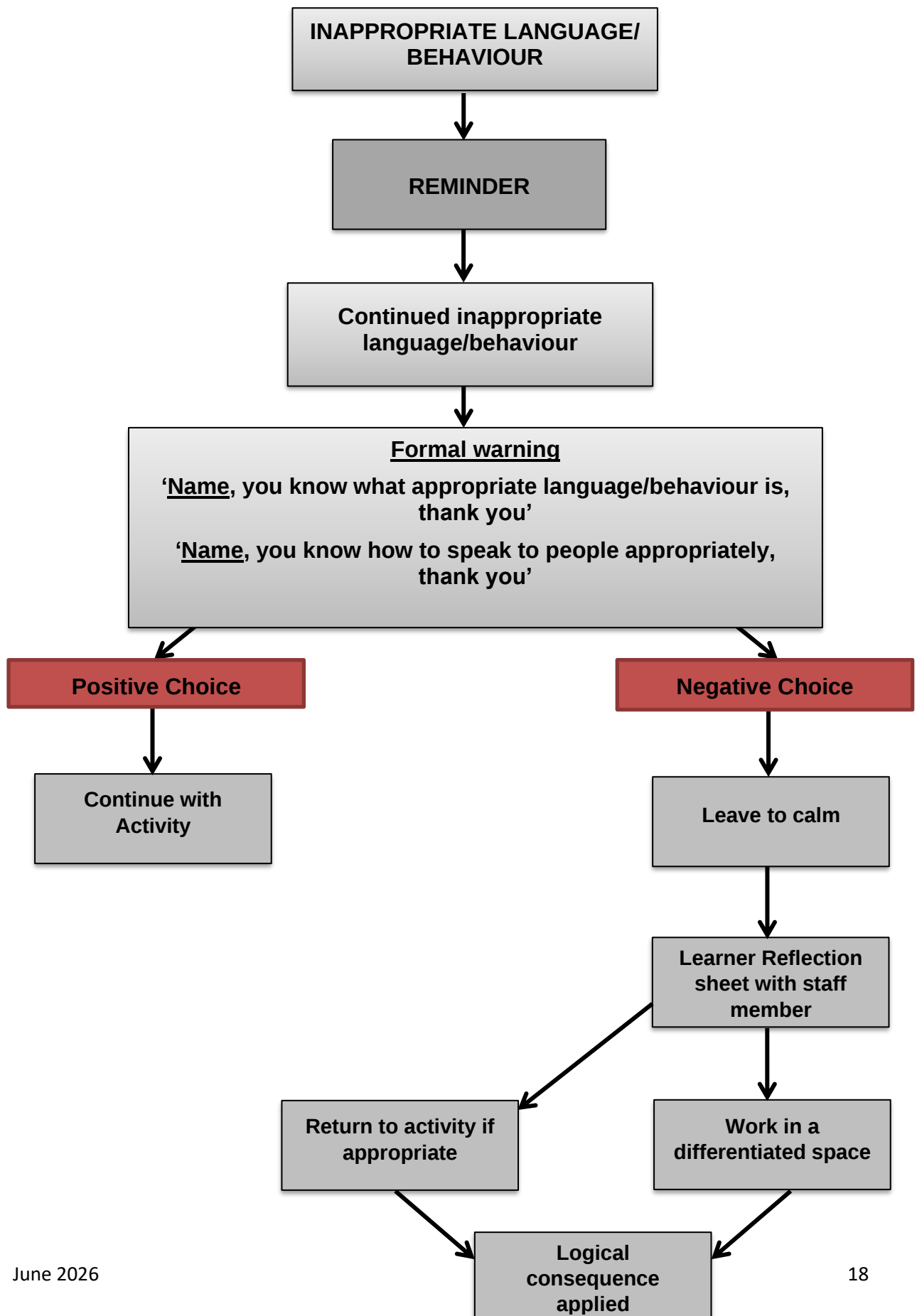


KS3



- Use 'There's an urgent phone call' if a member of staff needs to leave the situation
- Learners in reception who are not engaging with rules & expectations are to be offered water only

USE OF STANDARD RESPONSES



KEY STAGE 4

Barncroft Campus

RATIONALE

KS4 aims to support young people as they make the transition from adolescence to adulthood, so they can become confident and healthy adults who can make a positive contribution to the communities in which they live. Our work recognises that individual young people come from very different starting points and require a wide variety of teaching styles and interventions in order to improve their attitudes, social skills, behaviour and attendance.

Our mantra "Be the best you can be" is echoed in our work and we are committed to help enable our learners to overcome their barriers to learning and to re-engage with education. We do this with the following in mind:

- Behaviour is not the child
- Behaviour has a purpose and communicates unmet needs
- Relationships are key to encouraging reflection. Reflection facilitates change
- Internal control leads to longterm change
- Behaviour has consequences. Consequences are life lessons
- What is this behaviour telling us?
- How do our learners view the world, others and themselves?
- Mistakes are learning opportunities which help prepare them for the future
- With a new day comes new thoughts and new opportunities
- Progress is achieved through dedication and hard work-brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

We believe that building nurturing, trusting relationships with our learners results in greater possibility for engagement in their learning and their capacity to make the changes they need to be successful in education and life. We help learners explore how they attribute meaning to events and consider ways to reframe situations and experiences.

We help develop learners' ability to manage situations that may generate feelings of stress and see this as an essential prerequisite of healthy emotional development. Without this ability it is all but impossible to engage in learning in an open and effective manner.

Much emphasis is placed on involving learners in reflecting on their own behaviour and in setting and monitoring of targets. We are also mindful of what unconscious patterns of behaviour the learners may display and so respond individually and sensitively as our breadth in provision allows for varied approaches to address learners' specific needs in a safe environment.

INDUCTION TO KS4

In order to gain a clear understanding of the holistic needs of each learner we have the following processes in place prior to a learner accessing our provision:

- **Completed referral form** by the previous school with specific reference to: academic history, social and emotional interventions, involvement with outside agencies and concerning behaviours and strategies
- **Initial assessment meeting** with learners and parent, carers to give us an insight into their perspective of their historical problems in mainstream education and ways forward
- **A home visit** to establish relationships/ expectations with parents/ carers, gather any relevant history and pertinent information
- **Completed behaviour contract** signed and understood by learner, parents/ carers and a senior member of staff
- **A comprehensive set of baseline assessments**
- **A completed pen portrait** to capture a learner's strengths, development areas, interests and effective strategies
- **A completed DBQ** (DESC Behaviour Questionnaire) to highlight specific areas of social and emotional need

As a result of this information, we have insight into our learners' individual strengths and needs and this helps us form a holistic learner profile. This means that natural, logical consequences and interventions will not always look the same for each young person.

We provide rich, inviting, calm learning environments where learner's work and achievements are celebrated. We have a high adult to learner ratio which allows us to adapt the curriculum so it meets the needs of individuals and makes full use of our extensive facilities including counselling, reflection rooms and gym. Our curriculum is varied and designed to re-engage disenfranchised learners and we are thoughtful when placing learners in teaching groups and pathways and understand that group size and stage can have a significant effect upon the dynamic of groups.

We have robust communication systems with outside agencies in order to holistically support each learner's social, emotional and mental health needs and act as a hub for multi-agency working. Our creative approach is reflected in

Personal and Social Development and King's Trust curriculum areas which are needs led subjects that actively aim to address barriers to learning.

Staff interact positively with learners to support their emotional need for acceptance, psychological safety and respect for their own identity. We are reflective practitioners who understand that behaving professionally and being authentic, genuine, accepting and trusting are vital components of a non-judgmental approach to working together to maximise trust.

When there are consistent boundaries and time for reflection is provided, learners begin to feel trusted and understood and are more likely to make positive behaviour change. This acceptance of the person and their emotional state of being enables learners to explore the part emotion plays in people's lives and to discover the nature of relationships with an empathetic understanding.

In order for our learners to behave appropriately we understand they need:

- To feel safe and accepted.
- To feel secure in their attachment to significant adults.
- To be able to develop their personal identity in relation to the wider world.
- To have opportunities to participate actively in the learning process via leadership roles, choices and decision making.
- Whole Centre approaches to building self-esteem including achievement awards, enrichment activities and a points system.
- To have routines, expectations and ground rules about learning and behaviour that are clear and a Centre that encourages mutual respect, social responsibility, self-discipline and intrinsic motivation.
- To be allowed to explore how people behave in the face of obstacles and pressures
- For staff to make use of learners' own experiences, life situations and feelings as a component of a learning activity.

We look for appropriate opportunities to give learners feedback on their successes and staff have a clear understanding of the importance of emotional worth. We recognise pro-social behaviours and explicit displays of our Centre values. We do this by celebrating success using direct praise, photographs, journals, wall displays, postcards and phone calls home and at parent review sessions.

We encourage all staff to think about the previous experiences and needs underpinning behaviour in planning how to manage it and to be flexible so that

interventions are matched to the needs of the learners by using attachment and trauma theory to help understand individual learner's situations.

PROCESS

Arrival in Centre

Upon entry to Centre learners are expected to hand in all personal possessions. These are held in a lockers until learners leave at the end of their session. This is done to remove the risk of difficult behaviour due to unnecessary distractions. Learners are also expected to arrive in the correct uniform or change into appropriate clothing provided by Centre. If learners refuse, they are reminded of the expectations and consequences and then given take-up time to process this information. After an appropriate amount of time (usually 5 minutes) learners are expected to follow the instructions and carry on with their day.

If learners hand in possessions but refuse to wear correct uniform, they will be given a differentiated workspace where they will work 1:1 with a staff member. If there is an issue with handing in belongings, an alternative will be offered (eg. the staffroom) and reasons for refusal will be explored.

Points System

We model and build relationships based on trust and respect, therefore interactions within Centre are expected to be calm, respectful and safe. When learners are struggling to maintain this they are reminded of the expectations using Standard Responses. These follow the same format by beginning the sentence using the learners name, stating the expectation and ending with 'thank you', eg. 'Name, use appropriate language, thank you'.

On entry, all learners are allocated a Link Mentor who is responsible for overseeing the weekly monitoring system. Learners are given three targets to work on each lesson. The first two targets are our Centre expectations of:

- Right place, right time
- Let learners learn and teachers teach

The third target is identified using the individual's DESC Behaviour Questionnaire (DBQ) results. This is devised to address behavioural, social or emotional needs and improve outcomes in this area.

All learners begin the year on a green target sheet and will discuss their progress regularly in lessons and Pod time. Learners are assessed every lesson for progress

towards their targets and are allocated a score of 1 – 4 points (see attached: **Appendix 1 How to earn points**). These points are averaged at the end of the week to determine the following week's sheet colour.

Learners follow the stepped approach (see attached: **Appendix 1 Sheet Outcomes**) where the outcomes depend on the weekly sheet colour and how long they have been on it.

Parent Contact

Parents will be contacted, at least weekly – dependant on sheet colour, by the Link Mentor informing them of their child's progress. There are also termly face-to-face review sessions to ensure that parents/carers are kept fully informed of successes and areas for development.

Recognition and Consequences

All learners are taught to self-regulate their behaviour through formal POD/ PD lessons, link mentor time and behaviour coaching. This is supported by the stepped points system and associated consequences.

Achievements are recognised by remaining on a green sheet, postcards to take home, subject achievement awards, merits, values awards and direct praise.

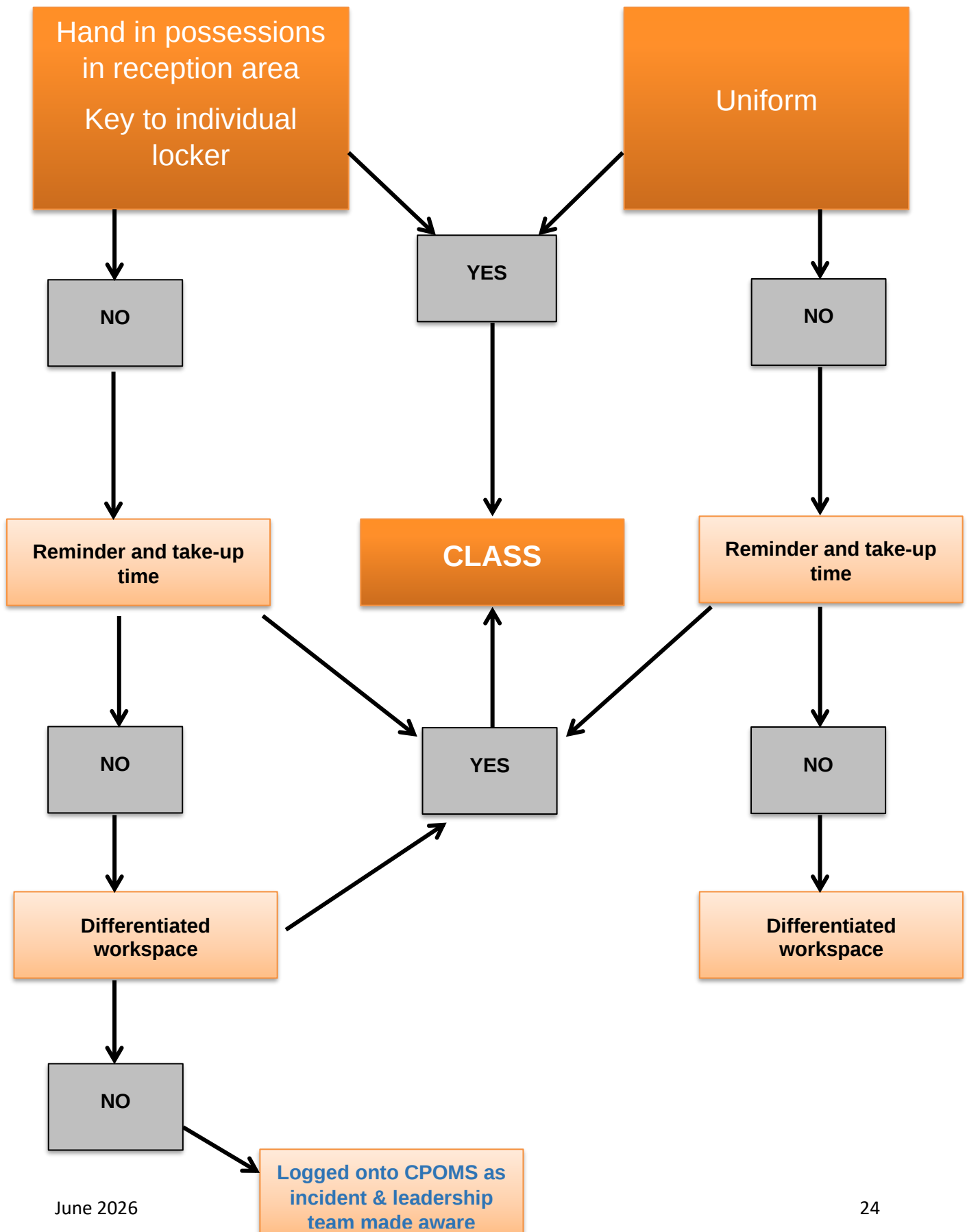
Reasons for moving down the sheet outcomes system will be explored by staff. This could involve targeted conversations with trusted adults, behaviour coaching, phone calls home and daily check-ins and -outs with key staff. We will also endeavour to apply logical consequences to behaviour where necessary, for example, this could entail restorative work or educational input to understand the consequences of actions.

Delivery and support staff are expected to take ownership of behaviour leadership in the first instance, persistent or more serious behaviour is passed on to the SLT.

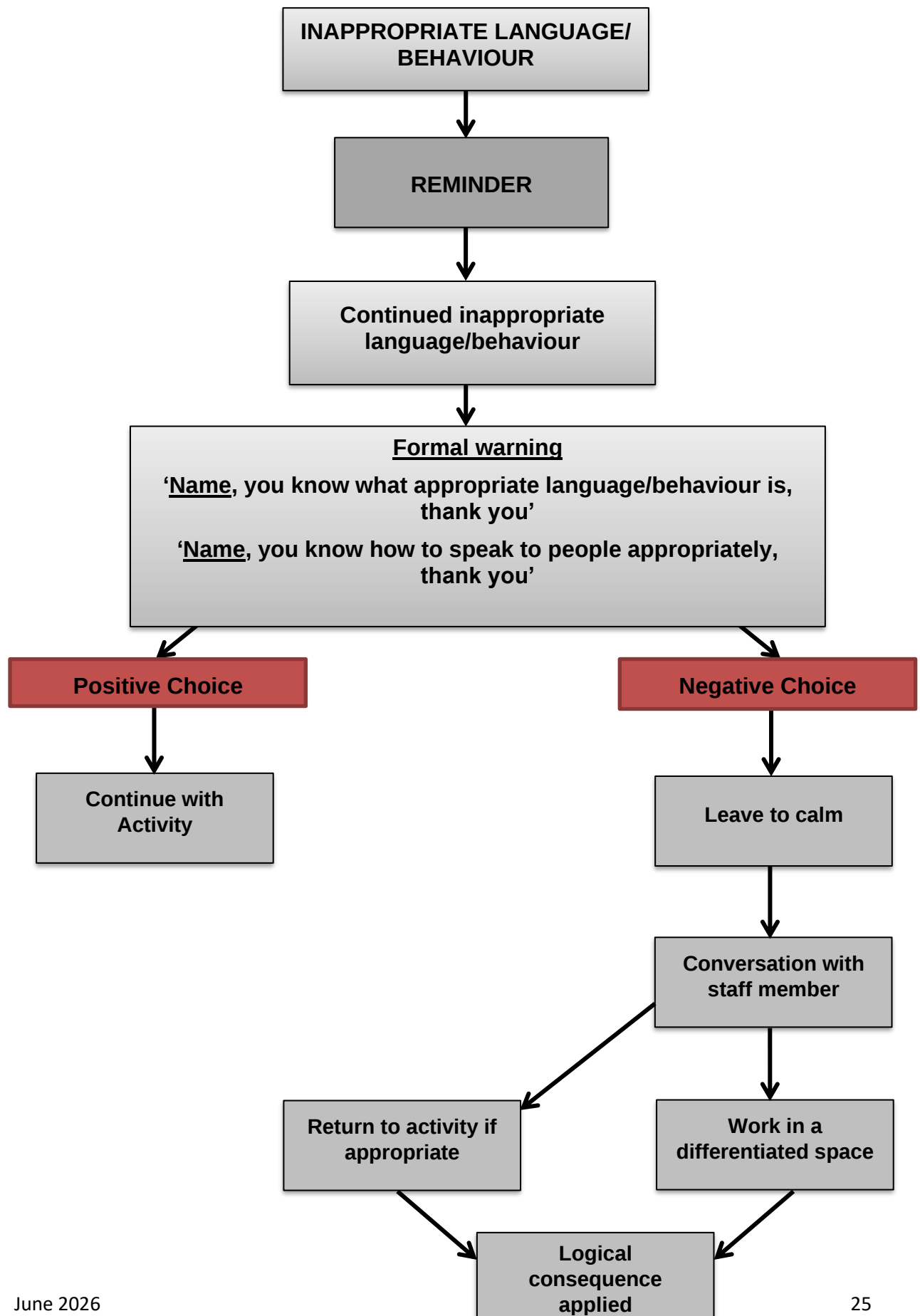
All staff receive training in relational approaches (e.g. Therapeutic Thinking) and are skilled at de-escalation. If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive restrictive intervention training. (Please refer to Appendix 3 for the Local Authority Guidance on the use of Restrictive Physical Intervention).

As allowed under Section 93 of the Education and Inspections Act 2006 all staff will use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Persistent refusal to follow instruction from staff, Centre rules and expectations or breaching health and safety rules may result in suspension or permanent exclusion and/or specialist intervention.

Under the Public Sector Equality Duty (PSED), DESC has a commitment to equality and will avoid discrimination when applying sanctions.

KS4ARRIVAL IN CENTRE

USE OF STANDARD RESPONSES



Appendix 1 How to Earn Points



HOW TO EARN POINTS

Points will be awarded for each of your 3 targets in every lesson. Your average score at the end of the week will determine your recorded colour. This will inform your next steps to be actioned by your link tutor - see **Outcomes of Weekly Sheet Colour**

Staff will help you to reflect on your points earned each session. Daily reflection sessions will help you think about what went well and what changes you can make.



4 POINTS

Exceeding - Arrives on time and begins task immediately, engages fully with lesson, completes expected work



3 POINTS

Good Effort - Arrives on time, engagement good, most work completed. A few reminders needed.



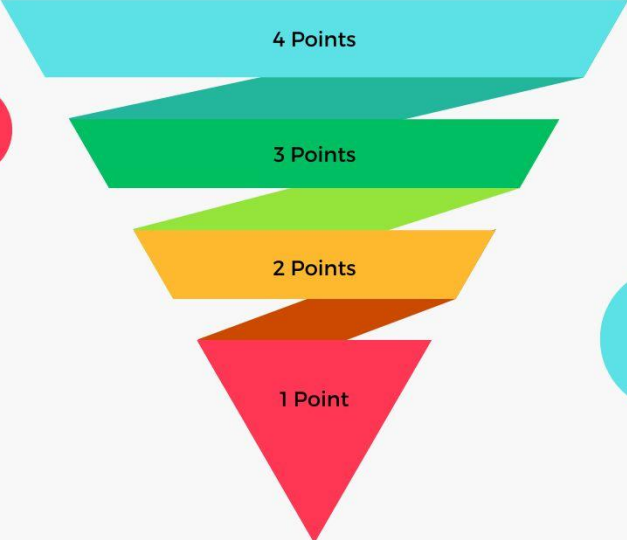
2 POINTS

Room for Improvement - arrives after 5 mins into the lesson, some listening, little work completed. Many reminders about targets needed



1 POINT

Unacceptable - does not attend the lesson / repeatedly leaves the lesson, disruptive, no work completed.

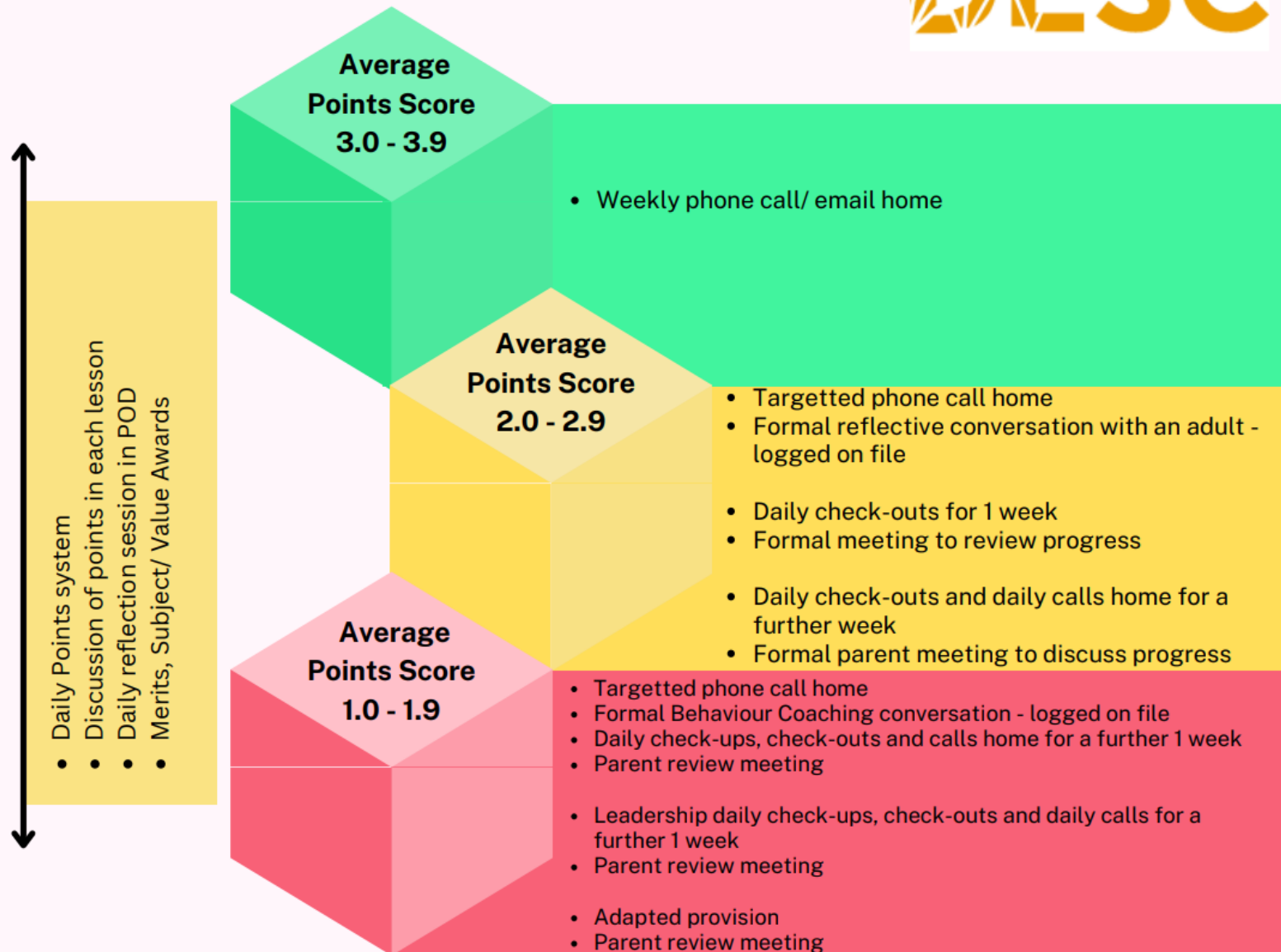




RESPECT
ASPIRATION
RESILIENCE

Outcomes of Weekly Sheet Colour

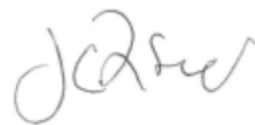
Movement between the weekly sheet colours and what this means for you



Appendix 3:

Children's Services

MODEL GUIDANCE– REDUCING THE NEED FOR RESTRICTIVE INTERVENTIONS IN SCHOOLS

PUBLICATION SCHEDULE NUMBER:	CS403
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1 Introduction and purpose of policy

On rare occasions, school staff may need to use restrictive interventions to safeguard pupils or maintain discipline within the school environment. Department of Education, *Keeping children safe in education, 2025 Statutory guidance for schools and colleges* recognises that there are circumstances where it is appropriate for staff to use reasonable force to achieve these aims and states that schools must not have a no contact policy as this can put staff and pupils at risk.

This guidance has been written to help schools develop policies around the use of restrictive interventions so that any interventions used are lawful and carried out in a safe and responsible manner. The aim of any guidance is to ensure staff are confident about the context in which they have the power to use restrictive interventions and restraint in order to safeguard pupil welfare.

Restrictive interventions and reasonable force should only be used when they are **necessary and proportionate**, after de-escalation strategies have been attempted where appropriate and when there is a clear risk of serious harm to the pupil or others, or serious damage to property or to prevent disorder.

Decisions on when to use restrictive intervention is a matter of professional judgement, and any intervention or restraint should be proportionate and reasonable in the context of the perceived risk and in the pupil's best interests. This would normally be after de-escalation strategies have failed. Should such an intervention be required the school should record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

This guidance adopts the statutory terminology from *Restrictive interventions, including reasonable force, in schools (DfE, 2026)*, including the definitions of 'restrictive intervention', 'reasonable force', 'significant incident', 'restraint' and 'seclusion'. Restrictive intervention refers to any action, physical or non-physical, that restricts a pupil's movement.

2 Legal framework

Section 93 of the Education and Inspections Act 2006 gives schools the power to **use reasonable force** to:

- prevent a pupil from hurting themselves or others
- prevent a pupil from causing serious damage to property
- remove a disruptive pupil from a classroom
- prevent a pupil from causing disorder among pupils during school activities, including during off-site visits
- prevent a pupil from leaving a classroom where there is a risk to their safety or the safety of others.

Section 93A of the Education and Inspection Act ("the 2006 Act"), states schools must have procedures for recording and informing parents of significant incidents when force is used against pupils.

Additionally, 'The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025' which requires written record where a pupil is secluded or immobilises a pupil and supplying a record to the parent as soon as possible.

Statutory guidance makes it clear that restrictive interventions and restraint cannot be used as a punishment. It is essential that schools need to have effective reporting and recording systems, data reviews of incident of restraint and seclusion, and reviews of relevant policies for example, safeguarding and behaviour policies and staff training needs and records.

Section 550ZB of the Education Act 1996 also gives schools the power to **use reasonable force to carry out searches** for prohibited items where the young person has not consented to the search. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or likely to be used to commit an offence, cause personal injury or damage property.

Schools should read this current guidance alongside the following DfE Guidance

[Keeping children safe in education - GOV.UK](#) published in September 2025

When conducting searches, schools/colleges should refer to the DfE [Searching, screening and confiscation in schools - GOV.UK](#). The advice document was published in July 2022, and the guidance was last updated on GOV.UK in July 2023.

Schools should also refer to the following government guidance for further details:

DfE Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England, April 2026.

[Use of reasonable force in schools - GOV.UK](#)

3 Senior leadership responsibilities

Senior leaders in schools, including governors and head teachers, should ensure the following:

- There is a culture of respect and positive relationships between staff and pupils so that the need for high-level intervention is reduced.

- All staff are aware of the school policy and their powers and responsibilities regarding the use of restrictive interventions and restraint and their part in implementing this policy.
- Staff are able to use de-escalation techniques strategies in the first instance unless the situation requires an immediate physical response.
- All staff receive appropriate training in behaviour management that promotes positive relationships, including de-escalation techniques so that they are confident to deal with incidents and only use restrictive interventions where necessary.
- Schools may wish to consider whether certain staff members should receive specialist training on restrictive interventions and restraint techniques.
- The school will assess any risk posed to staff and take steps to reduce these risks. Staff do not place themselves at risk when using physical restraint and are able to access medical treatment and take time off if injured.
- The use of restrictive interventions and restraint is part of an overarching strategy of behaviour management and therapeutic support within the school environment and that its use is closely aligned to the school's behaviour policies.
- Staff are aware of any agreed adjustments to the policy and procedures that are in place for individual pupils who are vulnerable due to learning and other disabilities, autism or mental health difficulties (see section 5).
- Staff are supported to use restrictive interventions and restraint where this is within acceptable parameters and in line with school policies.
- Support is offered to pupils and staff involved in incidents requiring restrictive interventions and restraint.
- There is a system in place to record and monitor incidents where restrictive interventions or restraint have been used.
- The policy on restrictive interventions and restraint is reviewed at least annually and more frequently where thought appropriate.

4 Restrictive interventions and use of reasonable force

School powers allow the use of reasonable force to control or restrain pupils where necessary and its lawful use will be a defence to any related criminal prosecution or where an allegation is made against teaching staff.

To ensure the welfare of pupils and to protect staff from any misplaced allegations, any physical contact between staff and pupils must be appropriate within the context of the teacher/pupil relationship, the pupils' age and the circumstances. There are many examples of appropriate positive physical contact that can be used to reassure, comfort, guide or calm a pupil.

Restrictive intervention can cover a wide variety of contact with pupils of varying degrees of intrusiveness ranging from positive handling, such as gentle guiding to physical restraint. The level of intervention and the degree of force required will be determined by the circumstances and the level of assessed risk to the pupil and others.

Generally, low-level physical contact/positive handling can be used to manage most behaviour, for example gentle contact to comfort, reassure or guide a pupil away from risk.

For younger pupils, this positive handling can be used to control the child's movements in order to keep them from harm or danger. The level of contact and force that would be acceptable to achieve this would be like the actions that a reasonable parent would do to keep their own child safe.

In some situations, it may be necessary to use a restrictive intervention in order to hold back a pupil or control their movement and which involves restraint or the use of force. Where force is used, it must be **reasonable** – a proportionate response to the risk involved and used with a clear intent to prevent harm.

Reasonable force should involve “no more force than is needed” to achieve the desired outcome and should only be used for the purposes of restraining or controlling a pupil in order to safeguard pupils, stop damage to property or keep order in the classroom. What is reasonable force will be down to the professional judgement of the staff member, but any use of force must be justifiable and the paramount consideration is that any action is taken in the interests of the pupil.

Staff must never use any restraint or physical restrictive intervention that restricts a pupil's airway, breathing or circulation, including pressure on the neck, chest or abdomen. Prone or ground-based restraint must be avoided and, if it occurs unintentionally, released immediately.

5 Vulnerable pupils

Some pupils may exhibit challenging behaviour in response to overstimulating environments, stressful situations or an inability to communicate distress in any other way. This can make them more vulnerable to experiencing restrictive intervention and restraint and it is likely the experience will be traumatising.

Schools should be mindful of pupils that may be vulnerable such as (but not limited to):

- children with special educational needs and disabilities (with or without an Education, Health and Care Plan)
- children who are experiencing mental health difficulties
- children who have experienced trauma in their lives, for example, looked after children, refugee children and unaccompanied minors, children living with domestic abuse and children with child protection plans.

Under the Equalities Act 2010, it is essential that schools can demonstrate that reasonable adjustments have been made to ensure any policy on physical intervention and restraint does not disadvantage these pupils.

Government guidance *Reducing the need for restraint and restrictive intervention* also requires schools to take steps to reduce the use of physical intervention for vulnerable children and this will be a feature of any inspection carried out by the CQC and Ofsted

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

Special schools where pupils have a high level of needs requiring regular restrictive intervention to manage behaviour may wish to consider use of a bespoke policy that takes account of the specific needs of the pupils using this guidance.

Schools must demonstrate that the specific needs of these pupils have been considered and that the school will tailor their approach accordingly to avoid discrimination against these pupils.

School policies on behaviour management should uphold the rights of vulnerable pupils, ensure their safety and dignity, and work in partnership with parents to reduce the need for restrictive interventions and restraint.

Vulnerable pupils will be subject to the requirements set out in this policy, but schools will also need to meet the following extra requirements.

- Vulnerable pupils whose behaviour is likely to increase the risk of restrictive intervention and restraint should have a plan in place from the outset and pupils and parents should be fully involved in agreeing this plan. However not all vulnerable pupils will require this.
- The plan should set out the strategies for managing challenging behaviour and should include a hierarchical response ranging from prevention, de-escalation and detailing how incidents will be dealt with.
- The plan should be based on an assessment of the pupil's particular needs and how these contribute to challenging behaviour, including any triggers for challenging behaviour and what steps can be taken to avoid these triggers and maintain a positive learning environment for the pupil.

- The plan should include any techniques for de-escalating situations and how best to manage challenging behaviour in order to avoid use of restrictive interventions and restraint.
- Staff must adapt verbal and non-verbal communication during incidents for pupils with communication needs or sensory profiles.
- Forms of restraint or restrictive intervention to be used should be identified and agreed in advance and the circumstances for its use set out clearly so that pupils and parents understand the circumstances in which it will be used.
- The plan should include which staff members will be responsible for its implementation and what specific training they will receive to support them in this role.
- Specific support plans should also cover any transitions that a pupil may experience between services or locations as movement to unfamiliar places may be a trigger for challenging behaviour.
- Schools using forms of restriction intervention involving seclusion or a withdrawal that potentially restricts a child's liberty should have written rules about how and when these measures will be used.
- Seclusion, as defined in the *DfE Restrictive interventions, including use of reasonable force, in schools, April 2026* may only be used as an emergency safety measure and must be recorded and reported in line with statutory requirements.
- Schools may discuss approaches with parents/carers but do not need their consent to use restrictive interventions or seclusion when it is necessary, safe and lawful.

6 Planning and prevention

6.1 Whole school

Schools should be alert to situations and circumstances that can lead to incidents that may require restrictive intervention and take active steps to avoid issues escalating.

The school should regularly review environmental factors within the school that may lead to incidents in the school or elsewhere and should consider:

- the general school environment and any potential hot-spots
- any difficulties that may arise at different times of the day, ie: breaks
- any issues around supervision of pupils
- specific environmental factors for vulnerable pupils
- specific risks related to gender, race, ethnicity, sexuality or disability
- specific risks related to gang activity

- specific risks off-site/school trips.

This should address:

- the nature of the risk and likely impact on pupils
- the likelihood of incidents
- actions and/or reasonable adjustments for vulnerable pupils
- actions to be taken to avoid incidents and reduce risk
- actions to be taken in the event of an incident in order to reduce risk to staff and pupils.

6.2 Individual pupils

All vulnerable pupils' who are at heightened risk of experiencing restrictive interventions and restraint should have an individual behaviour support plan (see section 5).

Seclusion refers to confining a pupil alone in a space from which they are prevented from leaving, physically or through perceived consequences. This requires continuous supervision and must always be recorded and reported.

Where a pupil requires restrictive intervention on more than one occasion, or where there is a known risk of restrictive intervention being required, the school should ensure an individual behaviour support plan and risk assessment are in place. This should consider their specific circumstances, any triggers to behaviours, and strategies or approaches that may reduce the number of incidents. The plan should be reviewed regularly.

Where it is known that restrictive interventions involving force or restraint may be required in order to manage an individual pupil's behaviour this should be planned for in partnership with parents and the pupil (where appropriate) and an intervention plan/risk assessment put in place.

The risk assessment should consider:

- the risks to the pupil and others from their behaviour
- the risks from use of restrictive interventions
- the risks from not intervening
- the form of restrictive intervention that would be the least restrictive.

The behaviour support plan should:

- identify the triggers to the behaviour that may lead to the need to intervene or restrain
- relevant background information, such as experiences of home life or history of abuse
- detail any de-escalation techniques that should be used in the first instance to deal with incidents
- set out what forms of restrictive interventions and restraint may be used without injury to the pupil, staff member or anyone else present

- provide details of how incidents will be reviewed and who will be involved in the review.

Individual behaviour support plans must be reviewed with the pupil and parents after any significant incident involving restrictive intervention.

Planned intervention can be viewed as positive as it demonstrates a commitment to keeping children safe and enables them to take part in the planning process.

7 Dealing with incidents

7.1 Initial consideration

Before any action is taken staff should quickly weigh up the situation and decide if intervention is needed immediately to avert risk of harm. It is for the staff member to make a professional judgement on whether the situation requires the use of restrictive interventions and the degree of force needed.

The staff member must be clear on the justification of the action and the intended outcome of intervention, for example stopping a young child from leaving the classroom to stopping an older pupil from attacking another pupil, and how the intervention is in the best interests of those involved. This could be important in terms of providing a defence to any allegation of assault arising following the incident.

Staff should also consider the risks of not intervening, for example if no intervention is made and the pupil causes serious injury to another, the school could be considered negligent in the duty of care owed to that pupil.

7.2 De-escalation

De-escalation techniques if possible, must be used in the first instance and staff should:

- make the pupil and others present aware that the staff member is taking control of the situation
- ask other pupils to leave in order to calm the situation
- send for assistance from another staff member (particularly if restraint is likely to be needed)
- remain calm and respectful and speak slowly and clearly to the pupil to give reassurance and instructions
- be aware of their tone of voice and body language
- where possible, use minimal force/positive handling to gently guide the pupil away from danger (but be aware of risk to self)
- be aware of their own emotions and avoid allowing the situation to spiral
- if the pupil is pacing, try to remain still and avoid mirroring their anxiety
- keep a respectful distance and avoid encroaching on the pupil's personal space

- give the young person options so that they have an opportunity to resolve the situation in a dignified manner
- be specific to a pupil's SEND.

De-escalation techniques can be used where there is an opportunity to do so but not in a situation where a pupil is already at risk of harm and action is needed.

However, staff can continue to use many of the techniques listed above during restraint to calm and reassure the young person.

7.3 Use of reasonable force and restraint

All staff have a duty of care to pupils and have the power to use restrictive interventions and restraint where required. However, staff can send for help if it is thought that assistance will be needed.

Use of force must be reasonable, proportionate and necessary and restraint should only be used for as long as is needed.

- Ideally, staff should not have to deal with incidents requiring restraint alone for any period of time and it is recommended that other staff attend the incident as soon as possible to reduce risk.
- Where possible, before intervening, staff should warn the pupil clearly and calmly that physical force may be used to restrain them and they should be given an opportunity to comply with any instructions to avoid this.
- When using restraint, staff should remain calm and continue to talk to the pupil calmly throughout to reassure them and let them know what is happening and why.
- The restraint should:
 - only involve the minimum of force necessary to restrict movement
 - only be used temporarily until the risk has passed
 - should not restrict breathing or blood supply
 - should avoid bringing pupil to the ground
 - should not involve any contact that may be amount to a criminal offence such as assault.
- The child or young person should be released slowly and safely when it is felt they are sufficiently in control of their emotions.
- If the restrictive intervention appears to escalate rather than reduce the risk, staff should reassess the situation and modify or cease the intervention where safe to do so.

8 Following incidents

Schools must have effective and practical recording and reporting systems. It is essential schools review these systems and ensure they are in line with the new guidance- *DfE Restrictive interventions, including use of reasonable force, in schools, April 2026*.

8.1 Recording and reporting incidents

- The school **must** keep a written record of every significant incident involving use of force the same day, and always as soon as possible thereafter, including all details required by statutory guidance. See Section: Reporting the use of force (statutory guidance) Page 15: *DfE Restrictive interventions, including use of reasonable force, in schools, April 2026*.

This **must** cover as a minimum:

- names of pupils 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 duration of the intervention
- 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, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- 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.

8.2 Notifying others

- The head teacher must be informed of all incidents immediately to decide on what further actions are required.
- The designated safeguarding lead should also be informed of incidents that may raise any safeguarding issues.
- The school **must** notify parents of any significant use of force, seclusion or restraint as soon as practicable and ideally the same day, in writing.
- Reports to parents/carers should include the following details as a minimum:
 - time, date, location and approximate duration of the interventions

- brief account of why the intervention was assessed as necessary in that instance
 - brief account of what type of force was applied, and the degree of force
 - details of any physical injuries sustained, if applicable.
- For seclusion or non-physical restraint, reports should describe the nature of the restrictive intervention used and why it was assessed as necessary.
- Schools should also consider inviting parents/carers to have a follow-up discussion about the incident where this is appropriate to do so.
- Where reporting to a parent may cause serious harm to the pupil, the school should report to an alternative parent (or foster carer where the child is looked after) or, if there are none, the Local Authority.
- The governing body must be updated regularly on the use of restrictive intervention, seclusion, restraint and significant incidents to identify patterns and ensure compliance with statutory duties. They must review data to identify any disproportionate use of restrictive interventions affecting pupils with protected characteristics, SEND or other vulnerabilities.
- In settings where the use of restrictive interventions and restraint is a regular feature due to pupils' individual needs the setting should have in place a system for recording, analysing and reporting incidents. This can be particularly helpful during Ofsted inspections and where an allegation or complaint is made.

8.3 Support following incidents

It should be acknowledged that the use of restrictive interventions and restraint carry an inherent risk of injury to staff and pupils involved.

Use of restrictive interventions and restraint can be upsetting for pupils and staff. Schools should have procedures in place for dealing with the follow-up of incidents so that those involved have time and space to recover and reflect on what happened. Learning can then be used to review and improve policies.

It may be necessary to ensure staff and pupils receive any required medical attention and are able to talk to someone who was not involved in the incident about what happened and why.

For vulnerable pupils, staff and parents should discuss the incident and consider whether the behaviour support plan needs to be changed and what learning can be taken from the incident.

8.4 Monitoring and reviewing incidents

Schools should monitor and review the use of force, restrictive interventions and restraint as a means of learning from incidents to improve practice and inform risk assessments and ultimately, to avoid the need for restrictive interventions and restraint. Information on incidents can help inform any risk assessment both on a whole-school level and in terms of individual or groups of pupils. This is particularly important in the case of vulnerable pupils who may be more susceptible to experiencing restrictive interventions and restraint.

When reviewing incidents, the school should consider the following:

- Was the use of restrictive intervention necessary, appropriate and proportionate?
- What steps were taken to ensure that minimum reasonable force was used?
- Have the incidents needing restrictive intervention increased/decreased?
- Are vulnerable pupils over-represented in the numbers and if so, why? Is the school confident that vulnerable pupils are not being discriminated against by policy and procedures?
- Was the length of time restrictive intervention was used kept to a minimum?
- Could alternative methods other than restrictive intervention been used?
- What steps were taken to ensure that restrictive intervention used causes a minimum of pain or distress?
- What steps were taken following restrictive intervention for the pupil and the staff involved?
- Were there separate debriefing sessions for both pupil and members of staff who have been involved in the intervention? What were the antecedents, consequences and alternative courses of action?

9 Training for staff

Training from a relevant training provider increases staff confidence in dealing with incidents and reduces risks. Training must equip staff to apply restrictive interventions safely, assess proportionality under pressure, understand individual risk assessments, and comply with statutory recording and reporting duties.

When considering training, schools should be aware that any member of staff may need to intervene in emergency situations. Schools may consider training in the context of the needs of pupils and the number and seriousness of incidents that are likely to occur in the school.

- All staff should receive training on how to prevent the need for restrictive interventions, including how to de-escalate situations and awareness of positive handling techniques.

- Schools should identify the most appropriate members of staff for specialist training in restraint techniques.
- Schools should keep a record of the types of training staff have received and those staff who have received specialist training in restraint techniques.
- Some settings such as special educational needs or pupil referral units may have a higher level of incidents requiring a higher proportion of staff to receive specialist training on positive handling techniques. Where settings have a regular need to use restrictive interventions and restraint it is recommended that all staff should be trained.

10 Publicising the guidance

It is recommended that the school guidance on restrictive interventions and restraint is part of the behaviour management policy and available on the school website.

It is important that pupils and parents are aware of the school's legal powers to use restrictive interventions and restraint and the circumstances in which it is likely to be used. It should also be acknowledged that reasonable adjustments will be made for more vulnerable pupils such as those with SEND.

Parents should be made aware that their consent is not required to use restrictive interventions and restraint. Parents should also be aware of how the school will inform them of any incidents requiring the use of restrictive interventions and restraint.

11 Complaints and allegations

The use of restrictive interventions can lead to accusations against staff by pupils and parents of improper conduct or assault, so it is essential that schools have in place clear policies and procedures around the use of restrictive interventions and restraint so that staff have a defence against such allegations.

Schools should publish the complaints policy and ensure pupils and parents know how to make a complaint following the use of restrictive interventions or restraint. When dealing with complaints and allegations it should be remembered that the onus is on the person making the complaint/allegation to set out how the member of staff did not act reasonably in the circumstances.

However, it must be demonstrated that the staff member followed agreed practice and procedure. It should be made clear to staff that force may only be used within the parameters set out in the school's policy and that any deviation from acceptable practice will leave the staff member vulnerable to complaints and allegations.

Where an incident involving restrictive intervention or physical restraint results in an allegation being made against a member of staff, the matter must be managed as an

allegation against a person who works with children. The school must follow the Hertfordshire Safeguarding Children Partnership (HSCP) procedures for managing [Allegations against staff - Hertfordshire Grid for Learning](#) who work with children and young people. All such cases must be referred to the Local Authority Designated Officer (LADO) within one working day, and no internal investigation should take place unless agreed with the LADO.

12. Reporting to Parents

Student Name:	
D.O.B:	
SEND Code	
Identified SEN or disability	

Date of Incident	
Time of Incident	
Duration of Incident	
Duration of Restrictive Intervention	

Recording staff name:	
Location of Incident:	
Type of Restrictive Intervention	
Physical restraint	
Non-physical restraint	
Mechanical restraint	
Chemical restraint	
Supervised seclusion	

Description of Restrictive Intervention

Justification for restrictive intervention Why the intervention was assessed as necessary (tick all that apply):	Harm prevented by physical intervention with predicted levels (see Individual Plan) e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 child or young person's etc.
To prevent harm to self	
To prevent harm to other children	
To prevent harm to adults	
To prevent damage to property	
To prevent loss of learning (see plan)	

Is there any physical or emotional harm caused by the use of the restrictive intervention?	Y/N	Details:
Has the student indicated that this was caused by the use of restrictive intervention?	Y/N	Actions:

Who has received a copy of this report?		
Reported to:	Method of reporting (e.g. post)	Time and date of reporting

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13. Recording form as stated in Restrictive Intervention, including the use of reasonable force, in schools (April 2026).

Triggers:
Additional factors:

De-escalation techniques used (please state order in which they were used)

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	
Other (please specify)			

Number	Description of how technique was employed
1	
2	
3	
4	
5	

Restrictive intervention, in sequence.
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Time	Technique	Shape	Staff name
Duration of restraint:		Duration of incident:	
Additional information and justification		Additional information and justification	

Unresolved Harm/ Details of damage to property (costs and details of harm to property and people, including medical intervention:

Management:	Details:	
How was the incident resolved?		
What are the protective and educational consequences?		
Has necessary student de-brief taken place?	Y/N	
Has necessary staff de-brief taken place?	Y/N	
Has the Risk Reduction Plan been reviewed?	Y/N	
Was there involvement of external agencies?	Y/N	

Name(s) of student witnesses:		

Verification of account by adult witnesses:			
Name	Staff signature	Verification	Date and time

	Name	Signature	Date
Recording staff	_____	_____	_____
Headteacher (or delegated member of SLT)	_____	_____	_____

Glossary

AFDSH – Adolescence and Families Drug and Alcohol Services Hertfordshire

BLT – Behaviour Learning Target

CAMHS – Child and Adult Mental Health Service

CBT – Cognitive Behaviour Therapy

CSE – Child Sexual Exploitation

CPOMS - Child Protection Online Management System

DESC – Dacorum Education Support Centre

EHCP – Education Health and Care Plan

INCO – Inclusion Co-ordinator

KS – Key Stage Key Stage 1 & 2 Learner - age 4- 11

 Key Stage 3 Learner - age 11-14

 Key Stage 4 Learner - age 14 - 16

SASH – Specialist Adolescence Service Hertfordshire

SENCO –Special Education Needs Co-Ordinator

SIMS – Student Information Management System

SLT – Senior Leadership Team

TLT – The Leadership Team

TA – Teaching Assistant