

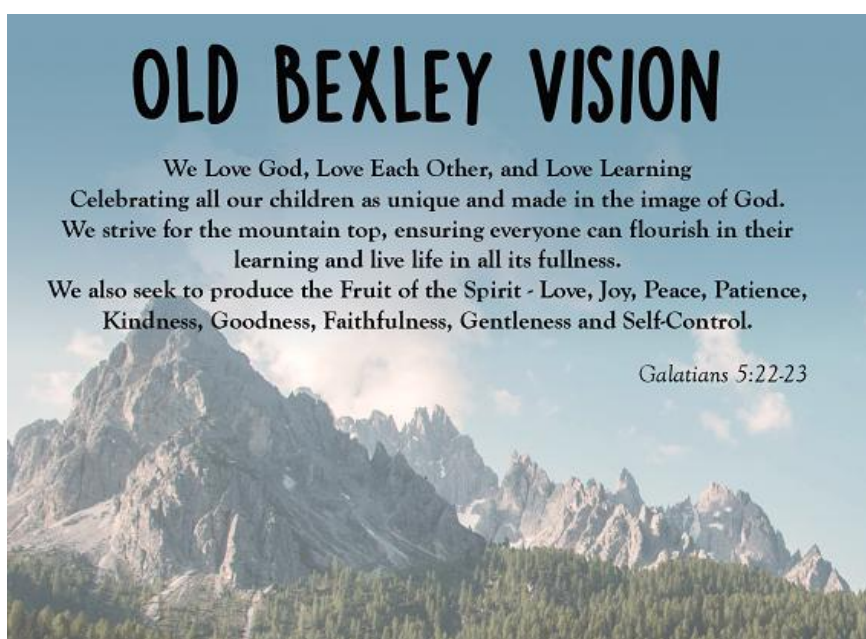


OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

*Happy Children and Limitless Learning in an Anglican Christian School
A place where everyone can flourish*

Reviewed	Agreed by Staff	Agreed by Governors	Review Date
September 2026	September 2026	September 2026	September 2027



POSITIVE BEHAVIOUR AND RELATIONSHIP POLICY

Introduction

At Old Bexley CE Primary School, we care about and respect others in our school and in the wider community. The ethos of our school as a safe and kind environment, is an integral part of establishing and maintain high standards of behaviour and positive relationships. High expectations should be upheld within a caring community whose values are built on mutual trust and respect for all.

The staff at Old Bexley recognise that all children are individuals and have unique needs. They need support as they grow socially, physically, emotionally and intellectually. We value positive behaviour and promote this by providing a holistic teaching and learning environment, which we believe enhances a child's self-belief, confidence and positive regard, to support their social and emotional development.

Purpose:

- To foster a safe, inclusive and nurturing environment where all children can thrive.
- To promote strong, trusting relationships as the foundation for learning and personal growth.

- To replace a system of external rewards and punishments with one that emphasises **intrinsic motivation, emotional wellbeing and restorative practice**.
- To ensure consistency and fairness while recognising individual needs, particularly for pupils with **SEND, safeguarding considerations or trauma backgrounds**.

Our aims:

We want every child and adult in our school to:

- Feel safe, cared for and included.
- Build strong friendships and respectful relationships.
- Learn how to manage feelings in healthy ways.
- Repair relationships when something goes wrong.
- Be supported to do their best, whatever their needs or background.
- To help children develop, self-discipline and responsibility for their own actions.
- To encourage and support children to nature themselves and develop a sense of care towards others.
- To provide an environment that foster independent decision-making and resilience by the children.
- To encourage consistency and a feeling of common purpose among staff and parents and a sense of fairness and justice towards all children.

Guiding Principles:

Our approach is built upon:

1. **Positive Relationships:** Staff model respectful and caring relationships in line with the Fruit of the Spirit.
2. **Restorative Practice:** When harm occurs, the priority is to repair relationships and rebuild trust.
3. **Emotional Wellbeing:** Staff, pupils and parents work together to nurture resilience, self-regulation and empathy.
4. **Inclusion:** Every child is valued as an individual, with recognition of their unique experiences, needs and backgrounds.
5. **Partnership with Families:** Parents/carers are active partners in shaping and sustaining positive relationships.
6. **Continuous Professional Learning:** Staff receive training in restorative practice, attachment theory and trauma-informed practice.

Our Approach to Praise, Recognition and Consequences:

Praise and Recognition

- Emphasis on **noticing and affirming positive choices** linked to the Fruit of the Spirit values.
- Use of verbal praise, positive notes, and opportunities for peer recognition.
- Celebrating acts of kindness, responsibility and self-control within class and whole-school settings.

Example staff script and restorative approach (See Appendix A)

School Rules:

Everyone at Old Bexley aims to follow the school rules.

1. Move sensibly and calmly around the school at all times.
2. Keep their hands and feet to themselves.
3. Show respect to each other and the school environment.
4. Listen to and follow instructions.
5. Use kind language with ourselves and others.

Staff at Old Bexley encourage pupils to achieve these aims by:

- Explaining and modelling the behaviour we wish to see.
- Consistently encouraging and praising children in relation to the aims.
- Recognising and highlighting good behaviour as the norm.
- Informing parents about their children's work and behaviour.

Implementing the Positive Behaviour and Relationship Policy:

Positive encouragement - by making it clear to children what we would like, rather than what we would not. We should establish clear expectations and give positive feedback. Every effort should be made to maximise the positive and minimise the negative.

Positive rewards - Class points, celebration assemblies, certificates, stickers, positive vocal and written comments on work, positive feedback.

Special arrangements - targets for children to work towards that have been clearly agreed between child and teacher, feedback sessions with individual pupils.

Looking for good - look for chances to praise children rather than seize upon opportunities to criticise.

Establishing good relationships – Consider the whole-child to ensure they are seen, heard, validated and guided to make positive choices through creating a sense of belonging.

Supporting children's emotional regulation – Guide and support children through purposeful social, emotional language (SEL) to encourage active listening and empathic responding.

Involve parents positively – Agree a consistent home-school partnership, in line with our whole restorative approach.

Rewards and Sanctions:

Our approach to rewards and sanctions is rooted in our commitment to promoting positive behaviour, respectful relationships, and a safe, supportive learning environment. We believe that celebrating success motivates pupils and reinforces shared values, while fair and consistent sanctions help pupils learn from mistakes, take responsibility for their actions, and make better choices in the future. Both rewards and sanctions are applied in a way, that is clear, proportionate, and focused on growth, ensuring every pupil has the opportunity to thrive.

Rewards and sanctions (See Appendix B)

Recording incidents:

All behaviour incidents are recording on CPOMs (Electronic recording system)

Role of Parents and Carers:

- Parents/carers are partners in developing positive relationships.
- The school collaborates actively with parents, so that children receive consistent messages about expectations.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the class teacher is unable to resolve the problem the matter is then referred to the Phase Leader, then Senior Leadership Team.
- See Code of Conduct for Parents. **(See Appendix D)**
- Recording of conversations or meetings by parents or carers is strictly prohibited. Such recordings must not be made, stored, or shared on social media or any other platform.

Suspensions and Exclusion:

A child will be suspended or excluded from school only as a last resort as a result of serious breaches of our behaviour policy or of the criminal law. A child would be excluded when allowing him/her to remain in school would be seriously detrimental to the education or welfare of the child or others in school.

(See Appendix D)

The Use of Technology and Social Media

Technology and social media play an important role in the lives of children, staff, and family lives, offering opportunities for learning, creativity, and communication. In line with our Positive Behaviour and Relationship Policy, we aim to ensure that technology is used safely, responsibly, and respectfully, supporting positive relationships both within and beyond the school community.

Principles

- Technology should enhance learning, communication, and wellbeing, not disrupt or harm them.
- Online behaviour should reflect the same expectations of respect, kindness, and integrity as face-to-face interactions.
- Pupils, staff, and families share responsibility for promoting positive digital citizenship.
- Safe, responsible, and critical use of social media is essential to protect personal wellbeing and maintain a positive school reputation.

Expectations for Pupils

- **Respectful use:** Treat others kindly online. No cyberbullying, harassment, or discriminatory language.
- **Safe use:** Protect personal information; never share passwords or private details.
- **Learning focus:** Use school devices and online platforms only for educational purposes.
- **Boundaries:** Social media use during school hours is restricted unless explicitly approved for learning activities.
- **Reporting:** Tell a trusted adult if you encounter harmful, unsafe, or inappropriate content.

Expectations for Staff

- **Role-modelling:** Demonstrate positive, professional use of technology and social media.
- **Safeguarding:** Report and address inappropriate online behaviour promptly in line with safeguarding procedures.

Expectations for Parents and Carers

- **Partnership:** Work with the school to promote safe and respectful online behaviour.
- **Awareness:** Monitor and guide children's social media use at home, recognising age restrictions on platforms.
- **Respectful communication:** Use digital platforms to engage positively with staff and the school community. Concerns should be raised through formal school channels, not social media.

Responding to Concerns

- Incidents of inappropriate technology or social media use will be taken seriously and addressed in line with the Positive Behaviour and Relationship Policy.
- Responses may include restorative conversations, digital safety guidance, parental involvement, or, where necessary formal sanctions and if necessary legal processes.
- Serious breaches, such as cyberbullying, online harassment, sharing harmful content, or using social media to shame, criticise, or slander the school or its community, may result in safeguarding referrals or the involvement of external agencies.

Bullying, Racism, Homophobic Behaviour and Violence:

Whilst racism and violence are often clearly observable instances of unacceptable behaviour, the notion of bullying is a more difficult pattern of behaviour to define, detect and deal with. At Old Bexley, bullying is defined as: -

The wilful and conscious act of hurting, threatening, frightening or excluding someone through either physical or verbal abuse

The bully gains pleasure or gratification from the pain, fear or humiliation of his/her victim.

Pupils are encouraged to report such actions immediately.

Victims of bullying, racism, homophobic behaviour and violence should be:

- Listened to
- Supported and reassured
- Asked to report further instances immediately

Very small children may have already learned that aggressive behaviour helps them get their own way. Sadly, they may have also learned that creating fear in their victim is a rewarding experience. It is vital, therefore, that: -

- (a) Early intervention is employed before this learning is reinforced.
- (b) Pleasure or gratification from bullying is short-lived through the immediate punishment of such behaviour.
- (c) Witnesses of bullying learn that the consequences for the bully are serious.

It remains important that, even within the process of dealing with pupils who do not always appear to accept the ethos, values or code of conduct of the school, we should hold to the principle of praising good behaviour.

Sexism and sexual harassment:

The school will not tolerate any level of sexism or sexual harassment. This is in line with the 2021 DfE guidance.

This can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of people.

Definition of sexual harassment appendix (see Appendix E)

Any such incidences will be referred directly to the Senior Leadership team who will record the incident. All pupils involved will be interviewed, and parents informed as appropriate. Persistent harassment may result in a pupil exclusion. Any concerns relating to sexual harassment and violence will provoke a response under safeguarding procedures, as stipulated in the safeguarding policy. By this, meaning that the Designated Safeguarding Lead will be informed and inter-agency communication such as social care, early help/identified professionals will be notified as deemed necessary.

Sexual violence: When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003; Rape/Assault by Penetration/Sexual Assault.

The use of force to restrain or control pupils:

Here is a suggested revision for that section to align it with the new guidance:

Restrictive Interventions and the Use of Reasonable Force

The school follows the DfE guidance detailed in the document *Restrictive interventions, including use of reasonable force, in schools (April 2026)*.

Minimising Restrictive Interventions We aim to proactively minimise the need to use restrictive interventions through early support, prevention, and de-escalation strategies.

Use of Reasonable Force and Seclusion The school recognises that there are times when the use of restrictive interventions, including reasonable force and seclusion, will be lawful and necessary to keep individuals and the wider school community safe. Staff have the power to use reasonable force to prevent pupils from:

- Committing a criminal offence
- Causing injury, damage to property, or disruption

The law forbids physical contact or restrictive interventions implemented for the purpose of punishment, or which are intended to cause pain or humiliation. Staff are supported to use these powers safely and appropriately.

Support for SEND Pupils We are committed to providing specific support and reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND), recognising that they may have unique triggers or communication needs that require tailored proactive strategies to prevent the escalation of behaviour.

Recording and Reporting In line with the new statutory duty effective from April 2026, any significant incident involving the use of force or the use of seclusion will be formally recorded and reported to parents.

See Appendix F for reporting procedures

Pupil leaving the school without permission

See Appendix G for procedures

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with a speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The school will manage a pupil's behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being given.

If a pupil has an Educational, Health and Care plan, the provisions set out in that plan will be secured and the school will cooperate with the local authority and other bodies.

The school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Behaviour outside of school

If the school becomes aware that anti-social behaviour has been displayed by pupils outside of the school, it will be dealt with appropriately. For example, it will be addressed in circle time, small groups or a meeting with the parents. We expect our children's behaviour to be excellent at all times as they are representing our school.

Staff training and induction

All staff will receive induction which includes the behaviour policy within the school. Refresher training is completed every September for all staff.

More specialist training for identified staff will be given when needed especially for pupils with specific needs.

Banned items

The school will be able to search a pupil's bag/tray if they suspect a banned or dangerous item has been brought into school.

Year 6 children are the only year group allowed phones and these must be handed in at morning registration.



Old Bexley C of E Primary School **RULES**

Be Respectful. Be Responsible. Be Kind.

1.

Move sensibly and
calmly around the
school at all times.



2.

Keep their hands
and feet to
themselves.



3.

Show respect to
each other and the
school environment.



4.

Listen to and
follow instructions.



5.

Use kind language
with ourselves
and others.



Together we make our school a
safe, happy place to learn and grow!



APPENDICES

Appendix A - Example staff script – Restorative approach supportive documents

- “I saw you showed *kindness* by helping your friend, that makes our classroom a happier place.”
- “You stayed calm and showed *self-control* when you felt upset, that was an excellent choice.”

Natural Consequences

- Children are supported to recognise the natural impact of their choices.
 - Example: if equipment is misused and broken, the child may help repair or replace it.
 - Example: if learning time is lost, the child completes work in their own time (playtime).

Reflective Tasks

- Pupils may be asked to engage in activities that support reflection, such as:
 - Writing or drawing about what happened and how to repair it.
 - Journaling “next time I could...” responses.
 - Circle time contributions on problem-solving and reconciliation.
 - The use of ‘My Happy Mind’ techniques

Restorative Conversations

- Structured discussions that support reflection, accountability and repair.
- May involve staff, peers and parents depending on the situation.

Restorative Conversation Framework

A consistent framework helps children, staff and parents repair relationships effectively.

Questions to guide the process:

1. What happened? (Tell the story)
2. What were you thinking and feeling at the time?
3. Who has been affected and how?
4. What needs to happen to make things right?
5. What can we do differently in the future?

Staff script example:

- “I want to understand what happened. Can you tell me your side of the story?”
- “How do you think [other person] felt when that happened?”
- “What do you think needs to be done now to put things right?”
- “How can I support you so this doesn’t happen again?”

Parent communication script example:

- “Today, [child] was involved in a disagreement. We used our restorative approach to help them understand the impact, repair the relationship, and agree on a positive way forward. We’d like to keep you informed so you can reinforce this learning at home.”

Post-Incident Support Sheet: The 3 Rs Framework

Pupil's name:

Date:

Staff name:

Other pupil's names who are involved:

● **Step 1: REGULATE (Calm First)**

Teacher Preparation Checklist:

- Ensure the pupil is calm, because no reflection happens without regulation.
- Use grounding phrases such as "Pause. We're going to slow this down," or "Let's get calm first."
- If voices are raised, ask the pupil to lower their voice so you can help them.
- For SEND pupils, offer to wait or move to a quieter space, acknowledging that they do not need to talk yet.
- If the pupil refuses to engage, pause the process and say, "I can see you're not ready. I'll come back."

● **Step 2: REFLECT (Understand What Happened)**

Teacher Guidance: Maintain a neutral tone, ask curiosity-driven questions one at a time, focus on the specific behaviour rather than identity, and avoid blame language. Scaffold questions for SEND pupils by offering choices or using visuals.

Pupil Responses:

- **Talk me through what happened:**
- **What was going on for you?**
- **Who has been affected?**
- **How do you think they felt?**
- **What needs to change now?**

● **Step 3: REPAIR (Put It Right)**

Teacher Guidance: Repair is not optional. The goal is to ensure accountability while keeping the pupil's dignity preserved. If the pupil says "sorry" quickly, prompt them by asking what they are sorry for and how they can show it.

Moving Forward:

- **What needs to happen to put this right?**

- **How can we fix this?**
- **What will you do differently next time?**

Agreed Meaningful and Proportionate Action (please choose from the following actions)

- Verbal apology
- Written apology
- Fixing/cleaning damage
- Rebuilding trust time
- Supported peer conversation
- Helping the person affected
- Practising the correct behaviour

Contact with parent:

(This form maybe adapted for SEND and younger children)

Appendix B – Rewards and Sanctions

Rewards

Every child has the chance to be rewarded for their behaviour in different stages. Rewards include a sticker, house point, HT sticker and postcard home. Every child should aim to be within the green area on the chart by 11.00am.

Sanctions

On each sanction, the child's name is moved down the behaviour chart. All children will be encouraged to make the right choices and to have their name moved up the reward chart. Once a child is on missed play, their name cannot be moved.

Reminder/warning

Low level misbehaviour (e.g. talking when shouldn't or making silly noises etc.) can be addressed non-verbally by looks, points, clicks of fingers etc. Should this be repeated several times a verbal warning would be issued and the child's name is moved downwards on the chart.

Thinking time

Thinking time is given if the child continues to misbehave. Thinking time is a small amount of time where the child has time to reflect and think about their behaviour choices. Thinking time is spent in the classroom. The child's name moves down the behaviour chart. At a convenient time after, the teacher should discuss the incident with the child and expectations reinforced. There are Thinking time questions for the child to reflect upon. This can be done verbally or written depending on the age and ability of the child.

Missed playtime

Each year group/phase will have an allocated space and member of staff supervising missed play both in the morning and afternoon. The child will spend 10 minutes of their playtime reflecting on their behaviour choices. The class teacher will complete a missed play slip to be sent with the child explaining why they have the sanction. The child's name is recorded in the missed play file. If a child has 3/5/8 missed plays in a half term, then the class teacher will send a letter home. If the child has 5 missed plays, then a meeting with the parent must be arranged.

Time out in another class

If a child continues to make the wrong choices, then they will be sent with a slip to another class. The class teacher sending the child will provide work for the child to complete. A letter will be sent home to the parent on the same day.

Sent to the Principal

In some circumstances, where the incident is considered totally unacceptable by the class teacher, the child will be sent with a red slip to the Principal. The Principal will make the decision to phone the parent or send a letter home. The sanction given could be restorative reflection time away from the classroom, loss of playtimes (depending on severity of the behaviour).

Appendix C – Suspensions and Exclusions

Serious misbehaviour which **may** result in exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Carrying an offensive weapon
- Bullying
- Racist abuse
- Sexual misconduct
- Possession or misuse of drugs or other illegal/dangerous substances
- Damage to school or personal property belonging to any member of the school
- Theft
- Persistent disruptive behaviour
- Malicious accusations against staff

Other circumstances may arise when the principal decides it would be appropriate to exclude a child. In all cases the parents/carers of any excluded child will be fully informed of the reason(s) for exclusion.

Types of suspension

There are two types of exclusion:

a. Fixed period suspension b. Permanent exclusion

a. Fixed period suspension

This is limited up to 15 school days in any one term. The length of the suspension will be determined by the Head teacher depending upon the severity of the offence. The first exclusion will usually last between 2 and 5 days. This may be lengthened by up to 5 days to give principal more time to talk to parents and set out appropriate plans. It may be appropriate to establish a series of short, fixed periods of suspension within one term, the aggregate suspension not exceeding 15 days.

Procedure for fixed period exclusion

1. On the day of (or day after) the offence the child's parents/carers will be informed of the suspension, its length and the specific reason for it. This will be communicated by letter and, if possible, by talking to the parents/carers. Parents/carers will be informed in writing that they have rights to make representations to the governing body and Bexley LA.
2. The principal will inform the school's governing body and the LA of all exclusions.
3. The principal will make arrangements for the excluded child to receive schoolwork to do at home until he/she returns to school.

b. Permanent exclusion

1. The principal informs the parents/carers of the exclusion both verbally and in writing.
2. The principal will inform in writing the parents/carers of their rights to make representations to the school's governing body.
3. The principal will notify, in writing, the LA and the school's governing body.
4. The school's governing body appeals committee will convene a meeting within 14 days of notification to consider the case.
5. The child remains on the schools register until the appeals procedure is completed or until the parents/carers confirm that they accept the exclusion and intend to make other arrangements.
6. The principal will arrange for work to be set and monitored during the period of appeal

PARENT CODE OF CONDUCT

1. Purpose and Scope

At Old Bexley Primary we believe it is important to:

- Work in partnership with parents to support their child's learning and equip children with the necessary skills for adulthood;
- Create a safe, respectful and inclusive environment for pupils, staff and parents;
- Model appropriate behaviour for our pupils at all times by following the qualities of the Fruit of the Spirit (Galatians 5: 22-23).

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the Staff Code of Conduct) and pupils (through our behaviour policy).

This Parent Code of Conduct aims to help the school work together with parents by setting guidelines on appropriate behaviour. We use the term 'parents' to refer to:

- Anyone with parental responsibility for a pupil;
- Anyone caring for a child (such as grandparents or child-minders).

2. Our Expectations of Parents and Carers

We expect parents, carers and other visitors to:

- Respect the ethos, vision and values of our school;
- Work together with staff in the best interests of our pupils;
- Treat all members of the school community with respect – setting a good example with their own speech and behaviour;
- Seek a peaceful solution to all issues;
- Correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct;
- Approach the right member of school staff to help resolve any issues of concern;
- Respect the school environment, including keeping the school tidy by not littering, using the correct pathways within the school, not walking through the car parks and not cycling or scooting whilst on school premises.

3. Behaviour that will not be tolerated

- Disrupting, or threatening to disrupt, school operations (including events on the school grounds and sports team matches);
- Swearing, or using offensive language;
- Displaying a temper, or shouting at members of staff, pupils or other parents;
- Threatening another member of the school community;
- Sending abusive messages to another member of the school community, including via text, email or social media;
- Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms;

- Use of physical punishment against your child while on school premises;
- Any aggressive behaviour (including verbally or in writing) towards another child or adult;
- Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention;
- Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event);
- Possessing or taking drugs (including legal highs);
- Bringing dogs onto the school premises (other than guide dogs).

4. Breaching the Code of Conduct

If the school suspects, or becomes aware, that a parent has breached the Code of Conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent;
- Invite the parent in to school to meet with a senior member of staff or the Head Teacher;
- Contact the appropriate authorities (where appropriate);
- Seek advice from the trust's legal team regarding further action (in cases of conduct that may be libellous or slanderous);
- Ban the parent from the school site.

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the Code of Conduct rests with the Head Teacher.

The Head Teacher will consult the Chair of Governors before banning a parent from the school site.

Appendix E – Definition of sexual harassment

Sexual harassment: When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated. Examples of this are; sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and claiming someone sexualised names, sexual jokes or taunting, physical behaviour such as brushing against someone intentionally and interfering with someone's clothes. Online sexual harassment might include inappropriate sexual comments on social media; coercion or threats.

Appendix F - Restrictive Intervention Incident Report Form

Pupil Details

- **Name:** _____
- **Date of Birth:** _____
- **Year/Class:** _____
- **SEN / Additional Needs:** ☐ Yes ☐ No
If yes, details: _____

Incident Details

- **Date of Incident:** _____
- **Time:** _____
- **Location:** _____

Staff Involved

- **Staff member(s) directly involved:**

- **Other staff/witnesses:**

What happened BEFORE the incident?

(Triggers, build-up, behaviour observed)

What happened DURING the incident?

(Describe behaviour and actions taken)

Type of Intervention Used

- ☐ Physical guidance (e.g. leading away)
- ☐ Blocking / preventing movement
- ☐ Physical restraint
- ☐ Removal from area
- ☐ Other (please specify): _____

Reason for Intervention

- ☐ Prevent harm to pupil
- ☐ Prevent harm to others
- ☐ Prevent serious damage to property
- ☐ Prevent serious disruption / risk
- ☐ Other: _____

De-escalation strategies used prior to intervention

- ☐ Verbal reassurance
- ☐ Distraction/redirection
- ☐ Giving space
- ☐ Offering choices
- ☐ Other: _____

Duration of Intervention

- **Start time:**

- **End time:**

Injuries / Medical Concerns

- **Pupil:** ☐ None ☐ Yes → details: _____

- **Staff:** ☐ None ☐ Yes → details: _____

What happened AFTER the incident?

(Outcome, pupil response, return to calm)

Parent/Carer Communication

- **Informed?** ☐ Yes ☐ No

- **Date/time:** _____

- **Method:** ☐ Phone ☐ Email ☐ In person ☐ Other

- **Summary of discussion:**

Follow-up Actions

☐ Behaviour plan reviewed

☐ Risk assessment updated

☐ Staff debrief completed

☐ Further support required

Details:

Staff Reflection

(Could anything have been done differently? Lessons learned)

Signatures

- **Staff completing report:** _____ Date: _____

- **Senior leader review:** _____ Date: _____

(This form must be completed as soon as possible after any restrictive intervention and in line with school policy and uploaded onto CPOMS)

Appendix G – Procedures for when a child leaves the site without permission

Where a pupil attempts or is seen to be leaving the school premises without authorisation the following procedure

1. Staff must follow the pupil to the perimeter fence/railings or gate and try to persuade the pupil to stay in school.
2. De-escalation techniques must be attempted. In such stressful circumstances it is important for staff remain as calm as possible and follow procedures.
3. If a pupil is deemed to be a high risk to themselves or other people then staff should adhere to their Safer Handling training.
4. At all times staff must be aware that the active pursuit may encourage the pupil to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting them at risk by running onto a busy road.
5. If the pupil has left the immediate vicinity of the school, a member of SLT must be contacted immediately and the lead person will direct the course of action.
6. Staff will follow the pupil and engage in a local search, following the pupil at a safe distance if in view. Staff must take their mobile phone.
7. The Principal/SLT member may direct additional staff to join in the search in a vehicle taking a phone with them.
8. If the searching staff lose sight of, or are concerned for the safety of the pupil or themselves, they must contact the school office giving current details of their location and the clothes which the pupil is wearing.
9. The Principal or designated staff must contact the police and the pupil's parents/carers.
10. If the pupil(s) has left the immediate vicinity of the school grounds and is no longer visible then senior staff will decide as to how to take matters further which will take into account:
 - a. The age of the pupil
 - b. The weather conditions
 - c. The nature of the incident which led to the pupil absconding
 - d. The pupil's previous history of being involved in episodes of absconding and their outcomes.
11. If the pupil returns of their own volition, parents/carers and the police will be informed as soon as possible.
12. Upon his or her return to school, and when the pupil is calm, the pupil should be seen by the Principal so that the reasons for absconding may be discussed in detail if this is appropriate. At this point a decision will be made as to the appropriateness of further actions.
13. A written report will be recorded on CPOMS.
14. It is important that following an incident the issues that arise are addressed and staff must:
 - a. Complete an individual risk assessment for the pupil involved.
 - b. Discuss the incident with the pupil and parents involved. Ensure that records are kept of the discussion with the pupil and parents.
 - c. Report the incident on CPOMS.
 - d. Keep all colleagues informed and discuss the incident in staff/TLT meetings.
 - e. Review procedures for the individual every half term to ensure appropriate control measures are in place and that all staff are fully informed.
 - f. Inform the Chair of Governors as soon as practically possible.
 - g. Inform governors every term about any incidents of absconding.