Behaviour Policy
(including Restrictive Interventions)

September 2026

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MISSION

Eversfield offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Christian principles of mutual care, respect and encouragement underpin everything that we do.

AIMS

- To promote high moral standards through clear and relevant Christian teaching.
- To provide a wide breadth of experiences and opportunities for all our pupils to discover and develop their individual talents.
- To support our pupils in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our pupils to learn and develop.
- To ensure that our pupils receive excellent pastoral care.

INTRODUCTION

Good behaviour in school is essential to create a calm and safe environment in which children can learn and thrive. Being taught how to behave appropriately is vital for students to succeed personally. This policy is built on the school principles of compassion, aspiration, respect and endeavour (CARE). Nurturing relationships built on mutual respect and trust are central to this behaviour policy.

The headmaster is responsible for ensuring that a policy to promote positive conduct is drawn up and implemented effectively.

AIMS OF THE POLICY

The aims of this policy are:

- To establish and maintain consistent and fair approaches to behaviour management
- To define the school's restorative approach to behaviour management
- To ensure that behaviour within the classrooms facilitates the delivery of the school's curricular aims and the development of positive attitudes
- To ensure that every member of the school behaves with consideration and concern for others
- To encourage students to take ownership of their actions
- To define high expectations of behaviour and outline rewards for this
- To define the escalation procedures to be followed when restorative strategies have failed to correct poor behaviour
- To ensure that students and staff are kept safe and that wellbeing is promoted
- To ensure that parents are supportive of the school's policy and that they are involved in its implementation.

This policy has been agreed after taking due regard to advice found in:

Behaviour in schools (DfE Feb 2024)
Preventing and tackling bullying (DfE Jul 2017)
Keeping Children Safe in Education (DfE Sept 2026)
Restrictive interventions, including use of reasonable force, in schools (DfE Apr 2026)

ROLES

GOVERNORS will review this policy, monitor its effectiveness and hold leaders and staff accountable for its implementation.

LEADERSHIP will support staff in implementing the behaviour policy through clear communication, training, regular meetings and by setting the culture and ethos of the school. Leadership will be available where staff need advice on managing behaviour.

ALL STAFF will apply the behaviour policy consistently, setting high expectations and forming trusting relationships with their students. They will reward positive behaviour, address issues where conduct falls below the expected standard and record incidents on CPOMS. Staff will work in partnership with parents.

STUDENTS will adhere to the high expectations of conduct outlined in this policy. They will always behave in a respectful manner and will be ready to learn. They will take responsibility for their own behaviour and will resolve issues restoratively.

PARENTS will support the school's high expectations of their child's behaviour by encouraging them to be kind, respectful and to work hard. They will work in partnership with school, informing us of any issues that may affect behaviour.

BEHAVIOUR EXPECTATIONS

At Eversfield students are expected to:

- always be kind and compassionate towards others
- be respectful towards **all** school staff, other students and visitors to the school. Students should also behave in a respectful manner towards members of the public, particularly upon arrival and leaving the school premises and when representing the school on trips
- respect school property
- move around the school in a quiet and sensible manner
- work hard, endeavouring to always do their best
- observe good manners by holding doors open for others and addressing staff by name
- aspire and demonstrate self-discipline in working towards their goals.

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

RELATIONSHIPS

Eversfield Preparatory School adopts a restorative approach to behaviour management, underpinned by the principles of empathy, accountability and respectful dialogue. Positive relationships, built on mutual trust and respect, are central to this approach. They create an environment in which students feel safe to be honest about their actions, confident that they will be listened to and treated fairly and supported to take responsibility for their behaviour.

Through restorative conversations, staff work collaboratively with students to understand the impact of their actions, repair relationships where appropriate and identify strategies for making positive choices in the future. This approach promotes personal responsibility, strengthens relationships and supports students in developing the skills needed to manage their behaviour effectively.

CURRICULUM

Eversfield Preparatory School provides a broad and carefully planned curriculum that explicitly teaches the knowledge, skills and values required for positive behaviour. Through the curriculum, students develop social and communication skills, conflict resolution strategies, personal responsibility, oracy, collaboration, problem-solving, empathy and emotional regulation.

By embedding these skills across school life, we enable students to understand the purpose and value of positive behaviour, make responsible choices and contribute positively to the school community, rather than simply complying with rules and expectations.

CLEAR ROUTINES

Consistent routines reinforce the school's positive culture and high expectations for behaviour. These routines are communicated clearly and applied consistently by all staff, providing students with a sense of security, predictability and fairness. Through regular practice and consistent reinforcement, students develop positive habits and learn to meet behavioural expectations with increasing confidence and independence.

BELONGING

We are committed to fostering a strong sense of belonging so that every student feels valued, connected and invested in the life of the school. We believe that students who feel they belong are more likely to engage positively with their learning, contribute to the school community and show respect for others.

This sense of belonging is nurtured through our House system, opportunities for student voice and meaningful participation in school life. Roles such as School Officials, Prefects, Peer Mentors and Buddies promote leadership, responsibility and mutual support across the school community. In addition, each class works collaboratively to establish its own class rules, encouraging students to take ownership of expectations and contribute to a positive, respectful learning environment.

EMOTIONAL REGULATION

At Eversfield Preparatory School, we recognise that developing children's emotional awareness and self-regulation is fundamental to promoting positive behaviour, healthy relationships and resilience. All students are supported to understand, identify and manage their emotions through the PSHE curriculum, alongside regular check-ins and ongoing pastoral support from their form teacher. These approaches help students develop the skills needed to regulate their emotions, respond appropriately to challenges and make positive behavioural choices.

REWARDS

At Eversfield Preparatory School, we believe that praise is the most effective way of rewarding effort and good behaviour. Rewards may include but are not limited to:

- Verbal praise
- House points/pluses
- Stickers
- Merit badges (Middle School)
- Smiley faces for playground behaviour (Lower School)
- Rainbow badges and certificates (Lower School)
- A note in prep diary to parent/mention in assembly
- Whole class points/table points
- Class stars
- Headmaster's Commendation
- Star badges (Middle School)
    - 15 commendations = White star badge
    - 30 commendations = Orange star badge
    - 50 commendations = Red star badge
    - 75 commendations = Purple star badge
    - 100 commendations = Black star badge

- Bronze, Silver, Gold and Platinum Headmaster's Commendations and badges (Upper School)
    - 25 commendations = Bronze award
    - 50 commendations = Silver award
    - 75 commendations = Gold award
    - 125 commendations = Platinum House award

- Prizes, awards and cups
- Postcard sent home to recognise compassion, aspiration, respect or endeavour.

STRATEGIES TO DEAL WITH NEGATIVE BEHAVIOUR

There is no such thing as an innately badly behaved child – behaviour is communication. Where a child makes a poor behaviour choice, we will take a restorative approach. This is a structured response that focuses on repairing harm, rebuilding relationships, and helping students take responsibility, rather than just applying punishment.

VERBAL WARNING

Students will have the undesirable behaviour identified and be asked to stop. The warning should prompt self-reflection.

RESTORATIVE CONVERSATION/ REFLECTION

When behaviour falls below the school's expectations, staff use restorative conversations to help students reflect on their actions and understand their impact on others. These guided discussions encourage students to consider who has been affected by their behaviour, what they were thinking and feeling at the time, how any harm can be repaired, and what strategies they can use to make positive choices in the future. The focus is on developing accountability, empathy and the skills needed to prevent similar incidents from recurring.

Where appropriate, students may also be given a period of supervised reflection during break or lunchtime. This provides an opportunity to think calmly about their behaviour, engage in restorative discussion where necessary, and return to learning ready to make positive choices.

MINUS

The basis of restorative practice is that people care about the impact their actions have on others, especially when they have a good relationship with that person. A minus can be marked on a red minus card as a visual sign of disapproval when a poor behaviour choice was made. This causes a feeling of discomfort for students and therefore encourages them not to repeat the behaviour. It also serves as a record for parents to see and is kept in the child's planner to facilitate this. There are categories for which a minus may be given on the back of the card and in Appendix 1.

A minus may be given if a verbal warning is not heeded. Whenever possible, a restorative conversation should be held following the issue of a minus.

Students should receive a new minus card every half term, allowing them a fresh start.

CONVERSATION WITH PARENTS

A member of staff may speak to parents at any time after a negative behaviour choice. We wish to work in partnership with parents, and it may be that this will be most effective in preventing further issues if done early on.

BEHAVIOUR SUPPORT PLAN

Where a student has difficulty in changing negative behaviour, they will be supported using goal cards with individual targets. These will be discussed with the parents and the Director of Pastoral Care.

OTHER CONSEQUENCES

Consequences can form part of a restorative approach to behaviour if they:

- Help repair the harm caused (e.g., apologising, restoring damaged property).
- Protect the community and maintain safety.
- Reinforce expectations and boundaries.
- Encourage reflection and responsibility.

Approved consequences include:

- 'time-out'
- removal from the group/class or lesson
- withdrawal of break or lunchtime privileges
- withholding participation in sports events, not essential to the curriculum
- a minus
- 'clouds' (Lower School)
- referral to an appropriate member of the SLT.
- a note to parents in prep diaries, a letter to parents or a meeting with parents
- referral to Headmaster

The reason for the consequence should always be explained to the child.

Consequences should never:

- Humiliate the child
- Focus solely on punishment
- Ignore the impact on relationships or the opportunity to repair harm

ESCALATION PROCEDURES

Where restorative approaches and early interventions do not lead to an improvement in behaviour, or where the nature or seriousness of the incident requires it, a graduated and proportionate system of consequences will be implemented. Consequences are designed to reinforce the school's expectations, promote accountability and support students in making positive behavioural choices. The escalation of consequences is outlined below.

Lower School

- If a child receives three thunderclouds in one week, they will be spoken to by the Lower School Phase leader
- If there is no improvement and the thundercloud is required during the following week, the form teacher and phase leader will meet with parents to discuss a suitable behaviour plan.
- Continued, unacceptable behaviour after interventions, will lead to exclusion from the school

Middle School

- 5 minuses in one week results in a detention (in a classroom for up to two breaktimes). Parents will be informed of the detention and the student will be spoken to by the Middle School Phase Leader.
- 2 detentions in the same term results in a meeting between parents, the form teacher and the Director of Pastoral Care to discuss a specific intervention targeted at the root cause of the problem behaviour.
- Following the intervention, improvement is expected. If the behaviour continues and the child reaches a further two detentions (within the same school year) parents will be required to meet with the Headmaster.
- Continued unacceptable behaviour after interventions will lead to exclusion from the school.

Upper School

- 5 minuses in one week results in a detention (sitting outside the staff room for up to four breaktimes). Parents would be informed of the detention, and the student will be spoken to by the Upper School Phase Leader.
- 2 detentions in the same term results in a meeting between parents, the form teacher and the Director of Pastoral Care to discuss a specific intervention targeted at the root cause of the problem behaviour.
- Following the intervention, improvement is expected. If the behaviour continues and the child reaches a further two detentions (within the same school year) parents will be required to meet with the Headmaster.
- Continued unacceptable behaviour after interventions will lead to exclusion from the school.

The Headmaster has discretion to escalate the consequences if there is a serious act of misbehaviour.

SPECIAL EDUCATIONAL NEEDS

We recognise that behaviour is communication and that children with special educational needs may express behaviour differently. Some behaviour can be linked to unmet need or difficulty with regulation. We will make reasonable adjustments and use individual education plans to ensure that the needs of children with special educational needs are met. These arrangements will be agreed in partnership with parents and reviewed termly. We are committed to ongoing training to fully equip staff with the knowledge to support students with special educational needs.

RECORDING BEHAVIOUR INCIDENTS

Minuses are recorded weekly on CPOMS. If a pattern of negative behaviour is noticed, this should also be recorded on CPOMS by the teacher as this can be a sign of an underlying concern and could be a safeguarding issue.

There are some incidents that require a more detailed record than a minus and should be entered on CPOMS by the relevant member of staff. These include but are not limited to:

- Racist abuse
- Physical violence
- Bullying behaviour
- Vandalism
- Child-on-child abuse

CORPORAL PUNISHMENT

In accordance with the law, corporal punishment (any form of physical contact which is intended to cause pain, injury or humiliation) is strictly forbidden.

STUDENTS WHO MAKE MALICIOUS ACCUSATIONS AGAINST STAFF

Any allegations made by students against staff will be taken seriously and Local Safeguarding Procedures will be strictly followed. If an allegation is found to be unsubstantiated and is deemed malicious in its nature, then it will be viewed as serious misbehaviour. Consequences for this will depend on the nature of the accusation and the implications on staff.

ANTI-BULLYING POLICY

The anti-bullying policy sets out expectations to prevent and deal with any incidents of bullying in all its forms and should be read in conjunction with this policy.

EQUAL OPPORTUNITIES

We are committed to the principle of equal opportunity for all students irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equal opportunity is at the heart of good educational practice. All students are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to always emphasise equal opportunities for all staff and students. All personnel are responsible for ensuring that we implement this policy.

MONITORING AND REVIEW

This Policy is monitored by the Governing Body and will be reviewed every three years or earlier, if deemed appropriate.

S Sliney, Director of Pastoral Care / R A Yates, Headmaster

APPENDIX A
CATEGORIES ON MINUS CARD

Reason		Minuses
1.	Disregarding instructions	1
2.	Failing to follow classroom rules	1
3.	Physical violence	Up to 3
4.	Racial abuse	3
5.	Disrespect towards peers	1
6.	Disrespect towards staff	2
7.	Disrespect towards property	1
8.	Running along the corridor	1
9.	Failing to do homework and having no note	1
10.	Deceit (lying)	2
11.	Losing minus card	1

APPENDIX B
SERIOUS MISCONDUCT

The school regards certain behaviours as **serious misconduct** because they present a significant risk to the safety, dignity, or wellbeing of others, or fundamentally breach the standards of conduct expected within the school community.

Serious misconduct includes, but is not limited to:

- **Violence or attempted violence** against a teacher, student, staff member, or member of the public
- **Threatening behaviour** or credible threats directed toward a teacher, student, staff member, or member of the public
- **Sexual harassment**, including unwanted sexualised behaviour, language, or conduct
- **Actions that place others at risk of harm**, whether physical or psychological
- **Wilful damage to school property** with malice intent
- **Persistent or extreme breaches** of the school's behavioural expectations

All incidents of serious misconduct are treated with the utmost gravity.

1. Immediate Response

Where serious misconduct is alleged or observed, the school will prioritise **safety, safeguarding, and risk management**. This may include:

- Immediate separation of students involved
- Removal from class or activities
- Staff intervention proportionate to the circumstances
- Temporary supervision arrangements or internal suspension

These measures are protective and do not imply predetermined conclusions.

2. Investigation and Documentation

All allegations of serious misconduct will be **thoroughly and fairly investigated** by leadership. The process will normally include:

- Establishing a clear factual account of events
- Gathering relevant statements and evidence
- Considering context, intent, and contributing factors
- Reviewing safeguarding implications

The school will maintain **accurate written records** of:

- The incident and chronology of events
- Actions taken by staff
- Evidence considered
- Decisions reached and rationale
- Communications with parents

Documentation forms an essential part of safeguarding, governance, and procedural fairness.

3. Graduated Escalation Framework

Serious misconduct will normally be addressed through a **three-stage escalation framework**, although the school reserves the right to accelerate stages depending on severity, risk, or safeguarding considerations.

Stage 1 – Formal Warning and Support

Triggered by a substantiated serious incident or significant concern.
May include:

- Formal meeting with parents
- Verbal warning issued
- Behavioural expectations clearly restated
- Individual support measures implemented (e.g., pastoral, behavioural, or wellbeing support)
- Risk assessment where appropriate

A restorative approach will be adopted where feasible, with emphasis on reflection, responsibility, and repair.

Stage 2 – Final Warning and Structured Intervention
Triggered by:

- A further serious incident
- Failure to meet Stage 1 expectations
- Escalation of risk or concern

May include:

- Final written warning
- Fixed-term suspension or internal suspension
- Revised support or supervision arrangements
- Targeted intervention strategies
- Reintegration planning with parents

The school will continue to consider proportional support while reinforcing non-negotiable safety boundaries.

Stage 3 – Withdrawal of Place (Exclusion)
Triggered by:

- Persistent serious misconduct
- A single incident of exceptional severity
- Unacceptable ongoing risk to others
- Fundamental breach of trust or safety

The school may determine that the student's place is **withdrawn**. This decision will be made by the Headmaster and may be either:

- Permanent exclusion, or
- Required removal under the terms of the parent contract

Decisions will reflect the school's duty of care to students, staff, and the wider community.

4. Support and Restoration
Following serious incidents, the school may implement:

- Pastoral or wellbeing support
- Behavioural or risk management plans
- Supervised reintegration processes
- Restorative conversations or interventions (where appropriate)

Restoration is not automatic and will depend upon safety, willingness to engage, and the nature of the incident.
The school will also take into consideration the age of the student and their cognitive understanding of their behaviour, especially if they are recognised as having SEN.

5. Guiding Principles
In responding to serious misconduct, the school is guided by:

- Safeguarding and safety of the community
- Fairness, proportionality, and procedural integrity
- Age, understanding, and individual circumstances
- The school's contractual and regulatory responsibilities

The school retains discretion to act decisively where conduct undermines safety, dignity, or the proper functioning of the school.

APPENDIX C:
RESTRICTIVE INTERVENTIONS, INCLUDING THE USE OF REASONABLE FORCE

This appendix is drawn from advice issued pursuant to the Use of Reasonable Force guidance from the Department for Education (2013) and the updated guidance "Restrictive interventions, including use of reasonable force, in schools" (April 2026). It also complies with the Schools Policy (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Eversfield Preparatory School recognises that all school staff members have a legal power to use reasonable force, but it is only one of the strategies available to secure student safety and to maintain good order and discipline. The school aims to proactively minimise the need for restrictive interventions through early support, prevention, and de-escalation. This appendix should be read in conjunction with our Child Protection & Safeguarding policy. It applies to the whole school including EYFS and Late Supervision.

DEFINITIONS

The school uses the following terms as defined by the DfE:

- Restrictive Intervention: An umbrella term for a means to prevent, restrict, or subdue movement of the body, or part of the body, of a student.
- Seclusion: A non-disciplinary intervention where a student is kept confined to a place away from others and prevented from leaving by physical obstruction or the belief they will be punished if they try to leave.
- Restraint: A non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact (e.g., removing a student's walking aid or crutches).
- Significant Incident: Any incident where the use of force goes beyond appropriate physical contact or where physical force is used to implement a non-physical restrictive intervention.

There is no legal definition of 'reasonable force'. So, it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

There are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the incident warrant it. The use of any degree of force is unlawful if the circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a student from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injury to the student.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed might also depend on the age, understanding and sex of the student.

The school acknowledges its legal duty to make reasonable adjustments for children with disabilities and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2015. Children's Adverse Childhood Experiences (ACE'S) should all also be considered, if known.

SECLUSION

Seclusion must only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation. It must not be used as a punishment.

- The place of confinement must be safe and not feel threatening.
- The student must be supervised at all times.
- The student must be allowed to leave as soon as the immediate risk of harm has been reduced.

PRACTICAL CONSIDERATIONS

- When assessing if an intervention is necessary and proportionate, staff must consider the student's welfare, including the impact of past trauma, sensory impairments, or communication difficulties.
- Before intervening physically, an authorised adult should, where possible, seek consent to restrain or support a student, making sure they are aware that the adult is going to make physical contact with them.
- Before intervening physically, an authorised adult should, wherever practicable, tell the student who is dysregulated to stop, and what will happen if he or she does not.
- The adult should continue attempting to communicate with the student throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.
- A calm and measured approach to a situation is needed, and adults should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the student.
- An authorised adult should not intervene in an incident without help (unless it is an emergency).
- Individual students who we know require restraint must have a risk assessment in place. The parents of such identified students will be informed.
- In those circumstances the adult should remove other students who might be at risk and summon assistance from a colleague or colleagues. If a member of staff is on their own with a class, then they must send a child to the nearest adult for help.
- The adult should inform the student(s) that he or she has sent for help.
- Until assistance arrives the adult should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

CHILDREN COMING INTO SCHOOL

If a child is struggling to come into school, staff can comfort and take the child's hand, but they are not able to restrain or carry children for safety reasons. Parents are asked to take their child to help regulate them and drop them at the main office if necessary once they are regulated enough to come into school. Should a member of staff need to physically support an EYFS child to enable them to enter the school, they must record an entry on CPOMS.

AUTHORISED ADULTS

In all cases, the person exercising the restraint must be authorised by the Head Teacher.
The use of reasonable force applies when an employed member of staff, or other authorised adults, are on the school premises, and when he or she has lawful control or charge of the student concerned elsewhere e.g. on a residential trip or other authorised out of school activities. At Eversfield Preparatory School, all staff have a duty to keep children and adults safe, and therefore all staff are deemed authorised. The approach will be to de-escalate situations.

APPLICATION OF FORCE

Adults should always try to deal with a situation through other strategies before using reasonable force. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
Physical intervention can take several forms. It might involve:

- physically interposing between students
- blocking a student's path
- holding

- pushing / pulling
- leading a student by the hand or arm
- shepherding a student away by placing a hand in the centre of the back (not pushing roughly or violently)
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force', for example, to prevent a young student running off a pavement onto a busy road, or to prevent a student hitting someone, or throwing something.
In other circumstances staff should NOT act in a way that might reasonably be expected to cause injury, for example by:

- holding a student around the neck, or by the collar, or in any other way that might restrict the student's ability to breathe
- slapping, punching or kicking a student
- twisting or forcing limbs against a joint
- tripping up a student
- holding or pulling a student by the hair or ear
- holding a student face down on the ground.

Certain recognised restraint techniques present an unacceptable risk when used on children and young people and so should not be used. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- the 'double basket-hold' which involves holding a person's arms across their chest
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff should always avoid touching or holding a student in a way that might be considered indecent.

TYPES OF INCIDENTS

There are a wide variety of situations in which restrictive interventions, including use of reasonable force, might be appropriate, or necessary, to control or restrain a student. They fall into three broad categories:

1. where action is necessary in self-defence or there is an imminent risk of injury
2. where there is a developing risk of injury, or significant damage to property
3. where a student is behaving in a way that is compromising good order and discipline.

Situations that fall within the three categories are:

- a student attacks a member of staff, or another student
- students are fighting
- a student is engaged in committing deliberate damage or vandalism to property
- a student is causing, or at risk of causing, injury to themselves or others by rough play or by misuse of materials or objects
- a student absconds from a class or tries to leave the school (NB this will only apply if a student could be at risk if not kept in the classroom or at school)
- a student is behaving in a way that is seriously disrupting a lesson or assembly.

In addition to the general power to use reasonable force, the Head Teacher and authorised staff only can use such force as is reasonable given the circumstances, to conduct a search for prohibited items:

· knives or weapons
· alcohol
· illegal drugs
· stolen items
· tobacco/VAPES and cigarette papers
· fireworks
· pornographic images

· any article that the member of staff reasonably suspects has been, or is likely to be used
i) to commit an offence,
ii) to cause personal injury to, or damage to the property of, any person (including the student)

Reasonable force cannot be used for any other items which are not on this list even if they are banned by the school rules.

RECORDING AND REPORTING INCIDENTS

The school has a statutory duty to record and report each significant incident of force, as well as every incident of seclusion or non-force related restraint.
It is important that there is a detailed, contemporaneous, written report of any occasion where force is used. (It may help prevent any misunderstanding or misrepresentation of the incident).
Immediately following an incident, the adult concerned should tell the Headmaster and, or the Safeguarding Lead and then complete a record on CPOMS. Staff must endeavour to record the incident no later than the same day.

1. Minimum Details to Record on CPOMS

The record should include:
• the name(s) of the student(s) involved;
• the name(s) of the staff(s) involved;
• date, time and location of where the incident took place and duration;
• the names of any adults or students who witnessed the incident;
• the reason that force was necessary;
• how the incident began and progressed, including details of behaviour, what was said by each of the parties, steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long;
• the student's SEND status and any relevant vulnerabilities
• the student's response, and the outcome of the incident;
• details of any injury suffered by the student, another student, or a member of staff and the medical treatment required, and of any damage to property;
The Headmaster or the Safeguarding Lead will decide when to advise the parent(s) of the student and will arrange to meet with the parent(s).

2. Parental Notification

Parents must be informed in writing of any significant use of force, seclusion, or restraint as soon as practicable, and no later than the same day.

3. Minimum Details to Report to Parents

The report should include:
· time, date, location and approximate duration of the intervention
· 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

Where an incident results in injuries to student or staff, immediate action should be taken to provide first aid or access medical help for any injuries that go beyond first aid. In addition, it is important to ensure that rebuilding relationships occurs, and that emotional support is also provided.
It is also important that a review is made of the incident and strategies put in place such as an individual student behaviour plan, to deal with any reoccurrence of behaviour that could lead to restrictive intervention/ use of reasonable force (employ Behaviour policy). Relevant parties - senior staff, student, parents and where appropriate multi-agency partners, e.g. Children's Safeguarding Board, HSE, Police - would be involved.

STUDENT AND STAFF SUPPORT

Following an incident, the school will hold a follow-up conversation to facilitate reflection and learning. This debrief should ideally be facilitated by a staff member who was not involved in the incident to ensure impartiality. The process aims to understand the separate reflections of the staff and student and to repair and rebuild relationships.

COMPLAINTS & ALLEGATIONS

Staff have a duty of care to the children in school, which includes a moral responsibility to take appropriate action when necessary. We will of course always closely involve parents when an incident occurs with their child. Where a parent wishes to make a complaint about actions, which may include restrictive intervention / use of reasonable force, taken by school staff, the School's Parent Complaints policy procedure should be followed. If a specific allegation of abuse is made against a member of staff, the school will follow the procedures set out in the Child Protection & Safeguarding policy.

In addition:

- Any complaints about restrictive intervention/ use of reasonable force will be thoroughly, speedily and appropriately investigated.
- As noted in the Department of Education's advice to schools where a member of staff has acted within the law, that is, they have used reasonable force in order to prevent injury, damage to property or disorder, this will provide a defence to any criminal prosecution or other civil or public law action. The decision on whether physical intervention is reasonable is down to the professional judgement of the teacher concerned. Each case would be considered on an individual basis considering the specific circumstances of the matter.
- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true; it is not for the member of staff to show that he/she has acted reasonably.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Non-Teaching Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes it clear that a person must not be suspended automatically, or without careful thought.
- The school will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing body will always consider whether a teacher has acted within the law when reaching a decision on whether to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a restrictive intervention / use of reasonable force incident.

PHYSICAL CONTACT IN OTHER CIRCUMSTANCES

Staff will be alerted if any student with whom they are liable to come into contact has particular sensitivities about physical contact due to their cultural background or individual backgrounds. Staff should be encouraged to bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary, but it does require consent.

Examples of where touching a student might be proper or necessary:

- When comforting a distressed student
- When a student is being congratulated or praised (handshake)
- To demonstrate how to use a musical instrument

- To demonstrate / support exercises or techniques during PE / Swimming lessons or sports coaching; and
- To give first aid

TRAINING

The Headmaster will consider whether members of staff require any additional training to enable them to carry out their responsibilities and will consider the needs of the students when doing so.
Eversfield Preparatory School will ensure that staff identified as requiring training are appropriately trained and regularly updated not only in the safe and effective use of the type of force sanctioned by the school, but also in all other aspects of physical intervention and restraint - from prevention and de-escalation through to post incident management. Any training approach to physical intervention will be clear about the dangers of positional asphyxia. As a school, we will carry out a risk assessment for any individual student for whom we believe that control or restraint may be needed.

Training records are available to view.

GUIDANCE FOR GOVERNING BODIES ON USING DATA

The School Governors Committee will regularly review and interrogate data on restrictive interventions to:
• Identify and implement improvements to policies where previous approaches have been ineffective.
• Identify areas for staff learning and development.
• Identify any disproportionate use of restrictive interventions regarding students with protected characteristics, SEN, or other vulnerabilities.
• Analyse repeat patterns and triggers to establish or revise individual behaviour support plans.