Streetsbrook Infant & Early Years Academy

Behaviour Policy
2026-27

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **S**elf-Belief
- **B**elonging
- **R**espect

These are embedded into our Nurturing Principles

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NB – the Model Behaviour Policy produced by The National College has been used to support the writing of this policy.

‘Good behaviour in schools is central to a good education. Schools need to manage behaviour well so that they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.’

Behaviour in Schools - DfE, 2022

INTRODUCTION

At Streetsbrook Infant & Early Years Academy we believe that nurturing good learning behaviours in children at an early age impacts positively on the standard of behaviour in school and with parental support, this will extend beyond the school gate.

Streetsbrook was awarded the National Nurturing School Award in May 2026, recognising the school's unwavering commitment to ensuring that every child feels valued, supported and able to thrive. Our nurture principles are firmly embedded in everyday practice and underpin all aspects of school life. These are as follows

We have also recently reviewed our school values with staff, children, governors and parents and these are now as follows:

- **S**elf-belief
- **B**elonging
- **R**espect

These has given us a collective set of values and beliefs; they are made explicit to everyone in our school community and displayed around the school, including in classrooms.

To help our children aspire to these principles and values, all staff demonstrate positive models of behaviour at all times and share a common expectation regarding the behaviour and attitudes of the children in school. A consistent approach to behaviour and discipline is the key to a successful, happy school.

We aim to provide a moral code as a basis for behaviour which is promoted throughout the life of the school. This builds on our values, which regulate personal behaviour through principles rather than through reward or fear of punishment.

We also emphasise social development – particularly aspects such as relating to others and taking responsibility for own actions – recognising that this is crucial in forming attitudes related to good social behaviour and self-discipline.

Our Behaviour Policy aims to outline the school's clear and consistent approach to behaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment	The health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
Teaching	The curriculum is used to develop children's knowledge about health and wellbeing, emotional regulation and feelings. The zones of regulation are embedded in our daily practice.
Community engagement	The school proactively engages with parents, outside agencies and the wider community to promote consistent support for children and staff health and wellbeing; this includes support from the Community Education Psychology Service, Solihull Inclusion Support Services and Voluntary Organisations such as Ordinary Magic.

All staff are made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children or groups are identified, provision is made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these children for any SEMH-related difficulties that could affect their behaviour.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006

- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2026) 'Restrictive interventions, including use of reasonable force, in schools
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2026) 'Suspension and Permanent Exclusion for maintained schools, academies and pupil referral units in England including pupil movement

This policy operates in conjunction with the following school policies:

- Home, School Agreement
- Suspensions and Permanent Exclusions Policy
- Physical Intervention Policy
- Mental Health and Well-Being Policy
- Complaints Policy
- Persistent or Vexatious Complaint & Harassment Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding & Child Protection Policy
- Smoke-Free Policy
- Drugs, Alcohol and Substance Misuse Policy
- Staff Code of Conduct
- Dignity at Work
- Governor Code of Conduct
- Parent Code of Conduct
- Managing Allegations

ROLES AND RESPONSIBILITIES

The Governing Body has overall responsibility for:

- ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy

The Headteacher, Mrs Louise Minter, is responsible for:

- establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- the monitoring and implementation of this policy and of the behaviour procedures at the school; this includes the policy's effectiveness in addressing any SEMH-related drivers of challenging behaviour
- establishing the standard of behaviour expected by children at the school
- determining the school rules and any disciplinary sanctions for breaking the rules
- the day-to-day implementation of this policy
- publishing this policy and making it available to staff, parents and children at least once a year
- reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

The Mental Health Lead, Mrs Louise Minter is responsible for:

- overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of pupils with SEMH difficulties
- supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy

The SENCo, Mrs Gemma Carey, is responsible for:

- collaborating with the Governing Body and Headteacher, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- undertaking day-to-day responsibilities for the successful operation of the Behaviour and SEND policies to support children with SEND
- supporting teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support

Teaching staff are responsible for:

- developing a calm and safe environment for children to learn
- planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves
- aiming to teach all children the full curriculum, whatever their prior attainment
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum
- being responsible and accountable for the progress and development of the children in their class
- teaching and modelling expected behaviour and positive relationships, demonstrating good habits
- not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- adhering to this policy
- supporting children in adhering to this policy
- promoting a supportive and high-quality learning environment
- modelling high levels of positive behaviour
- being aware of the signs of behavioural difficulties
- setting high expectations for every child
- being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs
- keeping the Headteacher and SENCo up-to-date with any changes in behaviour
- as authorised by the Headteacher, disciplining children who display poor levels of behaviour. This responsibility includes the power to discipline children even when they are not in school or in the charge of a member of staff as outlined previously

Children are responsible for:

- their own behaviour both inside school and out in the wider community
- reporting any unacceptable behaviour to a member of staff

Parents are responsible for:

- supporting their child in adhering to the school rules
- working in partnership with the school to manage any behaviour concerns regarding their child
- informing the school of any changes in circumstances which may affect their child's behaviour

STAFF INDUCTION AND SUPPORT

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff

will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently, as well as an introduction into our Nurture Principles.

The Senior Leadership Team (SLT) will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The SLT will review staff training needs at least annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

DEVELOPING POSITIVE ATTITUDES AND VALUES, INCLUDING BRITISH VALUES

At Streetsbrook, we promote attitudes and values which contribute to the well-being of individuals and society. Staff encourage children to:

- develop a positive and responsible attitude to their own physical, mental and emotional, social and spiritual well-being through:
    - valuing themselves and other people
    - a willingness to reflect on beliefs
    - the strengthening of commitment, perseverance and courage

- develop respect for the rights of other people through:
    - acceptance of a range of abilities
    - acknowledgement of other view points
    - tolerance and open-mindedness

- develop care and concern for other people in their community and the environment through:
    - co-operation
    - applying care and compassion
    - constructive challenge and competition
    - positive involvement and participation

- develop a sense of social justice and demonstrate:
    - fairness
    - inclusiveness and non-discriminatory practices
    - an understanding of what is right or wrong

DEVELOPING POSITIVE BEHAVIOUR AND POSITIVE LEARNING BEHAVIOURS

Whilst behaviour in the school is the responsibility of every member of staff, with the Headteacher assuming the ultimate responsibility, we emphasise and foster co-regulation and supporting children in self-regulating their behaviours. Children are explicitly taught about the school's behaviour expectations through the curriculum and everyday interactions with staff. This is something that is formally assessed at the end of the EYFS as outlined below.

Personal, Social and Emotional Development

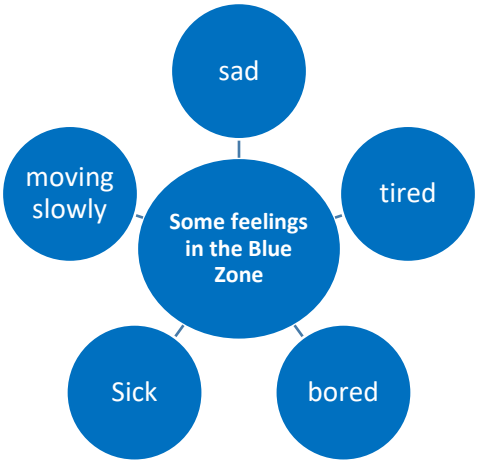
Early Learning Goal	Children working at the expected level of development will:
Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Building Relationships	• Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs

We emphasise a positive approach of encouragement and praise rather than a negative one of criticism and punishment, aiming to develop children's self-esteem.

The Zones of Regulation

In order to support the children in being able to self-regulate, manage themselves and build relationships, we are implementing the Zones of Regulation from 1 September 2025. This is based on an approach written and developed by Leah M. Kuypers. Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

The Blue Zone is used to describe how states of alertness and down feelings. This is when one's body and/or brain is moving slowly or sluggishly.  	The green zone is used to describe a clam, alert state. A person may be described using the characteristics below. The nervous system feels safe, organised and connected to the Green Zone, helping us to be primed to learn; however we can learn in other zones, too.

The Yellow Zone is also used to describe a heightened state of awareness, however, a person has some control when in the Yellow Zone. A person may be experiencing the feelings described below as well as many more slightly elevated emotions and states when in the Yellow Zone such as wiggly, squirmy or sensory seeking. The Yellow Zone is starting to feel less in control.

The Red Zone is used to describe a state of extremely high energy and intense, overwhelming feelings that are harder to control.

A core belief of The Zones of Regulation is that all of the zones are okay. We routinely experience several of the Zones across a day and it is critical that staff do not convey the message that the Green Zone is the only acceptable Zone to be in.

Initially, the children will be introduced to the zones and be asked to regularly identify which zone they are in. As the year progresses, children will begin to identify how their bodies feel when they are in particular zones; for example:

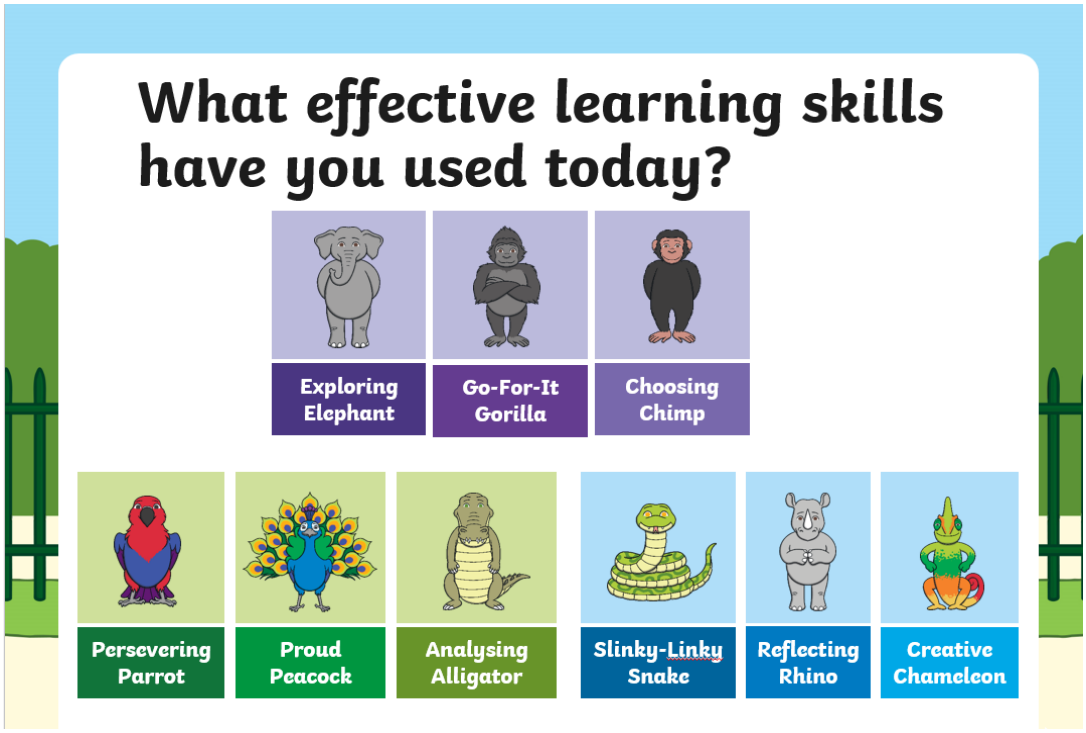
Zone:	Possible Body Signals:
Blue Zone	moving slowly, slow heartbeat, foggy head, heavy limbs
Green Zone	relaxed muscles, comfortable body temperature, focused/engaged brain
Yellow Zone	Wiggly, heart beating faster, body warming up, muscles tense, thinking faster
Red Zone	heartbeat fast, skin flushed, hot/sweating muscles tense

The children will also explore and develop their knowledge and understanding of a range of calming tools and thinking strategies to support them in the varying zones.

Alongside this, learning behaviours are also taught explicitly throughout the school; these are based on the Characteristics of Effective Teaching and Learning.

Characteristic of Effective Teaching and Learning	**Definition:**
Playing and exploring	Children investigate and experience things, and 'have a go'
Active learning	Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
Creating and thinking critically	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Children are introduced to the characters below in Childcare, Nursery and Reception to support their understanding of the above. Throughout their time at Streetsbrook, children develop a very good understanding of these learning behaviours. They are able to apply them to their learning and this contributes to their good behaviour in and out of the classroom.



(Graphics taken from twinkl.com)

Praise and Recognition

The school recognises that praise is key to making children feel valued and ensuring that their behaviour, work and efforts are celebrated. Our approach for rewarding and praising children includes using positive incentives, such as:

- defining the behaviour that is being rewarded
- giving praise immediately following the desired behaviour
- praising effort as well as work produced
- public praise in front of a group, the class or the whole school
- the praise given is sincere and not followed with immediate criticism

Whilst it is important to receive praise from the adults in school, we also understand that peer praise is also effective for creating a positive, fun and supportive learning environment.

As with praise, providing rewards after certain behaviour means that children are more likely to model the same behaviour again. For rewards to be effective, we recognise that they need to be:

- **Immediate** – immediately rewarded following good behaviour
- **Consistent** – consistently rewarded to maintain the behaviour
- **Achievable** – keeping rewards achievable to maintain attention and motivation
- **Fair** – making sure all pupils are fairly rewarded

Rewards will include, but are not limited to:

- verbal praise
- good work/achievement certificates
- giving stickers, smiley faces, stars
- sharing their work or achievement with another member of staff e.g. a member of the Senior Leadership Team
- joining a member of the SLT on the weekly 'Celebration Table'
- communicating praise to parents
- positions of responsibility, e.g. being given a specific role or responsibility

Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all children
- Establish agreed rewards and positive reinforcements
- Establish sanctions for misbehaviour
- Establish clear responses for handling behavioural problems
- Encourage respect and development of positive relationships
- Make effective use of the physical space available
- Have well-planned lessons which engage and excite the children

The Classroom Environment

At Streetsbrook, we understand that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teaching staff positioning themselves effectively within the classroom e.g. wherever possible, teaching staff avoid standing with their backs to children and ensure they have full view of the room at all times.

Teaching staff will employ strategic seating arrangements to prevent poor behaviour and enable it to be identified quickly. This may include:

- Seating those who frequently model poor behaviour closest to, and facing the teacher, or being seated on a chair
- Seating those who frequently model poor behaviour away from each other
- Ensuring the teacher can see the children's faces, that children can see each other, and they can see the IWB (both when the children are sitting together on the carpet and when they are sitting at their tables)
- Ensuring that the teaching staff can move around the room so that behaviour can be monitored effectively.

School Rules

At the beginning of each academic year, each class collectively agree a set of behaviours for their classroom.

Our School Rules are discussed with children at the beginning of each academic year. Children are regularly reminded of these in the classroom as well as collectively as a school on a termly basis. Our school rules are as follows:

1. Always try your best and be determined and persevere, even when things are tricky
2. Do as you are told straight away
3. Always tell the truth
4. Look after our school and everything in it
5. Be kind and respectful to everyone
6. Work and Play safely and tell a trusted adult if you feel unsafe
   *A set of playground expectation linked directly to Health & Safety sit alongside rule 6.

Children attending our Childcare provision follow the same set of rules, although the language used is adapted. At the beginning of each academic year, each class will discuss the school rules and agree how these rules will apply in the context of their current class setting.

All staff within school are involved in the operation of the school rules and staff endeavour to reinforce school rules at every opportunity. Sensible and thoughtful behaviour is reinforced through the implementation of our Policy for PSHE, acts of Collective Worship and the way in which staff deal with daily incidents which arise in school. A range of well-chosen stories to help support incidents which arise in school are used effectively by all staff.

Home-School Agreement

Streetsbrook enjoys a successful and effective working partnership with all stakeholders, including parents. The school works hard to engage parents in their child's education through curriculum meetings, workshops, termly Parents' Evenings, weekly newsletters and Parent Partnership for example. As a result, parents are very supportive of what the school does in terms of both academic progress and behaviour.

Whilst there is no longer a requirement for schools to have a Home School Agreement, we have decided to continue to do so.

A copy of our Home-School Agreement can be found in Appendix (i). Governors, staff, parents and children were fully consulted through a range of meetings including Class and School Council and Parent Partnership.

DEALING WITH UNACCEPTABLE BEHAVIOUR

Behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may signal a need for support and it is essential to understand its underlying causes. It may, for example, be the result of a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. It may reflect the challenges of communication, or the frustrations faced by children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties, who may also have little choice and control over their lives. These factors may result in behaviours that are challenging. Behaviours that challenge may reflect the impact on a child or young person of being exposed to challenging environments which they do not understand or where positive social interactions are lacking or personal choices are limited. These children and young people need support to have their needs met in different ways and to develop alternative ways of expressing themselves that achieve the same purpose but are more appropriate.

Reducing the need for restraint and restrictive intervention (HM Government, June 2019)

Guidance from the Department for Education makes it very clear that teachers have increased powers regarding discipline in schools. Some of the key points are summarised in Appendix (iii)

Definitions

For the purposes of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression towards other children and staff
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of other children
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines 'low-level unacceptable behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other children including, but not limited to, the following:

- Low-level disruption and talking in class when the teacher, TA or other children are talking
- Refusal to complete classwork
- Refusal to follow instructions from an adult
- Rudeness

Low-level unacceptable behaviour may be escalated to serious unacceptable behaviour, depending on the severity of the behaviour. This may include, but is not limited to the following:

- another child or adult is hurt
- the behaviours observed are persistent
- there is deliberate and wilful damage to school resources and/or property

Incidents such as these are recorded on CPOMs, the school's online monitoring system. Parents will be informed if this is the case.

Graduated Approach to Supporting Children

Whilst we are still fortunate in having relatively few occasions when the need for more overt discipline arises, we always ensure that the child appreciates that it is aspects of their behaviour and not themselves as individuals, which are being objected to.

If restorative approaches need to be used with individual children to repair relationships and/or regarding inappropriate behaviour, then we follow the procedures below:

Universal Approaches:

- Children will be alerted to the fact that they are behaving inappropriately; staff will clearly state which aspect of the behaviour is unacceptable and link this explicitly to the school rules.
- Staff will talk to the child about their behaviour, discussing why they may have behaved in a certain way and the reasons why this was not a good choice
- Staff will support the child in co-regulating as appropriate; this may include access to sensory circuits, a visit to the Sensory Room or a safe touch e.g. holding the child's hand, stroking their back
- Staff may decide that a child has to miss out on some or all of a playtime or a lunchtime; should this be the case, the child will spend this time with a member of the SLT, usually Mrs Minter or Mrs Miller.
- Staff may refer the child to Mrs Minter or Mrs Miller; this may be followed up with the child's parents

For the purposes of this policy, '**safe touch**' is defined as physical contact which, if avoided, would be inhumane, unkind or cause distress to a child e.g. where a child is significantly distressed and in need of physical comfort.

Targeted Approaches:

- Staff may invite parents into school for a meeting if the inappropriate behaviours continue
- Staff may use ABC Observation Forms to ascertain if there are any common triggers that result in the inappropriate behaviours (see appendix iv)
- Staff will explore strategies such as closely monitoring the child's behaviour for an agreed length of time and/or introducing a personalised behaviour chart/co-regulation plan and/or a Positive handling Plan (see appendix v and vi). This will outline acceptable behaviour and progress will be reviewed on at least a termly basis. Meetings will be co-ordinated by the SENCo.

Specialist Approaches

- Staff may refer into external agencies for additional support; this may include, but is not limited to the Social, Emotional, Mental Health (SEMH) Team, the High Needs Team or the Community Education Psychology Team (CEPS). In these situations, and with parental consent, support can be given by Members of these teams work with the child, parents and school staff to try to resolve difficulties and to suggest strategies to positively influence behaviour, discipline and the child's self-esteem. More information can be found in the school's SEND Policy.
- Staff may set up Team Around the Child meetings; usually this will involve external professionals
- Should the inappropriate behaviour continue, despite all of the interventions put into place, this may lead to a fixed-term suspension or a permanent exclusion.

Parents are notified and kept fully informed about the strategies and approaches being used with their child. They are also notified if any changes occur for their child. Parental support is regarded by staff as being fundamental to the success of any initiatives being used to enhance the behaviour and experiences of their child.

At all times, our children are treated equally and fairly, with respect and consideration and with due regard of our Policy for Equal Opportunities.

Behaviour incidents involving repeated low level behaviours, physical assault and verbal abuse are recorded on the school's electronic recording system, CPOMS. Once incidents have been reported, the school's DSLs, Mrs Minter and Mrs Miller and the Childcare DSL's Miss Taylor, Miss Goodwin and Miss Wood are informed. CPOMs incidents are reviewed as part of termly DSL Meetings.

Incidents involving physical intervention from a member of staff are recorded in the 'Bound Red Book' which is kept in Mrs Minter's Office; parents are kept fully informed.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- appearing calm and using a modulated, low tone of voice
- using simple, direct language
- implementing PACE principles avoiding being defensive, e.g. if comments or insults are directed at the staff member
- using declarative language
- providing adequate personal space whilst keeping the child safe
- showing open, accepting body language, e.g. not standing with their arms crossed
- reassuring the child and creating an outcome goal
- identifying any points of agreement to build a rapport
- offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- using the Sensory Room as a space where the child can calm themselves safely; the child will always be accompanied by at least one adult and will never be left alone.

For the vast majority of our children, the strategies above are successful in improving an individual's behaviour. However, for a very small minority of children, it may be necessary to use some additional interventions in order to keep both them and those around them safe.

Physical Intervention

Staff have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

In line with updated guidance from the DfE, the following definitions of Physical Intervention have been agreed:

- **Restrictive intervention**: An action or measure used to prevent, limit, or control the movement of a pupil's body, or part of their body. Within this policy, *restrictive intervention* is used as an umbrella term encompassing both physical and non-physical interventions intended to restrict a pupil's movement or behaviour.

- **Reasonable force**: A legal term used in legislation which includes physical restrictive interventions. All members of school staff have the statutory power to use reasonable force in limited circumstances. Reasonable force refers to the minimum level of force necessary, applied for the shortest possible duration, and proportionate to the specific circumstances of the incident.

- **Significant incident**: Any incident in which the use of force exceeds appropriate physical contact between pupils and staff. This includes situations where physical force is used to carry out or support a non-physical restrictive intervention.

- **Seclusion**: A non-disciplinary intervention involving the confinement of a pupil to a space away from others, with their freedom to leave restricted. This may be achieved through physical obstruction, blocking exits, or actions that lead the pupil to believe they will face negative consequences if they attempt to leave.

- **Restraint**: A term used in legislation to describe a non-disciplinary intervention that immobilises a pupil or restricts their movement. Restraint may involve direct physical contact or indirect actions. Examples include holding a pupil's arms to their sides or removing an item that enables mobility, such as crutches.

For further information about Physical Intervention, please see separate Policy which includes our procedures regarding recording and reporting incidents.

Post-Incident Support
Following an incident of reasonable force, all children and staff members involved will be effectively supported. Any necessary first aid to treat injuries will be given as soon as possible, as well as emotional and well-being support.

Wherever reasonable force is used, staff members and children involved in incidents will be given separate opportunities to reflect on what happened. It will be explained to the child involved the reason that such intervention was used, and reassured that the use of the intervention was not a punishment for their behaviour, but rather a method of defusing the situation and preventing them from harming themselves or others. The child will be asked about the reasons for their behaviour, which may include the following:

- why their environment was causing such distress for them, e.g. in an instance of sensory overstimulation leading to a meltdown
- whether they feel there was anything that could have been done to meet their needs before the situation escalated
- whether, and how, staff actions were helpful or unhelpful

Staff will be encouraged to reflect on their actions and how they handled the situation with the Headteacher or another member of the Senior Leadership Team. All staff will receive appropriate support and reassurance that they have acted appropriately. If staff have been physically assaulted, the Headteacher or another member of the SLT will complete the form found in Appendix (ix) with the member(s) of staff involved.

All incidents of physical intervention with the exception of safe touch will be recorded in the bound book which is held by the Headteacher and will be reported to parents. This is monitored on a termly basis by the Headteacher and SENCo.

SUSPENSIONS AND EXCLUSIONS

> The government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedies by pastoral processes, or consequences within the school.
>
> Suspension and Permanent Exclusion –DfE, 2026

As an academy, we must have regard to statutory guidance on exclusion from the Department for Education. The requirements apply to all children, including those above and below compulsory school age.

For further information about Suspensions and Permanent Exclusions, please see separate Policy.

BULLYING

> Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can introduce the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
>
> The DfE publication 'Preventing and Tackling Bullying' July 2017

We aim to create a school ethos, which encourages children to disclose and discuss incidences of 'unacceptable behaviour'. Children are explicitly taught the difference between inappropriate behaviour and bullying. Bullying is deliberate and hurtful, and usually repeated over a period of time. Staff are particularly mindful of our children with SEND as some children can be vulnerable to bullying.

The main types of bullying are:

- emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- physical - hitting, kicking, taking belongings or any use of violence
- verbal - name-calling, insulting, making racist remarks, teasing
- indirect - spreading nasty stories, excluding others from groups
- cyber – texting, emailing, social networks

Children at Streetsbrook know that 'telling' someone about inappropriate behaviour is the best way of everyone keeping safe and looking after each other. Children are provided with information that is easy to understand and is relevant and appropriate to the age and maturity of the children. We aim to develop children's confidence in talking, listening, making responsible decisions and thinking about feelings and relationships. We use the terminology **STOP** - **S**everal **T**imes **O**n **P**urpose? **S**tart **T**elling **O**ther **P**eople.

We encourage the children to:

- tell the person to 'Please stop doing/saying that to me, I don't like it because……'
- tell a friend
- tell the teacher on duty, or another member of staff
- tell own class teacher

We have:

- regular opportunities for children to talk about any issues/concerns, including weekly PSHE lessons and Circle Times, opportunities to talk to a trusted adult
- a clearly understood and consistent approach to inappropriate behaviour
- a commitment to constantly reinforce strategies of dealing with inappropriate behaviour from another child
- access to pastoral care

Some children with SEND may not recognise that they are being bullied or that their behaviour may be seen by somebody else as bullying. Where appropriate, direct teaching of social skills may be considered and strategies put in place to support these needs.

The following list outlines our procedures for reporting, investigating and dealing with incidents of bullying:

- all reports of 'bullying' will be investigated by the class teacher and action taken when they are aware it's happening
- staff listen to the child(ren) and then make enquiries/observations to clarify exactly what is happening
- children reporting the incidents are assured they have acted correctly
- continued serious cases will be referred to the Headteacher who, along with the class teacher, will decide upon an appropriate course of action

- staff investigating such cases of continued serious incidents will keep a written record of their discussions and observations
- parents/carers of the victim/bullies will be informed and given the opportunity to discuss the matter
- the children doing the 'bullying' will be made to recognise that not only is their behaviour damaging to the victim but that the other people in the school do not like it. They will be encouraged to see the situation from another's point of view
- follow-up meetings between children and parents will be arranged to review the situation
- all incidents will be recorded on a 'Bullying Incident Form' (see Appendix x), an overview of which will be kept in the 'Bullying Log', and this is reported to Governors on a termly basis as part of the Headteachers' Termly Report

The use of prejudice language, including racist or sexist, will always be challenged by staff. Should an incident of this nature arise, the school would follow the same procedures as above.

PASTORAL CARE & MALICIOUS ALLEGATIONS

Employers have a duty of care towards their employees. At Streetsbrook, we are committed to ensuring we provide effective support for anyone facing an allegation.

The Government are very clear that if malicious allegations are made against a member of staff, schools need to have a clear policy on how to deal with it. More information can be found in the school's 'Managing Allegations Policy'.

It is important to note that if an allegation proves to be unfounded the Local Authority Designated Officer (LADO) would consider referring the matter to Social Services to 'determine whether the child concerned is in need of services, or may have been abused by someone'. If an allegation is proved to be malicious or deliberately invented, the Headteacher will consider 'whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil.'

CONSULTATION

Governors, staff, parents and children have all been involved in the development of this policy.

THE WAY FORWARD

This Behaviour Policy will continue to be reviewed on an annual basis. It will next be reviewed in the Autumn Term of 2027.

Louise Minter, Headteacher
September 2026

POLICY REVIEW

This policy was last reviewed in September 2025, and will next be reviewed in September 2027.

This policy was ratified by the Trustees on 30 September 2026.

Signed:…… … ……..Chair of Trustees

Signed: …… …… Headteacher

Appendix (i)

Home-School Agreement

This agreement was drawn up in consultation with Governors, Staff, School Council and Parent Partnership Team. This agreement is to be kept in school.

If you have any queries or concerns regarding this agreement, please contact:

Louise Minter
Headteacher

Tel: 0121 744 5245
Email: office@streetsbrook.solihull.sch.uk

G:\HOME SCHOOL AGREEMENT\September 2021.docx

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become caring, responsible citizens who lead happy and fulfilled lives, and are equipped with the knowledge, skills and abilities to shape the world they live in.

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others.

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths

Happiness

Developing successful relationships where individuals can build and follow their dreams

Confidence

Having the self-belief to embrace and follow your own choices

Being a Good Citizen

Making a positive contribution to communities on a local and global scale

Streetsbrook Infant & Early Years Academy

Home-School Agreement

Agreement for children

To help myself at school, I will do my best to:

- have fun when I am learning
- work hard and do my best
- listen carefully
- look after the equipment in our school
- do as I am told straight away
- be a good friend
- be polite and use 'please' and 'thank you'
- tell a teacher if I am feeling upset about something
- learn about how to keep myself and others safe

Agreed School Rules

1. Always try your best and be determined, even when things are tricky
2. Do as you are told straight away
3. Always tell the truth
4. Look after our school and everything in it
5. Be kind and respectful to everyone
6. Work and play safely and tell a trusted adult if you feel unsafe

Signed: .....
(Child)

Child's name:.....

Agreement for parents

To help my child at school, I will try my best to:

- ensure my child attends school every day, arrives on time, and looks smart and well presented
- ensure my child is prepared and ready for learning
- encourage a love of learning
- support my child's well-being to enable them to be an effective learner
- encourage my child to do their best in all they do and celebrate their achievements
- work in partnership with school, by supporting my child with their homework and attending curriculum evenings and individual parent appointments
- work with the school to encourage good behaviour
- share information about my child
- help my child to understand how to keep themselves and others safe

Signed:.....
(Parent)

Agreement for school

To help your child at school, we will try our best to:

- provide a stimulating and caring learning environment in which all children are safe and happy
- provide a broad, balanced and exciting curriculum which meets the needs of each child
- provide the necessary knowledge, skills and understanding to begin to prepare children for their future lives
- provide highly trained and dedicated staff who engage, motivate and inspire all children in their learning
- build successful relationships with parents
- support your child in achieving high standards of work and behaviour
- provide opportunities for children to develop their understanding of how to keep themselves and others safe

Signed L C Minter.....
(Headteacher)

(Appendix ii)

Bullying Incident Form

Name:	Class:

Please describe what happened, what you saw and heard and how it made you feel:

When has it happened? Time of day?

Where has it happened?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

What do you want to happen now?

How did you feel? Draw a circle around the faces which show how you feel about being bullied.

Worried	Sad	Scared	Angry

Actions to be taken, following discussion with LM:

Feedback from Parents:

Impact of Actions:

Signature……. Date…….

Appendix (iii)

Streetsbrook Infant & Early Years Academy
ABC Observation Form

<table>
<tr><td colspan="2">Child’s Name:</td><td>Staff Member(s):</td></tr>
<tr><td>Date:</td><td>Time:</td><td>Activity:</td></tr>
<tr><td rowspan="2">Incident:</td><td rowspan="2">Behaviour:</td><td>Consequences for the child:</td></tr>
<tr><td>Consequences for others:</td></tr>
</table>

Appendix (iv)

Personalised Behaviour Plan (PBP)

Present:

Individual Behaviour Planning Document

Assessing the situation:

Who is this child/young person? What are their interests, positive qualities, strengths?
The behaviours causing concern that we want to reduce (+ when & how often):
What do we think the C/YP is trying to communicate with these behaviours?
What would " " say? ["I……."]

What is the function of this behaviour?	Obtain	Avoid
Attention		
Things and/or activities		
Sensory/expression or regulation of emotions		

What have we tried that does not work?
What we will go on doing because we have found it 'works'

Planning how we are going to help further:

To ensure that overall, despite these difficulties, the C/YP finds school a rewarding experience, we will:
Consider: Belonging Aspiration Security Identity
To help the C/YP get their needs met in a constructive way, we will teach replacement behaviours – what and how?
To make the replacement behaviour more likely and to reduce the problem behaviour, we will make the following environmental changes:
Consider:

Different times of the day	Predictability of the day	Choice/control
Peers	Behaviour management system (rules/rewards)	Teaching & learning
Adults	Monitoring & supervision	Class layout & resources
Noise/crowding/lighting	Transitions	Home & community

Other considerations (e.g. medical):

Do – Action Points:

Interventions/strategies to be put into place:

We will know we are being successful if:
Review date:

Review:

Progress seen:
What has worked/not worked?
What have we learnt?
What will we do differently or additionally?

Implement and/ or re- plan

Appendix (v)

Positive Handling Plan

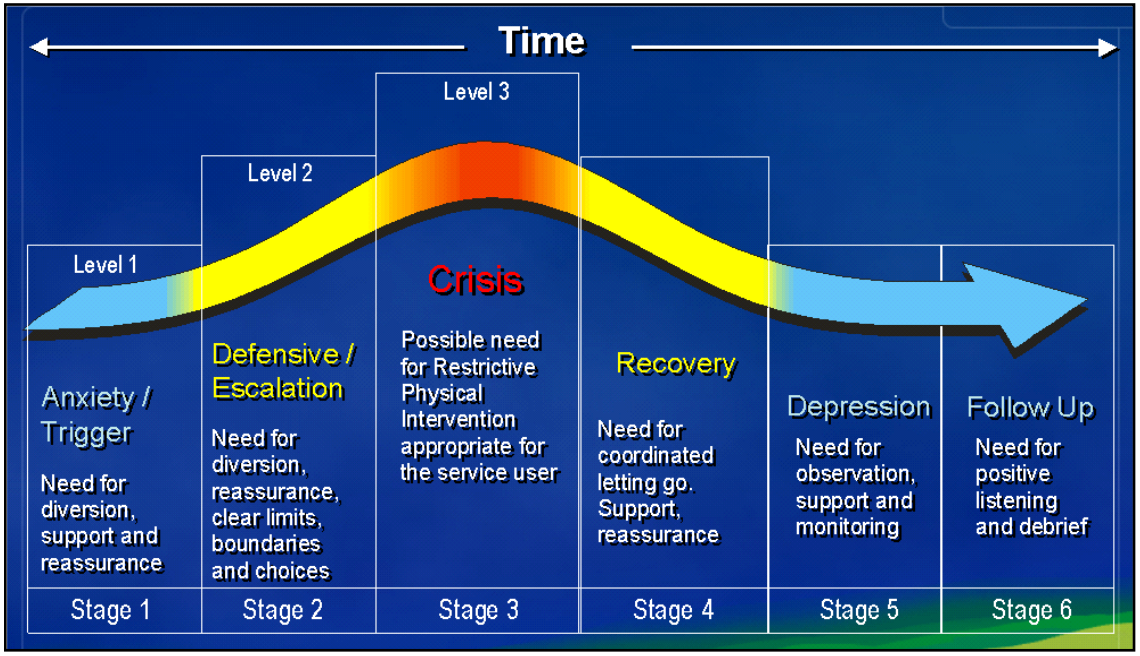
Pupil :	**Setting:**	**Lead staff member:**
Plan number: 1	**Date plan completed:**	**Review date:**

PREVENTION:

- How can crisis situations be avoided? What triggers should staff be aware of?

- Focus on play based activities for a period of time for …… to feel safe and settled. Have choice of activities (selected by adult) for him to choose from, have these available during transition times also as this is a trigger.

THE 'CRISIS CURVE'



Crises tend to follow the pattern outlined.
This document thus requires careful consideration of the observable behaviours which would indicate to staff which stage this particular service user may be at and the most effective de-escalation techniques for each of the first three stages.

Acknowledgement: Bernard Allen & George Matthews, Team-Teach

Behavioural Indicators - What does the behaviour look like at each of the first three stages?	**De-escalation Strategies** - At each stage of the crisis model:
Stage 1: 'Anxiety / Trigger' (Early warning signs): How a childarrives in morning – e.g. clinging to mum. Starting to wander around classroom.	**Stage 1: 'Anxiety / Trigger' (Early warning signs):** • Distraction – have play based activities available to choose from
Stage 2: 'Defensive / Escalation' (Signs that crisis is escalating): • E.g. talking in negative way to adults, repeating what he wants to happen e.g. 'I want get out…'	**Stage 2: 'Defensive / Escalation' (Signs that crisis is escalating):** • E.g. Calm reminders of activities available; give space to calm down; offer alternative time out space e.g. playground, tent
Stage 3: 'Crisis' (The peak of the crisis): • E.g Moving/removing furniture, turning over tables/chairs (placing rather than throwing), throwing softer furnishings, throwing bats and balls at adults outside; climbing on furniture/equipment; shouting, swearing, name calling; refusal to follow any instructions	**Stage 3: 'Crisis' (The peak of the crisis):** • E.g Calm tone of voice, avoid confrontation; expectations to be safe – explain adults will need to put in to hold if not safe; safe hold to be used if necessary
	Review • which strategies have worked? (highlight in green & comment) • which strategies should be avoided? (highlight in red & comment)

Additional Information / Strategies		
Whole class work on:	**SEN Support:**	**Other reasonable adjustments:**
Agreed De-Briefing Process Following An Incident:		

Risk Assessment

What risks and hazards are created by the issues identified above ?

Impact / Severity	High	AMBER	AMBER	RED
	Med	GREEN	AMBER	AMBER
	Low	GREEN	GREEN	GREEN
		Low	Med	High
		Likelihood		

Please use the traffic light matrix above to identify individual hazards and levels of risk in boxes below. Use 'R' 'A' 'G' for Red, Amber, Green.

Hazard: *Injury to self e.g. when climbing furniture/equipment*

Initial risk			Control Measures: **(existing controls / precautions) should be considered.**	Net Risk			
Likelihood	Impact / Severity	Risk Level	Preventative & Protective Measures: **(IP)** = measures in place: **(TP)** = measures to be put in place / date of completion.	Likelihood	Impact / Severity	Risk Level	**Member(s) of staff responsible**

Hazard:

Initial risk			Control Measures: **(existing controls / precautions) should be considered.**	Net Risk			
Likelihood	Impact / Severity	Risk Level	Preventative & Protective Measures: **(IP)** = measures in place: **(TP)** = measures to be put in place / date of completion.	Likelihood	Impact / Severity	Risk Level	**Member(s) of staff responsible**

Hazard:

Initial risk			Control Measures: **(existing controls / precautions) should be considered.**	**Net Risk**			
Likelihood	Impact / Severity	Risk Level	Preventative & Protective Measures: **(IP)** = measures in place: **(TP)** = measures to be put in place / date of completion.	Likelihood	Impact / Severity	Risk Level	**Member(s) of staff responsible**

<u>This Plan Has Been Agreed By:</u>
(Print & sign name/s)

Date:

Appendix (vi)

PACE Principles

PACE - EMOTION COACHING SCRIPTS

Validation of emotions (empathetic listening)- labelling and empathising

Step 1 - Labelling

Look for physical and verbal signs of the emotion being felt; Take on the child's/young person's perspective; Use words to reflect back child's emotion and help child/young person to label emotion

"You seem angry to me" or sad, upset, fed up etc….
"I can see you are feeling angry."
"I can tell you are angry"
"The way you are feeling is making you/made you angry"
"You're angry about…"
"You look kind of angry …."/ "Your face looks angry…."
"You are obviously angry…."
"I know you are feeling angry…"
"I can see that something's not quite right – can you tell me about it…"
"Do you realize that you are doing this (demonstration)…."

Step 2 - Empathising

Affirm and empathise with the emotion; Allow to calm down

"I'm sorry that happened to you, you must have felt angry"
"I can see that you get angry when that happens/when I do this"
"I would feel angry if that happened to me"
"That would make me angry"
"I understand why you are angry"
"It's normal to feel angry about that"
"It's ok to feel angry about that"
"I get that you are angry"
"I can understand you're feeling angry – I would too"
"I know you're feeling angry – I would feel the same"

Step 3 - Limit setting (if relevant)

*Separate emotion from the behavior (actions); Clarify what is acceptable expression of emotion i.e. behaviour and what is not – set the limit; Allow to calm down – (*use behavior policy of setting if necessary/appropriate*):*

"….It's not ok to behave like that"
"…That behavior is not acceptable"
"….The rules are that we do not …."
"… These are the rules that we have to follow"
"… Doing that is not ok"
"… Behaving like that is not helpful/harmful etc…."
"….This is not a safe place to be angry. Let's go to a safe place and then we can talk"
"… You cannot act like this"
"… We don't deal with that by lashing out/hitting"
"…. This is not what we do"

Step 4 - Problem solving - 3 parts – exploring, problematizing; solutions

Part 1 - ***Exploring***

Exploring the feelings that give rise to the behavior/problem/situation etc. – be specific

"How were you feeling when that happened"
"What did it make you feel like"
"Have you felt that way before"
"Why do you think you are doing this"
"Did you know that you have reacted this way before"
"When did you last feel like this"
"What does your body feel like now"
"What feelings are you having"
"What does it make you want to do"
"Can you remember what happened to make you feel like that"
"Can you tell me what happened"

Part 2 – ***Problematising***

Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behavior/actions; Empowering child/young person to recognize feelings, behaviour and taking ownership/responsibility of actions and finding ways to self-regulate in future

"Let's think of what we could have done instead"
"Can you think of a different way to deal with your feelings"
"I can help you to think of a different way to cope"
"Can you remember feeling this way before and what you did"
"Have you thought about doing this instead"
"Can you remember what we said before"
"How did you handle it last time"
"Let's sort this out"
"How can you get over this"
"What did you do last time this happened"
"Can you remember what we discussed last time"
"Can you remember how you solved it before"

Part 3 - ***Solutions***

Agreeing possible solutions – scaffolding suggestions where appropriate

"Try and do this next time you feel like this"
"Let's decide what you will do next time you feel like this"
"What do you think you can do better/change next time"
"Do you think doing that would be more helpful for you and others"
"What could you have done – you could have done….."
"Can you remember what we agreed….
"This is what we can do instead"
"How do you think you will react next time or if this happens again"

Appendix (vii)

Physical Intervention

Positive Handling

The principle of positive handling means that the school expects staff to assess whether the incident requiring a response can be resolved without physical intervention. The school implements an approach of prevention, where staff are trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with children displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of children in their class, and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual children's needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- verbal de-escalation can be attempted
- there are actions that can be taken to remove triggers from children, e.g. dimming the lights and encouraging quiet where a child is having a meltdown in response to sensory overstimulation
- the child can be removed from the situation without physical intervention, e.g. if they will follow a member of teaching staff out of the classroom
- the child has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour
- they have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the child or themselves

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the child. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, e.g. in the event that a child attempts to run out into a busy road, or where a child physically assaults another child or a member of staff. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the child to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

Reasonable force

When staff have to intervene quickly and immediately to protect and keep children, themselves and other adults safe from harm the following principle should take precedence:

- 'What is in the best interests of the child/and those around them in view of the risks presented?' (Reducing the need for restraint and restrictive intervention – DfE, June 2019)

Staff members will use actions that are appropriate and in proportion to the circumstances. Where reasonable force is required, the degree and type of force that is used will depend on the child's circumstances, e.g. their age or SEND. The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- members of staff need to control children risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips.
- members of staff must prevent a child from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others
- a child is attacking a member of staff or another child
- a child is at serious risk of harming themselves and a member of staff must intervene to prevent this
- disruptive children must be removed from the classroom and are refusing instructions to leave
- the Headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs

All members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances. The power to use reasonable force also applies to any individual whom the Headteacher has identified as temporarily in charge, such as volunteers.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a pupils arm to escort them from a classroom.

Reasonable force techniques that involve restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly and prolonged restraint will not be used, i.e. restraint beyond that which is necessary to remove the immediate threat a child is posing to themselves or others.

Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the child and explain why it is necessary in a non-threatening manner e.g. *'In order to keep you safe, I am going to…'* In most cases, staff will communicate this to children before making physical contact to minimise distress and/or further aggressive behaviour from the child; however, the school recognises that this is not possible in some emergency situations.

Staff will never give the impression that they are acting out of anger or are punishing the child. Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running on to a busy road.

Where a member of staff believes that they are at risk, e.g. where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another staff member. If a member of staff becomes aware of an emergency situation, they will ask the member(s) of staff involved to share their feelings about the situation by using the following simple code:

1	I am fine, the situation is under control
2	I would like you or someone to support me with this situation
3	I need to remove myself from this situation

Staff will also be aware that, in some instances, it will cause more distress to a child, and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a child to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

Following the incidents where reasonable force is used, the child involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the child will be immediately taken to the Headteacher and the child's parent will be contacted – parents may be asked to collect the child and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.