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Behaviour and relationships Policy Context

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Aims, Ethos and Statutory Context.

1. Aims, Ethos, and Statutory Context

1.1. Aims of the Policy

This policy reflects our understanding of the complex needs of all learners at Cury School and how this affects their ability to self-regulate and manage their behaviour positively to engage with learning. We aim to take a holistic approach to behaviour that encompasses sensory processing, trauma-informed approaches, positive behaviour strategies, and appropriate environments. This policy, whilst fulfilling statutory requirements also serves as a benchmark document for staff and our stakeholders and an integral tool for embedding our ethos and approach.

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members, and parents involved. Therefore, our priority is to ensure that pupils are safe and to **proactively minimise the need to use restrictive interventions** through early support, prevention, and de-escalation strategies.

The aims of this policy are:

- To provide a supportive, secure setting where good behaviour and effort are celebrated, and learners feel safe.
- To build relationships founded upon mutual trust, care, and respect with all members of the school community.
- To provide strategies that encourage learners to communicate their feelings and needs in appropriate ways.
- To ensure our school environment is calm and informed, thereby improving the quality of learning.
- To foster an awareness and consideration of others.
- To provide a consistent approach to positive behaviour support through whole-school staff training in **Price** and Trauma-Informed approaches.
- To provide a means for systematic recording, monitoring, and analysis of all behaviour data via the school's **Trackit** system and the **Bound and Numbered RPI Book**, ensuring the safety of all, identifying patterns, and informing interventions.
- To embed strong working relationships with parents, carers, and multi-agency professionals to ensure the best outcomes for learners.
- To ensure the school remains compliant with its statutory duties effective from **April 2026** regarding the use of force, restraint, and seclusion.

2. Roles and Responsibilities

2.1. The Governing Body

The Governing Body is responsible for monitoring the effectiveness of this policy and holding the Headteacher to account for its implementation. Specifically, under the 2026 guidance, they must:

- Ensure that the school has a procedure in place for recording each significant incident of force (Section 93A) and seclusion/restraint (2025 Regulations).
- Regularly review and interrogate data on restrictive interventions to identify patterns and ensure school leaders identify and implement improvements to policies and practices.
- Ensure they identify any **disproportionate use** of restrictive interventions in relation to pupils who share protected characteristics or have SEND.

2.2. The Headteacher and Senior Leadership Team (SLT)

The SLT is responsible for the day-to-day implementation of this policy. They must:

- Ensure all staff are **Price** trained and understand the school's approach to deescalation
- Ensure the school environment supports the needs of all pupils to minimise the need for restraint.
- Ensure that all significant incidents are recorded in the **Bound Book** and **Trackit** system in a timely manner.
- Ensure that parents are informed of incidents **no later than the same day** where practicable.

2.3. The Behaviour Team and Safeguarding Team

- **The Behaviour Team** (SLT, SENCO, Behaviour Lead) reviews behaviour incidents (logged on Trackit/Bound Book) **fortnightly**. They analyse trends, effectiveness of support plans, and staff training needs.
- **The Safeguarding Team** (SLT, SENCO) monitors the system **weekly**. As Trackit reports automatically sync to **CPOMS**, they ensure that any behaviour incidents meeting the threshold for safeguarding are addressed immediately.

2.4. School Staff

All staff are responsible for:

- Building positive relationships with pupils.
- Using early intervention and de-escalation strategies (Primary, secondary and tertiary) to prevent crisis.
- Recording all incidents accurately and promptly in **Trackit** and the **Bound Book**.

- Treating all pupils with dignity and respect at all times.

3. Relational Ethos and Core Principles.

Cury School has a clear ethos and culture around learning but also relating to how we promote the emotional wellbeing of all stakeholders. Price's values and principles (see below) are in line with those of Cury school (see following link).

[Cury School - Vision and Values](#)

Always practice within a framework of human rights



Right to liberty and security • Best Interests • assume capacity; decision specific • promote choice and inclusion • dignity, respect, privacy and the right to be heard • practice with empathy, acceptance and compassion • freedom of expression • Duty of Care

Have an understanding and awareness of the needs of those being supported



Trauma informed framework; impact of trauma and adverse life events • PBS framework: functions of behaviour • consider life circumstances as a whole; environmental, physical and emotional • health and biological factors • sensory needs • view behaviour as communication

Plan and prioritise for the use of primary, secondary and non-restrictive tertiary strategies



Support Planning: an evidence-based approach • balanced and proportionate • supported by a sound rationale • primary – pro-actively meeting needs • secondary – recognition of early behavioural signs • non-restrictive tertiary – response to actual behaviour of concern

SCHOOL

As a last resort, only use approved restrictive and non-restrictive practices and techniques



Aim to bring the incident to an end safely • least intrusive • minimum force necessary for the minimum length of time • never against joints • no pain compliance • have regard for gender, medical and cultural needs • use techniques that are biomechanically, anatomically and psychologically assessed

Use reflective practice to change culture and reduce the use of restraint



Post-incident support & debrief; create reflective space • practice with responsibility, accountability and integrity • learn from lived experience • listen to multiple voices within the organisation • acknowledge the strengths of those we work alongside • use data to inform practice • Duty of Candour

Statutory and Legal Framework.

This policy is written to ensure Cury school meets all its legal duties and adheres to all relevant statutory guidance. This policy is based on the Department for Education's guidance around Restrictive Interventions, including use of reasonable force, in Schools:

[Use of reasonable force and other restrictive interventions guidance](#)

It is also our belief that our ethos and approach aligns with the following document:

[Positive environments where children can flourish - GOV.UK](#)

Key Legislation Includes:

The Education and Inspections Act 2006, specifically:

- **Section 93** which provides the power for staff to use reasonable force.
- **Section 93A** which places a statutory duty on schools to record and report all significant incidents involving the use of force.
- **The schools (Recording and Reporting of Seclusion and restraint) (No.2) (England) Regulations 2025**, which places a statutory duty to record and report incidents of seclusion and restraint effective from April 2026.
- **The Equality Act 2010**, which requires schools to make reasonable adjustments for pupils with disabilities and not to discriminate against them. This includes pupils whose disability may affect their behaviour.

- **The Children's Act 1989** and **Section 175 of the Education Act 2002** which sets out overarching duty to safeguard and promote the welfare of children.
- **The Health and Safety at Work etc Act 1974** which requires us to protect the health, safety and welfare of our pupils and staff.



3.1 What is challenging behaviour?

Past definitions pathologised the person and blamed them for the behaviour. Challenging behaviour used to be thought of as an integral part of the personality of the person exhibiting them. In effect they 'had' challenging behaviour.

This often led to the attitude that these behaviours could not be changed, therefore there was no point trying to change them. So, of course, it was inevitable that no change would occur (an example of a self-fulfilling prophecy).

Fortunately, more recent definitions give consideration to the interaction of the individual within the environment. We now take a more social view, that it is the complex interaction between an individual and their environment which determines whether a behaviour is considered challenging or not.

Therefore, an observer's interpretation of behaviour would be influenced by variables such as age, context, social norms, and the function of the behaviour.

This approach emphasises the need to understand behaviour and recognises that behaviour may be supported to be changed by using the right strategies.

The social construct theory asserts that challenging behaviour is socially constructed and is a product of an interaction between the individual and their environment. Assessment and intervention must therefore address the person, the environment and the interaction between the two.

Definition

The Emerson Definition of challenging behaviour:

...'culturally abnormal behaviours of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit the use of or result in the person being denied access to ordinary community facilities'

Emerson's definition captures the importance of understanding that challenging behaviours may limit a person's opportunities. The task for staff is to support people so that they can maximise opportunities to improve their quality of life.

At **Cury**, we expect all adults to understand that **all behaviour is a form of communication** and that we ask them to consider the **why** (we are seeing that behaviour).

There are 5 key reasons to consider

Reason	Explanation
1	Child abuse, neglect and/or trauma.

2	Violent communication (verbal and physical) and controlling interactions at home.
3	Grief or loss
4	Protection against a vulnerable feeling e.g. shame, worthlessness and hurt.
5	Neurodiversity e.g. ADHD, ASD.

3.2 Positive Behaviour Support (PBS)

What is Positive Behaviour Support?

PBS is based on the principle that if you can teach someone a more effective and acceptable behaviour than the challenging one, the challenging behaviour will reduce.

It suggests that challenging behaviours are learned and therefore are open to being changed; it teaches alternative behaviour, which changes the environment to better support the person.

There is nothing wrong with wanting attention, to escape from a difficult situation, wanting certain items, or displaying behaviour which just feels good

PBS helps people to get what they need by increasing the number of ways of achieving these things: for example, by developing communication skills.

PBS helps people to learn new skills. For new skills to be used regularly, they have to be more effective than the challenging behaviour. We can make this happen by understanding the reasons people display the challenging behaviour, and by making sure the new behaviours we want to teach are reinforced in the same way.

PBS takes the best from the value base of the social inclusion movement (putting the person we support at the centre of all our planning) with a proven toolkit for changing behaviour provided by applied behaviour analysis.

These aspects are brought together in a PBS plan with the ultimate aim of ensuring lasting improvements in the quality of life for people being supported.

3.3 Functions of Behaviour

All behaviour happens for a reason; it serves a purpose for the individual exhibiting it - it leads to something for them – it's a means to an end.

Background:

When challenging behaviour happens it might seem like there is no obvious reason and statements like "That's just what does" or "It just came out of the blue" are not uncommon. However, there will always be a reason why the behaviour has happened. All behaviour happens for a reason; it serves a purpose for the individual exhibiting it- it leads to something for them – it's a means to an end. The challenge for staff is to work out what purpose the behaviour serves for the person we are supporting and how we might work towards reducing it or replacing it with a more acceptable behaviour.

Sometimes the person we are supporting has learned that in order to get things that they need they have to behave in ways that we would describe as challenging, and this may be for a whole range of reasons. Behaviours we may see might include aggression (e.g. hitting, kicking, biting), destruction (e.g. ripping clothes, breaking windows, throwing objects), self-injury (e.g. cutting, self-biting, head banging, skin picking), tantrums and many other behaviours (e.g. running away, eating inedible objects, rocking or other stereotyped movements).

Challenging behaviour is not necessarily deliberate or planned. Rather, in situations of need a person may simply behave automatically in ways that have been successful in the past. People will learn to use what works. **Behaviours that may seem bizarre or very dysfunctional in the current placement may have been highly functional (successful) at meeting the person's needs in their previous environment(s).** Over time these behaviours may have become deeply ingrained and therefore are going to be difficult to change. Understanding, consistency and persistency are key to accomplishing change. Change strategies work best when they are linked to the function of a behaviour. The first step to understanding a particular behaviour of concern is to try and find out why the behaviour is happening. Put simply when we talk about the function of a behaviour, we are talking about what purpose it serves the individual, the reason it happens.

Four categories of function

There are 4 categories:

1. Social Attention

The person may be exhibiting the behaviour because they have learned that by doing it they get your attention.

Challenging behaviour is very often attributed to attention seeking. Of course, it isn't bad to want attention from others, we all need it. However, for a variety of reasons (e.g. limited communication skills, boredom, inability to wait, inability to occupy themselves) some people may learn that behaving in a particular way is a reliable way to attract the attention of others, even if it is negative attention.

2. Escape/Avoidance

The person may be exhibiting the behaviour because they have learned that by doing it when you ask them to do something they do not wish to do you stop asking them to do it (escape avoidance).

In some situations, rather than needing attention some people would prefer to be left alone. Rather than behave in a particular way to get people's attention, some people will behave in a way that helps them to avoid/escape situations or activities that they don't like, or don't find that rewarding.

3. Tangibles

The person may be exhibiting the behaviour because they have learned that by doing it you give them something that they like.

This relates to the desire for certain things (e.g. food, drink, objects or activities) which is providing the motivation for the behaviour. Again, it isn't bad to want these things. If you are hungry, it makes sense to try and get something to eat. If you see something in the shop that you like it makes sense to try and get someone to buy it for you. However, it becomes a problem when the person learns to act inappropriately to get these things. It's not uncommon for people who have come from more institutional settings to eat very rapidly and become very defensive around food for example.

4. Sensory

The person has learned that by doing it they get sensory stimulation which may relieve boredom or anxiety. Sometimes behaviour is internally rewarding, or self-reinforcing, i.e., what is happening around the person (externally) is not as important as what is happening inside the person. These kinds of behaviour may seem pointless, annoying or even distressing to somebody watching. However, for the person themselves, the behaviour may serve the function of helping them cope with unpleasant negative feelings such as boredom or anxiety. Although a challenging behaviour may appear negative to us, the behaviour may serve as a positive coping strategy for the individual. For example, rocking, tapping, humming etc.

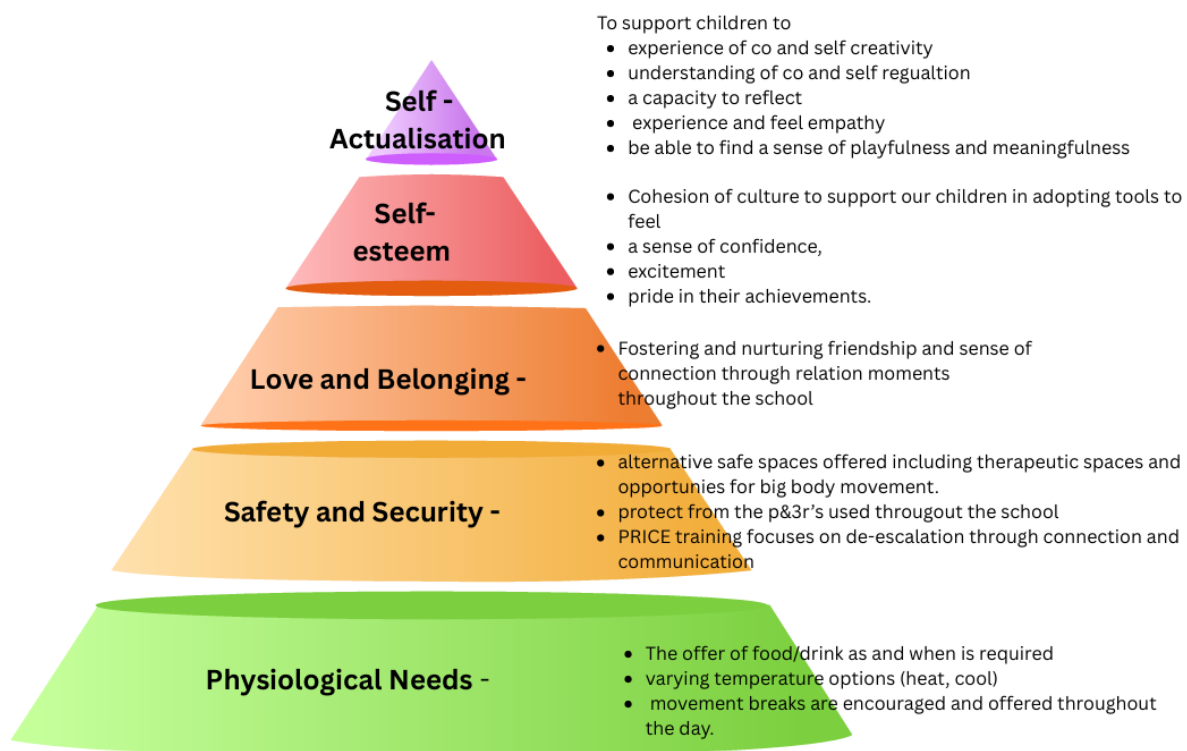
In summary it is important to understand that:

- the same behaviour might serve different purposes in in different situations (dual functions)
- The person may use several different behaviours to achieve the same purpose (functional classes) me/
- It is critically important to link the strategy to reduce the behaviour to the function it serves

(PRICE Instructor Manual- June 2012)

3.4 Understanding and Making Sense of Challenging Behaviour.

Maslow developed a 5-tier model of human needs (often called levels). Needs lower down the triangle must be satisfied before individuals can attend to needs higher up.



3.5 Understanding Trauma/PTSD Trauma informed care – Shock, Developmental, PTSD.

The use of the **Protect, Relate, Regulate & Reflect** (P&3R's Model) is the tool used to embed and ensure a whole school Trauma Informed approach.

A consistent use of the following model allows of cohesion within the 'school community'.

- **PROTECT** – this is the foundation upon which everything else happens in school.
It is all our responsibilities to ensure that pupils can feel safe, without fear of being shamed to relate to others, to engage in learning and in peace. In PROTECT we must consider the 3 pathways of safety – environmental, relational and interoceptive.
This requires emotionally regulated adults who can provide calming containment regardless of the situation. In some cases, this may mean physical containment to ensure their safety and the safety of others.
- **RELATE** – first and foremost it is our responsibility to be the emotionally available adult for pupils. Key relational skills are as follows
 - Affect attunement - the ability to meet children where they are emotionally on an energetic level. The intensity of this can be either positive or negative energetically. It is important that staff connect with them in their pain or their joy. Connection is key.
 - Active listening and empathetic response – Listening with focus, imagine in, hold in mind what the child/young person is saying. Examples of passive listening may be responded with ah, um, oh dear, poor you.
 - Containment – “What is shareable becomes bearable” (Dan Siegel). It's crucial that emotional available adults stay thinking and feeling into the pain of pupils to supporting them in validating their feelings instead of deflection.
 - Soothing – The ability to relate to children/young people in such holistic ways that it brings their toxic stress to tolerable stress, and then in time tolerable stress to regular states of calm that will produce and increase well-being neurochemicals (opioids/oxytocin. This can and will if continued support is given contribute to wellness and avoidance of long-term conditions and illnesses.
- **REGULATE** – School staff need to know that 'talking interventions' are evidence-based methods of helping and supporting bring down toxic stress.
Sensory regulation (up and down regulating) can also very much support moving towards manageable and recoverable stress and in time good stress

- **REFLECT** – All school staff are encouraged to promote and support reflection through not just noticing feelings but making sense of them. This is not a short process, and it is identified that this process can only be approached once PROTECT, RELATE AND REGULATE are met.

3.5 ii The use of PACE approach to align with the P & 3R's.

- **Playfulness** – an open and playful interaction with the children / young people to support them to feel safe. Connection through play.
- **Acceptance** – always accepting the child's intentions, even with clear boundaries and firmness.
- **Curiosity** - At Cury school we encourage using phrases like 'I wonder, I imagine, I noticed, show me, help me to understand' as consistent ways to be curious about what is going on for the child/young person. Curiosity helps the child to become aware of their inner life.
- **Empathy** – Staff recognise that behaviour is often a form of communication and that children and young people benefit from feeling understood before they are ready to problem-solve. We respond with empathy, curiosity, and emotional attunement, creating a safe space for children and young people to express and experience their emotions without judgement. Rather than immediately trying to fix, minimise, or redirect difficult feelings, staff remain emotionally present alongside the child or young person. We acknowledge and validate their emotional experience, helping them to feel heard, accepted, and understood. By "sitting with" children and young people through distress, we support them to develop emotional awareness, regulation, and resilience over time. Our role is not to remove or avoid uncomfortable emotions, but to help children and young people move through them safely, knowing they have a trusted adult alongside them. Once they feel emotionally settled and connected, we can then support reflection, learning, and problem-solving where appropriate.

3.6 ACE's - Adverse Childhood Experiences

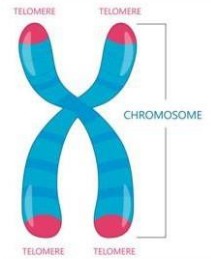
Trauma and its potential impact.

At Cury school, we have high aspirations for our pupils, and aim to build positive, trusting relationships with all stakeholders. We must give due consideration to the

Adverse Childhood Experiences (ACE's) and Developmental Trauma

that many of our young people have experienced.

Research has found that prolonged, high levels of stress during childhood can potentially affect a person's health and well-being for life. Without a regulating, emotionally available adult to mitigate stress and ACEs can interrupt early brain development, as well as compromise the way the nervous and immune systems function. ACEs have also been shown to damage telomeres (parts of chromosomes,



which are responsible for DNA repair and overall health and length of life). Studies have shown that some children aged 5-10 who have high ACE's already show shortening telomeres.

ACE's – 97% of young people with no ACE's have no learning difficulties. ACE's are also directly linked to attendance concerns. (You may wish to view this clip <https://youtu.be/VMpli-4CZK0>).

So, what are Adverse Childhood Experiences (ACE's)?

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). Examples include:

Experiencing violence, abuse, or neglect.

Witnessing violence in the home or community.

Having a family member attempt or die by suicide.

Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding. Examples can include growing up in a household with:

Substance use problems.

Mental health problems.

Instability due to parental separation.

Instability due to household members being in jail or prison.

The examples above are not a complete list of adverse experiences. Many other traumatic experiences could impact health and well-being. This can include not having enough food to eat, experiencing homelessness or unstable housing, or experiencing discrimination.



COVID-19 REALITIES:

- Loss of control, no capacity to prevent changes.
- Loss of school as a safe place.
- Multiple losses.
- Who to trust?
- Enforced Isolation/ torture for some.
- Fear, Rage, Separation Distress (Call it this here as we are not referring to the genetically engrained circuits at this point but rather the emotional states.)
- Confusion, lack of certainty.
- Dysregulated adults.

3 or more ACE's without a buffering relationship = A young person with a potential of high need.

To expect a young person, who has suffered, or is continuing to suffer from trauma, to sit, listen to instruction, behave, and engage fully with the curriculum is somewhat naïve. Trauma impacts negatively on relationships, self-esteem, behaviour, and our capacity to remain thinking in the face of big feelings.

Trauma replaces social engagement with social defence behaviours. (Ref Porges, S.)

Of course, as a Trauma Informed school, we have high expectations, but we recognise that, for a period of time, a young person may not be able to be challenged academically as much as we'd like, and this is where our curricular flexibility and a Trauma Informed Approach comes into play

So what do we do as a school to help (reduce impact of ACE's)?

- **Structure** is important – **Routines** and preparing pupils for change (they should get better at accepting change over time, and we need to carefully push students out of their comfort zones in order to build resilience/we rely on our internal data to gauge when the time is right to begin this process).
- Containment through structure, through expectations, through boundaries and most importantly through strong, wise, kind relationships is vital.

- As adults we need to put **words to the experience** e.g. saying I know you are angry/I can see you are upset. While it is not okay to ..hurt..punch..spit.. it is okay to feel and I am going to help you do that safely. Often, they won't be able to associate how they feel with the words, even to the extreme of not being able to associate a belly pain with hunger.
- **Facial expression is important** – your face says it all. Staff at Cury are happy to see the pupils, welcome them in the mornings, and are genuinely pleased to be in their company.
- We try to create an **environment** that is nurturing, stable and caring.
- Pupils need to establish a **key relationship** with one adult (teacher, TA etc) This will take some time and considerable patience. Once we are trusted (we may be the first adult they have ever trusted in their lives), the next step is to introduce another key adult. If so, your job with this person has in effect been a success. Trust one, then two – we are building resilience. Relationships are the key to health and ill health!
- **Rupture and repair** – It is actually good to say to a young person, actually I got that wrong and am sorry. They may have never had this in the past.
- **Safe touch** – (See policy). Positive touch (Touch) releases oxytocin (hormone) which plays a role in social bonding, but also helps to calm people down. This is also where the animal therapy helps.
- Neuroscience shows that scents and **smells** impact positively – Lavender really helps to calm people down, Lemon lifts learning
- **Music** is also a big help and along with storytelling is one of the few ways of lighting up and strengthening connections across the whole brain.
- Do activities that encourage **left-right movement** and left to right brain activity- card games, ball games etc.
- **Laugh** – Having fun with the pupils, or other staff members is vital in building safe relationships, altering Blocked-Care and Blocked-Trust, calming Fight, Flight, Freeze, building the bonds of attachment and strengthening the immune system
- **Play** – Many pupils have missed significant developmental play opportunities.
- Exhibit **unconditional positive regard** to the pupils.
- **Listen** to them (it is okay not to have the answers, and to say you can't imagine how that feels).

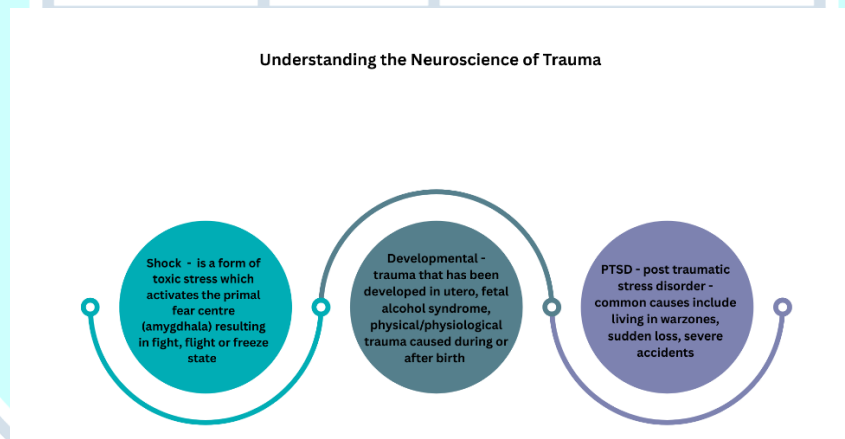
- Connecting with **nature**– beaches, moors, woods etc (our trips and location do help). Cury has an extensive enrichment offer to supplement this.
- Having **positive experiences**/visiting places of natural beauty etc.

Signs of safety – What we can do when a young person is in crisis;

1. Protect – to ensure the young person is safe.
2. Regulate – help them to calm down.
3. Relate to how they are feeling.
4. Reflect – When calm (reparation).

[Adverse Childhood Experiences \(ACEs\) - YouTube](#)

3.7 – Understanding the foundations of Neuroscience



Polyvagal Theory

The polyvagal nerve is the 10th cranial nerve; it has 2 branches which is a vital link to feelings of threat and feelings of safety. It can be described as the 'motorway of cranial nerves'

It is important to understand that the higher the tone of the vagal nerve the safer and more well we'll feel.

As emotionally available adults it's important we understand for our children 'neuroception' – unconscious environmental scanning with a particular attention to the face, voice, eyes and mouth of others.

When a child feels safe, the ventral vagal branch activates the parasympathetic branch of the autonomic nervous system (rest and digest).

When a child feels unsafe the dorsal vagal branch of the nervous system activates, this is the most primitive branch of the system and take us into fight, flight or freeze.

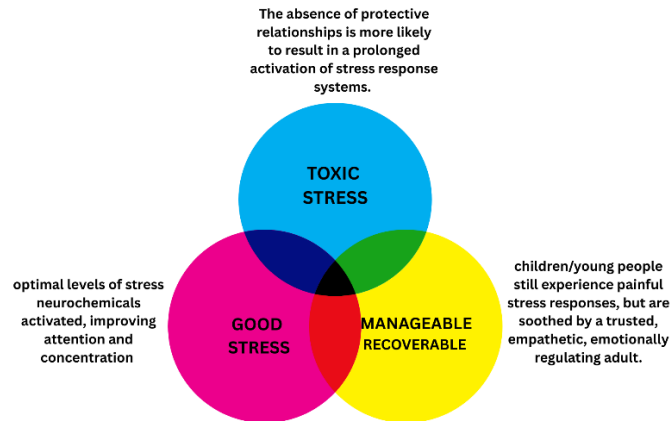
As **EAA**s it is important that we are aware of what might trigger children to send them into a fight, flight or freeze state causing dysregulation and/or shut down.

And support them by removing them or the trigger as much as possible.

(Trauma Informed Schools UK Practitioner Manual 2025)

STRESS and Trauma Response - Three Types of Stress;

- 1 Positive: Elevated levels of cortisol and adrenalin, needed in the right contexts. Short lived and brief.
- 2 Tolerable: Elevated levels of cortisol and adrenalin, high and full on but tempered by supportive relationships.
- 3 Toxic: Elevated levels of cortisol and adrenalin for too long and too high. Stress response system not relieved through relationship.



3.7i Panksepp's Emotion Systems

Knowledge of the basic emotional systems is essential for thinking about emotional disorders. At Cury it's paramount that all staff have an underpinning knowledge of these systems and how they affect the brain function of children / young people as they grow.

(Panksepp and Biven 2012)

The main 6 emotional systems that we consider and explore are

RAGE, FEAR, PANIC/GRIEF ~ triggering stress hormones like cortisol.

CARE ~ contributing to attachment (providing us with oxytocin which is the chemical that helps us to grow trust and feel empathy.

SEEKING & PLAY ~ triggering pro-social chemicals (dopamine, serotonin).

- Heightened emotional reactions in all and any of the RAGE, FEAR, PANIC/GRIEF, (Ref Panksepp, J.) systems
- Minor stressors become major emergencies. Lack of tolerance for self or others.
- Agitation.
- Aggression.
- Over Adaptation.

4. Individual Behaviour Support

4.1. The Graduated Response

For pupils who require support beyond our universal (proactive) offer, we follow the SEND Code of Practice's graduated response: **Assess, Plan, Do, Review**. This allows us to assess the underlying causes of a pupil's behaviour, plan appropriate support, implement it, and review its impact.

4.2. Wellbeing Plans.

All of our students have a **Wellbeing Plan** (2-page summary).

- **Co-production:** The plan is created by the staff team in collaboration with parents/carers and any external agencies that are involved e.g Educational Psychologist.
- **Contents:** It details the pupil's triggers and calmers at the Primary, Secondary and Tertiary levels.
- **Agreement on Restraint:** Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact or use restrictive interventions. Parameters around its use must be stated clearly in the plan and agreed with relevant people (parents, pupil, professionals).
- **Review:** Any behaviour support plans should be reviewed with the pupil and their parent periodically and following any significant incident.

5. Risk Assessments

In line with our Health and Safety duties, all Cury pupils have a formal **Risk Assessment** that is continually revisited and amended as needed.

6. Statutory Definitions (2026 Guidance):

- **Restrictive Intervention:** An umbrella term for any means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.
- **Reasonable Force:** A legal term including physical restrictive interventions. "Reasonable" means using no more force than is necessary for the least amount of time.

- **Restraint:** A non-disciplinary intervention which immobilises a pupil or limits their movement. Important: This includes **non-physical** acts, such as removing a pupil's crutches or walking aid.
- **Seclusion:** A non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

6.1 The Legal Power to Use Reasonable Force

All members of school staff have a legal power to use reasonable force. This power is derived from **Section 93 of the Education and Inspections Act 2006**. Staff can use reasonable force to prevent pupils from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils.

The decision on whether to use force depends on the individual circumstances. Staff must consider:

- **Is it Necessary?** Are there other effective, less restrictive ways to manage the situation? .
- **Is it Proportionate?** Is this the least amount of force for the least amount of time required to reduce the risk?

6.2 Policy and Practice on Seclusion

Seclusion is distinct from "time-out" or "withdrawal." Seclusion—involving keeping a pupil confined and preventing them from leaving—should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

- **Not Disciplinary:** Seclusion is never used as a punishment or disciplinary response.
- **Supervision:** The pupil must be supervised at all times.
- **Environment:** The place must be safe and not feel threatening to the pupil.
- **Duration:** As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave.

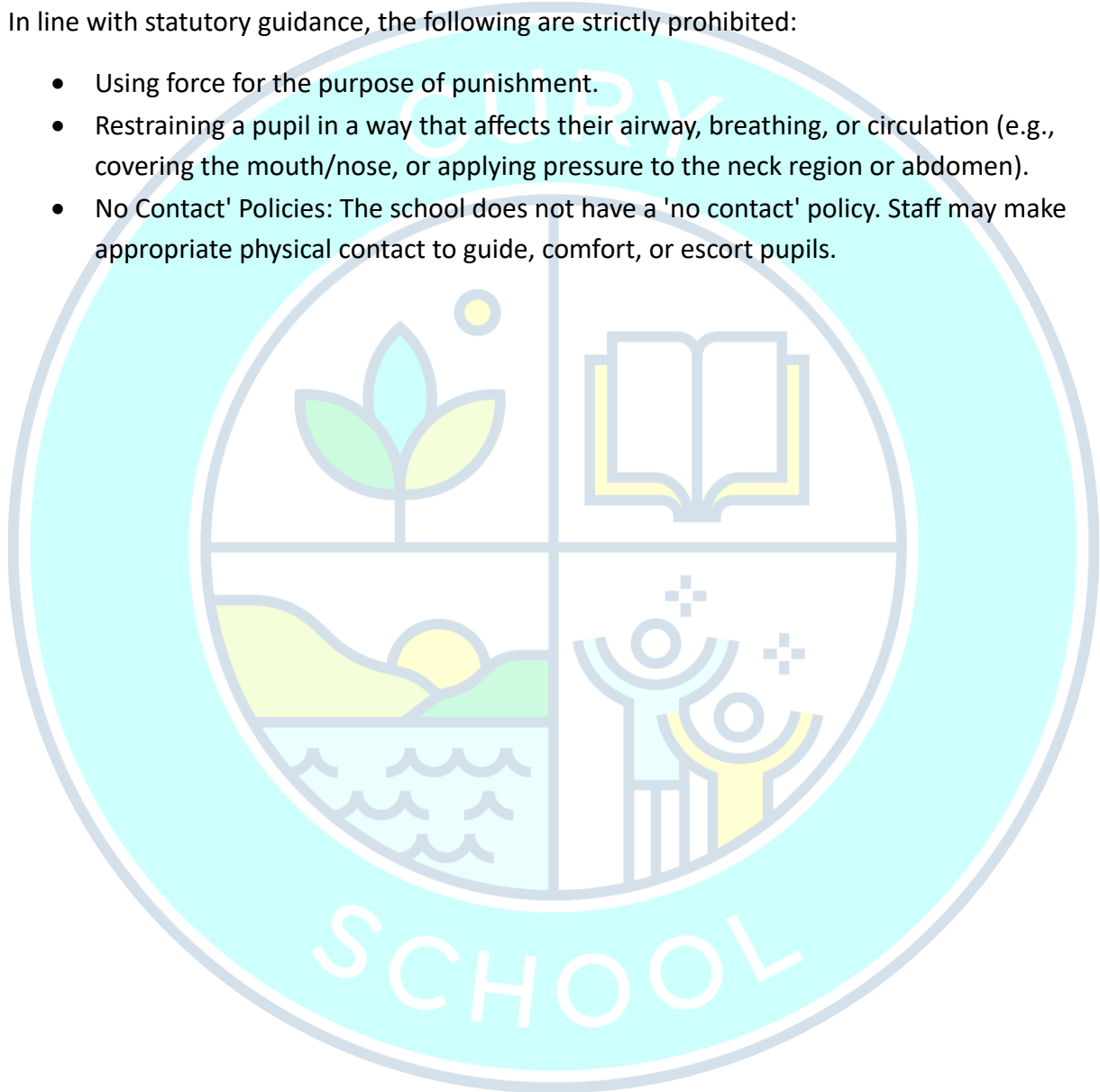
6.3 Planned vs. Emergency Restrictive Physical Intervention (RPI)

- **Planned RPI:** An RPI that has been identified as likely to be necessary for a pupil at Stage 5 (Peak). This must be described in writing in the pupil's 2-page summary.
- **Emergency RPI:** An RPI used in response to an unforeseen incident requiring a rapid physical response (e.g., a pupil running onto a road). In such cases, the principles of duty of care and reasonable, proportionate, and necessary action are paramount.

6.4 Unacceptable Uses of Force

In line with statutory guidance, the following are strictly prohibited:

- Using force for the purpose of punishment.
- Restraining a pupil in a way that affects their airway, breathing, or circulation (e.g., covering the mouth/nose, or applying pressure to the neck region or abdomen).
- 'No Contact' Policies: The school does not have a 'no contact' policy. Staff may make appropriate physical contact to guide, comfort, or escort pupils.



7. Statutory Recording, Reporting, and Post-Incident Support

This section outlines the school's mandatory procedures for recording, reporting, and debriefing following an incident. We utilise the **Trackit** system (which syncs to **CPOMS**) and the **Bound and Numbered RPI Book**.

7.1 Statutory Duty to Record Force (S93A) - The Bound Book & Trackit

The school must record each "significant incident" where a member of staff uses force on a pupil. A "significant incident" is any use of force beyond appropriate physical contact (e.g., guiding/comforting). This includes all **Escorts and Restrictive Physical Interventions (RPIs)**, whether planned or in an emergency.

The Procedure:

- **Timeline:** Incidents must be recorded as soon as practicable, endeavouring to do this no later than the same day.
- **The Bound Book:** To ensure a secure, immutable legal record, significant incidents of RPI must be recorded in the school's Bound and Numbered RPI Book.
- **Trackit:** The incident must also be logged on Trackit. This ensures the data is digitized for analysis and automatically synced to CPOMS for safeguarding oversight.
- **Content:** The record must include: names, time/date/location, pupil needs (SEN status), brief account of incident/triggers, type/degree of force, why it was necessary, and details of any injuries.

7.2 Statutory Duty to Record Seclusion and Restraint (2025 Regulations)

Under the **Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025**, the school must record each incident of seclusion or restraint.

- **Scope:** This includes restraint that occurs without direct physical contact (e.g., removal of a walking aid).
- **Procedure:** These incidents must be recorded on Trackit (syncing to CPOMS) as soon as practicable, ideally the same day.
- **Duplication:** If an incident involves both force (S93A) and restraint, it only needs to be recorded once under the S93A procedure, provided all details are captured.

7.3 Statutory Duty to Report to Parents

The school values transparency and partnership with parents.

- **Use of Force:** We must report each significant use of force to the pupil's parents as soon as practicable, endeavouring to do this no later than the same day.
- **Seclusion/Restraint:** We must provide information about any seclusion or restraint incident to parents in writing (e.g., via email or Trackit notification), ideally the same day.
- **Content of Report:** The report must include time/date/location, brief account of why it was necessary, type of force/intervention applied, and details of any injuries. An overview of the information to parents and a copy of the letter in Appendix E.
- **Safeguarding Exception:** Reporting to parents is not required if it appears that doing so would likely result in serious harm to the pupil. In this instance, the staff member must report the incident to the Safeguarding Team, who must report it to the Local Authority.

7.4 Post-Incident Support (Debrief and Repair)

- **Medical Assessment:** If appropriate, the pupil and staff member should receive a medical assessment for any injuries.
- **Staff Debrief:** A follow-up conversation is held to support staff wellbeing and evaluate the incident. This should ideally be facilitated by a staff member not involved in the incident.
- **Pupil Restoration:** A restorative conversation is held when the pupil is calm (Stage 6) to understand what happened and repair the relationship.

8. Governance, Monitoring, and Data Review

Consistent monitoring is vital to ensure the safety of pupils and to identify patterns to improve practice.

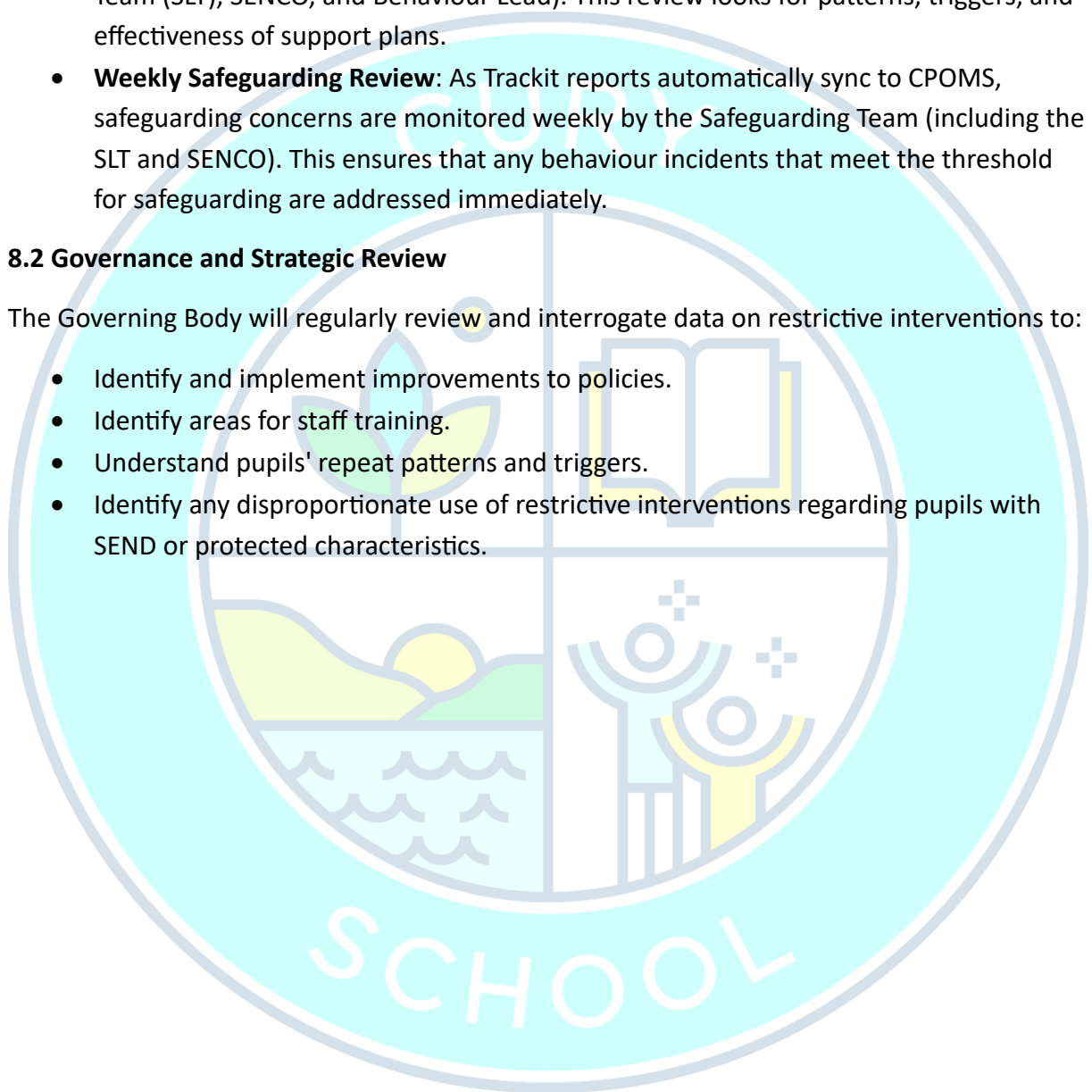
8.1 Operational 1:1 Monitoring (Weekly/Fortnightly Cycles)

- **Fortnightly Behaviour Review:** Behaviour incidents (logged on Trackit/Bound Book) are reviewed fortnightly by the Behaviour Team (comprising the Senior Leadership Team (SLT), SENCO, and Behaviour Lead). This review looks for patterns, triggers, and effectiveness of support plans.
- **Weekly Safeguarding Review:** As Trackit reports automatically sync to CPOMS, safeguarding concerns are monitored weekly by the Safeguarding Team (including the SLT and SENCO). This ensures that any behaviour incidents that meet the threshold for safeguarding are addressed immediately.

8.2 Governance and Strategic Review

The Governing Body will regularly review and interrogate data on restrictive interventions to:

- Identify and implement improvements to policies.
- Identify areas for staff training.
- Understand pupils' repeat patterns and triggers.
- Identify any disproportionate use of restrictive interventions regarding pupils with SEND or protected characteristics.



9. Related Procedures and Safeguarding

9.1 Bullying and Child-on-Child Abuse

This policy explicitly adheres to the requirements of Keeping Children Safe in Education. Bullying is defined as "the repetitive, intentional harming of one person or group by another... where the relationship involves an imbalance of power".

All incidents of bullying, aggression, discrimination, child-on-child abuse, and derogatory language are dealt with quickly and effectively. They are treated as safeguarding concerns, recorded on CPOMS, and managed in line with the SPT Safeguarding and Child Protection Policy.

9.2 Searching, Screening, and Confiscation

School staff have the power to search, screen, and confiscate items in line with DfE guidance.

- **Prohibited Items:** Staff can use reasonable force to search for legally prohibited items (e.g., knives, weapons, illegal drugs).
- **School Rules:** Staff cannot use force to search for items banned only under school rules (e.g., mobile phones).

9.3 Complaints and Allegations

Any complaint from a parent regarding the use of restrictive interventions will be managed through the SPT Complaints Policy. Any allegation that a member of staff has used inappropriate force must be reported to the Headteacher immediately and will be managed in line with the SPT Safeguarding and Child Protection Policy (Allegations Against Staff) and KCSIE Part Four.