



Behaviour for Learning and Positive Relationships Policy 2025

including Use of Reasonable Force and Restraint

	Signature	Date
Chair of Governors		
Headteacher		
Full Governing Body Approval		Autumn 2025
Next Review Date		Autumn 2026

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1. Introduction and Purpose

This policy outlines Newtown School's approach to fostering a positive, safe, and supportive learning environment where all children can thrive. It is rooted in our school's vision of "Nurturing lifelong learners" and our core values of Caring, Curiosity, and Courage as well as the Step On principles, which promote a therapeutic, inclusive, and consistent approach to behaviour management. This policy aims to promote positive behaviour, respectful relationships, and active engagement in learning, aligning with the school's improvement priorities and addressing the areas for improvement identified in the recent OFSTED inspection.

2. Legislative Framework and Guidance

This policy is informed by and compliant with the following legislation and guidance:

- **Education and Inspections Act 2006:** Governs behaviour policies in schools.
- **Equality Act 2010:** Ensures that the policy promotes equality and does not discriminate against any child.
- **Children Act 2004:** Places a duty on schools to safeguard and promote the welfare of children.
- **Keeping Children Safe in Education (KCSIE):** Statutory guidance on safeguarding.
- **SEND Code of Practice:** Provides guidance on supporting children with special educational needs and disabilities.
- **Behaviour in Schools (September 2022):** Non-statutory guidance on creating and maintaining high standards of behaviour.

3. Aims and Objectives

This policy aims to:

- Create a calm, safe, and supportive learning environment where all children feel valued and respected.
- Promote positive behaviour, self-discipline, and respect for others.
- Establish clear expectations for behaviour that are consistently applied and understood by all members of the school community.
- Provide a framework for managing behaviour effectively and fairly.
- Support children's social, emotional, and behavioural development.
- Prevent all forms of bullying, discrimination, and harassment.
- Foster positive relationships between staff, children, and parents.
- Ensure that all staff have high expectations for children's behaviour.
- Ensure that all staff consistently manage behaviour well and help all children to know established routines and expectations clearly.

Core Principles (Step On)

- **Pro-social behaviour** is explicitly taught and modelled.
- **Relational practice** underpins all interactions.
- **Consistency** in adult responses builds trust and security.
- **De-escalation** strategies are used to prevent conflict.
- **Restorative approaches** repair relationships and support reflection.
- **Emotion coaching** helps children understand and manage their feelings.

4. Roles and Responsibilities

- **Headteacher:**
 - Overall responsibility for the implementation and effectiveness of the policy.
 - Ensuring the policy is reviewed regularly and updated as necessary.
 - Supporting staff in managing challenging behaviour.
- **Senior Leadership Team (SLT):**
 - Supporting the Headteacher in implementing the policy.
 - Monitoring behaviour data and identifying trends.
 - Providing training and support to staff on behaviour management.
- **Teachers and Teaching Assistants:**
 - Implementing the policy consistently in the classroom.
 - Promoting positive behaviour and respectful relationships.
 - Managing behaviour effectively and fairly.
 - Reporting concerns about behaviour to the SLT.
 - Ensuring that all staff consistently manage behaviour well and help all children to know established routines and expectations clearly.
- **SENDCo:**
 - Providing support and guidance to staff on managing the behaviour of children with SEND.
 - Ensuring that the policy is implemented in a way that meets the needs of children with SEND.
 - Liaising with parents and external agencies to support children with SEND.
- **Parents/Carers:**
 - Supporting the school in promoting positive behaviour.
 - Working with the school to address any concerns about their child's behaviour.
 - Ensuring their child understands the school's expectations for behaviour.
- **Children:**
 - Following the school's expectations for behaviour.
 - Treating others with respect.
 - Taking responsibility for their own actions.
 - Reporting any concerns about bullying or other forms of harassment.
- **Governors:**
 - Approving the behaviour policy.
 - Monitoring the implementation and effectiveness of the policy.
 - Ensuring that the policy is compliant with relevant legislation and guidance.

5. School Expectations and Rules

Newtown School has high expectations for children's behaviour, rooted in our values of Caring, Curiosity, and Courage. We believe that all children are capable of demonstrating positive behaviour and that a consistent and supportive environment is essential for their success.

5.1 Core Expectations:

- **Respect:** Treat everyone with kindness, consideration, and respect.
- **Responsibility:** Take responsibility for your actions and their consequences.
- **Resilience:** Persevere and never give up, even when things are difficult.
- **Safety:** Keep yourself and others safe.

5.2 School Rules:

Newtown School has three rules that are displayed in all classrooms and referred to throughout the school day.

- We listen and speak respectfully.
- We try our best.
- We keep ourselves and others safe.

6. Promoting Positive Behaviour

Newtown School is committed to promoting positive behaviour through a range of strategies:

- **Positive Reinforcement:** Praising and rewarding children for demonstrating positive behaviour. This includes verbal praise, stickers, certificates, Dojo points and marbles.
- **Modelling:** Staff modelling positive behaviour and respectful relationships in their interactions with children and each other.
- **Explicitly Teaching Routines and Behaviour Expectations and Enforcing them Consistently:** Use of musical instrument to gain attention, use of 1,2,3 to move around the classroom, waiting for quiet on the carpet
- **Teaching Social and Emotional Skills:** Providing opportunities for children to develop their social and emotional skills through circle time, PSHE lessons, and other activities such as caring club and marvelous manners.
- **Creating a Positive Learning Environment:** Ensuring that classrooms are stimulating, engaging, and supportive.
- **Celebrating Success:** Recognising and celebrating children's achievements, both academic and behavioural.
- **Restorative Approaches:** Using restorative practises to resolve conflicts and repair relationships.

7. Managing Unacceptable Behaviour

Newtown School recognises that children may sometimes exhibit unacceptable behaviour. When this occurs, we will respond in a fair, consistent, and proportionate manner, focusing on helping the child learn from their mistakes and make better choices in the future.

7.1 Principles for Managing Behaviour:

- **Fairness:** Treat all children fairly and consistently.
- **Consistency:** Apply the policy consistently across the school.
- **Proportionality:** Ensure that the response is proportionate to the behaviour.

- **Respect:** Treat all children with respect, even when they are exhibiting unacceptable behaviour.
- **De-escalation:** Use de-escalation techniques to manage behaviour that challenges.
- **Documentation:** Document all incidents of unacceptable behaviour.
- **Reasonable Adjustments:** Make reasonable adjustments for children with additional needs as required.

7.2 Specific Considerations:

- **Children with SEND:** When managing the behaviour of children with SEND, we will take into account their individual needs and make reasonable adjustments to the policy as necessary. We will work closely with parents/carers and external agencies to develop strategies to support these children. Individual plans are written for children who need more support to regulate their emotions and respond to others appropriately.
- **Children with EAL:** We will ensure that children with EAL understand the school's expectations for behaviour. We will use visual aids, gestures, and other strategies to communicate effectively.
- **Bullying:** Bullying is unacceptable and will not be tolerated. We have a separate anti-bullying policy that outlines our approach to preventing and addressing bullying.

7.3 Range of Responses:

In many cases the following will be sufficient to manage behaviour:

- **Verbal Reminder:** A gentle reminder of the school's expectations.
- **Non-Verbal Cue:** A subtle signal to redirect the Child's behaviour.
- **Use of proximal praise:** Praise given to another child which leads to other children showing the desired behaviour.
- **Moving to a different space in class and or a different classroom:** This allows children to get on with their work with less distractions.

For behaviour that is more harmful, protective and educational consequences are used.

This section outlines the approach to consequences in a trauma-informed context. Instead of using traditional punitive measures, the focus is on protective and educational consequences that help children understand their behaviour, learn from it, and rebuild relationships. The goal is to ensure that consequences are both fair and restorative, fostering growth rather than reinforcing shame or fear.

a. Protective Consequences

Protective consequences aim to ensure the safety and well-being of the child and others in the school community. These consequences are designed to minimize harm, reduce stress, and allow the child to regain a sense of control over their behaviour in a safe and supportive manner.

1. Immediate De-escalation and Support:

When a child's behaviour puts themselves or others at risk (physically or emotionally), the first step is to ensure immediate safety. The child will be gently guided to a safe space, like a **Calm Zone**, where they can regulate their emotions and receive support from a trusted adult.

2. Temporary Separation from Group Activities including lunchtimes:

In some cases, it may be necessary for a child to temporarily leave a group activity to allow for emotional regulation and prevent further escalation. This decision will always be made with the child's emotional well-being in mind, and they will be provided with alternative activities in a safe, quiet space to help them regain composure.

3. **Supervised Reflection Time:**

Protective consequences may include a period of reflection where the child, with the help of an adult, can process their feelings and behaviour. This will not be a punishment but rather an opportunity to consider what happened and how to respond differently in the future.

4. **Parental Communication and Collaboration:**

If a child's behaviour results in a protective consequence, parents or caregivers will be notified in a timely and respectful manner. The communication will focus on the child's emotional needs and how to work together to ensure future success. The aim is to keep the family involved in the process, fostering a partnership between home and school.

b. Educational Consequences

Educational consequences provide children with the opportunity to learn from their actions in a constructive, non-punitive way. These consequences are designed to teach children about accountability, empathy, and the impact of their behaviour on others, while still supporting their emotional development.

1. **Restorative Conversations:**

After a behaviour that has impacted others, the child will participate in a restorative conversation with a teacher or staff member. The conversation will involve:

- **Understanding the behaviour:** The child will be guided to reflect on their actions and understand what led to the situation.
- **Impact on others:** The child will be encouraged to consider how their actions affected others in the classroom or school community.
- **Restoring the relationship:** The child will be supported in finding ways to repair any harm done, such as offering a heartfelt apology or making amends through a positive action.

If the behaviour continues other educational consequences may be used to support the child

1. **Behavioural Reflection Activities:**

To help children understand their behaviour, they will be encouraged to participate in reflective activities such as drawing, writing, or role-playing. These activities allow children to express their feelings and think about how to make better choices in the future.

2. **Adult support:**

To help children make different choices on the playground or in curiosity time an adult may model, teach and support appropriate interactions and behaviour in different situations using a scaffolding approach where children are not over supported but are able to practice small steps and achieve success.

3. **Nurture:**

To help the child to learn and practise appropriate interactions in a safe environment and in a more structured way, they may be invited to a nurture group.

The goal of protective and educational consequences is to provide children with a compassionate and structured environment in which they can learn from their actions, understand the impact of their behaviour, and develop better emotional regulation and interpersonal skills. By focusing on emotional safety, reflection, and rebuilding trust, we ensure that consequences are not punitive but serve as a constructive part of a child's overall growth and development.

8. Physical Intervention / Positive handling

Our policy on physical intervention/positive handling complies with DfE Guidance 'Use of reasonable force in schools 2013'

Staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

Any incident that leads to a child being restrained or positively handled should be recorded on CPOMS and noted by Headteacher or Deputy Headteacher. Staff who are likely to need to use physical intervention should be appropriately trained. Newtown will follow the Buckinghamshire Steps approach and all class-based staff will be trained.

All staff understand that physical intervention, of a nature which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

8.1 Positive Handling: Steps Approach

The starting point around positive handling should be that all other strategies have failed, and it is as a last resort that restrictive physical interventions are used. However physical contact can and should be used positively as an act of care and to reinforce relationships. Restrictive physical intervention should only be used when there is a need to support, demonstrate care and as part of a planned intervention with the long-term aim of helping pupils develop skills which will make physical intervention less likely in the future. Restrictive physical intervention may be used in immediate crisis situations but there after must be reviewed and written into a behaviour support plan. Physical intervention can be upsetting for staff as well as pupils. Both will need time to recover and opportunities to review at a level appropriate to them. Staff debrief is also key to considering what happened / why, planning supports for the future and hopefully avoiding other incidents.

9. Suspensions and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement** (DfE, June 2022). We refer to this guidance in any decision to exclude a child from school. The relevant internet address is:

<https://www.gov.uk/government/publications/school-exclusion>

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a child, she informs the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The Governing Body itself cannot either suspend a child or extend the suspension period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the child was suspended /excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

10. Working with Parents/Carers

Newtown School recognises that parents/carers play a vital role in supporting children's behaviour and learning. We are committed to working in partnership with parents/carers to promote positive behaviour and address any concerns.

10.1 Communication:

We will communicate with parents/carers regularly about their child's behaviour and progress. This may include:

- **Informal Conversations:** Brief chats at the beginning or end of the school day.
- **Parent/Teacher Meetings:** Formal meetings to discuss the child's progress and behaviour.
- **Phone Calls:** Phone calls to inform parents/carers of specific incidents or concerns.
- **Written Communication:** Letters, emails, or notes to communicate information about the child's behaviour.

10.2 Collaboration:

We will work collaboratively with parents/carers to develop strategies to support their child's behaviour. This may include:

- **Developing Individual Behaviour Plans:** Creating a plan tailored to the child's specific needs and circumstances.
- **Providing Resources and Support:** Offering information, advice, and resources to help parents/carers support their child's behaviour at home.
- **Involving Parents/Carers in School Activities:** Inviting parents/carers to participate in school events and activities.

11. Monitoring and Evaluation

Newtown School will monitor and evaluate the effectiveness of this policy on a regular basis. This will include:

- **Collecting and Analysing Behaviour Data:** Tracking incidents of unacceptable behaviour, including the type of behaviour, the children involved, and the responses used.
- **Gathering Feedback from Staff, Children, and Parents/Carers:** Seeking feedback on the policy and its implementation.
- **Reviewing the Policy Regularly:** Reviewing the policy at least annually to ensure that it is up-to-date and effective.

The findings of the monitoring and evaluation will be used to make improvements to the policy and its implementation.

12. Training

All staff will receive training on this policy and its implementation. This training will include:

- **Positive Behaviour Management Strategies**
- **De-escalation Techniques**
- **Safeguarding Procedures**
- **SEND Awareness**

Training will be provided on a regular basis to ensure that all staff are up-to-date on the latest best practises.

13. Policy Review

This policy will be reviewed annually by the Headteacher and the SLT, in consultation with staff, children, and parents/carers. The review will take into account any changes in legislation or guidance, as well as the findings of the monitoring and evaluation.

**CHILDREN'S
LEARNING IS
UNDERSTOOD
DEVELOPMENTALLY**



**THE
CLASSROOM
OFFERS A
SAFE BASE**



**THE
IMPORTANCE
OF TRANSITIONS
IN CHILDREN'S
LIVES**



**THE SIX
PRINCIPLES
OF
NURTURE**

**ALL BEHAVIOUR IS
COMMUNICATION**



**THE
IMPORTANCE
OF NURTURE FOR
THE DEVELOPMENT
OF WELLBEING**



**LANGUAGE
IS A VITAL
MEANS OF
COMMUNICATION**



Appendix 2 PACE





Appendix 3 Behaviour Management Approach

Every day is a new day; all children will start with a clean slate. All consequences should be immediate, and **none** carried over. All children are different and this plan may be adapted to suit individual needs.

Stage	Adult actions	Script
General Silliness / Swearing On off low-level disruption Hurting through boisterous play	Reminders of Expected Behaviour, Non-Verbal Cues, Positive Verbal Redirection, Distractions & Re-engagement Strategies. Warning of Consequences. Consequence = Any natural consequence (i.e. tidying up what was thrown etc.) Teacher to explore ways to support and teach child to modify behaviours.	Step 1: Statement of reality (i.e. simply tell them what you see) "Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)" When they are demonstrating a positive change make sure to acknowledge that with praise: "Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)"
Repetitive low-level disruption across a week Deliberate hurting including biting Deliberate damage to school or other property Throwing stones at either people or objects	Withdrawn from classroom with member of staff or taken aside in the playground to discuss. Consequence = Child to have 5 minutes time out or stay with adult in the playground for 5 minutes. No apology will be 'expected', adult could apologise on behalf of the child initially. Restorative Justice conversation to be had with children involved after the child has calmed down. Teacher to explore ways to support and teach child to modify behaviours.	Step 2: Tell them the behaviour you want to see. "Fred, I need you to... (e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)" If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a <u>thumbs-up</u>).
Behaviour endangering other children or staff or damaging property	Possible removal from the class when calm enough to move and time given elsewhere to calm down. Other children to be evacuated from the room if not safe to move the child putting others at risk. Adult to be in eyeline (could be outside the classroom looking in) but language to be used sparingly. Positive handling or restraint methods to be used as a last resort to protect the child or others (2 adults to be present).	Step 3: Statement using language of choice. "Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence] "Well done/Thank you Fred, you made the right choice"
Behaviour monitoring has shown: Repetitive hurting Repetitive disruptive or inappropriate behaviour	Deputy Head / SENCO to check the records for any signs of bullying. If any identified, then bullying procedures to be followed.	Step 4: Reinforce and depersonalise "Fred, at Newtown we respect and listen so that everyone can learn" Repeatedly referring to whole school expectations (School values and school rules.) can be very helpful in reminding children of an objective set of rules and values which never change.

Appendix 4: Behaviour Management

Behaviour Management: Playground/Continuous Provision

Build relationships. When students trust and feel respected by an adult, they're more likely to respond positively to guidance, rules, and boundaries.

Remember to notice the positives especially when a child has made a good choice after a difficult interaction.

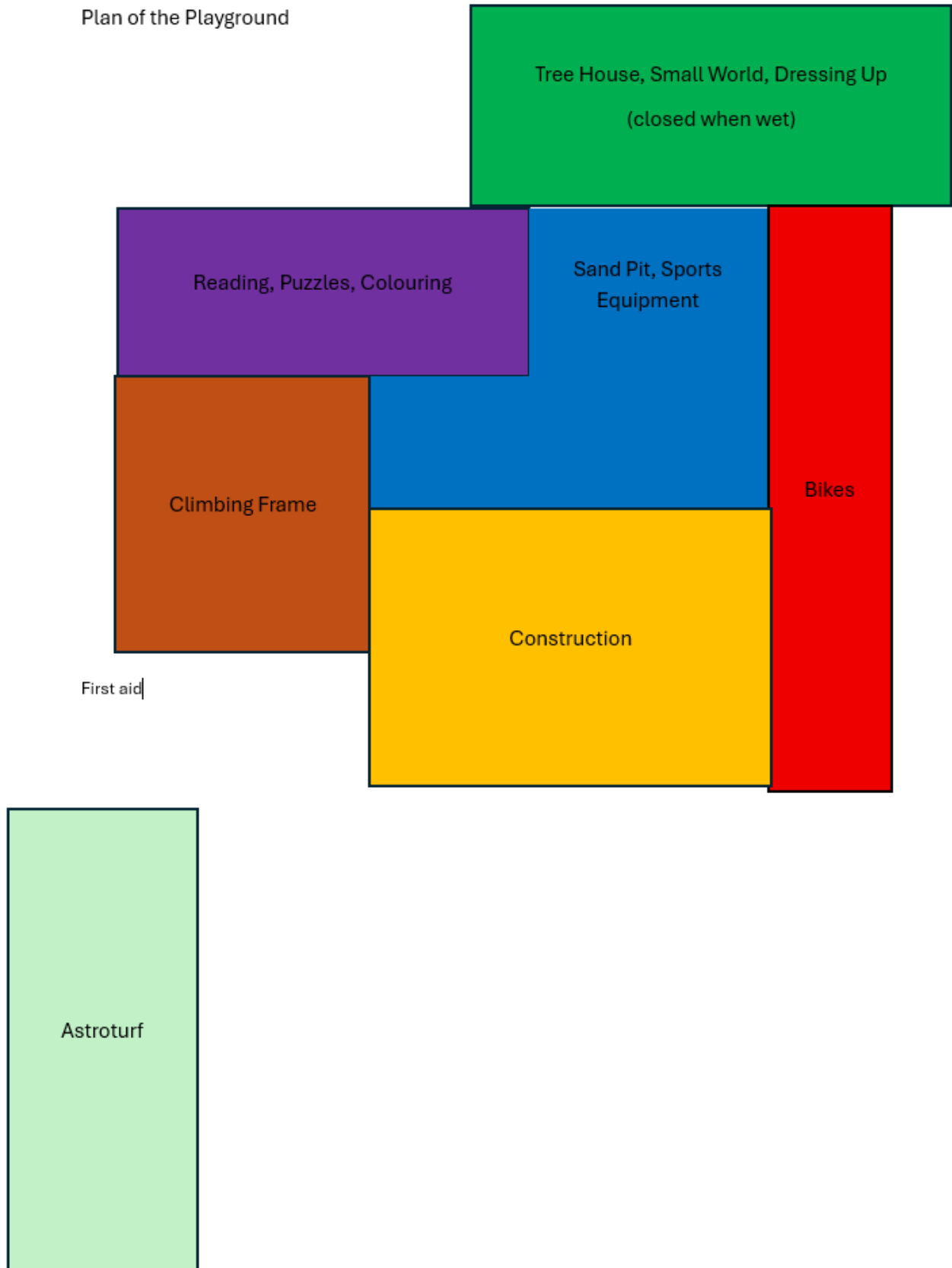
Use visual prompts for restorative conversations during any of the following behaviours if you feel it is appropriate and the child is calm enough to engage. If a child has had a time out, then a restorative conversation must take place (although it may happen much later).

Behaviour	Adult action	Home contact
Boisterous behaviour	Remind children of expectations for play. Engage children in play-redirecting them to more positive play and model good choices.	
Repeated boisterous behaviour	Tell the child they have to play in a different zone/area.	Phone call or class dojo if becomes issue-teacher or TA
Not following the rules	Remind children of expectations for play. Engage children in play-redirecting them to more positive play and model good choices.	
Repeated not following the rules	Tell the child they have to play in a different zone/area	Phone call or class dojo if becomes issue-teacher or TA
Fallings Out	Allow children time to work it out. If they can't, suggest ideas of what they could do. Come up with a solution together. Model good choices.	
Not helping with tidy up time	Explain why it is important to help. If they don't help, then the next lunch time they will finish playing 5 minutes earlier to tidy up. Please note down names.	
Swearing (record in behaviour book or CPOMs)	Do not over react. Say 'We don't use words like that at Newtown.' Try and engage the child in play. If they continue to swear, apologise to the other children. 'I am sorry you are hearing unkind words' Move away from the child who is swearing and engage the	3x within half term-phone call or class dojo-teacher or TA

	other children in play making sure the child knows they can come and play when they stop swearing.	
Hurting other children (physically or verbally) (record in behaviour book or CPOMs)	Time with adult Once the time out is completed, restorative conversation and then engage the child in play and model good choices	If witnessed phone call or class dojo-teacher or TA
Repeated hurting (physically or verbally) (record in behaviour book or CPOMs)	Time with adult in different zone Once the time out is completed, restorative conversation and then engage the child in play and model good choices.	Phone call-teacher or TA
Continuous hurting (physically or verbally) (record in behaviour book or CPOMs)	Time with Hayley or Daniel. Restorative conversation.	Phone call-Hayley or Daniel 3x within half term-meeting with parents
Exposing their own or other people's private parts (record in behaviour book or CPOMs)	Read social story book every time it happens. Ensure children involved are playing in different areas. Be vigilant. PANTs lessons repeated in class	Phone call-teacher, Hayley or Daniel 3x-meeting with parents
Racist or homophobic language	Time with Hayley or Daniel-conversation on why we don't use that language. Restorative conversation Extra PSHE lessons in class	Phone call to parents-teacher, Hayley or Daniel 3x-meeting with parents

Remember to follow a child's behaviour plan if they have one.

Plan of the Playground



Behaviour Management: Formal Learning

Build relationships: When children trust and feel respected by an adult, they're more likely to respond positively to guidance, rules and boundaries.

Explicitly teach and model the behaviour you want to see.

Set up clear routines so the children know what is expected of them.

Use verbal reminders, non-verbal cues, visual supports, catch the children doing something good, use proximal praise.

If the above doesn't work, follow below:

Behaviour	Adult action
Disrupting their learning and/or others	Move to a different area in the room so everyone can learn Restorative conversation
Continued disruption to learning	Move to a different classroom Restorative conversation
If they continue to disrupt (Record on CPOMs)	Move to Hayley or Daniel Restorative conversation

If the child has been to either Hayley or Daniel or the teacher is seeing a pattern of behaviour that they are concerned with, teacher to call parents for a conversation. (record on CPOMs)

If it continues, teacher to organise meeting with parent to discuss how both school and home can support the child. (record on CPOMs)

If there is no improvement meeting organised with parent, teacher and either Hayley and Daniel to write a behaviour plan and discuss support moving forward. (record on CPOMs)

Appendix 5 Behaviour Tracker



Behaviour Tracker

								X		
			X							
				X					X	
		X								X
					X					
X	X					X	X			
Arrival	Registration / Feelings	Funky Phonics	English	Morning Break	Maths	Lunch Time	Registration / Mindfulness	Afternoon Lesson	Story Time	Home time

Name:		Class:		Date:		Review Date:	
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Areas of strength:	SEN Stage:	Pupil voice: How <u>does</u> they feel about school? Who helps them? Can they talk about their behaviours? What helps? What makes it worse? What parts of the day goes well? What parts do they find the most difficult?
Motivators:	Areas of need:	
Presenting challenging/harmful behaviours:	Possible triggers: Possible functions (sensory/escape/attention/tangible):	Positive behaviours we are supporting:
Differentiated measures to promote/support positive behaviours		

Name:		Class:		Date:		Review Date:	
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Positive Behaviours	What we will say or do to regulate behaviours and reinforce positives		
First signs of escalation	What we will say and do to deescalate/divert	Risk prior to reasonable adjustment	Risk after reasonable adjustment
Behaviours that challenge	What we will say or do to de-escalate/divert		
Behaviours that harm	What we will say or do to best ensure safety		
Repair/restore/reflect			
How does the child best recover?			
What support do they need at this point?			
How can the child repair what has taken place/What is reasonable?			
Educational consequence options			
Protective consequence options			
Risk assessment			

Signature of Headteacher: Date

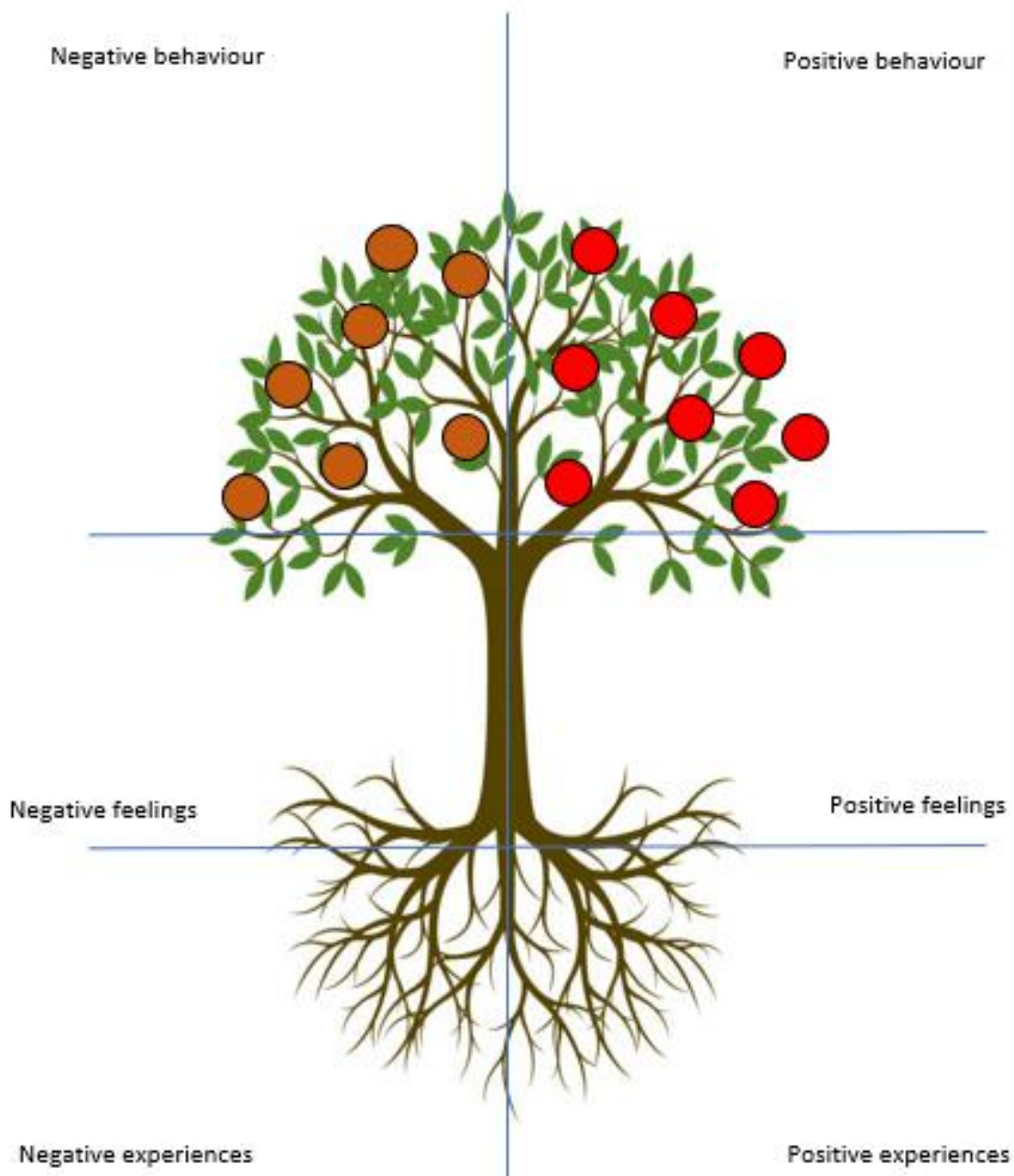
Signature of Parent / Carer: Date

Appendix 7 Roots and Fruits



Roots & Fruits Analysis

Pupil's name:	
Who contributed to this analysis?	
Date of review:	



Appendix 8 Pastoral Support Plan



PASTORAL SUPPORT PLAN INITIAL MEETING SUMMARY



Name of child	Date of birth	Year group	Class
Purpose of the Pastoral Support Plan			
PSP Initial Meeting Date	Interim Review Date	Final Review Date	
Names of those attending the meeting			
At Newtown due to the age of the child it is not appropriate for them to attend the meeting, however it is important that someone explains in child friendly terms what has been agreed so that they understand and feel part of the process.			
Name	Role	Signature	
	Staff member in charge		
	Parent / Carer		
	Parent / Carer		
Please note below who will explain the plan to the child, when and where			



PASTORAL SUPPORT PLAN INITIAL MEETING SUMMARY

Targets set at initial meeting	Target 1	Target 2	Target 3
These targets should be SMART Specific, measurable, achievable, realistic and time specific			
Child Strategies the child can put in place in order to meet the target			
Parent/Carer Strategies the family can put in place in order to help the child to meet the target			
School Strategies and actions the school will put in place in order to help the child make the target			

Appendix 9 Contacts

Overall Responsibility for Behaviour	Hayley England, Headteacher
Member of Staff Responsible for Behaviour Management	Daniel Rose, Deputy Headteacher & SENCO
Exclusions & Reintegration Team	01296 382835
Oaks Pupil Referral Unit	01494 721925

Appendix 8 Use of Force to Control or Restrain Children

The Law on the Use of Force

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury or damage to property; or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

- any member of staff at the school;
- any other person whom the head has authorised to have control or charge of pupils. This can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organised visits); and
- does not include any pupils.

What does 'Use of Force' actually mean?

In a school force is generally used for two different purposes – to control pupils and to restrain them.

- Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).
- When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

How does this work at Newtown?

At Newtown we hope that the positive approach to behaviour, as stated in our Behaviour Policy, means that the use of force to control or restrain children will be a rare occurrence.

Before Using Force

Except in cases where urgent action is essential for safety, staff should always try to deal with a situation through other strategies before using force:

- Remove the child or if, necessary, the other children from the area
- Send for another adult (probably the Deputy Headteacher or Headteacher)

Acceptable Force

Physical intervention must never involve force which might reasonably be expected to cause injury. Reasonable force is relative to age, size and strength of the pupil as well as circumstances specific to the incident. It is always preferable to have another member of staff present.

Physical intervention can include:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Leading a pupil by the arm.
- Holding a pupil.
- Shepherding a pupil away by placing a hand in the centre of the pupils back.
- Very rarely, more restrictive holds.

Continue talking calmly throughout the incident making it clear that restraint will stop as soon as it is no longer necessary.

Children with Special Educational Needs, behavioural or autistic disorders

All staff should be aware of any individual behaviour support plans or specific needs of pupils, especially for any pupils with disabilities, which may impact on the range, type and appropriateness of any physical intervention.

After Physical Intervention

All occasions involving the use of force must be recorded in detail in the bound and numbered book kept in the Office **and** recorded on CPOMS. Concise, clear records will prevent misunderstanding and misinterpretation as well as providing valuable information for future action or in the case of a complaint.

Incidents should be reported orally to the Head teacher and written up as soon as possible.

Records will include:

- Names of pupils involved
- When and where the incident took place
- Names of staff and pupils who witnessed the incident
- Reason force was necessary
- How incident began and progressed (pupil's behaviour, what was said, steps taken to defuse the situation, details of force used, length of time force was applied for).
- Pupil response, outcome of incident.
- Details of any injury or damage to property

Staff may keep a copy of the record and consult a senior colleague or professional association representative if they wish to.

Reporting to Parents

All incidents involving the use of force will be reported to parents. They will be invited to attend a meeting with the Headteacher at school to discuss issues involved. Chair of Governors will be kept informed. Every effort will be made to resolve the situation in a manner most beneficial to child and school.

Further Information

For further information please see the DFE advice dated 2025

[Use of reasonable force and other restrictive interventions guidance 2025](#)