Ladygrove Primary School



Positive Behaviour
including
Behaviour for Learning Policy

"The idea that behaviour management is simply about learning a set of techniques that emerge from a teacher's 'toolkit' is a dangerous one. Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with magic behaviour systems, bought with data tracking software or instantly achieved by calling school an academy. In behaviour management, culture eats strategy for breakfast. Getting the culture right is critical. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave"

Paul Dix:
When the adults change, Everything changes

September 2026
To be reviewed September 2027

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Introduction

Our Positive Behaviour for Learning Policy ensures that every pupil at Ladygrove Primary School and Nursery can learn, achieve and be successful. We expect everyone to treat others with respect and to take responsibility for their actions. Mutual respect is woven through our school ethos, and everyone has the right to feel safe. Staff are committed to safeguarding every child from harm and creating a calm, inclusive and supportive environment.

As a school, we want everyone to:

- Feel as if they belong within our school. We see a sense of belonging as one of the key things which encourages good behaviour. We therefore encourage all of our children to see themselves as 'belonging' to our school community.
- Be fully involved in their learning and see learning as a positive experience
- Achieve their full physical, intellectual, emotional and social potential
- Experience and celebrate success

Mental Health and Emotional Wellbeing linked with Behaviour

At Ladygrove, we recognise the importance of promoting mental health and emotional wellbeing throughout our school community, vision and curriculum. We understand that behaviour is a form of communication and that pupils may need different responses and levels of support. Behaviour that falls below expectations may be linked to anxiety, stress, unmet need or difficulty with emotional regulation. Pupils are therefore taught age-appropriate strategies to understand their emotions and manage their responses. Our inclusion team supports staff and pupils both in and beyond the classroom, and members of staff are trained in emotional literacy support and mental health first aid.

Inclusion:

We promote equality of opportunity for every pupil and ensure that all pupils can access the curriculum. We do not tolerate discrimination, harassment or victimisation. In applying this policy, the school will have due regard to the Equality Act 2010, including its duties relating to protected characteristics and reasonable adjustments for disabled pupils.
https://www.gov.uk/discrimination-your-rights

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND) *(DfE – Behaviour in Schools, February 2024)*

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.
A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.
Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools' guidance.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Everyone shares responsibility for making our school a safe, welcoming and happy place in which children and adults enjoy learning and working. Ladygrove is an inclusive community where individuality is valued and celebrated. All members of the school community will be treated with dignity and respect.

This means that everyone has a responsibility to ensure that:

- Learning is the priority
- They show respect, courtesy and consideration towards all members of the school community (children, parents, staff and wider stakeholders)
- They are honest, collaborative and co-operative with others
- They follow the rules and procedures of the school.

As a school we recognise that behaviour is a form of communication. We teach, demonstrate and model positive behaviour. We try hard to unpick this communication to support our children in making the most of their school experiences.

Our positive behaviour policy is built upon the principles of the 4 Rs: **Rights – Responsibilities - Rules – Routines.**

The First 'R' - Rights:
All our learners – have a right to be **Heard,** a right to **Learn** and a right to be **Safe.**

All the adults who work in our school whether members of staff, volunteers or visitors – have a right to teach in a friendly, safe and satisfying school that is supported by the school community.

All our Parents/Carers - have a right to feel welcome and to know that their child learns and achieves in a friendly, safe and supportive school.

These rights link with our school '**SMART Code'**

The Second 'R' - Responsibilities:

As a school community we have a responsibility to uphold our school values.

These values are qualities that help prepare our children for life in modern Britain. They are woven through lessons, collective worship and school life. They help pupils make positive choices, take responsibility for themselves, contribute to the wider school community and care for the environment.

At Ladygrove we are….

- **Kind** – Kindness is our core value and underpins our school ethos. We work together to build a culture in which everyone is considerate, supportive and compassionate.

- **Resilient** – We help pupils respond positively to setbacks, learn from difficulties and keep trying.
- **Independent** – We develop pupils' confidence to approach tasks, make appropriate choices and solve problems without unnecessary adult support.
- **Resourceful** – We encourage pupils to use the strategies, people and resources available to help themselves and others.
- **Respectful** – Everyone has the right to be treated with respect. We model and expect respectful language, conduct and relationships throughout the school community.
- **Tolerant** – We teach pupils to understand, value and celebrate the differences that make every person unique.
- **Reflective** – We teach pupils to reflect on their learning, behaviour and choices, accept responsibility and use mistakes as opportunities to improve.
- **Empathetic** – We help pupils consider other people's experiences and viewpoints, and we approach difficult conversations with care and honesty.
- **Team players** – We teach pupils that working collaboratively helps everyone achieve more.
- **Persevering** – We teach pupils that sustained effort, thoughtful practice and determination support success.

At Ladygrove we see that teaching, encouraging, modelling and demonstrating good behaviour is everyone's responsibility.

The Third 'R' - Rules:

To support good behaviour in our school and the wider school community, we have our 'SMART Code' which constitutes our school rules. It is promoted in school by displays in classrooms, corridors, on the playground and through assemblies and PSHE lessons.

Speak politely and listen carefully
Make school enjoyable for everyone
Act safely and responsibly
Respect and care for each other and the environment
Try your best at all times

Our behaviour expectations are for good behaviour for learning from all of our children. Good behaviour for learning will be celebrated and rewarded. We work in partnership with our parents to promote positive behaviour for learning.

As a school we reinforce positive behaviours. We praise children who go over and above the expected standard and use them as behavioural role models. This is to minimise incidents such as:

- Reluctance to comply with adult requests
- Taking things which do not belong to them
- Unkindness towards others
- Bullying of any kind including name-calling, hurting others, all types of bullying, threats and intimidation.
- Racism, homophobia, transgender or sexist discrimination including name calling and any type of harassment

- Child-on-child abuse, including bullying, prejudice-based and discriminatory behaviour, sexual harassment, sexual violence, harmful sexual behaviour, online abuse, intimidation, coercion and abuse within intimate personal relationships between children.

All concerns will be taken seriously and managed in accordance with the school's Child Protection and Safeguarding Policy and *Keeping Children Safe in Education 2026*. The school recognises that child-on-child abuse can occur inside or outside school and online. Staff will respond promptly, safeguard all children involved, avoid language that minimises harmful behaviour and provide proportionate support and sanctions.

- Verbal or physical aggression
- Anything illegal being brought into school, including weapons, drugs or stolen items
- Inappropriate language

Relentless Routines within school:

The Fourth 'R' – Routines
We encourage good behaviour for learning at Ladygrove Primary School by promoting our School Learning Animals. These link our school values in a visual way for children and reflect our desire to develop **Resilient, Resourceful, Reciprocal and Reflective learners**.

Our Learning Animals:



Tough Tortoise – keeps going when learning gets tough and does not give up. He shows the qualities of resilience and perseverance.



Resourceful Squirrel – is resourceful and uses things around him to help. He is independent and tries to solve problems independently first and then looks for help if needed.



Wise Owl – is reflective and thinks carefully about what he has learnt before to get better.



Team Ant – always works as a team. He is kind to his team-mates and knows that when we work together we can achieve more.

How adults at Ladygrove will enable positive behaviour

As a school we believe in teaching and promoting positive behaviour for learning.

We will do this by:

- Good and outstanding teaching
- Regular feedback to help every child make progress
- Having clear and consistent expectations
- Ensuring a pleasant, safe and stimulating learning environment
- Offering a wide range of extra-curricular activities
- Having high standards and high expectations
- Encouraging positive relationships

Teaching staff will use the following management signals:

• Team Stop
• My Turn Your Turn (MTYT)
• Turn to Your Partner (TTYP)
• Magnet eyes
• 1,2,3 to move between the carpet and tables

Ways to promote positive behaviours:

- Each classroom also has clear routines for the school day. Visual timetables are used to prepare children for what will happen next at set times.
- Calm classrooms are promoted by playing calming music first thing in a morning.
- Staff also greet each child every morning and early morning activities are used to create conducive atmosphere as soon as children enter the classrooms.

Reward systems for positive behaviour:

- We have routines in place for celebrating good behaviour and for those children who display good learning qualities and school values.
- A celebration assembly is held each week. Pupils may receive a Star of the Week award and a Learner of the Week award, both selected by the class teacher. These awards celebrate pupils who demonstrate the qualities represented by our Learning Animals and school values.
- Lunchtime awards are also given in celebration assembly for those children who have demonstrated our SMART code during lunchtimes.
- Children who receive Learner of the Week certificates and Star of the Week certificates are also mentioned in our weekly newsletter.
- Children regularly visit the Headteacher or Deputy headteacher with their work or to share positive news. Stickers will be given by them.
- Pupils who consistently go above and beyond may receive a positive email home from their class teacher. Where appropriate, this recognition may be built towards over time to support an individual pupil's needs.
- Children are awarded Dojos/house points for effort, work and good behaviour. The child with the most Dojos in each class every week earns a raffle ticket.

These raffle tickets are entered into a half-termly draw where children in EYFS/KS1 and KS2 can win vouchers to spend (e.g. a £10 voucher for Ten-Pin Bowling, Amazon, WH Smith etc)

- Classes may use a weekly 15-minute Golden Time session to celebrate positive choices, effort and contribution.

Encouraging 'Outstanding' behaviour at lunchtimes and playtimes:

We regularly train our playtime and lunchtime staff so they are familiar with the schools behaviour policy. We have also trained our Lunchtime supervisor team in the behaviour scripted intervention. Lunchtime staff have also received 'Happy Lunchtime' training by an external company which is now implemented across school during lunchtimes. Staff can reward children using a pom-pom when they 'catch' them following the SMART code. Each class have a jar to store their pom-poms in and the class with the most at the end of the week will receive the Golden Lunchbox reward (examples are 15 minutes extra on the tyre park, 15 minute disco in class, hot chocolate treat etc) in both KS1 and KS2. Staff are also able to nominate children for the 'Happy Lunchtime award' weekly which is celebrated during our Friday Celebration assembly.

The importance of attendance and punctuality:

Attendance

Attendance below **90%** will affect your child's learning, progress and achievement and is classed by the Government as being persistently absent. School monitors each child's attendance alongside our School Education Welfare Officer. Good attendance is celebrated while action is taken to address poor school attendance.

Children who do not attend school regularly, can find it hard to build successful relationships with their peer group. This can also affect their attitude to school, behaviour and their learning. We are aware of this, and our Inclusion and Wellbeing Manager works hard with families to improve school attendance.

Punctuality

Being on time is extremely important. If a child is late, it affects their own learning but it also affects the learning of others.

- School gate opening: 8.25am
- Classroom doors open: 8.35am
- School Day begins: 8.45am. **Any children arriving after this time will be marked late. Any children arriving after 9.20am will receive an unauthorised absence mark for that session.**

What happens when behaviour falls below our expectations?

At Ladygrove, behaviour that falls below expectations is addressed calmly, consistently and with kindness. Our approach is informed by relational and restorative practice. We teach pupils to recognise emotions, regulate their responses,

understand the impact of their choices and repair harm. Every adult is expected to understand and apply the school's approach consistently and to build positive, professional relationships with pupils.

- When a member of the school staff sees behaviour which they deem to be below expectations, they use a scripted intervention to deter the behaviours (see Appendix 2). Staff are trained in this approach annually and it is covered in new staff induction.

- They should ideally intervene on a 1:1 basis, without the class as an audience, although we accept that this is not always possible.

- Children are given three chances to think (turn their behaviour around) unless of course the behaviour is serious and then the approach will be escalated. If the child needs 'time-out' as a sanction, this will initially be given by the class teacher. Once this has happened the class teacher will lead a restorative conversation with the child, so that they see the impact of their behaviour on others.

- Following the behaviour pathways approach, after a child has been given a sanction for poor behaviour e.g. time out or time with SLT, this will be recorded on the school CPOMS system.

- If there are three entries in the system for a child within a two week period, parents/carers will be contacted. It is the responsibility of class teachers to bring three entries or more to the attention of school leaders and arrange the meeting with the parents themselves. A plan of action will then be decided upon to support the child with making a positive change in their behaviours.

- Disruption to lessons is taken very seriously. If a child continues to disrupt a lesson, this will result in following the school's behaviour pathways. Persistent disruption can lead to removal from the classroom or use of the school's internal reflection provision. Any removal will be supervised, purposeful, time-limited and educationally meaningful, with suitable work, appropriate support and clear arrangements for review and reintegration.

- Lunchtime sanctions – Low level behaviour: Children are verbally reminded to follow our school SMART code. Medium level behaviour: Children are asked to stand next to the lunchtime supervisor for 2-5 minutes depending on the behaviour. High level behaviour: A member of SLT is asked to support.

Recording – Once the intervention stage on the behaviour pathway has been reached, staff must record the incident on CPOMS. Verbal reminders do not normally require recording unless the pupil has an individual behaviour plan, a provision map or an agreed monitoring arrangement. Leaders use recorded information about patterns, locations, timings and triggers to plan support and reduce the likelihood of recurrence.

Some pupils have additional needs that can make it more difficult for them to meet behaviour expectations. Where this is the case, the school will work with the pupil, parents or carers and relevant professionals to understand need, identify triggers and

agree a personalised response. This work will align with the school's SEND Policy and the local authority's Belonging Strategy. The SENCO will be involved where appropriate, and staff may use an individual behaviour plan, provision map, risk assessment or pastoral support plan with clear, measurable targets. Plans will be shared with the staff who need to implement them and reviewed regularly with the pupil and family. Support may include pastoral provision, emotional-regulation work, targeted intervention, environmental adjustments or additional adult support.

Staff, the Headteacher and SENCO may consider additional support including Early Help, Behaviour Support, educational psychology, adult support, the Inclusive School Forum, Fair Access Panel, Emotional Wellbeing Panel, temporary part-time timetable, off-site direction, managed move, alternative provision or an education, health and care needs assessment. Any action will be lawful, proportionate, time-limited where appropriate and centred on the pupil's best interests, safeguarding and access to suitable education.

Fair Access Panel (FAP)

The Fair Access Panel brings together relevant education professionals to consider complex cases and recommend additional support. The school will work with parents or carers to present clear evidence of the pupil's needs, the support already provided and its impact. Recommendations may include further outreach, a time-limited placement, alternative provision or other locally available support. Families will be kept informed, and any placement or reintegration plan will have clear objectives, review arrangements and timescales.

Temporary Part-Time Timetables

A part-time timetable must not be used to manage a pupil's behaviour, as an informal exclusion or as a long-term arrangement. In very exceptional circumstances, where it is in a pupil's best interests, the school may agree a temporary part-time timetable as part of a time-limited reintegration or support plan. The arrangement will have clearly defined objectives, a written plan, regular review dates and a specified date by which the pupil is expected to return to full-time education. Parents or carers will be involved, the pupil's views will be considered, and the local authority will be informed in accordance with local procedures. Safeguarding, SEND, disability and medical needs will be carefully considered. A part-time timetable will be in place for the shortest possible time and will not be used to avoid a formal suspension or permanent exclusion.

Off-Site Direction and Managed Moves

Where appropriate, the governing board may require a pupil to attend another educational setting to improve their behaviour through a lawful off-site direction. Any direction will comply with the statutory requirements relating to written notice, objectives, duration, review, safeguarding, education and parental communication. The pupil's views will be considered, and the governing board will review the placement at appropriate intervals to ensure that it is achieving its objectives and benefiting the pupil.

A managed move is a voluntary, permanent transfer to another school and may be considered only where it is in the pupil's best interests. It must be agreed by all parties, including the parents and receiving school, and must follow the School Admissions Code and appropriate information-sharing and safeguarding arrangements. Trial managed moves will not be used. A managed move will never be used to pressure a family into removing a pupil or to avoid the statutory exclusion process.

Other Sanctions

In rare circumstances, serious or persistent behaviour may require a different or more significant response. Any consequence will reflect the nature, context, impact and frequency of the behaviour and will be reasonable, proportionate and applied fairly. A pupil will not be prevented from taking part in a school visit or activity solely as a punishment. However, where an individual risk assessment shows that participation cannot be made safe through reasonable adjustments and additional controls, leaders will discuss the matter with parents or carers and consider suitable alternatives.

If there is a physical altercation between pupils at lunchtimes/ playtimes this will immediately be referred to the school's leadership team. Both sets of parents are contacted by school and sanctions given as necessary. That sanction may include time out of class and the child may be asked to write an apology letter.

Hate Crimes: Racism, Homophobic and Transphobic Language/ Incidents:

Any prejudice-related incident or suspected hate incident will be recorded on CPOMS and referred promptly to a member of the senior leadership team and the Designated Safeguarding Lead where appropriate. The school will respond in line with its safeguarding, anti-bullying and equality procedures, including any current local authority reporting arrangements. Through the curriculum and wider school life, we celebrate diversity and make clear that racist, homophobic, biphobic, transphobic, sexist, disablist or faith-based abuse is unacceptable. Parents or carers of the pupils involved will be informed unless doing so would create a safeguarding risk.

Bullying:

All reports or suspicions of bullying will be taken seriously, recorded on CPOMS and managed in line with the Anti-Bullying Policy. Senior leaders and Designated Safeguarding Leads monitor records to identify patterns, repeat concerns and pupils who may need additional support. Parents or carers of the pupils involved will normally be informed promptly, and appropriate pastoral, safeguarding and behaviour support will be provided. The school will distinguish bullying—behaviour that is repeated over time and involves an imbalance of power—from one-off conflict, while responding appropriately to all harmful behaviour.

Suspensions and Permanent Exclusions

Ladygrove Primary School and Nursery is committed to maintaining a calm, safe and supportive environment in which every pupil can learn and staff can work safely. Suspensions and permanent exclusions are lawful behaviour-management measures available to the Headteacher. They will be used only where necessary, following a careful consideration of the individual circumstances, the evidence available, the pupil's views and any relevant safeguarding, SEND, disability, social care or contextual information. A suspension may be appropriate where other strategies have not been successful or where an incident is sufficiently serious to warrant an immediate response. Permanent exclusion will normally be used only as a last resort,

in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

All decisions will be lawful, reasonable, fair and proportionate and will follow the Department for Education's statutory guidance, *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, effective from 26 July 2026. The school will not operate an informal, unofficial or "no exclusion" arrangement. Sending a pupil home for disciplinary reasons must always be formally recorded as a suspension. Parents will not be asked to collect a pupil early or keep them at home as an alternative to the statutory suspension process.

The Headteacher will notify parents and all other relevant parties within the required timescales. The local authority will be informed of every suspension and permanent exclusion, regardless of length. Where the pupil has a social worker or is looked after, the relevant social worker and/or Virtual School Headteacher will also be notified without delay. The governing board will fulfil its statutory duties in relation to oversight, consideration and review.
Following a suspension, the school will support successful reintegration through a reintegration strategy or meeting that focuses on positive behaviour, additional support and reducing the likelihood of recurrence. The pupil should be enabled and encouraged to attend and contribute. Reintegration arrangements will not be used to delay the pupil's return to school.

Temporary Separation for Safeguarding Purposes

In rare situations, it may be necessary to prevent a pupil temporarily from attending the school premises in order to separate them from another pupil or person following a safeguarding concern or allegation. This is not a disciplinary suspension or permanent exclusion.
Any decision to use safeguarding separation will be made with the involvement of the Designated Safeguarding Lead or a deputy, will take account of the Equality Act 2010 and the Human Rights Act 1998, and will be used only where separation is essential and cannot practicably be achieved while the pupil remains on site. Parents will be informed promptly of the reason for the arrangement, the governing board will be notified without delay, suitable education will be arranged, and the arrangement will be reviewed regularly. The pupil's welfare, education and timely reintegration will remain central throughout.

Lunchtimes

During lunchtime, pupils are expected to follow the SMART Code and staff apply the same calm, consistent behaviour approach used throughout the school day. Pupils should be supported to take part in safe, purposeful activities. If a pupil's behaviour presents an immediate safety concern, staff may temporarily restrict access to a particular activity or area while support and risk-management arrangements are reviewed. A pupil will not be informally excluded from the whole lunchtime period. Any suspension for disciplinary reasons will follow the statutory suspension process.

Violent Incidents:

Where an incident involves violence, abuse, threats or harassment, the immediate priority is to safeguard pupils, staff and others. Parents or carers will be contacted where appropriate, and medical attention will be arranged if required. The incident

must be recorded promptly on CPOMS and through the local authority's health and safety reporting process. The School Business Manager will support staff to complete any required violent incident or MyView report. Leaders will review the incident, associated risk assessments and any support required for those involved.

Risk assessment

Damage to property

Pupils are expected to respect school property and the belongings of others. Where damage is deliberate, the school will investigate the circumstances, apply an appropriate consequence and support the pupil to repair the harm where possible. Parents or carers may be asked to contribute towards replacement or repair costs where this is reasonable and lawful; each case will be considered individually.

Leaving the classroom or school grounds without permission (see Appendix 5)

The law and legal framework concerning missing or runaway children states;

"Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child's welfare (Children Act 1989 s3 (5)). It is likely to be "reasonable" to inform police, or children's services departments, and if appropriate, their parents, of the child/young person's safety and whereabouts."

If a pupil leaves a classroom without permission, staff will establish their location and immediately alert the senior leadership team. Staff will maintain appropriate observation and use calm, proportionate responses, taking account of risk and any individual plan. They will not pursue the pupil in a way that increases danger. If the pupil leaves the school site, the school will contact parents or carers and the police without delay, following the missing-child protocol in Appendix 5.

The power to sanction beyond the school gate (Appendix 6)

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Searching, Screening and Confiscation

The school follows the Department for Education's current *Searching, Screening and Confiscation* guidance. Searches will be carried out lawfully, respectfully and with due regard to safeguarding, dignity, privacy and the pupil's individual needs.

The Headteacher may authorise appropriate members of staff to search pupils or their possessions. Before a search, staff will consider the age and needs of the pupil, the reason for the search, any relevant safeguarding information, SEND, disability, communication, medical or trauma-related needs, and whether the Designated Safeguarding Lead should be consulted.

A search without consent may be undertaken where there are reasonable grounds to suspect that a pupil possesses a prohibited item. These items include knives or weapons; alcohol; illegal drugs; stolen items; tobacco, cigarette papers and vaping products; fireworks; pornographic images; and any article reasonably suspected to

have been used, or likely to be used, to commit an offence or cause personal injury or damage to property.
Where possible, the person carrying out the search will be the same sex as the pupil and another member of staff will witness the search. Any lawful exception will be carefully justified and recorded. A pupil will not be required to remove clothing other than outer clothing. School staff will not conduct a strip search. Where police involvement is required, the school will follow safeguarding procedures and the statutory protections applying to strip searches.
The school will record every search for a prohibited item and any search conducted by the police on school premises. Parents will be informed where a search has taken place, in accordance with current guidance. Items found will be retained, returned, disposed of or passed to the police as required by law and guidance. Electronic devices and their data will be handled lawfully, carefully and in line with safeguarding and data-protection requirements.
See **Appendix 8** for Confiscation record.

Mobile Phones and Smart Technology

In line with the Department for Education's statutory guidance, effective from 1 September 2026, Ladygrove Primary School and Nursery is a mobile phone-free environment by default.
Pupils must not use mobile phones or other personal smart or communication technology with similar functionality at any point during the school day, including lessons, transitions, breaktimes, lunchtimes, clubs and other school-supervised activities. This includes devices that can send or receive messages or notifications or record audio, photographs or video.
Any exception must be necessary, proportionate and agreed in advance to meet an individual pupil's medical, SEND, disability, safeguarding or other exceptional need. Approved use of school-provided technology for teaching and learning is governed by the school's acceptable-use and online-safety procedures.
Expectations, storage arrangements and consequences for breaches are set out in the school's Mobile Phone, Smartwatch and Photography policies. Any confiscation or search will be carried out lawfully, proportionately and in accordance with the school's behaviour policy and current Department for Education guidance.

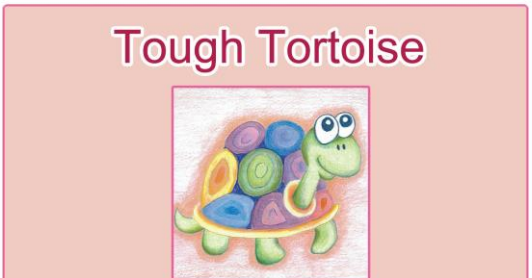
Restrictive Interventions, Including the Use of Reasonable Force

Ladygrove Primary School and Nursery follows the Department for Education guidance, *Restrictive interventions, including the use of reasonable force, in schools*, effective from 1 April 2026. The school is committed to proactively minimising the need for restrictive interventions through positive relationships, early support, reasonable adjustments, individual planning, prevention and de-escalation.
A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently. It may include reasonable force, physical restraint, non-force restraint or seclusion. Such interventions will be used only when lawful, necessary, reasonable and proportionate, and never as a punishment or for staff convenience. No more force than is necessary will be used.
Reasonable force may be used by a member of staff, or another person whom the Headteacher has lawfully placed in charge of pupils, to prevent a pupil from committing an offence, causing personal injury, damaging property or seriously

prejudicing good order and discipline. Any decision to intervene will be based on professional judgement and the circumstances at the time, with careful consideration of the pupil's age, communication needs, trauma, SEND, disability, medical needs and other known vulnerabilities.
Seclusion means placing a pupil alone in a room or area from which they are prevented from leaving. It will be used only where lawful, necessary and proportionate to prevent harm, for the shortest possible period, with continuous appropriate supervision and with regard to the pupil's dignity, welfare and safety. It must not be used as a disciplinary sanction.

All staff who may need to respond to behaviour that presents a risk will receive suitable information and training appropriate to their role. Staff will use CPI Safety Intervention approaches and any specialist physical techniques only where they are appropriately trained and where the approach is consistent with current law, guidance and the pupil's individual needs. Training does not remove the need for professional judgement, proportionality, safeguarding awareness or reasonable adjustments.
Restrictive intervention is not a routine behaviour-management strategy and must not be used simply to secure compliance, overcome passive resistance, punish a pupil or compensate for insufficient staffing. Where a foreseeable need for intervention is identified, planned strategies will be set out in an individual plan and risk assessment, developed with the pupil and parents or carers where appropriate and shared with relevant staff. An individual plan does not amount to advance consent for the use of force: each intervention must still be justified by the circumstances at the time. Emergency intervention may be used only where an unforeseen situation creates an immediate need for lawful, necessary and proportionate action.
Every significant incident involving the use of force must be recorded as soon as practicable on CPOMS and through the school's agreed reporting process. In deciding whether an incident is significant, the school will consider the nature and duration of the intervention, the degree of force used, the risks present, any injury or distress, the pupil's age and individual needs, and the wider circumstances. All uses of seclusion and any non-force restraint that restricts a pupil's liberty will be recorded. Parents or carers will be informed as soon as practicable on the same day. Where informing a parent would be likely to result in significant harm to the pupil, the Designated Safeguarding Lead will decide what information should be shared and with whom; the reason for any decision not to inform a parent will be recorded.
Following an incident, the school will consider the physical and emotional wellbeing of the pupil and staff involved, offer appropriate medical attention and support, listen to the pupil's views, review any individual plans or risk assessments and consider whether additional support or reasonable adjustments are required. Leaders and governors will monitor anonymised incident data for patterns, disproportionality and opportunities to reduce future use. Any complaint or allegation will be managed promptly under the school's complaints, safeguarding, allegations and low-level concerns procedures.

Appendix 1: Learning Animals Resources:



Team Ant



How to be a member of Team Ant

We are reciprocal.
(Collaborate)

We are good listeners.
(Empathy)

We can work well as part of a team.(Collaborate)

We help each other with tasks and remember to take turns.(Collaborate)

Resourceful Squirrel



How to be a resourceful squirrel

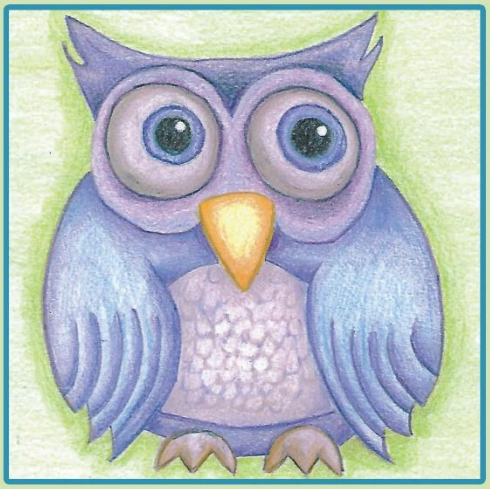
I use the resources in the classroom to help me; dictionaries, thesauruses, displays, word cards and maths equipment etc.(Capitalising)

I can find the things I need to carry out an activity and to help me when I get stuck.(Capitalising)

I try to work things out myself and think carefully about what i need to carry out an activity.(Capitalising)

I know what I need to do to improve my work and make sure that I act on it.
(Capitalising)

Wise Owl



How to be a Wise Owl

I am reflective and think carefully about what I have learnt. (Distilling)

I think back to the learning I have done before.(Distilling)

I try to work out ways to stop me being stuck with my learning.(Planning)

I am good at planning my learning. (Planning)

Appendix 2A: Scripted intervention

SCRIPTED INTERVENTION	**SCRIPTED INTERVENTION**
1. Open well and do not start a dialogue with the child – "I've noticed that you're finding things a little tricky this morning…" 2. Physical approach – get down to children's eye level, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you 3. Refer to why you are there and a specific rule – "You know you can make the right choice." BE POSITIVE AND GIVE A REMINDER…remember when you…then walk away…I am giving you a ***chance to think*** 4. Leave the situation- "Thanks for listening." 5. Sanction – if the learner has been given 3 opportunities to turn their behaviour around, but still struggling, tell them what will happen now – Reflection time (5 minutes at break with restorative conversation) but POSITIVE reminders – remember last week when you…this is the behaviour I want to see from you now 6. Hold your nerve at this moment. This is where you can model that emotionally resilient adult behaviour for the children. *Missed work can be sent home, with conversation with Parents. You know your children!*	1. Open well and do not start a dialogue with the child – "I've noticed that you're finding things a little tricky this morning…" 2. Physical approach – get down to children's eye level, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you 3. Refer to why you are there and a specific rule – "You know you can make the right choice." BE POSITIVE AND GIVE A REMINDER…remember when you…then walk away…I am giving you a ***chance to think*** 4. Leave the situation- "Thanks for listening." 5. Sanction – if the learner has been given 3 opportunities to turn their behaviour around, but still struggling, tell them what will happen now – Reflection time (5 minutes at break with restorative conversation) but POSITIVE reminders – remember last week when you…this is the behaviour I want to see from you now 6. Hold your nerve at this moment. This is where you can model that emotionally resilient adult behaviour for the children. *Missed work can be sent home, with conversation with Parents. You know your children!*

Appendix 2B:

30 second script when reflecting upon what has happened. Restorative conversation.
READY, RESPECT, SAFE

REFLECTION-TIME FOLLOW-UP CONVERSATION

1. We are going to have this restorative chat, I will then decide if it needs to be taken any further.

2. What happened? Child's perspective.

3. This is what I have been told/witnessed myself.

4. Who has been affected? If they can't, inform them who has been affected.

5. How have they been affected? The other children.

6. What needs to happen to make this right? If they say "I'll say sorry," Prompt them by saying what else? Make achievable promises.

7. What would you do differently next time?

8. Explain the commitment to them regarding your relationship and why the sanction has been given.

Appendix 3: Chance to Think Sheet



Chance to THINK and REFLECT

Name:_____**Class:**_____

Date: _____

What happened?

_____

_____

_____

Who was affected by your behaviour?

_____

_____

_____

How can you repair things? Make things better?

_____

_____

_____

Moving forward, what will you do differently?

_____

_____

_____

Student: _____

Member of SLT:_____

Appendix 4: Behaviour Pathways

Low Level Behaviour Pathway
(Examples include low level disruption, answering back, refusal to follow a request, swearing)

1. Initial verbal warning given using the scripted intervention.
2. Second verbal warning given following the scripted intervention.
3. Third verbal warning given using the scripted intervention.

Intervention if not adhered to within 3 warnings: Miss 5 minutes of breaktime with the class teacher
If a child refuses to participate in a lesson, outline the implications as such using the scripted intervention. It may be necessary to use the support of the Pastoral and Wellbeing Lead/ SENDCO/ SLT depending on the needs or the situation and the reasons behind the refusal.
If after the intervention, or if behaviour continues, progress to the medium level behaviour pathway.

Medium Level Behaviour Pathway:
(Examples include persistent disruption, repeat swearing, shouting at children/ staff)

1. Request support from a member of the School Leadership Team or the School's Pastoral and Wellbeing lead. Member of this team to use scripted intervention and three warning approach.
2. Intervention: Time out of the classroom and missed breaktime with a member of SLT. Parents informed by the class teacher. A restorative conversation held between child, class teacher and member of the SLT who has dealt with the incident. Staff member to complete The Chance to Think sheet.
3. Follow up: Meeting with the class teacher, Inclusion and Wellbeing lead and SENDCO to discuss a way forwards. Consider the use of an individual behaviour plan and intervention from the Inclusion and Wellbeing lead.

If there are three similar incidents in a two week period, parents called in for a formal meeting.

High Level Behaviour Pathway:
Examples include serious aggression or physical violence, fighting, throwing furniture, causing deliberate damage, threatening behaviour, possession or use of a weapon, and racist, homophobic, biphobic, transphobic, sexist, disablist, faith-based or other prejudice-related abuse.

1. Request immediate support from Senior leaders and if needed Safety Intervention trained staff.
2. Remove the class to a place of safety (if required).
3. Where safe and appropriate, support the pupil to move to a quieter space; if this cannot be achieved safely, move other pupils away from risk.
4. Reasons behind the behaviours will be investigated by a member of the senior leadership team. A Chance to Think sheet will be completed by the senior leader dealing with the incident.
5. Parents to be contacted by member of school staff
6. Senior Leaders to consider sanctions and support. Sanctions may include:

Internal reflection provision with a member of school staff

Fixed Term suspension	Permanent Exclusion	Managed move

7. The school may also access the support of the school Educational Psychologist, the Behaviour Support team and Inclusive School Forum to support children with complicated needs.
8. Where additional support is required, leaders may consider a temporary part-time timetable, alternative provision, off-site direction, managed move or referral through relevant local authority processes. These arrangements must not be used as informal exclusions and must comply with the main policy and current statutory guidance.

CPOMS – Once the intervention stage has been met on the pathway, staff are to record the incident on CPOMS. Verbal warnings before this do not warrant recording unless the child is on an IBP or behaviours are being monitored and recorded.

Appendix 5:

Ladygrove Primary School

Protocol for a child going missing from school during the school day

This relates to young people going missing on their way to, or going missing from school it does not involve young people who are failing to attend for any other reason.

- When a child goes missing on their way to school there should be clear procedures in place to follow up on their whereabouts. This should include robust registration procedures so that at the earliest opportunity parents/carers can be informed at once should their child not turn up at school. If there are concerns about 'Children Missing Education' a referral should be made in the first instance to 'childrenmissingeducation@telford.gov.uk' and the Attendance & Pupil Tracking Officers will guide any person making an enquiry through the referral process.
- All relevant contact numbers are on the system, parents are contacted as part of the first day absence procedures. These numbers must be kept up to date, if parents notify of a change.
- Registers should always be up to date and each child's attendance recorded accurately. This includes and is especially important during afternoon registration.
- Any pupil who is absent and has attendance below 90%, on a Early Help Support Plan or is subject to a CIN (Child in Need Plan) or CP(Child Protection) Plan or Care plan should be highlighted to a senior member of staff immediately, so that they can liaise with agencies involved with the family in the first instance.
- Persistent lateness will be followed up in line with the Attendance Policy. Pupils arriving after the school's register-closing time will receive the appropriate attendance code, and concerns will be reviewed with the school's attendance lead or Education Welfare Officer.
- Police do not normally record or investigate reports of absences that are clearly truanting. Each case will need to be assessed on the known risks and whether the absence is out of character for the child.
- If a child's absence is reported to the police they will be treated as a missing person; it is therefore important that all reasonable efforts to trace a child should be made first. This could include school staff and trusted older pupils or hosts at the school in appropriate cases.
- If a pupil goes missing the Administrator will inform a senior member of staff, who will in turn contact parents/carers and agree who is the most appropriate person to be notifying the police to report the pupil as missing. This will usually be the parent, however, if it is felt that concerns related to the home situation then the school should also be contacting the police to report the incident.
- All school staff should be aware of these procedures and follow them rigorously to ensure the safety of school pupils whilst also enhancing the expectations and reputations of the school.

- All pupils should be reported to the police as missing by the end of the school day if not located AND the school have been unable to contact the parents/carers.
- If you are not sure if a child should be reported to the police as missing then telephone them for advice.

When a child is identified as missing during the school day, complete the following checklist (see below)

Ladygrove Primary School – Protocol for a missing child.

Name of pupil……D.O.B……

Action	✓
Ensure the child is not on the school premises (and that reception staff alert you immediately they receive any information)	
Check with the child's friends when they were last seen. (Establish from friends if the child has a mobile phone and if so attempt to make contact. Send a text message to them).	
Contact the child's parents/carers and advise they should contact the police if they have any concerns. Depending on the age and circumstances, school may immediately contact the police as well as the parents e.g. is a child goes missing once they have arrived at school or if they go missing whilst on a school trip.	
Contact absent parents (unless they are not allowed contact with the child)	
Contact any emergency contacts from the child's records	
If the child is subject to a Child Protection Plan, or is a Child in Need inform the key social worker or if unavailable the team leader	
If the child is a child "at risk/vulnerable" report immediately to social care and the police (ensure any health concerns are communicated)	
If you are unsure if the child should be reported to the police, ring 101 for advice	
If the child is still missing by the end of the school day and you have been unable to talk to the parents/carers, report them as missing to the police	
When the child is located, explore reasons for their absconding	

Date checklist completed:……(Copy to appropriate file)

Appendix 6:

The power to sanction beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child/ children involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers in Dawley of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Appendix 7: Searching, Screening and Confiscation Guidance
Searching, screening and confiscation

This appendix should be read alongside the main policy section on searching, screening and confiscation and the Department for Education's current guidance. Only the Headteacher or a member of staff authorised by the Headteacher may carry out a search. Searches must be lawful, necessary, proportionate and respectful, with careful consideration of safeguarding, SEND, disability, communication, medical and trauma-related needs. The Designated Safeguarding Lead should be consulted where appropriate.

Searching with consent

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Schools' common law powers to search:
School staff can search pupils **with their consent for** any item which is banned by the school.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical from completed), knives, firearms, sprays, alcohol or stolen items.

3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?
1. Knives or weapons; alcohol; illegal drugs; stolen items; tobacco, cigarette papers and vaping products; fireworks; pornographic images; and any article that a member

of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property. These are prohibited items for which a lawful search without consent may be undertaken. Force must not be used merely to search for an item banned only under school rules.

***Can I search*?**

2. Yes, if you are the Headteacher or a member of staff authorised by the Headteacher. The person carrying out the search must follow the safeguards in current Department for Education guidance, including the requirements relating to the sex of the searcher and the presence of a staff witness. Any lawful exception must be necessary, justified and recorded.

a. you must be the same sex as the pupil being searched; and

b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher, Deputy Headteacher and Senior members of Staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil e.g. school trips.

2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

What the law says:

The person conducting the search may not require the pupil to remove
any clothing other than outer clothing**. 'Outer clothing'** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to

have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

Reasonable force may be used by the person conducting a search only in the circumstances permitted by law and as set out in Appendix 9. Force must not be used merely to search for an item banned only under school rules.

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to sanction, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and sanctions.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.
- Where a member of school staff finds tobacco or cigarettes papers, these will be given to parents.
- Fireworks will be disposed of or given to parents (if they are over 18).

- If a pornographic image is found the member of school staff will follow the Child Protection and Safeguarding policy and ensure that all images are given to the police.

Electronic devices:

Where an electronic device is found during a lawful search, staff will follow current Department for Education guidance, safeguarding procedures and data-protection requirements. Files or data will be examined only where there is a lawful basis and it is necessary to do so. Staff must seek advice from the Designated Safeguarding Lead before viewing, copying, deleting or sharing content that may relate to abuse, exploitation, nudity, sexual imagery or another offence. Potential evidence will be preserved and passed to the police where appropriate.

Telling parents and dealing with complaints
Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Every search for a prohibited item and every search conducted by the police on school premises must be recorded in the school's safeguarding system. Appendix 8 may be used to capture the required details. Records should include the reason for the search, who conducted and witnessed it, what was found, action taken, whether parents or carers were informed and any safeguarding follow-up.

2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Appendix 8:

Ladygrove Primary School and Nursery: Search and Confiscation Record

Name:
DOB:
Gender:
Class:

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title
1. **2.**

Items found

Other agencies involved – please list with name and title

Parents contacted **Date:** **Time:**

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed: **(name/ role)**

Date:

Appendix 9: Restrictive Interventions, Including the Use of Reasonable Force

Core principles

Restrictive interventions include any action that restricts a pupil's movement, liberty or freedom to act independently. They may include reasonable force, physical restraint, non-force restraint or seclusion. The school will minimise their use through positive relationships, prevention, de-escalation, reasonable adjustments, individual planning and early support.

Any restrictive intervention must be lawful, necessary, reasonable and proportionate. It must never be used as a punishment or for staff convenience, and no more force than is necessary may be used. The decision to intervene rests on professional judgement and the circumstances at the time.

Reasonable force may be used by a member of staff, or another person whom the Headteacher has lawfully placed in charge of pupils, to prevent a pupil from committing an offence, causing personal injury, damaging property or seriously prejudicing good order and discipline. Staff must take account of the pupil's age, communication needs, SEND, disability, medical needs, trauma and other known vulnerabilities.

Seclusion means placing a pupil alone in a room or area from which they are prevented from leaving. It may be used only where lawful, necessary and proportionate to prevent harm, for the shortest possible period, with continuous appropriate supervision and full regard to the pupil's dignity, welfare and safety. It must never be used as a disciplinary sanction.

Restrictive intervention is not part of the routine behaviour pathway and must not be used simply to secure compliance, overcome passive resistance, punish a pupil or compensate for insufficient staffing. All staff who may need to respond to behaviour that presents a risk will receive suitable information and training appropriate to their role. CPI Safety Intervention approaches and specialist physical techniques may be used only by appropriately trained staff and only where consistent with current law, guidance and the pupil's needs.

Where a foreseeable need is identified, planned strategies will be included in an individual plan and risk assessment developed with the pupil and parents or carers where appropriate. The plan will identify triggers, prevention and de-escalation strategies, reasonable adjustments, preferred responses, communication needs and review arrangements. It does not provide advance consent for force. Emergency intervention may be used only where an unforeseen situation creates an immediate need for lawful, necessary and proportionate action.

Every significant use of force must be recorded as soon as practicable on CPOMS and through the school's agreed reporting process. Significance will be assessed by considering the nature and duration of the intervention, the degree of force used, the risks, any injury or distress, the pupil's age and individual needs, and the wider circumstances. All uses of seclusion and any non-force restraint that restricts liberty will be recorded. The record will include the location; staff and witnesses; the risk or behaviour leading to intervention; prevention and de-escalation attempted; the exact intervention and duration; why it was necessary and proportionate; injury, distress, first aid or medical attention; the pupil's views; support and debrief for the pupil and staff; safeguarding follow-up; parental notification; and any review of plans or risk assessments.

Parents or carers will be informed as soon as practicable on the same day. Where informing a parent would be likely to result in significant harm to the pupil, the Designated Safeguarding Lead will decide what information should be shared and

with whom, and the decision and reasons will be recorded. Following an incident, the school will consider medical needs and the physical and emotional wellbeing of the pupil and staff, listen to the pupil's views, provide appropriate support and debrief, consider safeguarding follow-up and review individual plans, reasonable adjustments and risk assessments. Leaders and governors will monitor anonymised data to identify patterns, disproportionality and opportunities to reduce future use. Complaints or allegations will be managed promptly under the school's complaints, safeguarding, allegations and low-level concerns procedures.

APPENDIX 10:

Restrictive Intervention Record	
Pupil name	
Date of birth / year group / class	
Date, start and end time	
Precise location	
Staff involved, their roles, and witnesses	
Risk or behaviour that led to the intervention, including relevant context and known needs	
Prevention, reasonable adjustments and de-escalation attempted, and the pupil's response	
Exact restrictive intervention used (describe the action or approved CPI Safety Intervention technique; do not use level labels alone)	
Planned or emergency intervention	
Duration	
Why the intervention was necessary, reasonable and proportionate, including why a less restrictive response was not sufficient	
Injury, pain, distress or damage; first aid or medical attention provided	
Pupil's account and views, recorded when the pupil was ready and able to contribute	
Post-incident support and debrief for the pupil and staff	
Safeguarding action, referrals or other follow-up	
Review of individual plan, reasonable adjustments and risk assessment; actions to reduce recurrence	
Parents/carers informed: Yes / No Date: Time: Method: By whom: If not informed, record the safeguarding decision, reason, decision-maker and alternative person informed:	
Logged on CPOMS: Yes / No	**Other reporting completed**: Yes / No / N/A
Completed by: Role: Date/time: **Reviewed by**: Role: Date/time:	

Appendix 11

Telford & Wrekin COUNCIL

For official use: Name of H&S Contact:

What we will do with your Personal Information

Telford & Wrekin Council is collecting your personal information for the purpose of meeting the statutory requirement of the Health & Safety at Work etc Act 1974.Telford & Wrekin Council will not share any of your personal data collected with external organisations unless required to do so by law when your data may be shared with other organisations for example the Health and Safety Executive (HSE) or the council's insurers.For further details on the council's privacy arrangements please view the privacy page on the council's Website Page

VIOLENT INCIDENT REPORT FORM *(to report violence, abuse, threats or harassment)*

TO BE COMPLETED BY EMPLOYEE OR ON BEHALF OF ASSAULTED/THREATENED PERSON					
1. Who? *(Personal details of assaulted/threatened person)*					
Surname *(capitals please):*					
Forename/s:					
Date of Birth:		Male:		Female:	
Address: Post Code:				Daytime Tel No:	
Status *(please tick one category)*					
Employee	Pupil/Trainee	Visitor		Public	
Client	Contractor	Other *(please specify)*			
If the person is an employee, please give the following additional information:					
Post title:				Payroll Number:	
Work location/Service Area/Service Delivery Area:					
Working Days lost *(please enter dates):*					
2. When?					
Date:				Time: *(Please use 24 hr clock)*	
Time finished work on day of accident:				Normal time of finishing:	
3. Where?					
Name of site and address:					
Precise location of incident:					
4. How?					
Briefly describe the circumstances of this incident, what was done and said. *(attach sketch/plan if this would illustrate the sequence of events more clearly)* **Is the threat/harassment ongoing?**					
5. Who? Details of the assailant/perpetrator (*if already known*)					
Name:	Date of birth	Male		Female	
Description of assailant:					
Address of assailant :					
If more than one assailant please list relevant details separately					
6. Details of Incident					
Physical Assault: *Major injury must be reported by telephone to HSE other injuries to be reported following the accident reporting procedure.*					

Nature of injury / damage:									
Was any First Aid administered :									
Was a restrictive intervention used? Record the exact approved CPI Safety Intervention technique or other lawful action:	Technique/action:	Duration:	Why necessary and proportionate:	Injury/distress and medical response:					
Other threatening behaviour: *Tick box(es)*									
Verbal abuse		Verbal threat		Threatening situation		Threat with weapon		Damage to property	
Threat/damage to family property				Threat/damage by third party/agent				Provocation	
7. Did the incident involve any of the following?									
Drugs/Alcohol		Mental disorder				Other existing condition			
Harassment related to:									
Disability		Race		Age		Sex/gender		Sexual orientation	
Gender reassignment		Pregnancy/ maternity		Religion or belief		Marriage/civic partnership		Other (please describe)	
8. Witnesses: Give names and addresses of any witnesses									
(Obtain witnesses wherever possible, attach signed statement from each witness in serious cases)									
9. Preventative or Monitoring Action: Action proposed *(to be completed by Line Manager) i.e. Briefing, Counselling, 1:1*									
Include whether and when incident was reported to Police and if incident warrants inclusion of perpetrator on the Personal Safety Precautions register									
Name of Line Manager/ Head teacher: **Date:**									
10. Complete the form as soon as possible and return to:									
The Health & Safety Contact or MyView inputter for your Service Delivery Area									

Appendix 12



Appendix 13

Behaviour Statement: Principles of Behaviour 2026–2027

At Ladygrove, we develop learners who embrace opportunities and respond positively to challenges in and beyond the classroom. We prepare pupils for life in modern Britain by teaching respect, responsibility, sustainability and an understanding of right and wrong. We celebrate similarities and differences and help pupils become resilient, reflective, collaborative and resourceful learners who are ready for an ever-changing world.

We use the SMART code to help us be **ready, respectful** and **safe.**
Our **SMART** Code forms the basis of our school rules:
S – Speak politely and listen carefully
M – Make school enjoyable for everyone
A – Act safely and responsibly
R – Respect and care for each other and the environment
T – Try your best at all times

This sets high standards for behaviour and develops an understanding of the difference between right and wrong. It teaches our children how to get along with others.

Everyone at Ladygrove is responsible for the safety, well-being and education of all pupils. We have a clear behaviour pathway which staff follow, and children are aware of which has the intention of upholding the well-being and academic progress of the children, as well as fulfilling our safeguarding responsibilities. We create a calm and orderly environment to enable pupils to learn effectively and foster a collective ethos amongst all which promotes our values of resilience, kindness, tolerance, resourcefulness, independence, empathy, reflection, teamwork, perseverance and respect. We endeavour to ensure that all pupils, staff and visitors always feel safe in the school environment through a high quality of care, support and guidance. All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour. Ladygrove Primary School and Nursery ensures rules that reflect and are consistent with the messages taught across the curriculum and are consistently applied across the school.

Behaviour that falls below expectations is addressed calmly, consistently and with kindness. Pupils are taught to recognise emotions, use regulation strategies, understand the impact of their

choices and repair harm. Every adult must understand and apply the school's approach consistently and build positive, professional relationships with pupils.
Where sanctions are exercised, they are in line with the school's behaviour pathway. Once the intervention stage has been met on the pathway, staff are to record the incident on CPOMS. Verbal warnings before this do not warrant recording unless the child is on an IBP or behaviours are being monitored and recorded. Staff are able to monitor recorded incidents, their locations and timings to support in finding the trigger for behaviour and intervene before future incidents where possible. Good behaviour at school is taught, demonstrated, acknowledged and rewarded by all staff as set out within the policy. We are a nurturing school and offer in-depth support to pupils not following the SMART code before and/or alongside sanctions, taking into account pupils' home circumstances and any SEND, through the support of our full-time, efficient pastoral team. Ladygrove embeds preventative measures to support our most vulnerable learners.

The school follows current Department for Education guidance on restrictive interventions, including the use of reasonable force. Restrictive interventions are used only when lawful, necessary, reasonable and proportionate, and never as a punishment. Staff use prevention, de-escalation and reasonable adjustments wherever possible. Trained staff may use CPI Safety Intervention approaches where these are appropriate and consistent with current guidance. Significant incidents are recorded promptly, and parents or carers are informed as soon as practicable on the same day. Where informing a parent would be likely to result in significant harm to the pupil, the Designated Safeguarding Lead will decide what information should be shared and with whom; the decision and reasons will be recorded. Individual plans and risk assessments will be reviewed. Any allegation or complaint is managed under the school's safeguarding, allegations, low-level concerns and complaints procedures.

The governing board expects the school to maintain clear, lawful and effective behaviour arrangements that are understood and applied consistently and fairly. Expectations and routines apply across all aspects of school life and are communicated to pupils, staff and families. The school emphasises teaching, modelling, recognising and reinforcing positive behaviour while providing additional support for pupils who find it difficult to meet expectations. Bullying, discrimination, harassment, child-on-child abuse, harmful sexual behaviour and violence are not tolerated, whether they occur in person or online. Concerns are addressed promptly through the school's behaviour, safeguarding, anti-bullying and child-on-child abuse procedures. Pupils are encouraged to report concerns and to contribute positively to an environment where difference is valued, dignity is protected and everyone can learn safely. Staff lead by example and model the conduct expected of the whole school community.

This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

Appendix 14:



LOW	MEDIUM	HIGH
• Verbal warning 1 • Verbal warning 2 • Verbal warning 3	• SLT are called to support. • Time out of class • Grown-ups at home spoken to	• SLT called straight away. • Leave the classroom/area. • Chance to think sheet completed. • Grown-ups at home contacted.
		
Sanction: **Miss 5 minutes of break with your teacher**	**Sanction:** **Miss 5 minutes of break with a member of SLT**	**Sanction:** **This may include further time out of class**

Team Safeguard

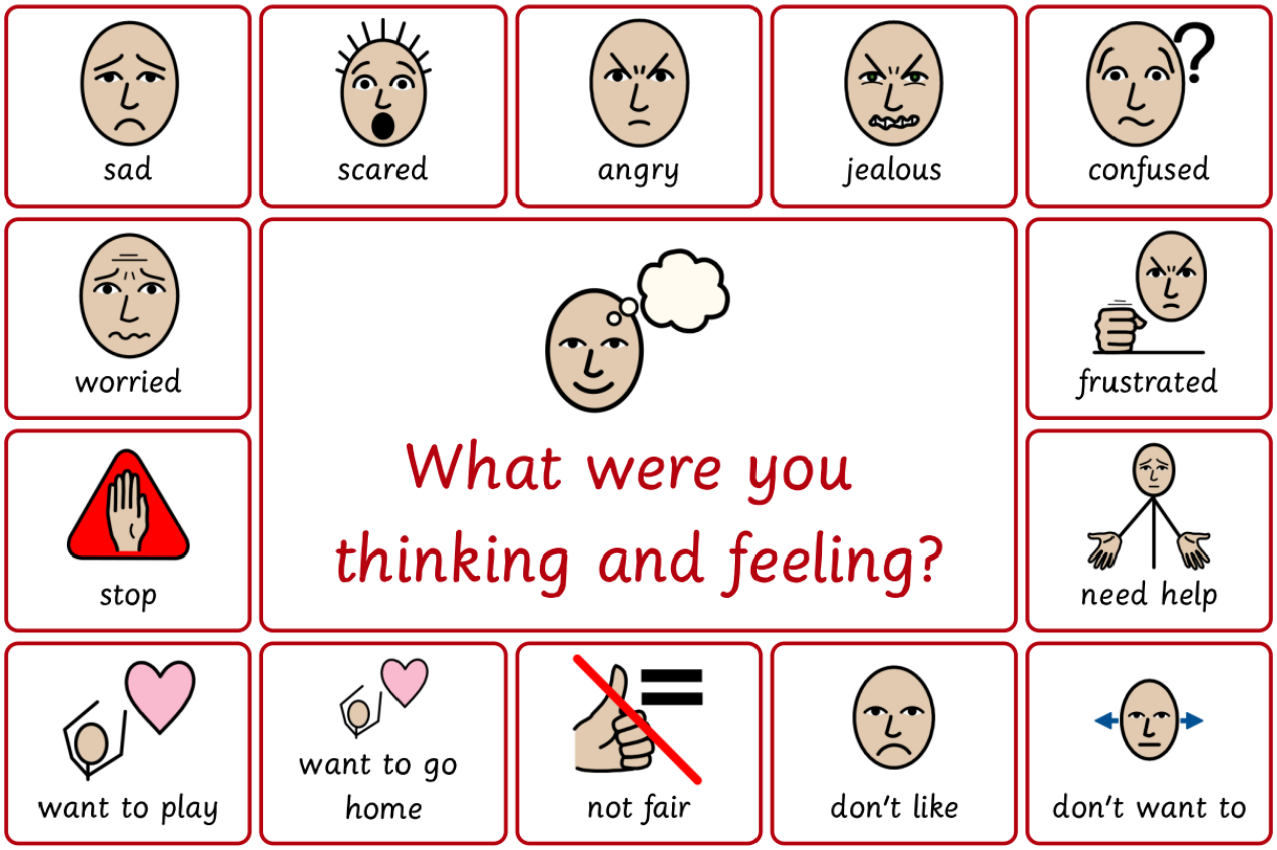
Appendix 15: Being a 'Wallace Ready' classroom at all times

Regulating a class room for the Dog Mentor

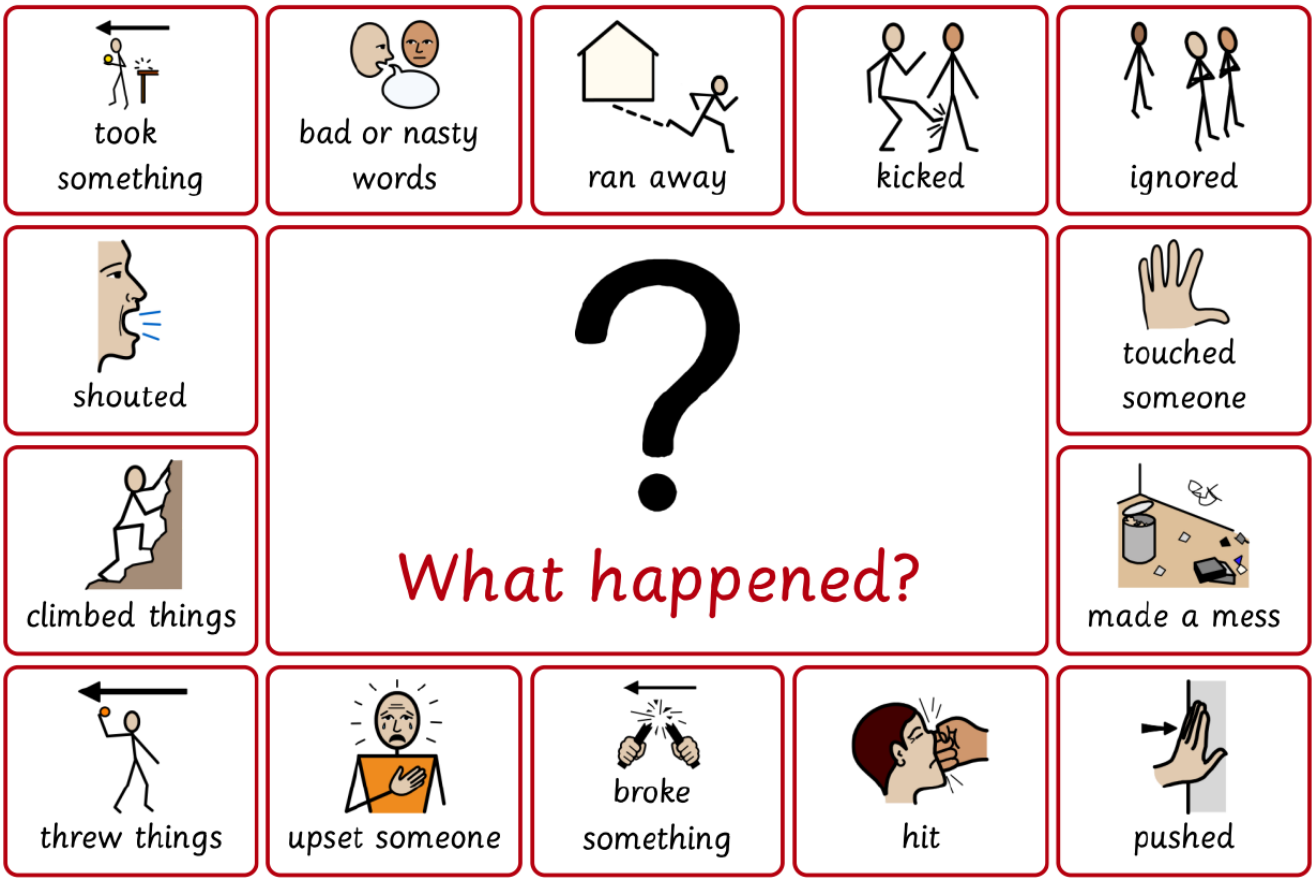
·Dog mentor to wait outside.
· Address class to say how important their role is.
· Instruct children to pick up items from the floor e.g. Rubbers, pencils, paper, books, blue tac, drink bottles, trays, bags and coats.
· Ask children to sit on chairs.
·Pull chairs underneath table, with knees together under desks and feet flat on the floor.
· Put everything down e.g. pens, books, paper.
· Hands flat on desks, palms facing down.
· Class to be completely silent, including teachers and TA's.
· Only movement to be heads and eyes to see and focus on the dog mentor.
· Shoulders relaxed, must be calm!
· Relaxed manner e.g. shoulders down, not angry, not excited and not sad.
· To instruct breathing in through the nose and out through the mouth.
. Silent breathing always (no heavy panting as if you had just like been run a marathon).
· When the class is completely relaxed and regulated, allow the dog mentor to enter the classroom.
· Children must not touch the dog and must stay still.
· Walk in a relaxed manner for dog mentor to explore and see and feel the class room (on lead to start).
· Class must continue to breath in and out to keep relaxed and calm until the dog mentor leaves.
· Visits to the class regularly. Those children who can comply, when instructed can choose to lower their hand to touch/stroke the dog as it passes.
· This should be practised in all environments to ensure everyone knows how to calm down and regulate themselves in every circumstance.
· This can also be practised in the home environment with parents ETC.

The Dog Mentor

Appendix 16: Restorative Practice and Emotion Coaching Script



(Labelling) I can see that you are feeling.... (Empathise) I would feel.... if that happened to me....



I wonder if.... (Exploring) Why do you think you did that?


children


teacher


school helper


lunch time supervisor


mum


animals


Who has been affected or hurt?


dad


me


grandparent


family


head teacher


my friends


my class


carer


physically (outside)


head/face


arm


embarrassed


emotionally (inside)


ears


How have they been hurt? How are they feeling?


sad


leg


scared


foot


hand


confused


angry


worried

(Limit setting) Was your choice the right choice or the wrong choice? It's ok to feel.... but it's not ok to....

give something back

say something kind

check if the person is ok

fix something

offer to help

say what I am sorry for

What can you do to fix things?

tidy up

ask for help

ask what I can do to help

pick things up

clean

draw a picture

write a letter

say sorry

make a good choice

make a safe choice

use calming down strategies

go to a safe place

share

keep hands and feet to myself

What can I do next time?

listen

tell an adult

think

ask for help

use my voice

follow the instructions

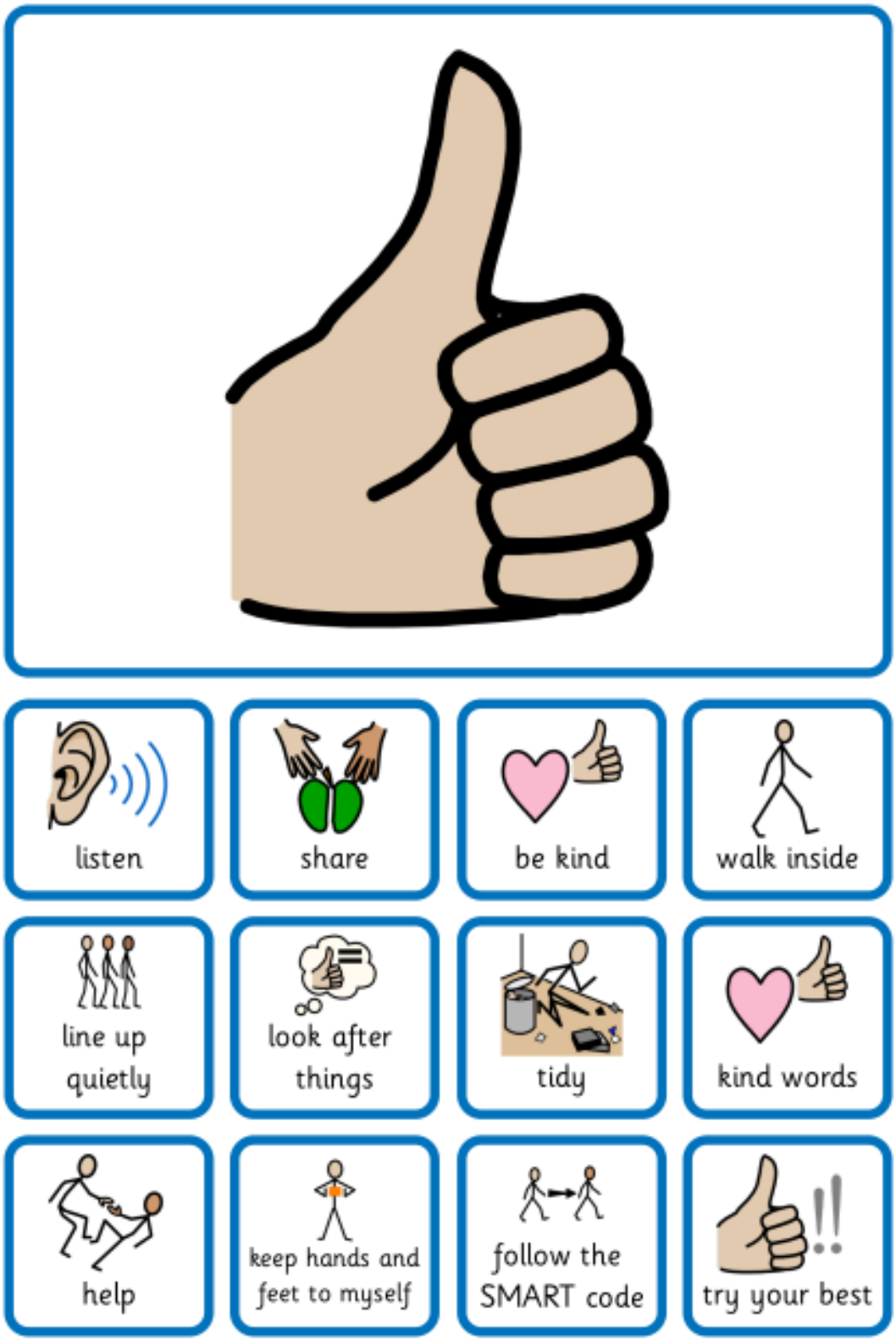
do my work

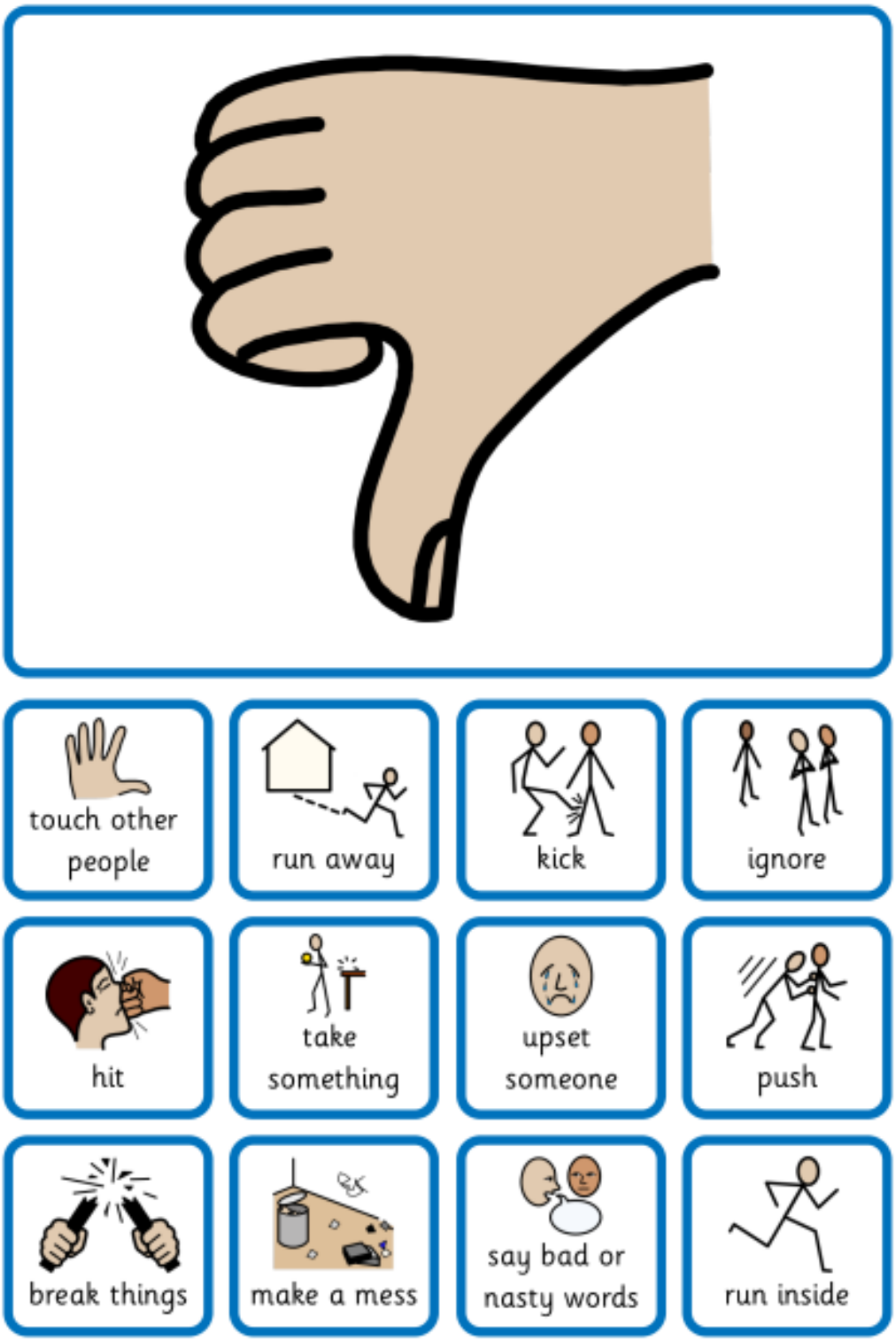
walk away

(Solutions) Do you think there's a different way to deal with your feelings?

(Agreeing) Can you remember what we agreed?

Appendix 17: Right and Wrong Choices Posters





Policy- Document Status			
Date of Policy Creation	**September 2023; reviewed annually**	**Named Responsibility**	**Jo Weichlbauer**
Date of review completion	**September 2026**	**Named Responsibility**	**Pupils, Staff, Parents and Governors**
Inception of new Policy	**September 2026**	**Named Responsibility**	**Kirsty Stewart and SLT members**
Date of Policy Adoption by Governing Body		**October 2026**	