



BEHAVIOUR FOR LEARNING POLICY 2026 – 2028

Mission Statement

Guided by truth, respect and compassion; we share in building upon every individual's foundation, nurturing a love of learning in preparation for tomorrow's society, with Jesus at the heart of all we do.

Governing Body with Responsibility	Inclusion Committee
Agreed by Governors on	12/02/2026
Chair's Signature	
Staff Member Responsible for Review	Tanya Bastian
Date for Review	September 2028

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1 Behaviour for Learning at Sacred Heart

At Sacred Heart, we aim to nurture the whole child: heart, mind and soul. Guided by our Gospel values of Faith, Hope and Love, we work to create a calm, purposeful and happy learning environment where every child feels safe, valued and supported.

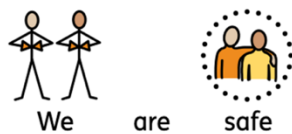
We believe that strong, positive relationships are the foundation of excellent behaviour. All members of our school community are expected to treat one another with dignity, empathy and respect, recognising difference and valuing each person as a child of God.

We understand that behaviour is a form of communication and that children's needs and experiences vary. When behaviour does not meet expectations, staff respond in an informed, supportive and proportionate way, while maintaining clear boundaries to ensure safety and protect learning.

We recognise that mistakes will be made. Our approach is rooted in forgiveness, reflection and reconciliation, supporting children to take responsibility for their actions and develop increasing self-discipline and independence.

At Sacred Heart, we maintain high expectations for behaviour while keeping rules simple and clear. Our School Rules, co-created with pupils, provide a shared language and consistent framework for behaviour across the school community.

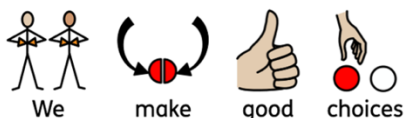
2 Our School Rules



Everyone at Sacred Heart is valued and respected as an individual within a safe, positive learning environment.



All at Sacred Heart are special and important and we celebrate this ethos through sharing our kindness and love for each other.



Children are given the opportunity to reflect on their options and learn how to make the right choices in all situations.



Everyone is encouraged to take pride in our school, their class, their work and their relationships.

3 Purpose of the Behaviour for Learning Policy

This policy sets out the school's shared approach to promoting positive behaviour and responding to behaviour that does not meet expectations in a consistent, fair and compassionate way. It aims to:

- Promote a calm, safe and respectful learning environment
- Support children to develop self-regulation and make positive behaviour choices
- Ensure high expectations for behaviour are understood and upheld by all
- Provide a clear, graduated framework for responding to behaviour.

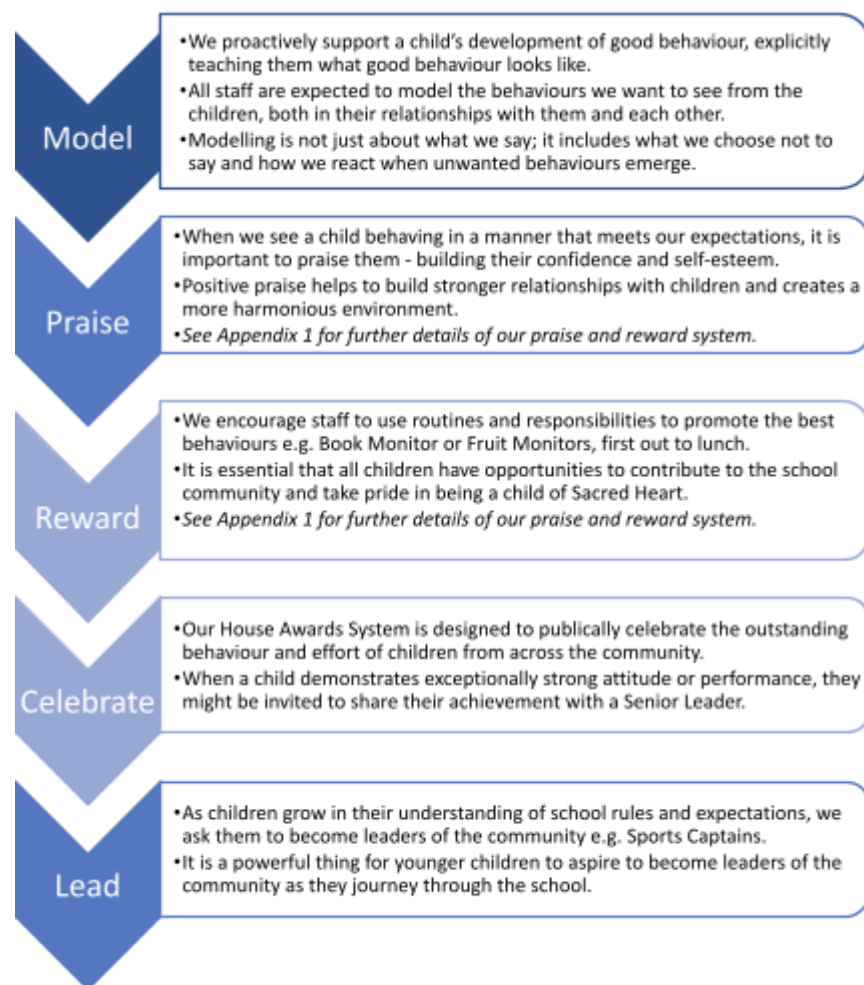
This policy should be read alongside the school's Safeguarding Policy, Anti-Bullying Policy, SEND Policy and Exclusion Policy.

4 Creating a Positive Behaviour Culture

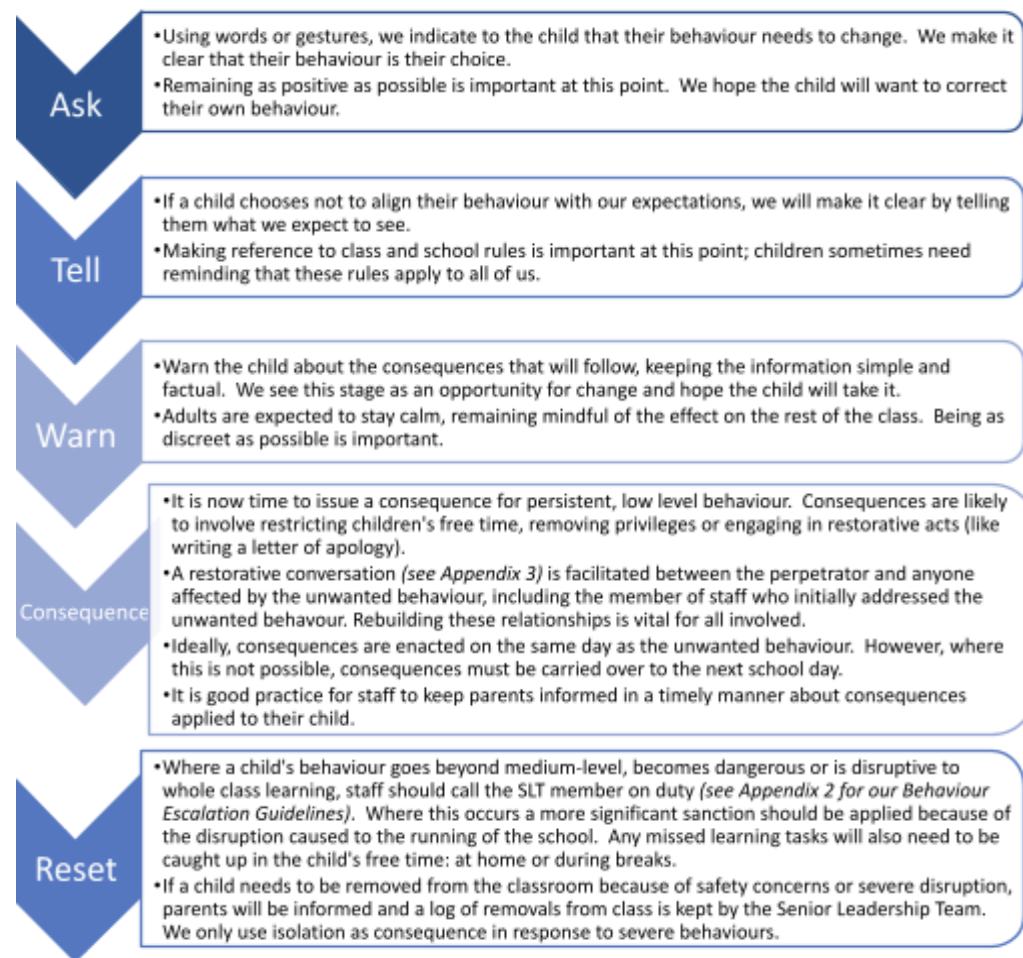
Children come to school with a wide range of experiences and behaviour patterns, shaped by differences in home values, attitudes and parenting approaches. We recognise that positive behaviour is learned and that children need to be explicitly taught, supported and guided to make good choices. Adults model high expectations at all times and provide consistent, fair and nurturing responses to behaviour.

We believe that the most successful behaviour support is achieved through a strong partnership between home and school. Working collaboratively with pupils, parents, carers and staff, we uphold high standards of behaviour rooted in our school values. This shared approach ensures that all pupils and staff feel safe, respected and valued, and are able to learn and work in safe environment that promotes wellbeing, respect and positive relationships.

What we do to promote the best behaviours...



How we manage low level behaviours...



5 Roles & Responsibilities

All staff are responsible for promoting positive behaviour, modelling the School Rules and responding to behaviour consistently in line with this policy.

Class teachers have day-to-day responsibility for behaviour management within their classrooms, including early intervention, restorative conversations and communication with parents where appropriate.

Senior Leaders provide guidance, oversight and support, particularly where behaviour escalates or safeguarding concerns arise.

Pupils are encouraged to take responsibility for their behaviour, reflect on their choices and contribute positively to the school community.

Parents and carers are expected to support the school's behaviour expectations and work in partnership with staff to promote positive behaviour.

6 SEND & Social, Emotional and Mental Health (SEMH)

The school recognises that some behaviour may be a manifestation of a child's additional or individual needs, including SEMH. Pupils with significant SEMH needs may experience difficulty regulating emotions, responding to praise or understanding the link between actions and consequences. In these cases, responses are planned, proportionate and personalised, ensuring that positive behaviour is promoted alongside clear and consistent expectations and trusted adult relationships are central to effective support.

Where appropriate, My Regulation Toolkits (Individual Behaviour Support Plan) are developed and reviewed to support children in understanding expectations, building self-regulation skills and making positive behaviour choices.

The school adopts a graduated approach, balancing inclusive practice with the safety, wellbeing and learning of the wider school community. Further detail is set out in Appendix 4 and the school's SEND Policy.

7 Statutory Guidance and Headteacher Authority

In addition to the guidance set out in this policy, the Governing Body also endorse the Department for Education guidance [*Behaviour in schools: advice for headteachers and school staff*](#). In line with this guidance, the Headteacher is supported in exercising their statutory powers where necessary, including:

- screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- the power to discipline beyond the school gate;
- the power to confiscate pupils' property; and
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.

8 Anti-bullying

At Sacred Heart, we recognise bullying as repeated, intentional behaviour that causes physical or emotional harm, often involving an imbalance of power between those involved. Bullying is therefore behaviour that is:

- Deliberately hurtful
- Repeated over time
- Difficult for the victim to defend themselves against

Bullying can include but is not limited to:

Type of Bullying	Definition
Emotional	Deliberately excluding others, spreading rumours, intimidating, or deliberately hurting someone's feelings.
Physical	Hitting, kicking, pushing, pinching, spitting, taking or damaging another person's belongings, or any use or threat of physical violence.
Verbal (direct or indirect)	Name-calling, teasing, sarcasm, insults, or making unkind or threatening comments, either directly or indirectly through others.
Cyber-bullying	Bullying that takes place online or through digital technology, including social media, messaging apps, email or online gaming. This may include sending unkind messages or sharing content intended to upset or harm others.
Racial	Bullying based on race, ethnicity, nationality or culture, including racial taunts, gestures, or unkind comments. <i>(Protected characteristic: race)</i>
Sexual	Behaviour of a sexual nature that is inappropriate or unwanted and causes another child to feel uncomfortable, upset or unsafe. This may include sexual comments or remarks, sexual gestures, displaying sexual material, unwanted physical attention, inappropriate touching, or comments about sexual reputation or behaviour. <i>Any sexualised behaviour will be treated as a safeguarding concern and responded to in line with the school's safeguarding and child-on-child abuse procedures.</i>
Bullying related to religion or belief	Bullying based on a person's faith or beliefs, including unkind comments, exclusion or ridicule. <i>(Protected characteristic: religion or belief)</i>
Disability-related bullying	Bullying related to a physical or learning need or disability, including mockery, exclusion or targeting due to difference. <i>(Protected characteristic: disability)</i>
Gender-based bullying	Bullying related to whether a child is a boy or a girl, including unkind comments or unfair treatment. <i>(Protected characteristic: sex)</i>

Bullying in any form is never tolerated. This includes emotional, physical, verbal and cyber bullying, as well as bullying that is related to a protected characteristic as defined by the Equality Act 2010.

Sacred Heart takes all incidents of bullying seriously and ensures they are addressed promptly, consistently and appropriately, in line with this policy, the Anti-Bullying Policy and safeguarding procedures.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be accessed on the school website.

9 Safeguarding and Behaviour

The school recognises that behaviour may sometimes be an indicator of an underlying safeguarding concern. Staff are trained to be vigilant and to respond appropriately where behaviour gives cause for concern.

Any behaviour that raises safeguarding concerns, including harmful sexual behaviour or child-on-child abuse, is managed in line with the school's Safeguarding Policy and Keeping Children Safe in Education (KCSIE). The safety and wellbeing of all pupils is always the priority.

Response to harmful sexual behaviours

Sexual violence and sexual harassment are not tolerated at Sacred Heart. All reports of harmful sexual behaviour are treated as safeguarding concerns and are investigated promptly by a member of the Safeguarding Team, in line with Keeping Children Safe in Education (KCSIE). Responses are proportionate, child-centred and age-appropriate, and will be determined by the nature and seriousness of the incident. Actions may include a combination of the following:

- **Pastoral Support** - Children involved may require enhanced pastoral support to ensure they feel safe, listened to and supported in school.
- **Consequences** - Where appropriate, sanctions may be applied to address unacceptable behaviour. This may include increased supervision or restricted access to certain areas of the school. Suspension or permanent exclusion may be considered in line with DfE statutory guidance.
- **Education and Support** - In some cases, behaviour may arise from a lack of understanding of appropriate or safe behaviour. Children will be supported through age-appropriate education to understand boundaries and acceptable conduct.
- **Risk Assessment** - Where there is concern that behaviour may continue or escalate, an individual risk assessment will be completed and reviewed to ensure appropriate monitoring and safeguards are in place.

Parents and carers will be kept informed, as appropriate, about the school's response to incidents involving harmful sexual behaviour.

10 Behaviour outside of school

There are circumstances when the school would consider the need to sanction children's behaviour even if the transgression has taken place outside of the school site or beyond the timetable of the school day. Examples of this scenario include (but are not limited to) cyber-bullying, anti-social behaviour in the local community and other behaviour that damages the name and reputation of Sacred Heart.

If the school feels that a consequence for behaviour outside of the school is necessary, this will always be discussed with the child's parents or carers before the consequence is applied.

11 Suspension and Permanent Exclusion

The terms under which the school would consider suspension or permanent exclusion are set out in our Exclusion Policy.

12 Glossary

Term	Meaning
Ask – Tell – Warn	A graduated approach used to manage behaviour consistently. <i>Ask</i> = reminder <i>Tell</i> = clear instruction and boundary <i>Warn</i> = escalation and increased support.
Restorative Conversation / Restorative Meeting	A structured conversation (once calm) to reflect, understand impact and agree how to put things right and make better choices next time.
Emotion Coaching	Adult support to help children name feelings and calm, while keeping clear boundaries about behaviour.
Reset Time	A short, supported period to calm and regulate before returning to learning. This may include a physical or sensory activity. It is not a punishment
Regulation / Self-regulation	A child's ability to manage emotions and behaviour so they can learn and interact positively.
My Regulation Toolkit (Individual Behaviour Support Plan)	A personalised support plan outlining strategies/tools to help a child regulate and meet behaviour expectations.
SEND	Special Educational Needs and Disabilities.
SENDCo	The Special Educational Needs and Disabilities Coordinator - the staff member who leads SEND support.
SEMH	Social, Emotional and Mental Health needs - difficulties that may affect emotions, behaviour, relationships or learning.
Senior Mental Health Lead	The staff lead responsible for helping coordinate whole-school mental health and wellbeing support.
Pastoral Support	Support for emotional wellbeing, friendships, worries, and readiness to learn (often alongside behaviour support).
ELSA	Emotional Literacy Support Assistant - trained staff who deliver targeted support to develop emotional understanding and coping strategies.
Risk Assessment	A written plan to identify risks and set out steps to keep everyone safe, reviewed regularly.

Appendix 1 – Praise & Reward

At Sacred Heart, we actively promote positive behaviour through praise and recognition, recognising that this strengthens relationships, builds self-esteem and contributes to a calm, respectful and harmonious school environment. Praise and rewards are used consistently and fairly across the school to reinforce high expectations for behaviour and learning. Where appropriate, encouragement and recognition are tailored to meet individual needs, ensuring consistency with personalised behaviour support already in place. Pupils are supported to take pride in their achievements and to recognise positive behaviour in themselves and others.

Sacred Heart uses a range of age-appropriate praise and rewards to recognise positive behaviour, effort and achievement. These include:

- Verbal praise and encouragement
- A written celebration on a child's work
- Stickers
- The school's universal house point system, which recognises positive behaviour across all aspects of school life. House points are awarded in line with the school's four behaviour rules and are collected weekly, with the House Cup awarded termly. Winning houses each half-term receive a non-uniform day.
- House point tokens are distributed in the dining hall at lunchtime to actively promote positive behaviour.
- Displaying children's work in classrooms and shared areas
- A visit to a member of the Senior Leadership team
- A telephone call home to parents
- A note sent home to celebrate child's success
- Opportunities of responsibility within the class or across the school, Responsibilities within the class or across the school (e.g. Class VIP, choosing and leading the daily class prayers, front of the line, being entrusted with a particular decision, etc.)
- Class awards at the discretion of the class teacher
- Weekly Celebration Assembly, where pupils' achievements and positive behaviour are recognised, including curriculum awards such as Maths Champion and English Laureate (awarded on an alternating basis) and a Headteacher's Award linked to the weekly Gospel theme.
- A visit to the Headteacher to receive a sticker and a star.

Appendix 2 – Behaviour Escalation Guidelines

Behaviour is managed through a graduated Ask–Tell–Warn approach, as set out in the table below. Responses are proportionate and increase in line with the level of behaviour. Staff ensure pupils understand it is the behaviour, not the child, that is unacceptable. Restorative action is used where appropriate, and the Senior Leadership Team is involved when behaviour escalates. The table below provides illustrative examples and is not exhaustive.

	Behaviour		Possible Interventions & Consequences
1	Low level inappropriate	- Calling out - Interrupting others - Ignoring minor instructions - Making inappropriate noises - Poor manners	Ask - Early Support - Calm reminder of expectations and the School Rules - Use of positive strategies to encourage a chance to change - Quiet conversation with the child - Praise positive behaviour (“catch them being good”) - Opportunity for regulation (eg movement/sensory break or square breathing) - Restorative conversation where appropriate - Class teacher monitors behaviour
2	Medium level inappropriate	- Continuation/escalation of level 1 - Refusal to follow instructions - Offensive language (including swearing – not repeated) - Deliberate disruption to learning/activity/task/play - Unkind words towards peers or staff (not repeated) - Answering back - Dishonesty	Tell - Clear Direction - Clear instruction that behaviour must stop – warn & outline potential consequence - Removal of privileges or choices - Time out / reset time supported by the class teacher, support staff or midday supervisor. - EYFS – up to 2 mins - KS1 – up to 4 mins - LKS2 – up to 8 mins - UKS2 – up to 10mins - Restorative conversation and reflection with class teacher, support staff or midday supervisor. - Letter of apology where appropriate - Class teacher may choose to inform parents/carers (conversation/ telephone/ email) about this behaviour but there is no obligation to. - Incident recorded on Behaviour Log - Phase Leader informed
3	Higher level inappropriate	- Repeated refusal to follow instructions - Serious challenge to authority - Threatening language or behaviour - Harmful or offensive name-calling - Leaving the classroom without permission - Fighting causing unintentional harm - Bullying behaviour (emotional, physical, verbal, cyber, racist, sexual or homophobic)	Warn - Escalation - Senior Leader on duty informed and to lead restorative conversation ideally at lunch time - EYFS – up to 5 mins - KS1 – up to 8 mins - LKS2 – up to 10 mins - UKS2 – up to 15 mins - Parent informed of behaviour incident and restorative conversation by class teacher (at pick up or via email). - My Regulation Toolkit (Individual Behaviour Support Plan) may be introduced - Increased supervision and daily check-ins by Phase Leader - Home-school communication may be put in place - Incident recorded on Behaviour Log

4	Severe inappropriate	Severe behaviour is defined as a serious or persistent breach of the school rules, or behaviour that places others at risk. - Any discriminatory behaviour - Behaviour that puts others in danger or causes serious harm - Child-on-child abuse, including sexual violence or sexual harassment - Deliberately throwing objects to cause harm - Leaving school boundaries - Bringing banned items or substances into school - Fighting causing intentional harm - Violence towards staff (physical or verbal) - Serious damage to property - Persistent refusal to engage with consequences	Immediate Safeguarding Response - A member of the Senior Leadership Team is informed and involved immediately - Direct adult supervision or a time-limited, supervised separation from peers may be used to ensure safety and support de-escalation - Senior Leader to lead restorative conversation ideally at lunch time - EYFS – up to 5 mins - KS1 – up to 8 mins - LKS2 – up to 10 mins - UKS2 – up to 15 mins - Meeting with parent, pupil, class teacher and senior leader - Safeguarding procedures are followed in line with Keeping Children Safe in Education (KCSIE) - Where appropriate, a written risk assessment is completed and reviewed - A series of meetings may take place with parents, the pupil and relevant staff - My Regulation Toolkit (Individual Behaviour Support Plan) is reviewed or introduced, where appropriate - Referral to external agencies is made where necessary - Suspension or permanent exclusion may be considered, in line with DfE statutory guidance and our exclusion policy. - Incidents are recorded and reported to Governors where required in our policy
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Appendix 3 – Restorative Conversations & Emotion Coaching

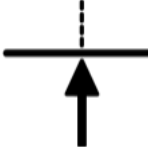
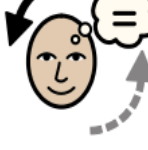
Sacred Heart uses restorative conversations and emotion coaching to support children to reflect on behaviour, regulate emotions and repair relationships. This approach forms part of the school's graduated response to behaviour and is used alongside clear expectations and appropriate consequences.

Restorative conversations are adult-led, age-appropriate and take place only when children are calm and ready. They may be facilitated verbally, through drawing (including comic strip conversations), or in written form. The focus is on listening, understanding impact and identifying positive next steps.

Staff use the agreed restorative conversation framework, as shown in the accompanying visuals, to ensure consistency across the school.

Emotion coaching supports children to recognise, name and manage emotions, particularly where behaviour is linked to dysregulation. Feelings are acknowledged while clear boundaries around behaviour are maintained.

This approach is adapted where appropriate to meet individual needs, including SEND and SEMH needs. Where behaviour raises safeguarding concerns, staff follow the school's safeguarding procedures.

<i>Restorative Conversations</i>	<i>Emotion Coaching</i>
 Are YOU ready and calm? Are the children calm and ready to talk?  What happened? Listening to the children involved and establishing the facts of what happened. Checking if it was an accident or misunderstanding.  What were you thinking or feeling at the time? How are you feeling now?  Who has been affected? What can we do to make things right?  Problem Solve what can we do differently next time?	 Are YOU ready and calm?  CONNECT! Recognise Feelings - I can see you're feeling... - I've noticed you're...  ACKNOWLEDGE - It's ok to feel that way, it sounds really tough. - I can imagine that must have been hard for you... - I can see why you feel _____ - that makes sense. - That would make me feel...  LIMITS (if needed): - It's ok to feel _____ but it's not ok to... - Your feelings are important but we still need to be gentle to others. - We can't change what happened but we can change how we react.  MAKE A PLAN - Problem solve together - What can we do to make this feel better for you? - How do you think we could fix this problem together? - Is there something you would like to do or say to make this right?

Appendix 4 – SEND and Social, Emotional and Mental Health (SEMH) Support

This appendix sets out the practical procedures and graduated support used to meet the needs of pupils whose behaviour may be linked to SEND or SEMH. It should be read alongside the school's SEND Policy, Safeguarding Policy and Behaviour Escalation Guidelines.

Identification and Early Support

Staff use professional judgement, observations and ongoing assessment to identify when behaviour may be linked to an additional need or emerging difficulty. Early support may include classroom-based strategies and reasonable adjustments. Where concerns relate to a potential special educational need, the SENDCo is consulted. Where concerns relate primarily to behaviour, the Behaviour Lead provides guidance and support.

My Regulation Toolkit (Individual Behaviour Support Plan)

Where appropriate, My Regulation Toolkit is used as an individual behaviour support plan to provide targeted support for pupils who require a more personalised approach to emotional regulation and behaviour. The toolkit:

- is developed by the class teacher in collaboration with the Behaviour Lead;
- identifies personalised strategies and tools to support regulation and positive behaviour;
- is reviewed regularly and adapted as the child's needs change; and
- involves parents and carers wherever possible to ensure a consistent approach between home and school.

Graduated Support and Interventions

Support is provided through a graduated approach and may include:

- Targeted pastoral interventions, including ELSA support
- Direct support and guidance from the Phase Leader, including collaborative planning and review of strategies
- Guidance from the Senior Mental Health Lead
- Reasonable curriculum or environmental adjustments
- Enhanced monitoring and supervision where appropriate
- Multi-agency collaboration with external professionals

Temporary Part-Time Timetables

In exceptional circumstances, and where it is in the child's best interests, a temporary part-time timetable may be implemented. This will:

- Be agreed with parents and carers
- Be time-limited and reviewed regularly
- Be implemented by the headteacher in line with statutory guidance
- Support reintegration into full-time education

Balancing Inclusion and Safety

Where behaviour linked to SEMH significantly impacts others, the school carefully balances inclusive practice with the safety, wellbeing and learning of the wider school community. Decisions are made collaboratively and reviewed regularly.

Record Keeping and Review

All support, interventions and plans are recorded appropriately. Behaviour support is monitored and reviewed to ensure it remains effective and responsive to the child's needs.

Appendix 5 - Restrictive Interventions and Use of Reasonable Force

A relationship-based and trauma-informed approach

1. Purpose and ethos

This appendix sets out how the school approaches restrictive interventions, including the use of reasonable force, in a way that is lawful, proportionate and prioritises wellbeing.

The school recognises that:

- behaviour communicates unmet needs and emotional distress
- strong, trusting relationships support safety and regulation
- pupils thrive when they feel safe, understood and respected

Restrictive interventions are used rarely, only where necessary to reduce an immediate risk of harm, and always with regard to ensuring pupils' individual dignity, emotional wellbeing and human rights.

2. Legal and local context

This appendix reflects:

1. DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (April 2026)
2. Duties under the Human Rights Act 1998 and Equality Act 2010
3. **Merton Council guidance**, which promotes relationship-based, inclusive and trauma-informed approaches to behaviour and support

It incorporates statutory requirements relating to **recording and reporting** any use of force or seclusion.

3. Core principles

- Restrictive interventions are exceptional, and not routine
- Prevention, de-escalation and co-regulation are always prioritised
- Any intervention must be necessary, reasonable and proportionate
- Staff use the least restrictive option for the shortest possible time
- Physical intervention is never used as punishment
- Repairing trust and relationships after incidents is essential

4. Preventing the need for restrictive interventions

The school works to minimise the need for restrictive interventions through:

Whole-school approaches

- calm, predictable routines and environments
- shared expectations across classrooms and communal spaces
- adults using clear, calm and empathetic communication
- consistent relational practice across mainstream and resource provision settings
- staff training in trauma-informed and neurodiversity-affirming practice
- reviewing data on it's behaviour systems to inform learning and improvement

Individual approaches

- working in partnership with parents and carers
- individual regulation plans, ready to learn plans or risk assessments
- reasonable adjustments under the Equality Act 2010
- providing time, space and trusted adult support to reduce escalation

5. When restrictive interventions may be used

In line with the law staff may consider a restrictive intervention only when necessary to protect the safety and wellbeing of pupils or adults, including to prevent:

- injury to a pupil or another person
- a serious criminal offence
- serious damage to property
- serious disorder where there is an immediate safety risk

In line with the school's focus on proportionality and pupil welfare, the most likely and appropriate reason for physical intervention is to prevent immediate harm to a pupil or an adult.

Physical intervention is a last resort, used only when other strategies are ineffective or unsafe and only where in the judgment of staff the risk of a physical intervention are less than the risks of not intervening. The welfare and safety of our pupils is our main priority.

6. How staff intervene

Where physical intervention is unavoidable, staff will:

- use the least restrictive response available
- apply it for the shortest possible time
- focus on protecting and supporting the pupil(s) involved
- support the pupil to return to regulation as quickly as possible by remaining supportive and reminding the pupil of strategies and alternatives to the risk behaviour.

7. What the school does not do

Restrictive interventions must **never**:

- be used as punishment or to force compliance
- cause pain, fear, humiliation or unnecessary distress
- restrict breathing or circulation, or apply pressure to the neck, chest or abdomen

8. Seclusion

Seclusion is used only in exceptional, safety-critical circumstances and never as a disciplinary response.

Where used:

- it is continuously supervised
- the space is safe and non-threatening
- the pupil is allowed to leave as soon as risk reduces
- emotional support and relational repair follow promptly

9. Recording, reporting and review

All uses of force or seclusion are **recorded** and **parents/carers informed** as soon as reasonably practicable, and on the same day unless there were specific reasons preventing this. Ideally this would be communicated by a conversation followed by a written confirmation. Please see appendix 6

Records are used to support:

- transparency and accountability
- reflection and learning
- reduction of future risk

10. Training, communication and oversight

- This appendix is shared with staff, pupils and parents
- Staff receive training in trauma-informed, de-escalation and lawful intervention
- Where relevant, schools may reference accredited safety intervention training within this framework
- Leaders and governors monitor patterns of use and review this appendix at least annually

Appendix 6

Restrictive intervention report

This form should be filled in by a member of staff who used a restrictive intervention on a pupil.

You should record the incident by filling out this form as soon as possible after the event, **no later than the same day**.

Staff: please read the accompanying staff guide to support you with completing this form. Don't hesitate to ask for support if you need it, from a member of the SLT.

Staff, pupil and incident details

STAFF DETAILS	
Name of the member of staff who used a restrictive intervention, and who is writing this report	
Role of the member of staff who used a restrictive intervention, and who is writing this report	E.g. teacher
Names and roles of any other staff involved	E.g. Sarah Norville (headteacher) was present

PUPIL DETAILS	
Name of pupil who a restrictive intervention was used on	
Names of any other pupils directly involved	
Any needs or circumstances of the pupil, e.g. if the pupil has SEND	E.g. pupil has moderate learning difficulties
The pupil's SEN code, if they have SEN (ask your SENCO if you're not sure)	E.g. E – EHCP

INCIDENT DETAILS	
Date of incident	
Time of incident	

INCIDENT DETAILS	
Location of incident	
Approximate duration of the intervention	
Restrictive intervention(s) used	
Were there any physical injuries to pupil and/or staff member(s)?	YES/NO (If yes, make sure any injuries are also recorded as set out in your school's health and safety policy and reported to the Health and Safety Executive where required)
Details of any physical injuries (if applicable)	E.g. red mark on wrist, scratch on left cheek
Any support provided after the incident, including any medical treatment for injuries to pupil and/or staff member(s)?	E.g. pupil seen by first aider, ice pack applied

Incident account

This should be a **brief account** of:

- **What** happened
- **Why** you assessed that it was necessary to use the intervention you used

You should include:

A – trigger

B –behaviour displayed

C –consequences

You can find more support on how to write an incident report on page 2 of the accompanying staff guide.