



Policy Information Sheet

Name of Policy:	Promoting Positive Behaviour Policy
Delegated Authority	☒ Trust Board ☐ Nominated Committee ☐ CEO ☐ CFO ☐ Other _____
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1. Statement of intent

At Hartlepool Free School, we believe that behaviour is a symptom and a form of communication. Our learners are individuals with a range of learning, communication, sensory, physical, emotional and mental-health needs. These needs and experiences may affect regulation, relationships, participation and the way needs or frustrations are communicated.

We are committed to a calm, safe, respectful and supportive environment in which staff and learners are valued, understood and able to learn. High expectations, predictable routines and clear boundaries sit alongside relational, trauma-informed and SEND-responsive practice. Understanding the reason for behaviour does not remove accountability or the need to protect others from harm.

In line with the SEND Code of Practice, Keeping Children Safe in Education 2025 and the Department for Education's Behaviour in schools' guidance, the school adopts an integrated approach to meeting SEMH and behavioural needs. We work closely with parents, carers and professional colleagues in supporting learners in school and the wider community.

Every behaviour incident is considered an opportunity to restore safety, understand need, teach skills, repair harm and reduce the likelihood of recurrence. Safety is always paramount.

2. Aims and underlying principles

- Create a safe, calm, predictable and inclusive environment in which all learners can learn and staff can work safely.
- Teach expected behaviour explicitly through the behaviour curriculum, routines, modelling, practice and re-teaching.
- Promote dignity, kindness, personal responsibility, resilience and growth mindset.
- Respond to behaviour consistently, fairly and proportionately while considering individual circumstances and legal duties.
- Provide early and targeted support where needs affect behaviour, attendance or engagement.
- Prevent bullying, cyberbullying, prejudice-based and discriminatory bullying, sexual harassment and other forms of child-on-child abuse.
- Use sanctions to protect safety, reinforce boundaries and support learning, not to shame, humiliate or punish distress.
- Minimise the need for restrictive interventions through prevention, de-escalation, reasonable adjustments and effective support planning.
- Work in partnership with learners, parents or carers and professionals and monitor whether actions have improved safety and behaviour.

3. Legal framework and statutory guidance

This policy has regard to the following legislation and current guidance, as amended or replaced:

- Education Act 1996 and Education Act 2002.
- Education and Inspections Act 2006, including the powers to discipline and use reasonable force.
- Equality Act 2010 and the Public Sector Equality Duty.
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years.
- Education (Independent School Standards) Regulations 2014, including the requirement for academies to implement a written behaviour policy that sets out disciplinary sanctions and an effective anti-bullying strategy.

- Human Rights Act 1998 and Health and Safety at Work etc. Act 1974.
- Voyeurism (Offences) Act 2019.
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- Keeping Children Safe in Education 2025, effective until 31 August 2026.
- DfE Behaviour in schools: advice for headteachers and school staff (February 2024).
- DfE Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026).
- DfE Searching, screening and confiscation at school.
- Current DfE statutory guidance on suspension and permanent exclusion, including pupil movement.
- DfE Mental health and behaviour in schools and preventing and tackling bullying.

The former standalone DfE guidance on sexual violence and sexual harassment is not relied upon; the school follows Part Five of KCSIE 2025 and its Child Protection and Safeguarding Policy.

4. Roles and responsibilities

4.1 Trust Board

- Ensure a written behaviour policy and effective anti-bullying strategy are drawn up, implemented and reviewed.
- Ensure this policy is consistent with safeguarding, equality, SEND and human-rights duties and sets out disciplinary sanctions.
- Hold leaders to account through appropriate information about behaviour, suspensions, removal, restrictive interventions, bullying, protected groups and the impact of interventions.
- Ensure sufficient resources, staffing and training are available to implement the policy safely.

4.2 Principal and senior leadership team

- Lead and visibly support the school's behaviour culture, expectations, routines and safeguarding arrangements.
- Ensure the policy is implemented consistently and that staff receive induction, training, support and supervision.
- Determine which staff may impose particular sanctions, authorise searches and lead serious incident responses.
- Ensure decisions are lawful, reasonable and proportionate and that reasonable adjustments are considered.
- Maintain strategic oversight of removal, restrictive interventions, suspensions, permanent exclusions and behaviour data.
- Publish the policy, communicate it to learners, staff and parents or carers and report to the Trust Board.

4.3 Tutor group lead staff

- Plan and review support with parents or carers and, where possible, the learner.
- Write, review and oversee CASS Plans and ensure agreed approaches are understood and followed.
- Maintain regular communication with families and relevant professionals.
- Model relational practice and the Trust values.

4.4 All staff and volunteers

- Know and consistently implement this policy, school routines, individual plans and safeguarding procedures.
- Teach, model, prompt and reinforce expected behaviour and positive relationships.
- Use calm, respectful and proportionate responses, seeking support early when risk is increasing.
- Recognise and report safeguarding concerns, including child-on-child abuse, exploitation, serious violence, discriminatory abuse, sexual harassment and online harm.
- Record incidents and actions accurately on the school's designated systems.
- Consider needs, vulnerabilities, reasonable adjustments and the likely impact of any sanction.
- Never use humiliation, threats, discriminatory language, collective punishment or force as punishment.

4.5 Learners

- Follow the school's values, Safe Students expectations, routines and reasonable instructions.
- Treat others with kindness and respect, use technology safely and report concerns.
- Take responsibility for choices and participate in reflection, repair and support at a developmentally appropriate level.

4.6 Parents and carers

- Become familiar with the policy and reinforce safe, respectful behaviour at home.
- Share information that may affect presentation, safety or support and attend meetings and reviews where needed.
- Work constructively with the school and raise concerns through appropriate routes while continuing to support agreed arrangements.

5. The behaviour curriculum and school expectations

Expected behaviour is taught, modelled and practised rather than assumed. Learners receive induction and, where required, re-induction following transition, prolonged absence, suspension, placement change or a pattern of difficulty. Communication is adapted to age, development, SEND and language needs.

The Make It Different Trust values underpin the behaviour curriculum:

- Kindness: we treat people with care, dignity and respect.
- Personal Responsibility: we own our choices, repair harm and accept appropriate consequences.
- Growth Mindset: we learn from mistakes and practise better choices.
- Resilience: we seek help, use safe regulation strategies and return to learning.

Learners are taught to be Safe Students by demonstrating:

Expectation	What this means
Good Choices	Choose safe options, think clearly and avoid putting self or others at risk.
Good Communication	Speak calmly, use appropriate words, be honest and communicate needs safely.

Expectation	What this means
Good Listening	Listen to staff, follow reasonable instructions and consider what has been said.
Safe Friend	Treat everyone with respect, value difference, use kind language and look out for others.
Safe Passenger	Wear a seatbelt, remain seated as directed and follow transport instructions.
Safe Internet User	Use safe and appropriate content, protect personal information and report online concerns.

Core routines include arriving and transitioning safely, following seating and equipment expectations, using agreed regulation strategies, allowing others to learn, following staff instructions, respecting property and leaving spaces ready for others. Routines are taught and adapted to the context of each learner and setting.

6. Relational and preventative practice

- Ready to Learn: staff establish physical, emotional and psychological safety before expecting sustained learning.
- PACE and Thrive-informed practice: staff use playfulness where appropriate, acceptance, curiosity, empathy, attunement, validation, containment and soothing while maintaining boundaries.
- Zones of Regulation: learners are supported to identify emotions, recognise triggers and use safe regulation strategies.
- CASS Plans and risk assessments: individual strategies, reasonable adjustments, communication approaches, triggers, early warning signs, de-escalation and safety responses are recorded and reviewed.
- Predictability: staff use clear routines, visual support, preparation for change, appropriate processing time and consistent language.
- Environmental adjustments: staff consider sensory load, seating, movement, task demand, social groupings, transitions and access to safe regulation spaces.
- Early help and multi-agency support: concerns about home circumstances, mental health, exploitation, attendance or wider need are escalated through safeguarding or inclusion processes.

7. Recognition and reinforcement of positive behaviour

Positive behaviour is noticed and reinforced frequently, specifically and genuinely. Recognition will be matched to the learner's preferences and may include:

- verbal or written praise linked to a value, routine or skill;
- positive contact with parents or carers;
- points, certificates, displays, responsibilities or celebration;
- access to agreed activities or rewards;
- recognition of repair, re-engagement, improved regulation, attendance or sustained effort;
- whole-group or whole-school recognition where this is fair and inclusive.

Rewards will not be used in a way that humiliates others, creates unsafe competition or excludes a learner because of disability or unmet need.

8. Responding to behaviour: graduated response

Staff will respond at the lowest effective level while prioritising safety. The response may move immediately to a higher level where behaviour is violent, threatening, sexual, discriminatory, involves a weapon, creates serious disruption or presents a safeguarding risk.

Level	Examples	Immediate response and support	Possible consequences
Universal / early response	Low-level disengagement, anxiety, refusal, minor disruption, inappropriate language or emerging dysregulation.	Calm reminder; re-teach expectation; reduce language; offer processing time, choice or regulation strategy; adjust task/environment; praise re-engagement.	Brief restorative conversation, completion of task at an appropriate time, proportionate loss of privilege or natural consequence.
Targeted response	Repeated disruption, escalating dysregulation, persistent refusal, peer conflict, damage or unsafe behaviour without immediate serious harm.	Seek familiar adult/SLT support; separate pupils safely; regulation plan; parent contact; review CASS Plan and triggers; targeted intervention.	Supervised loss of social time, detention where appropriate, repair/restitution, restricted access, internal removal, increased supervision.
Serious / safeguarding response	Assault, serious threats, weapons, sexual harm, discriminatory abuse, significant damage, absconding, exploitation indicators, serious online harm or behaviour placing people at immediate risk.	Make area safe; call SLT/DSL; first aid/emergency services/police where required; preserve evidence; safeguard all pupils; notify parents unless this increases risk.	Formal sanction, risk assessment, multi-agency referral, suspension or permanent exclusion in the most serious circumstances, alongside support and reintegration planning.

Possible sanctions available to authorised staff include:

- verbal reminder, warning or formal instruction;
- completion or repetition of work or routines;
- restorative or reflective work and appropriate repair or restitution;
- loss of a privilege, activity, social time or access to an item where proportionate;
- supervised detention during social time or, exceptionally, outside normal hours where lawful and safe transport arrangements have been considered;
- confiscation of an item;
- changes to seating, grouping, timetable, transport or supervision for safety;
- internal removal from a classroom;

- suspension or permanent exclusion by the Principal in accordance with statutory guidance.

A sanction must be imposed by an authorised person, be reasonable and proportionate, consider age, SEND, disability, medical needs, religion and other relevant circumstances, and must not breach equality, safeguarding or human-rights duties. Corporal punishment is prohibited.

9. Initial intervention, support and preventing recurrence

Following a significant or repeated incident, staff will consider what support or change is required to prevent recurrence. This may include:

- a targeted conversation about what happened, impact, safer choices and future support;
- parent or carer contact and collaborative planning;
- learner voice and an accessible debrief when the learner is regulated;
- review of teaching, communication, sensory environment, attendance, peer relationships and curriculum demands;
- review or creation of a CASS Plan, risk assessment, safety plan or reintegration plan;
- SENCO, DSL, pastoral, Thrive, CAMHS, educational psychology, social care or other professional input;
- assessment of previously unidentified SEND, mental-health need, bullying, exploitation, bereavement, abuse, neglect or difficulties at home;
- specific teaching of emotional regulation, relationships, consent, online safety, empathy, problem-solving or communication skills.

Restorative work will be used only when safe and appropriate. It will not replace a necessary sanction, force a victim to participate or require an apology before a learner is ready to understand its meaning.

10. Learners with SEND, disability or medical needs

- High expectations apply to all learners, with additional support and reasonable adjustments so that learners can meet those expectations.
- The school will not assume that every incident involving a learner with SEND is caused by SEND. The facts and individual circumstances will be considered.
- Where SEND or disability contributed to behaviour, staff will consider whether it is lawful and appropriate to sanction and whether the sanction itself requires adjustment.
- The school will anticipate likely triggers and implement preventative strategies through adaptive teaching, communication support, movement or sensory breaks, environmental adjustments, staff training and individual planning.
- The graduated assess-plan-do-review process will be used where additional or different support is required.
- Provision in an EHC plan must be implemented. Behaviour systems will not be used as a substitute for specified provision.
- Reasonable adjustments do not mean that harmful behaviour is ignored or that the safety and rights of others are reduced.

11. Bullying, discrimination and child-on-child abuse

Bullying, cyberbullying, prejudice-based and discriminatory bullying, sexual harassment, sexual violence, coercion, image sharing, abuse in intimate relationships and other child-on-child harm may be both behaviour and safeguarding matters. Staff must not dismiss harmful behaviour as banter, part of growing up or an inevitable feature of SEND or SEMH.

- Immediate safety and the needs and wishes of the child harmed will be considered first.

- Concerns will be recorded and reported to the DSL where there is any safeguarding element.
- Pupils involved will normally be spoken to separately and unsafe mediation will not be used.
- Appropriate support, risk assessment, supervision, sanctions, referrals and parent or carer communication will be arranged.
- Part Five of KCSIE 2025 and the school's Child Protection, Anti-Bullying and Online Safety policies will be followed.
- Discriminatory language and conduct will be challenged, recorded and monitored, including racism, homophobia, biphobia, transphobia, sexism, misogyny and disability-based abuse.

12. Removal from classrooms and use of regulation spaces

Removal is a serious disciplinary response in which a learner is required to spend a limited period outside the classroom in a supervised setting. It is distinct from a brief conversation outside the room and from access to a sensory, nurture or regulation space for non-disciplinary reasons.

- Removal may be used to maintain safety, restore stability after an unreasonably high level of disruption, enable education to continue in a managed environment or allow a learner to regain calm safely.
- Other classroom strategies will normally be attempted first unless behaviour is so serious that immediate removal is required.
- Meaningful education, suitable supervision and appropriate resources will be provided.
- Parents or carers will be informed on the same day where a learner has been formally removed.
- The learner will be supported to reflect and reintegrate. Underlying factors, SEND, safeguarding and the need for additional support will be considered.
- Learners will never be locked in a removal room. Any physical prevention of leaving because of immediate risk is a safety intervention, not a disciplinary sanction, and must follow the restrictive-intervention procedures.
- Prolonged removal requires the explicit agreement of the Principal, extensive educational and pastoral support and regular review.
- Removal data will be monitored for repeat patterns, effectiveness and disproportionate impact on protected groups.

13. Restrictive interventions, reasonable force and seclusion

The school will follow its Holding Safely Policy and the DfE guidance Restrictive interventions, including use of reasonable force, in schools, effective from 1 April 2026. The priority is to minimise the need for restrictive intervention through prevention, de-escalation, reasonable adjustments, risk assessment and individual planning.

- All members of school staff have the legal power to use reasonable force in limited circumstances to prevent a learner injuring themselves or others, committing an offence, damaging property or causing disorder.
- Force must never be used as punishment. It must be necessary, reasonable and proportionate, using the least restrictive intervention and no more force than is required for the shortest necessary time.
- Staff will consider medical needs, SEND, communication, trauma, sensory needs, age, size, dignity and the risk that intervention may escalate harm.
- Staff likely to use restrictive interventions will receive appropriate training in prevention, de-escalation and safe and lawful practice.

- Seclusion is not a disciplinary sanction. It may only be used as a safety measure to protect people from harm during high dysregulation, in a safe environment, with continuous supervision, and must end as soon as the immediate risk has reduced.
- Any injury or adverse impact will receive prompt medical attention and be recorded and reported in accordance with school and statutory procedures.
- Every significant incident involving force, and every incident of seclusion, will be recorded in writing as soon as practicable, normally on the same day. The record will include what led to the incident, prevention and de-escalation used, why intervention was necessary, what occurred, duration, injuries and post-incident support.
- Parents or carers will be informed as soon as practicable, normally on the same day. Where informing a particular parent is likely to cause serious harm to the learner, the statutory alternative reporting route will be followed with safeguarding oversight.
- The learner and staff involved will be offered appropriate post-incident support and separate reflection or debrief. Plans and risk assessments will be reviewed following significant incidents.
- Leaders and trustees will monitor data, patterns, equality impact, injuries, training needs and actions to reduce future use.

14. Searching, screening and confiscation

Searching will be conducted in accordance with current DfE guidance and the school's safeguarding duties. A search is a safeguarding intervention as well as a behaviour process and must be lawful, necessary, proportionate and respectful.

- The Principal and staff authorised by the Principal may search a learner or their possessions where the legal conditions are met or where the learner agrees to the search.
- Before a search, staff will consider the learner's welfare, SEND, communication needs, medical needs, history of trauma, the urgency of the risk and whether the DSL or police should be involved.
- Searches will normally be carried out by a member of staff of the same sex as the learner and in the presence of another member of staff, subject to the urgent statutory exception where serious harm may otherwise occur.
- Intimate searches are never conducted by school staff. Where there is reason to believe a concealed item presents risk and cannot be safely recovered, the police will be contacted.
- Electronic devices may be examined, data deleted or passed to the police only where lawful and in accordance with DfE guidance. Staff must not view, copy or forward nude or semi-nude images; these concerns must be referred immediately to the DSL.
- Parents or carers will be informed about searches and outcomes in accordance with guidance, unless safeguarding considerations require a different approach.
- Searches, confiscation, disposal and police involvement will be recorded appropriately.

Items banned from school and for which a search may be made include:

- knives, weapons and items made, adapted or intended to cause injury;
- alcohol, illegal drugs, suspected controlled substances and drug paraphernalia;
- stolen items;
- tobacco, cigarette papers, vapes, nicotine products, lighters and matches;
- fireworks and explosive or flammable items;
- pornographic or sexual images and material;
- any item reasonably suspected to have been or likely to be used to commit an offence, cause injury, damage property or seriously disrupt school;

- unauthorised medication or substances;
- mobile phones, recording devices or smart technology brought or used contrary to the Mobile Phone Policy;
- any other item specifically identified as banned in school rules or an individual safety plan.

Reasonable force may be used to search for legally prohibited items where the statutory conditions are met, but not solely to search for an item banned only under school rules.

15. Mobile phones, smart technology and online behaviour

- Mobile phones and personal smart or recording devices must not be used during the school day unless explicitly authorised for a specific educational, medical, accessibility or safeguarding purpose.
- Devices brought to school must be stored or handed in in accordance with the Mobile Phone Policy. Unauthorised use may result in confiscation and parent or carer collection arrangements.
- Recording, photographing or sharing images, audio or video without permission is prohibited and may be a safeguarding or criminal concern.
- Online behaviour outside school may be addressed where it threatens or harms a learner or staff member, affects relationships or learning, disrupts the orderly running of school or brings the school into serious disrepute.
- AI-generated impersonation, deepfakes, sexualised content, manipulated images, harassment and threats will be treated seriously under safeguarding, online-safety and behaviour procedures.

16. Behaviour outside school premises and on transport

The school may respond to and sanction behaviour outside the premises to the extent that it is reasonable, including behaviour:

- during school-organised or school-related activities;
- while travelling to or from school or on school transport;
- while wearing school uniform or otherwise identifiable as a learner at the school;
- that threatens another learner or staff member;
- that has repercussions for the orderly running, safety or relationships of the school;
- that adversely affects the school's reputation or the safety of the wider community.

Safeguarding concerns will be referred to the DSL, and the school will work with parents, transport providers, the local authority, police and other agencies where appropriate.

17. Suspected criminal behaviour and police involvement

Where behaviour may be criminal, the Principal and DSL will consider whether and when to contact the police, children's social care and parents or carers. The immediate safety and welfare of children will remain the priority. Staff will avoid actions that could compromise a police investigation, will preserve relevant evidence safely and will continue to apply safeguarding and behaviour measures that do not conflict with police advice.

18. Suspension, permanent exclusion and reintegration

- Only the Principal, or the acting Principal, may suspend or permanently exclude a learner.

- Suspension or permanent exclusion may be used for a serious incident or persistent behaviour that has not improved following appropriate support and sanctions, where the statutory test and current guidance are met.
- Decisions will be lawful, reasonable, fair and proportionate and will consider SEND, disability, safeguarding, social-care involvement, alternatives and whether appropriate provision and reasonable adjustments were in place.
- The school will follow all statutory notification, governing-board review, education, marking, social-worker and Virtual School Head requirements.
- A reintegration strategy or meeting will be used following suspension to support a successful return. The learner will not be required to earn the right to return once the suspension has ended.
- Managed moves and off-site direction will be used only within the statutory framework, with informed involvement, regular review and the learner's best interests at the centre.

19. Safeguarding, mental health and attendance

Behaviour may be an indicator of abuse, neglect, exploitation, bullying, mental ill health, unmet SEND, domestic abuse, substance misuse, serious violence, radicalisation or difficulties at home. Staff will remain professionally curious and follow safeguarding procedures rather than relying only on sanctions.

- Any concern about a learner's welfare will be reported to the DSL or Deputy DSL without delay.
- Staff will be alert to unexplainable or persistent absence, school avoidance, missing episodes, self-harm, sudden deterioration, fear, injury, sexualised behaviour and changes in peer groups or online activity.
- A sanction will not be used to prevent a learner from reporting harm or to penalise behaviour that is a direct consequence of a medical emergency.
- Where mental-health difficulties may amount to SEND or disability, the SENCO and relevant professionals will be involved and reasonable adjustments considered.

20. Staff induction, development and support

- All staff and relevant volunteers will receive induction on the behaviour curriculum, routines, safeguarding, child-on-child abuse, SEND, reasonable adjustments, recording systems and emergency support.
- Staff likely to manage elevated risk will receive appropriate training in de-escalation, Holding Safely and restrictive-intervention procedures.
- Training will be refreshed and adapted in response to pupil needs, incidents, data, staff feedback, legal change and quality assurance.
- Staff will be supported following serious incidents through debrief, medical attention, supervision, wellbeing support and review of risk-management arrangements.
- Leaders will address inconsistent or unsafe practice through coaching, training, supervision and, where necessary, formal procedures.

21. Recording, monitoring and evaluation

- Behaviour incidents, safeguarding concerns, bullying, discrimination, sanctions, removal, searches, confiscation, suspensions and restrictive interventions will be recorded on the appropriate school system.
- Records will be factual, timely and include the context, learner voice where possible, action taken, support offered, parent contact, safeguarding decisions and review arrangements.

- Leaders will analyse patterns by learner, group, location, time, type of incident, protected characteristic, SEND, attendance, staff response and outcome.
- The school will monitor whether responses reduce recurrence and whether any aspect of the policy has a disproportionate effect on disabled learners or other protected groups.
- The Trust Board will receive proportionate, anonymised information and assurance about implementation, impact and required improvement.
- Pupil, parent and staff voice will inform the annual review of behaviour culture and this policy.

22. Communication, complaints and allegations

- This policy will be available to staff, learners and parents or carers and will be explained in accessible formats where required.
- Concerns about behaviour management or a sanction should be raised with the school and may be pursued through the Trust Complaints Policy.
- Complaints or allegations about staff conduct, including the use of force, will be managed under safeguarding, low-level concern, allegations and complaints procedures as appropriate. They will not be investigated solely through the pupil behaviour process.
- Safeguarding concerns must be raised immediately with the DSL, Principal, CEO, LADO, children's social care or police as appropriate and must not be delayed by the complaints process.

23. Linked policies

- Child Protection and Safeguarding Policy;
- Anti-Bullying Policy;
- SEND Policy and SEN Information Report;
- Holding Safely / Restrictive Interventions Policy;
- Searching, Screening and Confiscation procedures;
- Suspension and Permanent Exclusion Policy;
- Mobile Phone Policy and Online Safety Policy;
- Attendance Policy;
- Supporting Pupils with Medical Conditions and Administration of Medication policies;
- Equality Policy and Accessibility Plan;
- Staff Code of Conduct;
- Complaints Policy;
- Educational Visits and Transport procedures;
- CASS Plans, Student Profiles and individual risk assessments.

24. Review

This policy will be reviewed at least annually by senior leaders and approved by the Trust Board. It will be reviewed sooner where legislation, statutory guidance, school practice or risk changes. The review will consider safeguarding and behaviour data, restrictive-intervention records, suspensions, removal, searches, complaints, staff and pupil voice, parent feedback, equality impact, SEND patterns and evidence that interventions are improving safety and learning.

Appendix 1: Immediate response to a serious incident

1. Make the environment safe and summon appropriate support.
2. Check for injury and provide first aid or call emergency services.
3. Separate learners safely and preserve dignity.

4. Inform the DSL immediately where there is any safeguarding concern.
5. Contact police or children's social care where required and preserve evidence.
6. Record factual accounts promptly and complete any statutory restrictive-intervention record.
7. Inform parents or carers as soon as practicable unless safeguarding procedures require a different approach.
8. Provide post-incident support to learners, staff and witnesses.
9. Review risk assessments, CASS Plans, support, provision and environmental factors.
10. Agree sanctions, referrals, reintegration and monitoring, then check whether risk and recurrence have reduced.