



BEHAVIOUR AND RELATIONSHIPS POLICY

October 2026

“When the adults change, everything changes”
Paul Dix 2017

All adults will be **calm, consistent** and **kind** in their interactions with pupils, building positive relationships and maintaining high expectations for all.

Introduction

This policy addresses both the promotion of positive behaviour, in accordance with our academy’s general aims and ethos, in relation to children’s personal, social and moral development (including mental health and wellbeing), and also our policy on recognition and sanctions with regard to pupils’ behaviour. It also contains our policy on bullying and exclusions. This should be read alongside our policies on Equity, Diversity and Inclusion, Teaching and Learning, Special Educational Needs, Mental Health and Wellbeing, Child Protection and Safeguarding, and Exclusions Policy.

Policy Statement

At NET Academies Trust, we understand that how we interpret behaviour is vital. We understand that behaviour is understood as a communication of unmet need or as an adapted, defensive stress response. We recognise that modern science is showing that there is a huge difference between misbehaviour and stress behaviour.

Misbehaviour: the key to any misbehaviour is that a child could have acted differently; that they are aware that they shouldn’t have done something and were perfectly capable of acting differently.

Stress behaviour: the key to stress behaviour is that the child is not fully aware of what they are doing, or why they have limited capacity to act differently.

Stress behaviour is caused by too high a stress load. The big challenge is figuring out why the child’s stress is so high.

(Essex Trauma Perceptive Practice Manual)

The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond. We understand the importance of ‘feeling safe’ in promoting social engagement and learning. Our focus is to create a culture with high expectations of behaviour, establishing calm, safe and supportive environments conducive to learning, ensuring that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

All staff at Katherines Primary Academy have high expectations of children’s behaviour in order that every child achieves his or her full potential and we make a point of acknowledging, praising and rewarding behaviour that is good.

We believe that everybody in school has the right to:

- be treated with respect and kindness
- learn, develop and progress
- feel safe

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. We practise relentless routines and visible consistencies that all children and staff follow.

All adults in the school share these 5 Pillars of Practice;

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

Children are praised publicly and reminded about expected behaviour in private.

Trauma Perceptive Practice (Essex Local Authority)

An understanding of trauma, chronic stress and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school community understands the impact these have on a child's development, behaviour and learning to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning.

There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At NET Academies Trust, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Aim of the Policy

Every member of staff working in the school is expected to be consistent in their approach to children's behaviour and follow the school's behaviour policy for the following reasons:

- Consistency and security for the children;
- Consistency and security for parents;
- Elimination of ambiguity for staff;
- Support for ECTs, supply staff and non-teaching staff;
- Ease in establishing good behaviour.

Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school. We believe in equity.

Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

Our first priority will always be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques will be used to help prevent further behaviour issues arising and to help the child return to their Window of Tolerance. In line with TPP, these may include respecting personal space, keeping tone and body language neutral, being empathetic.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Our school Rules

Our rules are simple and straightforward so that all children and staff can remember them –

- **Stay safe**
- **Be kind**
- **Work hard**

Purpose of the Policy

The purpose of the policy is to ensure:

Consistent language and consistent response: Referring to the rules or the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour. Linking to the 5 Pillars of Practice, scripting difficult behaviour

Consistent follow up: Ensuring '**certainty**' in the classroom, in the playground, and senior leadership level. Linking to the 5 Pillars of Practice, consistent calm adult behaviour

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Linking to the 5 Pillars of Practice, first attention for best conduct

Consistent consequences: Defined, agreed and applied at the classroom level as well as established procedures for break times and structures for more serious behaviours. Linking to the 5 Pillars of Practice, consistent calm adult behaviour/scripting difficult interventions/restorative follow up.

Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

Consistent respect from the adults: Even in the face of disrespectful pupils! Linking to the 5 Pillars of Practice, consistent calm adult behaviour Linking to the 5 Pillars of Practice, relentless routines

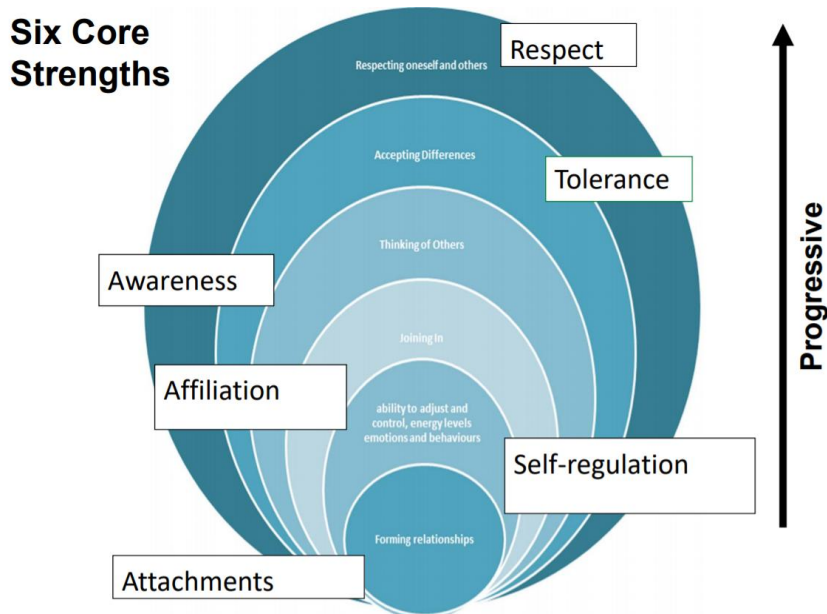
Consistent models of emotional control: Emotional regulation/containment that is modelled and not just taught, (Zones of Regulation), pupils are never 'shamed', teachers as role models for learning, teachers learning alongside pupils. Linking to the 5 Pillars of Practice, consistent calm adult behaviour

Consistently reinforced expectations and routines for behaviour: In classrooms, and around the site. Linking to the 5 Pillars of Practice, relentless routines.

Consistent environment: Displays are of a consistent high quality, consistent visual messages and echoes of core values, positive images of pupils. Linking to the 5 Pillars of Practice

Our Approach to Positive Behaviours

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported to develop relationships in accordance with Bruce Perry's six core strengths (see diagram below), as referred to in our TPP training, moving from forming secure attachments to respecting others; this represents that good learning has taken place.



Recognition

There are 5 stages in the class star point chart. Each stage has 10 gold stars to complete. Stars are awarded for recognition of excellent work or behaviour by the class teacher or a member of SLT. When each stage is complete the children receive a special star pin which they wear on their lapel.

➤	Yellow Star	10 Gold Stars
➤	Red Star	20 Gold Stars
➤	Blue Star	30 Gold Stars
➤	Bronze Star	40 Gold Stars
➤	Silver Star	50 Gold Stars
➤	Gold Star	60 Gold Stars
➤	Platinum Star	70 Gold Stars

These are presented in a celebration assembly on a Friday along with a certificate.

Stars are awarded according to the GROW values.

Children are also recognised for adhering to the fundamental characteristics of the school's GROW values. Pupils who have shown themselves to be Global Citizens, Resilient Learners, Outstanding Achievers or Well-Rounded Empowered Individuals are awarded with a certificate in assembly and their parents are invited into school to celebrate this achievement in the weekly celebration assembly.

House points are awarded to children for following school rules and the GROW values.

Restorative Practice

Alongside relational skills, all staff are trained in how to hold an effective restorative conversation. Five key questions are used to ensure the conversation is reflective, yet is not detrimental to a child's view of themselves.

The Restorative Five:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate logical. They are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

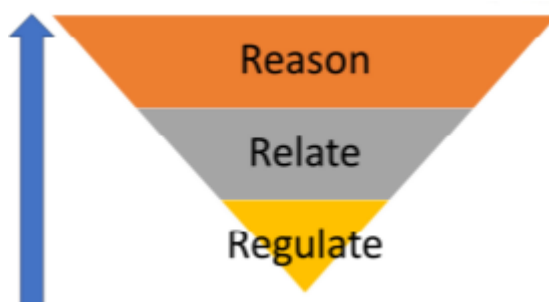
Addressing Inappropriate Behaviour with dignity

It is the positive feedback and encouragement and the building of self-esteem above all else that makes our Behaviour Policy work. All staff must recognise and encourage choices of good behaviour. It is also important that all staff respond consistently to behaviour:

Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screw face, irritated tone or sharp word. Do not allow yourself to shout, point or even give the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it become routine, easy, normal – even working in the most extreme circumstances.'

Paul Dix, 2017

Our Behaviour Steps



'We must regulate people before we can possibly persuade them with a cognitive argument'.

Bruce Perry

The children's Charter is discussed and agreed with the children at the beginning of every academic year.

Behaviour	Immediate consequence	Follow up consequence	
Level 1			
Talking out of turn	Non-verbal/verbal warning	If persistent – level 2	Persistent behaviours may lead to an appropriate level 2 consequence. Teacher to communicate to parents at an
Incorrect and/or unsafe sitting position	Non-verbal/verbal warning	Move to alternative space	
Wasting time	Verbal warning	Complete work during social time	
Work avoidance	Verbal warning	Complete work during social time	
Disruption and not listening	Verbal warning	Move to an alternative workspace within classroom	

Inappropriate use of hands	Verbal warning about keeping hands to ourselves.	If persistent – level 2	appropriate time. Not logged on Arbor unless escalated to level 2 behaviour.
Not following an adult’s instruction first time	Repeat instruction and remind child of expectation and being safe.	If persistent – level 2	
Not sharing, snatching and taking without asking.	Replace object, repeat expectation and re-model	If persistent – level 2	
Not moving on from a resolution	Reframing and modelling	If persistent – level 2	
Level 2			
Persistent inappropriate use of hands or use of hands that results in someone being hurt.	Verbal conversation with adult who witnessed behaviour.	Loss of social time x1 for restorative conversation.	Teacher to communicate to parents verbally. Log on Arbor. Consider CMP or further support for repetitive behaviours.
Physical/ verbal aggression from dysregulation or conflict which causes minor harm or distress to another person	Removal from environment to reregulate and reflect	Loss of social time x1 to write apology letter.	
Instigation of an incident/holding a grudge after resolution	Verbal conversation and reiterate school rules and GROW principles.	Zones of regulation work during social time x1	
Leaving classroom without permission	If an extra adult is present – verbal conversation/GROW	Complete work during social time	
Damaging property (school or an individual’s)	Verbal conversation and reiterate school rules and GROW principles.	Loss of social time x1 to fix/clean damaged item.	
Not being honest	Verbal conversation and reiterate school rules and GROW principles.	Loss of social time x1 to write the truth.	
Constant disruption within timeframe	Time out with SLT	Loss of social time x1	
Swearing and spitting generally (not aimed at an individual)	Witnessing adult warns and discuss appropriate behaviour	Loss of social time x1	
Disrespect towards staff / not following instructions after reminders and warnings have been given.	Witnessing adult to give a warning and discuss importance of respectful behaviour.	Loss of social time x1	
Level 3			
Swearing, spitting or offensive language towards an individual (staff or pupil)	Removal from classroom/playground	Loss of social time x2 and letter of apology.	CMP SLT and team around incident to decide consequences. Star analysis.
Significant physical violence or aggressive behaviour intended to cause harm to another person.	Removal from classroom/playground	Loss of social time x2 letter of apology.	
Racist and derogatory language: verbal or written not directed towards anyone individually or collectively	Removal from classroom/playground	Loss of social time x2 for reflection and restorative work.	
Bullying, racism and derogatory behaviour targeted at an individual are dealt with on an individual basis due to severity. (instant consequence above)			

Behaviour is logged on blue forms and this information is used to identify trends and address issues arising and are taken into consideration when considering a CMP (Consistent Management Plan). Teachers are expected to make leadership aware if 'Time Outs' occur consistently as repetition of behaviours may require escalation to a CMP. Governors will analyse all recorded data on 'Time outs in other classes or with leadership' where a child has been removed from class for a short period and in cases where these are falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

The use of 'Time out' in other classes is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics.

SEND and Communicating Behaviours

The Trust will 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 Katherines Academy on the facts of the situation.

Katherines Academy will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding learning differences such as autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

Incidents of a Serious Nature

It is recognised that for some children further sanctions may need to be used.

Incidents of a serious nature (e.g. aggression, violence, racism) will bypass the above system and will immediately be referred to and dealt with by the Head of School/Headteacher or a senior leader in her absence. Incidents will be recorded on the behaviour system provided online by Arbor. This will involve the Head of School/Headteacher and relevant academy staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, a 'Consistent Management Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan. The plan will also include provision of interventions aimed to teach skills and strategies to support the child to address poor behaviour. The interventions used by the Trust include – Zones of Regulation, Brain Buddies, SMART Thinking, Talkabout series.

Removals from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the class have been attempted, unless the behaviours is so extreme as to warrant immediate removal. Reasons for removal are:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe place.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment until a suitable plan is put in place for successful reintegration.

Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents will be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

Physical intervention (control and restraint) - the use of reasonable force

At Katherines we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: **Restrictive interventions, including use of reasonable force, in schools April 2026.**

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on Arbor and reported immediately to the Head of School/Headteacher.

Our partner for physical intervention training is PRICE (Protecting Rights In a Caring Environment) training. PRICE is a Restraint Reduction Network (RRN) certificated training provider.

The PRICE Schools Programme course equips education staff with the knowledge, skills and confidence to

- safely respond to situations where the communicating behaviour compromises the safety of themselves or others to a level where without further intervention harm is very likely.
- take immediate action to protect both the safety of pupils and teaching staff.

Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here: [Understanding and Supporting Behaviour - Safe Practice for Schools - August 2023.pdf \(essex.gov.uk\)](https://www.essex.gov.uk/understanding-and-supporting-behaviour-safe-practice-for-schools-august-2023)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Fixed Term and Permanent Exclusion

We are an inclusive academy and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The Head of School/Headteacher can exclude a pupil from the academy on disciplinary grounds for the maximum of 45 academy days per academic year. After this the pupil may be permanently excluded.

Should a child be continually and seriously disruptive during the lunch break the Head of School/Headteacher is entitled to exclude the child from the academy premises for the duration of the lunch break. Such an exclusion will be treated in the same way as any other exclusion in terms of notifying the parents. Lunchtime exclusions shall count as a half day exclusion for the purposes of record keeping.

The Head of School/Headteacher reserves the right, pursuant to Section 89(5) of the Education and Inspections Act 2006, to exclude a pupil for actions committed out of academy hours and off academy premises, including when the child is not under the lawful control or charge of the academy.

The Head of School/Headteacher will take account of their duty of care when excluding a pupil and not allow them to leave the academy premises until they are accompanied by an appropriate adult. To facilitate this the Head of School/Headteacher will contact parents to arrange the collection of the child should the exclusion take place in the middle of the academy day.

Under the Equality Act, the gender, race, ethnicity, disability or sexual orientation of a pupil cannot be a contributing factor in the decision to exclude them.

The Head of School/Headteacher will not exclude any pupil or increase the length or severity of an exclusion for any non-disciplinary reason, such as poor academic attainment or the conduct of a pupil's parents. The academy will not place conditions on a pupil's exclusion whereby the failure to meet such conditions would result in the delaying of their return to academy. It is unlawful for pupils to be excluded from the academy during the presence of inspectors if they would not have been excluded otherwise.

Bullying

The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, transphobic, homophobic, sexual, verbal (direct or indirect) and cyber-bullying.

The Trust wants to make sure that all pupils feel safe in the NET Academies Trust and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this Relationships policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practises a preventative strategy to reduce the chances of bullying. This is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, Katherine's will:

- take it seriously
- investigate as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Head of School/Headteacher
- provide support and reassurance to the victim
- make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff, using the practices referred above, will make sure that they understand what they have done and the impact of their actions
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiations and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is used
- consider whether exclusion is appropriate in light of the circumstances.

The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during the investigation this could lead to an adverse decision taken against the pupil.

Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

Mobile Phones

To promote positive behaviour, safeguarding, wellbeing, and learning, pupils are not permitted to use mobile phones or smart devices during the school day. Any breach of this expectation will be managed in accordance with the school's behaviour policy.

Pupils that walk to school without an adult are permitted to bring a mobile phone on site but this must be turned off before entering the school gates and handed in to the office upon arrival for secure storage.

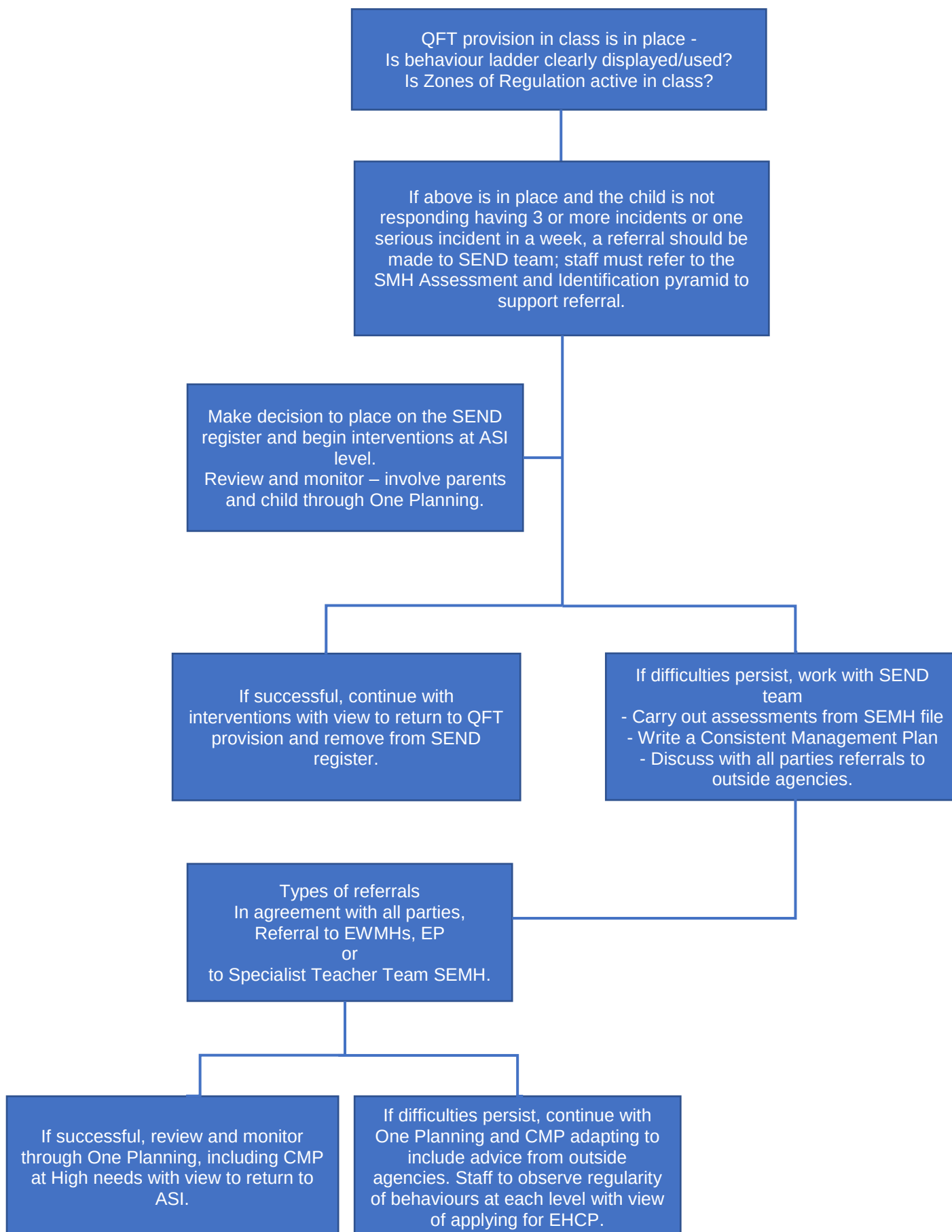
This policy was approved by the Trust in October 2026.

This policy shall be reviewed on a regular basis to ensure its continued effectiveness and compliance with the law and regulations.

Next review date: October 2027.

Appendix A

NET Academies' Approach to SEMH Intervention Support and Provision



Assessment and Intervention Pyramid for SEMH

	Focus areas>>>								
	Intervention	Outside agencies	EP involvement	ST involvement	School Counsellor	EWMHs referral	EWO Social Care As appropriate		
	Trigger	Ongoing concerns and difficulties							
	Assessment	On-going							
<p>Use Essex Provision Guidance for foundational school, class and individual approaches</p> <p>Meet with parent and pupil</p> 	Intervention	Amend teaching approaches	Incredible 5 point Scale Social Stories Zones of Regulation	Regular group sessions with EP: Bright Minds Bright Moods	Regular group sessions with trained adult: Social Skills e.g. Time to Talk, Socially Speaking, Talkabout Lego Therapy	Regular group sessions with trained adult: Volcano in my Tummy When my worried get too big Feeling Artbook	Regular 1:1 sessions with Pastoral staff	Family Support Keyworker input	
	Trigger	On-going concerns reported to SLT/ CT Increase in Frequency and Severity measured through observations/blue slips							
	Assessment	Functional Behaviour Analysis e.g. ABC charts STAR analysis	Assessment of speech, language and communication, physical skills and other possible needs	Pupil views investigated in more detail e.g. Pupil Participation folder approaches, Feelings rating scales	Boxall Profile (now online)	Emotional Literacy Checklists (Southampton EPS)	SENCO observation of class and pupil		
	If concerns continue and child is working more than a year below ARE or blue slips/exclusions have increased, place on SEND register								
<p>Use Essex Provision Guidance for foundational school and class approaches</p> <p>Meet with parents and pupil</p> 	Intervention	Assessment of academic levels → increased differentiation	Peer support e.g. buddy system, playground leaders, friendship stop, lunchtime clubs, safe place, become a buddy/peer mentor	Meet with identified adult to discuss and problem-solve Reward? Positive report	Circle Time in class – targeted PSHE lessons	School, class/group use of Growth Mindset resources	School, class and group use of Zones of Regulation/ WHAM resources	Meet and Greet Self-monitoring success records	
	Trigger	Concerns reported to Sharon Newton/ SLT/ CT Frequency and Severity measured through observations/blue slips							
	Assessment	Parent concerns or information (e.g. home-school log info, family separation/ bereavement)	Staff concerns	Daily checks – Zone of Regulation – pupil frequently indicates blue, yellow or red zones	Detentions/ Exclusions	Rate of learning progress and/or attainment	Attendance concerns		
	Focus areas >>>								

Appendix C

REASONABLE FORCE / PHYSICAL INTERVENTION INCIDENT RECORD

Think PRICE

P — Prevention / preparation	What steps were taken to prevent escalation and keep people safe?
R — Risk assessment	What was the immediate risk? Why was intervention necessary at that point?
I — Intervention	Exact actions / contact used, by whom, position and sequence. Identify the trained approach used; do not write only “PRICE hold”.
C — Communication / care	Instructions, communication with pupil, monitoring, comfort, dignity and any adjustments made.
E — Ending / evaluation	What changed so the intervention could stop? Confirm it ended as soon as safe; record debrief and learning.

Pupil and incident details

Academy	
Pupil name	
Class	
Date of incident	
Time of incident	Start: End:
Exact location	
Staff directly involved / roles	
Other staff / witnesses	
Person completing form / role	

Immediate risk and reason for intervention

Describe the specific, immediate risk and who/what was at risk. Avoid labels or assumptions.

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Reason(s) (tick all that apply):

- ☐ Prevent injury / imminent harm ☐ Prevent an offence ☐ Prevent damage to property
☐ Maintain good order / discipline (where legally permitted) ☐ Other: _____

Events before intervention and de-escalation

What happened immediately beforehand? Include observable behaviour, triggers/context and relevant known needs.

Strategies attempted (tick and add detail):

- ☐ Calm verbal prompts ☐ Reassurance ☐ Offer of space / time ☐ Choices / redirection
☐ Remove other pupils / reduce audience ☐ Call for assistance ☐ Other: _____

What was tried, by whom, and with what result? If not attempted, explain why.

Injury, distress and medical / safeguarding response

Pupil injury / marks / distress	
Staff / other person injury	
First aid / medical assessment	
Safeguarding concerns / referrals	

Pupil voice

Pupil's account / views	
Support after incident	

Parent / Carer communication

Parent/Carer contacted	
Date/Time	

Staff declaration and management review

Staff completing record	
Signature / date	
Senior Leader reviewing	
Review action	
Review signature / date	