LATTON GREEN PRIMARY ACADEMY

BEHAVIOUR AND RELATIONSHIPS POLICY

October 2026

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

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 rewards 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. These policies can all be found on our website for Latton Green.

Policy Statement

At Latton Green Primary Academy, we believe that every child has the right to feel safe, be treated with respect and kindness, and learn, develop and succeed. We maintain high expectations of behaviour within a calm, safe and supportive environment where positive relationships are at the heart of school life.

Our approach is informed by Essex Trauma Perceptive Practice (TPP) and combines high structure with high nurture. We recognise that behaviour can be a form of communication and that a child’s experiences, emotions, additional needs and levels of stress can influence their capacity to regulate their behaviour. Understanding behaviour does not mean excusing behaviour; clear expectations, appropriate boundaries and accountability remain important parts of our approach.

We explicitly teach the behaviours, routines and learning attitudes we expect and place a strong emphasis on recognising and celebrating positive behaviour. Where children require additional or adapted support to meet our expectations, their individual needs will be considered and reasonable adjustments made where appropriate.

Our aim is to develop children who demonstrate respect, responsibility, resilience and self-regulation, enabling them to build positive relationships and engage fully in learning and school life.

Our Commitment as Staff

At Latton Green Primary Academy, adults understand that relationships are at the heart of positive behaviour. Staff model the respectful behaviour we expect from pupils and respond to behaviour in a calm, consistent, respectful and proportionate manner.

Adults seek to understand what behaviour may be communicating while maintaining high expectations, clear boundaries and consistent routines. We use positive language, co-regulation and de-escalation where appropriate, protect each child's dignity and provide opportunities for children to reflect, repair relationships and make better choices.

High nurture does not mean low expectations. Adults combine warmth, curiosity and compassion with appropriate challenge and accountability so that every child feels safe, respected and ready to learn.

All adults follow our five 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 privately wherever appropriate.

Aim of the Policy

The aim of this policy is to provide a clear and consistent approach to behaviour that supports every child to feel safe, respected and ready to learn. It sets out the high expectations we have for behaviour across Latton Green Primary Academy and provides a shared framework for pupils, staff and families.

Through positive relationships, explicit teaching of expectations, recognition of positive behaviour and consistent adult practice, we aim to help children develop the self-regulation, responsibility and positive attitudes they need to succeed in school and beyond.

Consistency in Practice

Consistency is central to our approach to behaviour at Latton Green Primary Academy. All adults are expected to understand and follow this policy so that children experience clear, predictable and fair expectations throughout the school day. A consistent approach provides security for children and families, supports all members of staff, including ECTs, supply staff and non-teaching staff, and ensures that expectations are understood and applied across the school.

Consistency does not mean that every child will always receive exactly the same response. Staff will take account of individual needs, circumstances and reasonable adjustments while maintaining consistently high expectations for behaviour.

Our consistent approach includes:

- Language and responses – adults use clear, simple and respectful language, referring to our school rules and agreed expectations when discussing behaviour.

- Follow-up – behaviour is followed up consistently, whether it occurs in the classroom, playground or elsewhere in school, with senior leaders involved where appropriate.
- Positive reinforcement – appropriate behaviour, effort and positive choices are routinely noticed, encouraged and celebrated.
- Consequences – agreed consequences are applied consistently and proportionately, with clear procedures for classrooms, social times and more serious incidents.
- Rules, routines and expectations – simple and familiar expectations are explicitly taught, modelled and reinforced throughout the school day, supported by visual cues where appropriate.
- Respectful adults – adults model calm, respectful and professional behaviour, including when responding to challenging behaviour.
- Emotional regulation – adults model regulation and co-regulation, drawing on approaches such as Zones of Regulation. Children are supported to regulate, reflect and repair; they are not shamed for their behaviour.
- Predictable environments – classrooms and shared spaces reinforce our school values, routines and expectations and provide children with a sense of safety and belonging.

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.

Respect – Our School Rule

At Latton Green, **Respect** means treating ourselves, other people, our learning and our school with care and consideration. We expect children to show respect through both their behaviour and their attitude to learning.

Our Learning Characters help us to understand and demonstrate respect every day. We show respect when we:

- **Resilience Warrior – Be Resilient:** keep trying, respond positively to challenges and learn from setbacks.
- **Reasoning Robot – Be Curious:** listen to others, ask thoughtful questions and value different ideas.
- **Risk Taking Hero – Continuously Improve:** have a go, learn from our mistakes and make better choices.
- **Concentration Ninja – Concentrate:** listen when others are speaking, follow instructions and make sure everyone is able to learn.

- **Responsibility Avenger – Co-operate:** use kind words and actions, work positively with others, look after our school and take responsibility for our choices.

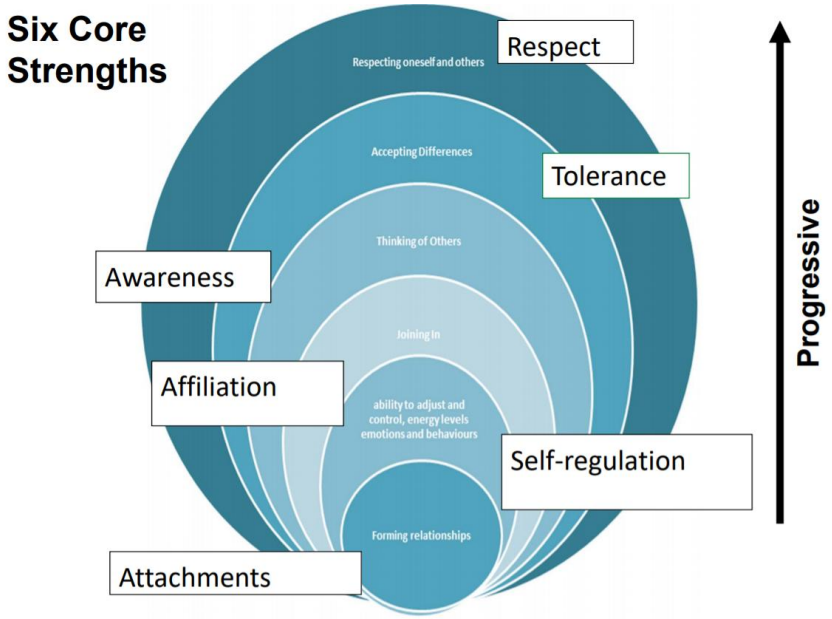
We explicitly teach children that **respect is something we show through our actions**. This includes listening when someone else is speaking, using appropriate language, following adult instructions, respecting personal space, taking care of property and resources, and behaving in a way that allows others to feel safe, happy and ready to learn.

Adults model these expectations consistently and recognise and celebrate children who demonstrate **Respect and our Learning Values** throughout the school day.



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) moving from forming secure attachments to respecting others; this represents that good learning has taken place.



Rewards

To reinforce the importance of working together we also reward pupils for the number of House Points announced half termly. This may be named as appropriate according to the age of the children and rewards are earned for working together and showing good behaviour and conduct, often linked to behaviour – good sitting, listening, being ready and tidying up.
The school houses are: Brunel, Nightingale, Pankhurst, Darwin and Shakespeare.

Allocation of points: Children can be allocated points for any of the following:

- Completion of homework
- Behaviour –inside the school and outside on the playground
- Good work/best work
- Presentation
- Recognition of achievements outside of school

Another important part of our school ethos is that each day is a new day with a fresh start. Each child in Key Stage 1 and Key Stage 2 has a dojo monster that collects their house points. Dojo points can be awarded for excellent work or behaviour by any member of staff in the school. When each stage is complete the children receive a badge.

Stage 1 Bronze badge (150 dojo/house points)
Stage 2 Silver badge (250 dojo/house points)
Stage 3 Gold badge (350 dojo/house points)

Head of School/Headteacher special award (recognition and sticker) - At times, individual children will do so well that an immediate special award is needed. This may be for really special work or for excellent behaviour above and beyond normal expectations.

Star of the week – A child from each class is recognised each week for displaying characteristics based on the Latton Green learning characters, this is celebrated in our achievement assembly
Success in subjects is also celebrated in our achievement assembly at the end of the week and children across the school are awarded with our different subject trophies.

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 and 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

Behaviour Expectations, Responses and Consequences

As well as informing the community on consequences, the table below shows the presenting behaviours, the consequences as a result of the behaviour and adult response/scripts.

At the beginning of each academic year, the meaning of Respect is explicitly explored and agreed with children, ensuring a shared understanding of what respectful behaviour looks like across our school community.

<table>
<tr><th colspan="3">Level 1</th></tr>
<tr><th>Behaviour</th><th>These behaviours could result in these consequences</th><th>Adult's response</th></tr>
<tr><td>Talking out of turn</td><td rowspan="5">Follow behaviour ladder
Verbal warning
Complete any missed work during social time</td><td rowspan="5">Always respectful, remember to use BEST;
Body posture, eye contact, speech, tone of voice</td></tr>
<tr><td>Not listening</td></tr>
<tr><td>Not following instructions first time</td></tr>
<tr><td>Wasting Time</td></tr>
<tr><td>Work Avoidance</td></tr>
<tr><th colspan="3">Level 2</th></tr>
<tr><th>Behaviour</th><th>These behaviours could result in these consequences</th><th>Adult's response</th></tr>
<tr><td>Negative Physical Contact</td><td rowspan="5">Loss of social time
Time out with Leadership
Sincere apology</td><td rowspan="5">Always respectful, remember to use BEST;
Body posture, eye contact, speech, tone of voice

Communicated to parents verbally</td></tr>
<tr><td>Defiance</td></tr>
<tr><td>Fighting</td></tr>
<tr><td>Damaging Property</td></tr>
<tr><td>Telling Lies Persistently</td></tr>
</table>

Constant Disruption		*Complete blue form* *Consider CMP for repetitive behaviours*
Unkind to others		
Swearing and Spitting		
Level 3		
Behaviour	**These behaviours could result in these consequences**	**Adult's response**
Swearing or Spitting directed at an individual	• Time out with senior leader • Loss of social time • Phone call home • Parent meeting	• CMP in place, unless this is an unprecedented behaviour. • SLT to decide consequences and follow up with parents • Restorative scripts and measures taken • Star analysis completed • May want to consider involving outside agencies, EWMHS etc.
Bullying		
Physical Assault		
Stealing		
Racism and Derogatory language: verbal or written		

Behaviours that are persistent and where remorse is not shown may lead to additional consequences

In line with the SEMH Intervention, Support and Provision plan (see appendix A), if behaviours are persistent and escalating within a week, referral to be made to SEND team. Staff to use SEMH assessment and identification pyramid in Inclusion files.

Behaviour logs are kept for children who present with behaviours Level 2 and above and are taken into consideration when considering a CMP. Teachers are expected to make leadership aware if 'Time Outs' occur consistently as repetition of behaviours may require escalation to Level 2 or a CMP (Consistent Management Plan). 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 Latton Green Academy on the facts of the situation.

Latton Green 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 his/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, 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 are 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 Latton Green Primary Academy 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 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.

Restrictive Physical Intervention and Use of Reasonable Force

Our school follows the Department for Education guidance *Restrictive interventions, including use of reasonable force, in schools (April 2026)* and current Essex County Council Understanding and Supporting Behaviour guidance. Essex also provides schools with a Model Restrictive Physical Intervention Policy.
The school is committed to promoting positive behaviour and relationships and to minimising the need for restrictive physical intervention through appropriate support, prevention and de-escalation.

There may, however, be circumstances where the use of reasonable force is necessary. Any use of force must be reasonable, necessary and proportionate to the circumstances, with consideration given to the individual needs of the pupil. Force must never be used as a punishment.

In accordance with statutory requirements, the school will record every significant incident involving the use of force. The use of seclusion will also be recorded in accordance with the statutory requirements. Parents/carers will be informed as soon as practicable following the incident.

All incidents involving restrictive intervention will be appropriately recorded and reviewed. The school will consider the circumstances leading to the incident, the needs of the pupil, including any SEND or other relevant vulnerabilities, and whether further support, reasonable adjustments or changes to individual plans are required to reduce the likelihood of restrictive intervention being necessary in the future.

Current national guidance: Department for Education – Restrictive interventions, including use of reasonable force, in schools (April 2026).

Fixed Term and Permanent Exclusion

We are an inclusive school 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 Educations 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 school 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 results in disciplinary action.

If an allegation of bullying does come up, Latton Green 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, pupil wellbeing and learning, the school operates as a mobile phone-free environment. Pupils are not permitted to use mobile phones, smart watches or other personal smart devices during the school day. Any breach of this expectation will be managed in accordance with the school's Behaviour Policy.

Pupils who walk to school without an adult may bring a mobile phone to school for safety purposes. The phone must be switched off before the pupil enters the school gates and handed to the school

office immediately upon arrival, where it will be stored securely for the duration of the school day. Pupils may collect their phone from the office when leaving school.

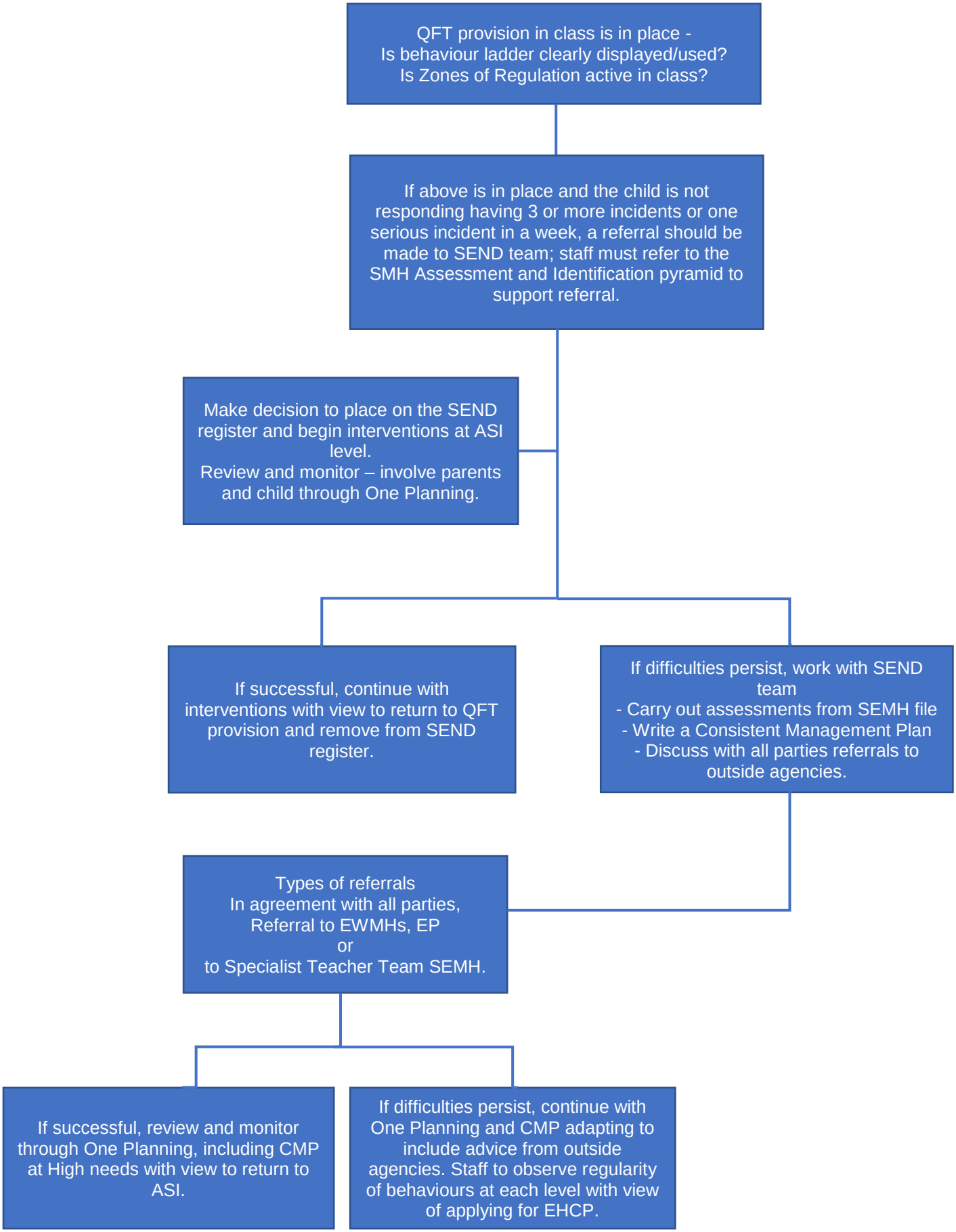
This policy was approved by the Trust in October 2026.

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



Appendix B

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							
Use Essex Provision Guidance for foundational school, class and individual approaches Meet with parent and pupil 	**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 Sharon Newton/ SLT/ CT Increase in Fequency 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								
Use Essex Provision Guidance for foundational school and class approaches Meet with parents and pupil 	**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.

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		