



**St. Cuthbert's Catholic Primary School**  
**Behaviour & De-escalation Policy (Including Restrictive**  
**Intervention & the use of Reasonable Force) September 2026**

This policy should be read in conjunction with the following:

- Safeguarding & Child Protection policies.
- Anti-Bullying Policy
- Exclusion & Suspension Policy

**Aims:**

The behaviour policy for our school reflects our school vision:

**EDUCATE, WITNESS, CREATE; CHRIST AT THE CENTRE**

**Every Child matters**

**Every Adult matters**

**Everyone matters**

**God Matters**

We aim to encourage:

- The development of a caring attitude towards all children and adults concerned with the school.
- Respect for other people's property, the school and the local surroundings.
- Care and respect should be an expected standard of behaviour by all children in the school.

We believe that everyone has a responsibility to promote positive behaviour and that relationships built on mutual trust and consideration for others are to be encouraged. We aim to build pupils' self confidence, self esteem and social competence in our efforts to encourage good behaviour.

**Good practice will include:**

- Good relationships with mutual respect between teachers and pupils.
- Teachers' high expectations of their pupils' academic and social abilities.
- Curriculum and teaching methods well matched to pupils' needs.
- The nurturing of pupils' growing maturity and self esteem.

**In the classroom and around the school:**

The charter for children both in the classroom and around school is simple and straightforward. Every child will be encouraged to be:

- **Super Learners**
- **Safe Citizens**
- **Respectful in Every Action**

Displays promoting this Character Development will be prominent in every classroom and learning space and referred to by all staff. Every member of staff will use the rewards and sanctions linked to our shared vision for expected behaviour.

This means that children should:

- Understand other people's point of view.
- Be cooperative in class and make it possible for everyone to learn and the teacher to teach.
- When lining up at the beginning of the day and after break times- face forward and stand quietly.
- Follow the 'Whistle signals' for lining up time at the end of breaks:  
-2 Whistles- 1<sup>st</sup> whistle- 'Freeze', 2<sup>nd</sup> whistle- 'Line up' quickly, quietly and calmly.
- Move gently and quietly about school demonstrating a quiet, calm, single line- walking on the left of corridors (so that those moving in an opposite direction can pass easily)
- Speak politely to everyone, including peers. Good manners will be encouraged and pleases and thank you recognised as a respectful action.
- Holding doors open for each other and standing back for adults and visitors.
- Keep the school clean and tidy.

### **School grounds and Premises**

Everyone in school is responsible for the care of the school premises. Children and Staff are encouraged to feel a sense of ownership for the school and its environment. The management of the building seeks to

\*Display children's work to a high standard- we are proud of what we do.

\*Keep the building clean and tidy- it's everyone's job to pick up and put away.

\*Grounds to be well maintained and free from litter

\*Maintain a Non-Smoking/Vaping environment

### **Implementation:**

Regular discussions between teacher and class are extremely important. It may be that a certain amount of time every week is spent discussing behaviour (not necessarily when someone has misbehaved). It may be part of P.S.H.E. or circle time. Staff have an important role to play in encouraging good behaviour for every child. Children need to be supervised when moving around school. In this respect staff should:

- Lead by example- always demonstrating a love for learning, keeping safe and showing respect to all.
- Arrive before the class and begin sessions on time.
- Escort classes around the school, encouraging a quiet, calm, single line- walking on the left of corridors (so that those moving in an opposite direction can pass easily)
- Make mention of behaviour when reporting to parents. Remember that reporting positive behaviour is just as important as reporting negative behaviour.

### **Assemblies, Mass, Celebrations of the Word & Gathering together in the Hall:**

Assemblies and Celebrations of the Word are a very special part of St. Cuthbert's Family life. It is therefore very important that these times of coming together are shown a high level of respect:

- Children should enter and leave the hall for Mass/Celebrations of the Word with joined hands and in quiet contemplation- sitting quietly, facing toward the focus. Celebrations of the Word should promote a prayerful reflective atmosphere.
- The same level of respect should be shown when arriving for Celebration Assemblies or other Gatherings- we are coming together as a school community and the expectation will always be for calm and quiet movement.
- Both Staff and Children should show respect by not holding conversations once they have entered the hall- quiet should be encouraged during transition times such as finding numbers in hymn books.
- Staff should not hold conversations with other staff members- we must lead by example- if you need to check on a child then this should be done discreetly.

### **Rewards:**

Positive Behaviour is to be rewarded with children given 'Super Learner', 'Safe Citizen' or 'Respect in Action' tokens. All members of staff are encouraged to carry these and 'catch' children behaving brilliantly. Children are to put these in their classroom jar (write their name on the back). One token will be chosen at random at the end of the week and the child whose name is pulled out will get a dip in the treasure chest and sit on 'The benches of Joy' at the front of celebration assembly.

Each Class will also put forward one 'Student of the Week'- linked to the 3 behaviour goals:

- **Super Learner**
- **Safe Citizen**
- **Respect in Action**

They will also get a 'Dip in the treasure chest' and sit on the benches of Joy (there will be 2 children from each class on the benches of joy each week.)

Lunchtime Staff & Kitchen Staff will also nominate a child from each class each week to sit on 'The Golden' Table for Lunch. Again, this will be linked to them seeing children demonstrating one of the 3 behaviour goals of:

- **Super Learner**
- **Safe Citizen**
- **Respect in Action**

All children will also be able to earn the right to access 'Golden Hour' on a Friday afternoon by demonstrating consistent positive behaviour. Those children who have

not made good choices throughout the week will complete unfinished work during this time.

Golden hour activities could be voted for by the class. Compiling a list at the beginning of the year as part of the Class Charter so that children have ownership of their rewards.

### **Sanctions:**

Children who fail to show a caring attitude, who misbehave in class or who show lack of respect must realise that the school does not accept or tolerate such behaviour.

For this reason a series of well defined sanctions exists:

1. In the first instance, problems are dealt with by the class teacher. Each class teacher draws up a Class Charter with the class at the beginning of the academic year. If a child does not adhere to the Class Charter then sanctions may include:
  - Removal of privileges.
  - Withdrawal from 'treats'.
  - Removal of freedom at break times. Children will report to the 'Art Room' where a member of staff will be on duty to supervise. Children should be sent with work to complete.
2. If such measures fail to work and behaviour remains unacceptable, the child should be referred to the Head Teacher Head of School or Deputy Head. The Head/Head of School/Deputy will report back to the class teacher on action taken.
3. The next step is to contact parents. Children should be aware that this is going to happen. Parents will be invited into school to discuss the problem. Again, the Head Teacher/Head of School/Deputy Head will report back to the class teacher on the action taken.
4. If parents perceive the problem to be too large for them, then outside agencies may become involved.
5. In an extreme case, suspension or exclusion may be necessary. Only the Head Teacher, may exclude pupils from school.

### **Exclusions & Suspensions**

#### **Short Term Suspensions**

A "suspension" is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period. Decisions regarding suspension and exclusion will be made in accordance with current Department for Education guidance and statutory requirements. If following strategies such as restorative justice; mediation; internal exclusion; nurture unit work; extra support in classes etc. does not improve the behaviour of any given pupil then a fixed period of suspension will be used by the head teacher, in line with LA procedures and statutory requirements.

## **Exclusions**

An “**exclusion**” is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school’s Behaviour Policy, and where as a school we have exhausted all available strategies in dealing with the child and allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

Serious breaches of the school’s behaviour policy will carry the risk of immediate exclusion and the head teacher will also have to consider whether or not to inform other agencies such as the police and social services.

## **Decisions around Exclusions and Suspensions will be made in line with the Schools Exclusion & Suspension Policy**

### **Bullying:**

St. Cuthbert’s recognises the seriousness of bullying and racial harassment.

Whenever incidents arise immediate action will be taken.

We discuss the topic of bullying on many occasions with our pupils to make sure they fully understand what steps they would need to take if they thought they were being bullied.

### **People may bully others because of varying perceived differences:**

- sexism, racism, religion or belief, academic ability, gender identity, sexual orientation, homophobia, transphobic bullying, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend). All instances of bullying will be challenged and such behaviours will not be tolerated.

**Please see anti bullying policy.**

### **What the children expect from us:**

Consistency

Clear guidelines

Respect

Act as positive role models for children

Fairness

Reasons

Boundaries

Understanding

Listened to

Cared for

### **What we expect from the children:**

Good manners/courtesy to adults and each other.

Respect for property.

Appreciation for other people’s feelings.

To be in the right place at the right time.

To follow reasonable instructions and school expectations

Communicate respectfully with adults and peers

Conduct themselves in a civilised manner.

Concentrate in class on work set- give their best.

Good behaviour  
Respect for adults.  
Tolerance.  
That they WALK around school.  
No fighting/bullying.  
Compliance with code of dress.  
That they answer all staff politely and courteously.  
Developing self discipline and self control.  
Respect and care for themselves and others.  
Truthfulness  
Take responsibility for their own actions and acknowledge when they are wrong.  
Every child will be encouraged to be:

- **Super Learners**
- **Safe Citizens**
- **Respectful in Every Action**

### **Playtimes/ Dinnertimes**

The dinnertime staff are responsible for pupil behaviour in the first instance. Unacceptable behaviour should be reported firstly to dinnertime supervisor (Mrs Waddell). Senior members of staff will support Mrs Waddell as and when necessary. Pupils who are having a problem with their behaviour may be sent or choose to come into school for a “cooling off” period supervised by a Senior Member of Staff. Persistent bad behaviour may lead to suspension from school at lunchtimes following discussion with parents and in line with DFES and LA guidelines. Staff will support good behaviour at playtimes\ dinner times by being prompt to collect children at lining up times. The whistle for lining up time at the end of lunchtime will not be blown before 12.55pm (This reduces the amount of time that children are expected to wait and will discourage issues in the line.)

### **Parental involvement:**

Establishing a partnership between home and school in order to encourage positive behaviour is one of our priorities. Our home/school agreement, signed by home and school representatives declares our joint responsibilities in caring for the child’s academic and pastoral needs.

Parents are welcomed and indeed encouraged to become involved in school life as this involvement acts as a model for active citizenship and as such promotes positive pupil behaviour.

### **Malicious Allegations against staff**

Disciplinary action will be taken against children who are found to have made malicious accusations against staff. This offence may lead to a fixed term suspension followed by a rigorous risk assessment undertaken with the involvement of staff, parents/carers and child. The assessment will then be shared with the Local Governing Body – Pupil Discipline Committee for approval before any child is permitted to return to the classroom following such a serious incident.

## **Restrictive Interventions, De-escalation and Use of Reasonable Force**

### **Purpose**

St. Cuthbert's Catholic Primary School is committed to providing a safe, respectful and inclusive learning environment for all pupils and staff. We recognise that the use of restrictive interventions can have a significant impact on pupils, staff and families. Therefore, we are committed to reducing the need for restrictive interventions through positive relationships, effective behaviour support, early intervention and de-escalation strategies wherever possible.

This section should be read alongside the school's:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Exclusion and Suspension Policy
- Health and Safety Policy

### **Definitions**

#### **1. Restrictive Intervention**

A restrictive intervention is any intervention that restricts a pupil's movement, liberty and/or freedom to act independently.

Restrictive interventions may include:

- Physical restraint
- Reasonable force
- Non-physical restraint
- Seclusion

Restrictive interventions should only be used when necessary, proportionate and lawful.

#### **2. Reasonable Force**

Reasonable force covers a broad range of actions used by staff that involve physical contact with a pupil.

Reasonable force may only be used to:

- Prevent injury to the pupil or others.
- Prevent serious damage to property.
- Prevent the commission of a criminal offence.
- Prevent serious disruption to the good order of the school.

Any force used must always be reasonable, proportionate and for the shortest time necessary to reduce the risk of harm.

### **3. Significant Incidents**

A significant incident includes any use of force, physical restraint, seclusion, or restrictive intervention where:

- there was a foreseeable risk of harm;
- physical contact was required to manage risk;
- injury occurred or was alleged;
- the incident caused significant distress; or
- senior leader involvement was required.

Such incidents will always be recorded and reviewed.

### **Who May Use Reasonable Force**

All members of staff employed by St. Cuthbert's Catholic Primary School have a legal power to use reasonable force where necessary and lawful.

The Headteacher may also authorise other individuals to use reasonable force when carrying out duties relating to the supervision of pupils.

Any use of force must always be reasonable, proportionate, necessary and in accordance with this policy

### **Preventative Approaches**

The school aims to minimise the use of restrictive interventions through:

- Building positive relationships.
- Consistent behaviour expectations.
- Clear routines and boundaries.
- Individual behaviour support plans.
- Trauma-informed practice.
- Effective communication strategies.
- Reasonable adjustments for pupils with SEND.
- Restorative approaches.
- Early identification of behavioural triggers.
- De-escalation techniques.

Staff should always consider preventative and de-escalation strategies before considering any restrictive intervention unless there is an immediate risk of harm.

### **De-escalation Strategies**

Staff may use a range of de-escalation approaches including:

- Verbal reassurance.
- Active listening.
- Offering choices.
- Redirecting attention.
- Providing processing time.
- Reducing environmental demands.
- Using calm and non-threatening language.
- Allowing take-up time.
- Providing appropriate space.
- Seeking support from colleagues.

The primary aim of all communication during a developing incident is to reduce risk and support the pupil to regain self-regulation.

### **Use of Restrictive Interventions**

Restrictive interventions must only be used when:

- There is a genuine risk of harm.
- Less restrictive alternatives have been considered or attempted where practicable.
- The intervention is necessary and proportionate.
- The intervention is in the best interests of the pupil and others affected.

Staff should continually assess whether the intervention remains necessary and immediately cease the intervention once the risk has reduced.

### **SEND Considerations**

The school recognises that pupils with SEND may experience difficulties with communication, sensory regulation, emotional regulation and understanding social situations.

When supporting pupils with SEND, staff will:

- Make reasonable adjustments.
- Consider known triggers and individual needs.
- Follow EHCPs and support plans where applicable.
- Use agreed communication strategies.
- Use individual risk assessments and behaviour support plans.
- Work collaboratively with parents and external professionals.

The use of restrictive interventions must never replace appropriate SEND support.

## **Individual Restrictive Intervention Plans**

Where a pupil presents a foreseeable risk of behaviours that may result in harm, the school will develop an Individual Restrictive Intervention Plan.

Such plans will include:

- Known triggers.
- Early warning signs.
- Prevention strategies.
- De-escalation approaches.
- Agreed responses.
- Medical considerations.
- Information relating to SEND needs.
- Post-incident support arrangements.

These plans will be reviewed regularly with parents and relevant professionals.

## **Prohibited Practices**

The school does not permit any intervention which:

- Intentionally inflicts pain.
- Restricts breathing.
- Restricts blood circulation.
- Applies pressure to the neck, throat, face, mouth, nose, chest or abdomen.
- Uses deliberate face-down restraint.
- Involves any degrading, humiliating or punitive treatment.
- Uses force as a punishment.

Staff must never use force solely to secure compliance where there is no risk of harm.

## **Seclusion**

Seclusion is a restrictive intervention and must never be used as a disciplinary sanction or punishment.

In exceptional circumstances, seclusion may only be used where it is necessary to prevent serious harm to others and where no less restrictive option is available.

Where seclusion is used:

- The pupil must be continuously supervised.
- The intervention must be for the shortest time possible.
- The pupil's welfare must be monitored throughout.
- The incident must be recorded and reviewed.

- Parents must be informed.

Any use of seclusion will be subject to senior leadership review.

### **Training**

The school adopts the Clennell Education accredited De-escalation and Physical Intervention Programme.

All staff receive behaviour and de-escalation training appropriate to their role.

Staff expected to use planned restrictive interventions will receive additional accredited training.

All training will emphasise:

- Prevention.
- De-escalation.
- Safeguarding.
- Legal responsibilities.
- Pupil dignity.
- Trauma-informed practice.
- Proportionate responses.

### **Post-Incident Support**

Following any restrictive intervention:

- The welfare of the pupil will be checked.
- The welfare of staff involved will be checked.
- The school recognises that restrictive interventions can have both physical and emotional impacts on those involved.
- Following any restrictive intervention, staff must consider whether a medical assessment is required.
- Medical assistance must be sought immediately where there are concerns relating to injury, breathing, circulation, distress, loss of consciousness, ongoing pain or any other welfare concern.
- Consideration should also be given to less obvious injuries which may not be immediately visible following physical restraint.
- A debrief will be offered.
- Relationships will be repaired through restorative approaches where appropriate.
- The need for amendments to support plans will be considered.

## **Recording**

The school's recording procedures are intended to ensure compliance with the statutory recording and reporting duties set out in the Department for Education guidance "Restrictive Interventions, including the use of reasonable force in schools" (April 2026).

This reflects the DfE expectation that seclusion incidents require recording and review.

All significant incidents will be recorded on CPOMS within 24 hours.

Records will include:

- Name of pupil.
- Names of staff involved.
- Date, time and location.
- Duration of intervention.
- Antecedents and triggers.
- Reason intervention was considered necessary.
- De-escalation strategies attempted.
- Type of restrictive intervention used.
- Any injuries sustained.
- Medical treatment provided.
- Relevant SEND information.
- Post-incident support provided.
- Parent/carers notification.

Records must be factual, objective and completed as soon as reasonably practicable after the incident.

Where appropriate, significant incidents involving non-force restrictive interventions and seclusion will also be recorded and reviewed in line with this policy.

Any incident involving seclusion will be recorded in accordance with this policy and reviewed by a member of the Senior Leadership Team, regardless of whether force was used.

## **Reporting to Parents**

Parents/carers will be informed as soon as reasonably practicable following any significant incident involving:

- Use of force.
- Physical restraint.
- Seclusion.
- Any restrictive intervention resulting in injury or distress.

The school will maintain a record of the communication.

## **Monitoring and Governance**

The Headteacher will review all restrictive intervention records.

The Governing Body will receive anonymised termly reports detailing:

- Number of incidents.
- Patterns and trends.
- SEND-related data.
- Training needs.
- Lessons learned.
- Actions taken to reduce future restrictive interventions.

This information will be used to promote pupil welfare and continuous improvement in practice.

The Governing Body will also review whether restrictive interventions are used disproportionately in relation to pupils with SEND, looked after children, and pupils sharing protected characteristics.

## **Complaints**

Any complaint relating to the use of restrictive interventions will be investigated in accordance with the school's Complaints Policy and Safeguarding Procedures.

Pupils, parents, carers and staff have the right to raise concerns regarding the use of restrictive interventions and will be supported through the appropriate process.

## **Review of Policy**

The Behaviour and De-escalation Policy (Including Restrictive Interventions and the Use of Reasonable Force) will be reviewed in line with associated policies and the school's legal duties under the Equality Act 2010 and in respect of pupils with SEND.

Next Review Date September 2027