The Evolution and Henslow School
Positive Behaviour Policy

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools (February 2024)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Supporting students with medical conditions at school
- Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Reducing the need for restraint and restrictive intervention (DHSC and DfE)

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. Paragraphs 16A and 32A require the school to record each use of force, seclusion and restraint, and to tell parents in writing. The policy also follows section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Our school mission statement **'achieve personal growth through education, challenge and teamwork'** truly permeates every aspect of school life and influences all we do. In the context of behaviour management, teamwork is vital in ensuring the climate for personal growth.

Introduction

This behaviour policy is a statement that promotes and supports appropriate behaviour in school. Through good behaviour we can build a positive ethos in a learning environment where all have respect for each other and are courteous and polite. This policy aims to support the development of a school where the structure allows for everyone to know the expectations in relation to behaviour and where learners and staff feel happy and secure at all times.

It is accepted that our learners will have varying needs affecting access to the curriculum, it is understood that behaviour is part of their expression feelings and their communication to us. All students at The Henslow and Evolution School are treated with dignity and respect at all times. All staff consistently aim to nurture positive relationships and responses to enable learners to build on their strengths and to positively participate in school life. Learners all have an Individual Management Plan which details how best to support them with their behaviour for learning.

Learners with particularly challenging behaviour may receive additional support outlined through a one page summary of their support needs (student friendly

version) and records within our graduated approach on CPoms. The support needs will be collated by the Pastoral team in liaison with the student and supported by staff, tutor, care staff, parents and other professionals. The support plan will highlight particular behaviours, triggers and ways to change negative behaviour. The strategies will be available to the team supporting the learner on CPoms. The support plan will be reviewed as often as is necessary to support the student.

This policy and its implementation are the responsibility of the Head teacher, Deputy Head teacher and the pastoral team with responsibility delegated to all staff.

Aspiring to Good Behaviour – what the school expects:

- Authentic respect and acceptance for everyone. Learners and adults in the school building are expected to show respect for each other, this is seen through being polite, using appropriate language, listening to each other and being considerate of each other. We recognise that some of our learners will need support to develop these good habits.

- Adults who support young people to access their education are expected to display behaviours which show they are working together in support of each learner. Where there are disagreements, all concerned should role model positive behaviours that seek resolution and understanding.

- Everyone who is part of the school community is expected to show non-biased behaviour and language which embraces the variety and difference in people.

- Everyone at school should be developing their ability to self-manage and regulate their own behaviours in a way that allows them to feel accepted in social environments, whatever their starting point.

- Where they are disagreement or difficulties, the Henslow and Evolution School expects these to be discussed, explored and resolved in a way that allows everyone to have a more positive outlook and the skills to better resolve future conflict.

- Staff will adopt a restorative and reparative attitude and where consequences are given these should be relevant and proportionate to the behaviour.

We believe that high-quality teaching delivered through an exciting and engaging curriculum based on personalised learning, is key to promoting learning and good behaviour. The efforts of learners and their ensuing success will be recognised and celebrated so that all learners feel valued and motivated, creating in turn self esteem and increased morale. We will support learners to take responsibility for their own actions and to accept the consequences of their choices. We will not accept bullying presented in any form from adults or learners and such incidents will be dealt with in a prompt, consistent and firm manner (please see our Anti-bullying policy).

Successful behaviour management can only operate where teachers and support staff create a partnership to consistently support the individual learner. Ongoing communication is the key to this relationship. It is important for all parties to realise that progress towards good behaviour for some of our learners may be small and we must co-operate in helping them to learn from both their successes and their mistakes. We accept that no-one is infallible and that making mistakes and wrong decisions is part of the learning process. The important thing is how we make amends for our actions and how we use our mistakes to support understanding and ongoing development. Our reflective therapeutic intervention focuses on reflecting on difficulties to seek better ways of responding and managing in the future.

Code of Conduct

This Code of Conduct defines the behaviours we expect our learners to aspire to. It is acknowledged that for some of our learner's the acquisition of positive behaviours may be a slow process, which will require regular revisiting to support sustained development.

The code is regularly updated by the students through student council and tutorial sessions:

- Have a positive attitude
- Listen to learn
- Try not to swear
- No bullying
- Be a good role model
- Have fun

Have a positive attitude. This means:

- Show consideration for others by moving around the buildings appropriately.
- Arrive at school in the correct uniform.
- Following rules
- Leave valuables such as money or mobile phones at home, or leave with the school office for safe-keeping.

Be a good role model. This means:

- Behave in a courteous and orderly manner: always try to understand other people's point of view, speak politely to everyone.
- Respect other people's property
- Respect the school and its property
- Apologise if you accidentally hurt or upset anyone or their feelings.
- Show consideration for each other by keeping the school clean and tidy.
- Tidy away properly in class
- Put all rubbish in the bins provided and leave all areas tidy

Listen to learn. This means:

- Attend school every day.

- Working sensibly in lessons
- Follow instructions the first time
- When the teacher talks to the whole class, be quiet and pay attention
- Wait for an appropriate gap in which to ask questions, don't interrupt others.
- Work without distracting or annoying others in the lesson
- Look after your own property ensuring that you do not interfere with the property of others
- Always seek permission from your teacher before leaving the room
- Keep all four legs of your chair on the floor
- Arriving punctually for each lesson.

Learning and Teaching

We consider the promotion of good behaviour as outlined in this Code of Conduct to be an essential part of fulfilling our school vision and aims. To this end we work extensively with learners through both the formal and informal curriculum to develop appropriate patterns of behaviour, self-esteem and personal and social skills. We aim to encourage mature attitudes, independence and a sense of responsibility in all our learners, whatever their academic ability, personal circumstances or past experiences. Encouraging each learner to participate in a reflective journey, learning better ways to navigate difficulties.

All learners are formally taught about personal and social relationships during PSHE/RSHE sessions and the personal skills (Henslow) and Be-ready (Evolution), and informally through day to day conduct, meetings and tutorials. After any significant incident learners are engaged in reflective discussions to plan for better ways of managing in the future.

Learners are given the opportunity to consider their own contribution to good conduct around the school through the Student Council.

Extended social, leisure and recreational activities provided through the school and where appropriate care homes also offer the opportunity for positive reinforcement of our behaviour policy in a less formal context.

Behaviour is always understood to have communicative intent, we also accept the principle that many aspects of behaviour stem from routines and habit and so we work very hard to develop good habits in learners when they arrive at The Evolution and Henslow School and this is reinforced on a regular basis throughout the school year. It is important to intervene early to ensure that even the smallest rules are kept, preventing poor behaviour becoming common place.

All adults in the school are expected to model the highest standards of good behaviour in their own conduct around the school as our learners learn best by concrete, tangible examples.

A Consistent Approach

The Evolution and Henslow School will display its basic behaviour expectations around the learning environment in order that these are shared and clear. The approach taken

to respond to individuals who choose not to adhere to these basic expectations will depend on the responses that best suit that individual student and the situation. The school has a legal right to use detentions and sanctions that are proportionate, but when dealing with students with emotional and behavioural difficulties these decisions should be made in liaison with other adults supporting the young person, with a therapeutic and trauma informed view and with great care.

The School Environment

All areas of the school environment must be used in accordance with Restrictive interventions, including use of reasonable force, in schools (DfE, 2026)

The following points are specifically highlighted: -

Within school, most of the doors of rooms to which learners may access, are locked when not in use. The use of locked doors is to prevent the risk of harm and to maintain the school's duty of care.

Learners are always supervised by staff when using alternative spaces away from their lessons, either indoors or outdoors. If students are using indoor alternative spaces, the doors are always open because all doors have fire releases from the inside and can not be locked to internal occupants. It is therefore the case that students can never be locked in rooms by themselves. On occasion, staff may stand outside an open door to give the student a quiet space to regulate. The student must be free to leave at any time. Staff will not block the doorway or tell the student they cannot leave; if they do, this is seclusion and must be recorded and reported (see below).

Teachers MUST ensure that they are clear on the guidance of the law for time-out and seclusion. Examples of use may include: - a student asking to move away from a busy environment to avoid possible triggers that they know may lead to their behaviour escalating, e.g. sensory overload. Students may use other areas in school in a similar way, e.g. sensory room, library or the pod. These spaces provide areas for safe relaxation and reduced sensory input which young people may choose to access. Staff may ask a students if they want to move into one of these areas or access outdoor spaces if they recognise a sequence of behaviours that may lead to an incident of behaviour that challenges.

Time out is when a student chooses, or is supported, to use a quiet space and is free to leave. It is not seclusion.

Seclusion is keeping a student in a place away from others and stopping them leaving, for example by blocking the way out, securing the door, or making them believe they will be punished if they leave (Independent School Standards, para 16A(4)).

Seclusion is only used as a safety measure to protect others from harm when a student is highly dysregulated. It is never a punishment and is never enforced by threat of punishment. The space must be safe and not frightening, the student must be supervised at all times, and they must be allowed to leave as soon as the immediate risk has reduced.

Every seclusion is recorded in writing as soon as possible, on the same day, and parents/carers are told in writing the same day (see Recording incidents and Reporting incidents to parents/carers below).

Affirmation, Praise and Rewards:
We consider it important that praise and rewards should have considerable emphasis within The Henslow and Evolution School and learners will thus achieve recognition for a positive contribution to school life. Such contribution includes sound academic work and effort, good behaviour and adherence to the Code of Conduct.

Rewards should not be limited to those whose academic work is outstanding or to those whose behaviour is always good: small improvements and effort need to be celebrated. It is acknowledged that rewards need to be appropriate to the individual, their needs and any current difficulties and issues that they are facing. Reward and celebration of achievements is meant to support self esteem and provide an impetus for further motivation and development. It is expected that good standards of behaviour will be encouraged through the consistent application of our Code of Conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

Rewards may be informal or formal: members of staff are encouraged to use a wide range of methods of acknowledging good behaviour.

To see fuller details of our Rewards System, turn to Appendix 2.

In addition to various levels of rewards for good behaviour and a positive contribution to school life, we also encourage learners to take on roles of responsibility within the school. This helps to promote a sense of community, self-esteem and personal responsibility. Some learners may take on responsibilities within their own class, helping with the basic routines of classroom life.

Inappropriate Behaviour and Sanctions
The Evolution and Henslow School's ethos of person-centred personalised learning applies equally to delivering Positive Behaviour Support through a school based therapeutic approach enabling students to change behaviours that challenge over time. Sanctions are therefore carefully considered and applied according to the context, developmental levels of understanding of students, and severity of the behaviour. Sanctions will should afford opportunities for the young person to repair and restore relationships and encourage alternative ways to display emotions.

Most of our young people have experienced some difficult adult relationships and it is important that any sanctions are carried out with consideration for the long-term development of secure attachments with key adults. This section of the policy also needs to be read in conjunction with our use of Reflective Therapeutic Intervention.

Learners have a right to expect reasonable sanctions for poor behaviour: which make a clear distinction between serious and minor infringements of the Code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future, strengthen relationships and this is an underlying facet of our approach. Thus, it is inappropriate to punish whole groups for the misdemeanours of a few (unless concerns around risk requires it) or to impose a sanction which is designed to humiliate a learner.

All adults and learners within The Evolution and Henslow School have a responsibility to ensure that our Code of Conduct is adhered to and that everyone in the learning environment is able to be happy and safe. To this end all adults and learners are expected to discourage unacceptable behaviour. Learners are advised about how to behave and who to speak to if they observe such behaviour or if they themselves behave in a way that causes harm**.** Learners are encouraged to tell the truth and to seek adult help if they find themselves in a difficult situation.

All adults in the school are expected to be familiar with our Positive Behaviour policy and should be aware of the best ways of dealing with situations. Regular discussions occur in staff meetings to ensure a consistency of approach.

Sanctions and consequences

We believe that behaviour management is best exercised through investment in and development of strong inter-personal relationships with children. While every school must have rules to regulate it, we believe that children and young people should have opportunities to contribute to them and thereby gain a sense of ownership of them.

We also believe that children and young people need boundaries in order to feel safe and cared about. However, there will be times when children and young people challenge these boundaries, often in order to gauge staff consistency and authenticity. Following such incidents, staff may use consequences if it is felt appropriate to do so. These should never be used in a punitive manner; should be time-limited; and should be employed as relevant, age-appropriate and developmentally appropriate learning tools.

Where possible we strive to use consequences in the form of reparation and restoration, but at times it may be deemed appropriate to give a more direct consequence. They should also focus on the harms caused by their behaviour rather than the behaviour itself. Often there is the opportunity for early intervention, which may prevent the need for consequences i.e. stating expectations, expressing adult and peer disapproval, informing of potential consequences.

Staff will use Secure Base theory, considering students' level of verbal and/or emotional literacy. Should early intervention be ineffective, and behaviour occurs that may warrant a consequence, the following principles should apply.

- Consequences could include the use of reparation, where the aim is for the student to make amends through assistance to those who have been harmed, or restoration where they are given the opportunity to restore something to its former or original condition or the giving back or replacement of something. Where possible staff should endeavour to use collaborative, restorative and reparative consequences to maximise the learning involved for the student
- Consequences that are negotiated and agreed with the student are more likely to succeed, therefore wherever possible students should be asked what consequences they feel are appropriate to the situation. In all cases, a discussion about the harm that led to the consequence should take place
- Consequences must be fair and equitable, discussed and agreed by the school team.
- A record of sanctions given for serious misbehaviour is kept on CPOMS.

- Consequences should be considered after an incident when all parties have had an opportunity to calm and reflect to ensure an objective approach
- Staff should be sensitive to the fact that a student's response to a consequence is often determined by when and how the consequence is discussed. It is often difficult for a student to be open and honest in front of their peers and staff should be sensitive to this issue. Quiet spaces in the school building should be used where staff and students can talk through an incident on a 1:1 basis.
- There should always be an opportunity to complete a reflective discussion to support a reducing pattern of challenging behaviour over time. The aim of RTI is to teach better ways of coping and self-regulating in the future.

Permitted Consequences

Restoration – restoring of a thing to its proper owner or its original state e.g. helping repair broken resources. The purpose of restoration is to teach the student the value of property belonging to others rather than to punish. Restoration should be appropriate to the student's age, levels of understanding and degree of responsibility. It is also appropriate to take into account the value (including sentimental value) of the item(s) damaged and the emotional state of the student when they caused the damage e.g. was it a deliberate controlled action or was the student distressed and dysregulated.

Reparation – i.e. making amends in whole or in part. It could be as simple as a student making everyone a cup of tea or apologising to the individual/group for his/her behaviour. Both the above consequences focus on the relationship between the adult and the student and aim to bring about some reflective repair reassuring the student in a wider context, that things that are broken can be fixed and that we will help them do it. The student should be given the opportunity to feel part of this process not a victim of it. Extra jobs around the school may be appropriate for behaviour which has caused significant damage to the school environment. These should always be of benefit to the school and relevant to the behaviour that led to the consequence. A member of staff should be with/assisting the student with the task. Staff should not impose consequences that involve them being seen as the beneficiaries (e.g. washing staff cars).

The curtailment of free time such as break time or lunch time can be used as a consequence but must not include any deprivation of school events that are positive and meaningful to the student except in circumstances where it is felt there is a risk to safety (see also Prohibited Measures of Control).

All consequences will be discussed with the student prior to implementation.

Where developmentally appropriate, staff will explain whether the consequence is:

- Protective – that which reduces or removes the potential for the student to come to harm
- Educational – that which encourages and supports students to learn, rehearse or be taught new ways to manage and self-regulate their behaviour or ensures catch up on any missed classroom learning

- Naturally occurring – whereby staff do not necessarily need to put anything in place, (for example, lack of a laptop which was broken by a young person due to a delay in purchasing a replacement).

Whilst the need for consistency is recognised as a key element of any behaviour management system, this is balanced by an awareness of Secure Base theory, the needs of our students and the need for an individualised approach.
Whilst the need for consistency is recognised as a key element of any Behaviour Management system, this is balanced by an awareness of attachment theory, the special needs of our learners and the need for an individualised approach.

Learners who deliberately and persistently ignore or break school rules despite the use of the range of sanctions available may need to be offered support in order to help them to change their behaviour in the form of a support plan or additional therapeutic work.
The school may also use suspension to support reflective time and time for supportive work to take place. Please see our separate policy on suspension and exclusion.

Training and support for staff
Regular training relating to this policy and methods of behaviour management are offered to staff, both as training in staff meetings and through regular RTI training.

Teaching Assistants and other Support staff are expected to take part in training relating to behaviour management.

Supporting appropriate behaviour is regularly discussed within therapeutic "Brew and Chew" sessions where the staff team can reflect and consider how best to support learners. Similarly, individual learners who are struggling with their behaviour are regularly monitored and discussed to ensure a consistency of approach and an awareness of progress, this includes close working with the therapy team, where appropriate.

Effective teaching supported by a structured approach and an understanding of the individual needs and difficulties of the learner is a good basis for positive behaviour in the classroom. To this end we seek to provide stimulating, creative and engaging lessons at The Evolution and Henslow School, allowing learners to experience relevant meaningful education as outlined in our curriculum intent policy.

Bullying and Harassment
Bullying and harassment are never considered acceptable behaviour and are taken very seriously within The Evolution and Henslow School. As an education provider we have a specific duty to tackle any form of negative discrimination. Bullying is not tolerated in any guise, including racial, religious or homophobic taunts. For further details please view our anti bullying policy. Learners are encouraged to report such incidents should they occur. Staff members are expected to report any incident immediately to the Head or Deputy head teacher and to record incidents in the behaviour log on CPoms. Consequences and reflection will be used to indicate to the

bully that their behaviour is unacceptable and further work should be carried out to educate all involved about the causes, harm and effects of bullying.
If specific themes or areas of difficulty develop at the school then further educational responses will be adopted through PSHE lessons and across the curriculum to develop student understanding and to improve tolerance around difference.

Links with the Student's Homes
The partnership between the school and the home is crucial for effective promotion of good behaviour. As a school we endeavour to communicate weekly (sometimes daily) with parents/ care staff concerning each child's well-being.

Likewise, we encourage parents/care staff to contact the school immediately if there is a problem so that we can work together to resolve it. Where an individual learner has specific behaviour problems, carers will be involved in the development of the support plan and be asked to agree to its contents before it is implemented. Their agreement, or a request not to use force, cannot remove staff's legal power to use reasonable force or other restrictive interventions where this is needed to keep people safe. Any amendments requested by carers will be carefully considered.

Each student has an Individual Management Plan which guides those working with them in relation to background issues, triggers, responses that have been previously successful and the permitted restraint of that individual.

Searching Students:

Head teachers and staff authorised by the head teacher have the power to search students or their possessions, without consent, where they suspect the student has a "prohibited item". Please see our separate Drugs and prohibited items policy for further information about prohibited items and searching students..

Use of reasonable force and restrictive interventions
All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or causing significant damaging to property. We use Reflective Therapeutic Intervention and teachers should follow the guidance, approaches and ethos for which they have been trained.

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrict students in different ways.

Examples of restrictive interventions could include:

- Passive physical contact, such as a staff member blocking a student's path if they're running towards danger (like a busy road), or staff standing between students to prevent a fight.
- Restricting access to certain areas of an environment such as a cleaning cupboard or food preparation area

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain students, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.
Examples of the use of reasonable force could include:

- A staff member guiding a student to safety by the arm.
- Staff breaking up a fight between students.
- A staff member restraining a student to prevent injury to the student, or others.

Restraint is a form of non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact.
Examples could include:

- A staff member holding a student's arms to their sides when the student is attempting to harm themselves or others
- A staff member using a taught RTI hold to move a student away from an area or environment when the student is posing a risk to themselves or others

A significant incident is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a student. This includes when physical force is used to implement a non-physical restrictive intervention.

Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.
Staff can use reasonable force to prevent or stop a student from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students, in or out of lessons

We will ensure staff are adequately trained and that risk assessments are carried out where necessary. Any RTI interventions required for individual students are recorded on the student's IMP and reviewed at least termly.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out below.

6. Unacceptable uses of force

It is illegal to use force on a student for the purpose of punishment. We never use force as a sanction, threat or deterrent. Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are never acceptable:

- Staff using force for the purpose of punishment

- Staff restraining a student in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen.
- Holding a student on the ground for longer than needed. If a student is unintentionally held on the ground, staff will release their hold or move into a safer seated or standing position as quickly as possible.

Deciding when the use of restrictive interventions is appropriate

Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined below and in the students individual IMP's and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the student and/or others, as well as to prevent the significant damage to property.
When assessing whether a restrictive intervention is required, staff should always consider their RTI training.

Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks

De-escalation
De-escalation techniques are our primary responsive strategies and are trained as part of our RTI approach, these include:

- **Environment:** Reduce noise, danger and stimulation.
- **Prompting:** Verbal and non-verbal cue of what is expected.
- **Emotional Support:** be gentle, calm and caring.
- **Assist:** Help to overcome a problem.
- **Re-focus:** Engage and offer another area or activity.
- **Space:** Don't crowd but stay close enough to support
- **Direction:** Giving clear guidance and statements.
- **Time Out:** A choice to independently try and calm down.

Student and staff welfare

Student welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the student involved, as well as the safety of other students and staff. Staff should always consider the potential impact on the student's welfare balanced against any actions taken. For example, staff should bear in mind that students who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a student's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should seek to understand how the student is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on students and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each student and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Recording incidents

Our school has a clear process in place for recording the incidents listed above.

Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a student's IMP.

For significant incidents involving force, we will record:

The names of the student and staff members directly involved

Any relevant needs or circumstances of the student, including their CLA status, whether they have SEN or a disability, and their SEN status code.

The time, date, location and approximate duration of the intervention

A clear and brief description of what happened, including:

- What led up to the incident
- Any known or potential triggers for the behaviour

- Any preventative or de-escalation strategies used
- The type and degree of reasonable force used
- Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support
- When and how parents/carers were notified
- Any follow-up actions that were taken

For seclusion incidents and restraint incidents, we will record:

- The names of the student and staff members directly involved
- Any relevant needs or circumstances of the student, including whether they have SEN or a disability and their SEN status code
- The time, date, location and approximate duration of the intervention
- Details of the physical intervention or restraint technique used (in line with the taught RTI programme)
- An explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support
- How parents/carers were notified
- Any follow-up actions that were taken

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

Completed reports will be kept securely and retained in line with our data protection procedures.

Reporting incidents to parents/carers

When reporting an incident to parents/carers, we will take the following steps:

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a student's IMP.
Once the incident report has been processed and signed off, and reflective practice discussions have been held with the staff involved, the incident report will be sent out to parents/carers via secure email.

There is 1 exception to this:
If a member of staff thinks that telling the student's parents/carers would likely result in significant harm to that student. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the student ordinarily resides.

When we report significant incidents involving force to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When we report seclusion or restraint incidents, we will include the same details: time, date, location and approximate duration, why the intervention was needed, what was done, any injuries, and any support given afterwards.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other student.

Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the student ordinarily resides, this report will include all the information that we would normally share with the student's parents/carers, as well as the reasons why we thought it was unsafe to tell the student's parents/carers directly.

In cases where a student has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out above).

13. Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which can be found on our school website.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance Keeping Children Safe in Education.

Monitoring, Evaluation and Review

Behaviour within the school is regularly monitored and details relating to individuals and their behaviours are logged. Access to our behaviour chronologies is limited to members of the school team who need to know and where appropriate our colleagues in therapy. This information is also shared with the proprietor. Each term, the headteacher sends data on the use of force, seclusion and restraint to the Director of Education, who reviews it, including whether these are used more with students who have SEN or other protected characteristics.

Last Reviewed	*August 2026*
Next Review due	*August 2027*
Reviewed by	*Head Teacher and Proprietors*

Appendix 2: Reward System

All adults in the school should make a point of praising good behaviour, successful academic performance and positive social interaction when it is observed.

Students will receive a numbered effort mark within each lesson. These are to be recorded in Daily Reports on Arbor at the end of each day. These marks are then available to parents and carers on Arbor in order that parents/care staff can follow up positive performance with rewards and explore poor performance in a reflective discussion. The points often directly link to the activity money that students can earn for evening and weekend excursions where they live within New Reflexions care homes. Parents and carers should adopt whatever linked systems best support their young person. Students receiving a 3 for effort must have been successful within punctuality, behaviour, uniform and academic performance.

Where students have done something exceptional within their academic work, in supporting others or in behavioural improvement teachers should alert the Head teacher with information detailing their success. The Head teacher can decide whether the action was outstanding enough to receive a head teacher's certificate.

The awards above are common to all students. Additional rewards will be used as detailed below according to what motivates each individual:

- Request for student to be entered into praise book at the care home or an email home to parents/carers
- Recognition in the school Newsletter
- Verbal praise shared with third party and reported back to student
- Asked to take on extra responsibility within school, recognition
- Subject based merits/stickers
- Subject postcards sent home
- Phone calls to individual student's home from teacher
- House points for end of term reward activities

School Points System

In addition to the systems detailed above the Secondary School runs a points system. Prizes, social trips and recognition will be provided to individuals and those scoring the highest points will take part in a reward trip/activity at the end of term.

At the Evolution School each student receives a weekly star award recognising a particular achievement.