



Lydd Primary School

Good Behaviour Policy

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Restrictive Intervention Incident Report

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Approved by: LMC

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Lydd Primary School

Good Behaviour Policy

1. Our Ethos

Lydd Primary School is part of Our Community Multi Academy Trust (the Trust). This policy applies to pupils in Bluebells Nursery and Reception through Year 6, including school activities, visits and relevant behaviour online or outside school. We believe that positive behaviour grows from positive relationships. We are committed to creating a school culture where every child feels:

- safe,
- respected,
- valued,
- included,
- able to succeed.

We believe children learn best when expectations are:

- clear,
- consistent,
- calm,
- delivered with kindness and professionalism.

Behaviour is understood as a form of communication. Adults work to understand the reasons behind behaviour while maintaining clear boundaries and high expectations for all pupils.

Our approach combines consistency, restorative practice, emotional support and accountability.

2. Aims of the Policy

At Lydd Primary School, we aim to:

- Ensure that every member of our school community works together to create positive relationships and behaviour.
- Promote a welcoming, safe and caring environment.
- Establish clear and consistent expectations for behaviour.
- Support children to develop self-regulation, responsibility and respect.
- Promote positive attitudes towards learning.
- Ensure that all children feel valued and included.
- Support pupils to understand the impact of their behaviour on others.
- Celebrate positive behaviour, effort and achievement.

3. Our School Expectations

Our whole-school expectations are:

- Be Kind
- Be Respectful
- Be Safe
- Be Ready to Learn

These expectations apply in classrooms, around school, on the playground, online, during educational visits and when representing the school in the community.

Adults explicitly teach, model and reinforce these expectations throughout the school day.



4. Encouraging Positive Behaviour

Recognition and Praise

We believe that praise and recognition help children to repeat positive behaviours and contribute to a positive school culture.

Adults will:

- praise children regularly;
- recognise effort, kindness and achievement;
- model positive relationships and respectful behaviour;
- celebrate success publicly and privately;
- encourage children to take pride in themselves and their achievements.

Recognition may include:

- verbal praise;
- stickers and stamps;
- certificates;
- class rewards;
- raffle tickets;
- responsibilities and leadership opportunities;
- celebration assemblies;
- and positive communication with parents and carers.

In EYFS and Key Stage 1, classes may also use a Good Behaviour Chart. This is a visual system which allows children to move up or down the chart in response to positive behaviour choices and behaviour which falls below expectations. The system is used to support children in understanding behaviour expectations in an age-appropriate and positive way.

5. Celebration Assembly

A weekly celebration assembly will recognise children who have demonstrated:

- excellent behaviour;
- kindness;
- resilience;
- effort;
- improvement;
- achievement.

Certificates will be awarded by members of the Senior Leadership Team.

6. Teaching Positive Behaviour

At Lydd Primary School, positive behaviour is taught explicitly.

Adults support pupils through:

- clear routines;
- predictable structures;
- positive relationships;
- emotional coaching;
- modelling;
- consistent responses.

Children are supported to understand how their behaviour affects others, solve problems appropriately and repair relationships when difficulties arise.



7. Supporting Emotional Regulation

At Lydd Primary School, we support children to recognise, understand and manage their emotions using approaches including Zones of Regulation.

Children are supported to:

- identify how they are feeling;
- understand that all emotions are valid;
- develop strategies to regulate emotions appropriately;
- and recognise how feelings can affect behaviour and learning.

Adults use consistent language and strategies to help children regulate emotions and successfully return to learning.

The Zones of Regulation approach supports children in developing self-awareness, emotional regulation and positive behaviour choices.

8. Responding to Behaviour

Staff respond to behaviour calmly, consistently and proportionately.

Whenever possible, adults will:

- remind;
- redirect;
- support regulation;
- provide time for reflection;
- repair relationships;
- apply appropriate consequences where necessary.

Consequences are intended to support learning, maintain safety and help children take responsibility for their actions.

Possible consequences may include:

- restorative conversations;
- reflection time;
- completing missed learning;
- temporary removal to another supervised space;
- loss of privileges;
- parental contact;
- involvement of senior leaders.

Whenever possible, consequences will be accompanied by restorative discussion.

Removal from class is a serious response to significant disruption, used only when necessary and proportionate after other strategies have been considered, unless immediate safety requires action. Staff must inform a senior leader promptly; prolonged removal requires the headteacher's explicit agreement. Pupils will receive meaningful education in a suitable, supervised space with appropriately trained staff. Duration will be no longer than necessary, with a clear plan for return to class and support to prevent recurrence.

Parents and carers will be informed on the same day. Staff will record the reason, duration, education provided and follow-up. Repeated removal will trigger senior leader and SENCO review, including consideration of safeguarding needs and reasonable adjustments. The designated safeguarding lead (DSL) will involve the social worker or virtual school head where relevant. Planned, supported regulation breaks are distinct from disciplinary removal. Pupils must not be locked in a room as a sanction.



9. Restorative Practice

At Lydd Primary School, we aim to help children learn from behaviour incidents and repair relationships.

Following incidents, pupils may take part in restorative conversations with adult support.

Questions may include:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What could you do differently next time?
- How can we put things right?

Restorative approaches do not replace consequences where these are needed. Instead, they help children reflect, learn and rebuild relationships.

Restorative work must be appropriate to the circumstances and undertaken sensitively. A pupil who has experienced harm must not be pressured to participate or reconcile. Restorative practice does not replace safeguarding action, investigation or necessary consequences.

10. Playtime Expectations

Children are expected to:

- be kind and respectful to others;
- play safely;
- follow instructions from adults;
- look after equipment and property;
- include others in play.

The following behaviours are not acceptable:

- physical aggression;
- play fighting;
- bullying;
- discriminatory language;
- swearing;
- deliberately unsafe behaviour;
- damaging property;
- behaviour that causes harm or distress to others.

Playground incidents will be dealt with calmly and consistently by staff. Serious incidents will be recorded using the school's recording systems.

11. Online Behaviour

Online behaviour is expected to reflect the same standards as behaviour in school. The school works in partnership with families to support children in developing safe and respectful online behaviour. Where online incidents impact the well-being of pupils or the wider school community, the school may take appropriate action.

12. Supporting Pupils with Additional Needs

Some pupils may require additional support to meet behaviour expectations.



Where behaviour is linked to:

- SEND;
- social, emotional or mental health needs;
- trauma;
- attachment difficulties;
- communication needs;
- or other vulnerabilities,

Appropriate support and reasonable adjustments will be provided.

Support may include:

- adapted strategies;
- individual behaviour plans;
- pastoral support plans;
- pastoral support;
- sensory or regulation approaches;
- targeted intervention;
- involvement from external professionals.

Expectations and responses will take account of each pupil's age, development, disability and individual needs. Before imposing a sanction, staff will consider whether it is lawful, reasonable and proportionate, whether SEND contributed to the behaviour and whether appropriate adjustments and support have been provided. The SENCO will coordinate a graduated assess, plan, do and review approach where behaviour suggests unmet needs, working with families and relevant professionals.

13. Serious Behaviour Incidents

Serious incidents may include:

- physical aggression;
- bullying;
- discriminatory language or behaviour;
- deliberate damage to property;
- unsafe behaviour;
- abusive language;
- repeated refusal to follow instructions.

In serious cases:

- Senior leaders will be informed immediately.
- pupils may be removed from class;
- parents/ carers will be contacted;
- incidents will be recorded, and further action may be taken.

Appropriate support and follow-up will be provided following serious incidents. All significant behaviour incidents will be recorded on MyConcern in line with school safeguarding and recording procedures.

Behaviour may indicate abuse, neglect, exploitation or unmet mental health needs. Staff must report safeguarding concerns immediately to the DSL or deputy and follow the Safeguarding and Child Protection Policy; an urgent protective response must not wait for routine behaviour procedures. Child-on-child abuse, including sexual violence, sexual harassment and discriminatory abuse, will never be dismissed as banter or part of growing up. The DSL will coordinate a response which protects and supports affected pupils, considers referrals and assesses risk.



14. Suspension and Permanent Exclusion

The school follows the DfE statutory guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective from 26 July 2026). The arrangements below apply to every suspension and permanent exclusion.

Only the headteacher or principal, including a formally appointed acting headteacher or principal, may suspend or permanently exclude a pupil. The Executive Headteacher or Head of School may make such a decision only where they hold that legally authorised role. This power cannot be delegated to another senior member of staff. Decisions must be lawful, reasonable, fair and proportionate, based on the balance of probabilities and consideration of the pupil's views and individual circumstances.

A suspension may be used for a disciplinary breach where it is an appropriate and proportionate response. Permanent exclusion is a last resort and may be used only when both of the following conditions are met:

- there has been a serious breach or persistent breaches of the school's behaviour policy; and
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school will consider the individual circumstances of each case, including any contributing factors, SEND, safeguarding concerns or vulnerabilities.

Parents/carers will be informed without delay of any suspension or permanent exclusion and will be provided with information regarding the reasons for the decision and their right to make representations.

Following suspension, the school will plan and support reintegration with the pupil, family and relevant professionals. Return to school must not be conditional on a parent attending a reintegration meeting. Informal or unofficial disciplinary exclusions, including sending a pupil home to cool off, are unlawful even where a parent agrees. The headteacher will notify parents and carers without delay, stating the reason, duration, their right to make representations and the applicable review arrangements. Required notifications to the Trust's governing body, local authority, social worker and virtual school head will be made in accordance with the statutory guidance.

The school will set and mark work during the first five school days of a suspension or permanent exclusion. For a suspension lasting more than five school days, the governing body must arrange suitable full-time education from the sixth school day; following permanent exclusion, this is the local authority's responsibility. Parents will be told about provision and their duty to ensure the pupil is not in a public place during school hours in the first five school days without reasonable justification.

The governing body will consider reinstatement within 15 school days for permanent exclusion, suspensions exceeding 15 school days in a term, or an exclusion causing a missed public examination or national curriculum test. Where suspensions total more than five but no more than 15 school days in a term, it will consider reinstatement within 50 school days if parents request it. For five days or fewer, it will consider representations but cannot direct reinstatement. The Trust will arrange an impartial panel under its governance arrangements, applying the guidance and avoiding conflicts of interest.

Following a decision to uphold permanent exclusion, parents will receive written reasons and information about requesting an independent review within 15 school days, including their right to request a SEN expert without charge. Notifications will explain the relevant arrangements for looked-after children and discrimination claims. The headteacher and Trust will follow the full current statutory guidance for all deadlines, representations, reviews and pupil movement.

15. Searching, Screening and Confiscation

Searching, screening and confiscation will follow the DfE guidance Searching, screening and confiscation (July 2022). Only the headteacher and staff authorised by the headteacher may conduct a search without consent where there are reasonable grounds to suspect a legally prohibited item or an item expressly identified in school rules as searchable. Staff will consider age, SEND, dignity, welfare and the least intrusive safe approach.



The statutory prohibited items are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article reasonably suspected of being used, or likely to be used, to commit an offence, cause injury or damage property. Reasonable force must not be used to search solely for items prohibited by school rules.

A search without consent normally requires a staff member of the same sex as the pupil and another staff member as witness; the narrow emergency exceptions in the guidance apply only where there is an immediate risk of serious harm and the usual safeguards are not reasonably practicable. Searches must take place privately and must not require removal of clothing other than outer clothing. School staff must never undertake a strip search; any police involvement must follow the guidance and safeguarding procedures.

Staff must inform a senior leader and the DSL of searches raising safeguarding concerns. All searches for statutory prohibited items, and searches by police, must be recorded in the safeguarding system, whether or not an item is found. Parents and carers should be informed as soon as practicable about these searches and the outcome.

Confiscation, retention, disposal and referral to police must follow the item-specific DfE guidance; staff must not intentionally view, copy or forward suspected child sexual abuse imagery. Records and electronic information must be handled securely under the Trust's data protection procedures.

16. Restrictive Intervention

The separate Restrictive Intervention Policy sets out prevention, de-escalation, lawful intervention, recording, reporting and follow-up arrangements. Staff must use de-escalation where safe and practicable; an imminent risk may require immediate action. Any force must be necessary, reasonable and proportionate to the circumstances, used for the shortest necessary time and never as punishment. Staff must not use techniques that restrict breathing, the airway or circulation. Staff will take account of disability, communication and medical needs, and follow individual risk assessments and support plans.

The school follows Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026). The guidance contains statutory provisions on recording and reporting use of force alongside non-statutory advice. Seclusion means preventing a pupil from leaving a confined space; it may be used only for safety in accordance with the guidance, never as punishment or a threat. The pupil must be supervised and the restriction ended as soon as the risk has reduced.

All significant incidents involving force, and all restraint or seclusion including those without force, must be recorded promptly using Appendix 1 and the school's recording system. Parents and carers must receive a written report as soon as practicable, with staff endeavouring to do so on the same day. A telephone discussion does not replace the written report. Reports must include the date, time, location, duration, reasons, type and degree of intervention and any injuries. Previously agreed support plans do not remove reporting requirements.

Where reporting to a particular parent would be likely to result in significant harm to the pupil, the headteacher and DSL must apply the statutory exception and arrange reporting to another safe parent or, where appropriate, the local authority where the pupil ordinarily resides. The reason and alternative reporting arrangements must be recorded. Senior leaders must review each incident, arrange welfare support and consider changes to risk assessments, training or provision.

17. Pupils Leaving the School Site

If a pupil leaves the school site without permission:

- senior leaders and parents/carers will be informed immediately;
- appropriate safeguarding procedures will be followed;
- where necessary, external agencies, including the police, may be contacted.



Staff should avoid pursuit that increases danger. They must assess the immediate risk, maintain sight where safe and take necessary, lawful and proportionate action to protect a pupil from imminent harm. The senior leader will coordinate the response under the school's missing-child and safeguarding procedures, alert the DSL, arrange safe supervision of other pupils and contact emergency services immediately where the risk warrants it. Contacting parents must not delay emergency action. Staff must record the incident and review the pupil's risk assessment and support plan.

18. Bluebells Nursery

In Nursery, staff support children to develop positive behaviour through:

- routines;
- praise;
- modelling;
- play;
- positive relationships.

Children are supported to:

- keep themselves and others safe;
- listen to others;
- take turns;
- be kind and respectful;
- develop independence.

Where behaviour difficulties arise, staff will support children calmly, work closely with families and help children understand and improve their behaviour choices.

For Bluebells Nursery and Reception, the school follows the current Early years foundation stage statutory framework for group and school-based providers. Corporal punishment, and threats of corporal punishment, are prohibited. Physical intervention may be used only where lawful and necessary, including to avert immediate danger of personal injury or manage behaviour where absolutely necessary. Every occasion must be recorded and parents and carers informed on the same day or as soon as reasonably practicable, alongside the written reporting requirements in section 16 where applicable.

19. Our Community Responsibilities

Children will:

- follow school expectations;
- try their best in all learning;
- respect and support others;
- listen to adults and peers;
- take responsibility for their actions;
- contribute positively to the school community.

Staff will:

- create calm and purposeful classrooms;
- build positive relationships;
- model respectful behaviour and emotional regulation;
- maintain clear and consistent expectations;
- respond calmly and professionally;
- recognise and celebrate success;
- support pupils to reflect and repair;
- work collaboratively with families.

**Parents and Carers will:**

- support the school's expectations and values;
- communicate respectfully with school staff;
- ensure children attend school regularly and punctually;
- support children in developing positive behaviour;
- work in partnership with the school where concerns arise.

Trustees and local governors will, within the Trust's Scheme of Delegation:

- support the partnership between home and school;
- monitor the implementation of the policy;
- oversee compliance and hold leaders to account for safe, lawful and effective implementation. The Trust Board retains overall governance responsibility; local governors exercise only delegated functions.

The headteacher is responsible for implementing this policy, ensuring staff training and consistent practice, and reviewing serious and repeated incidents. The DSL leads safeguarding responses; the SENCO coordinates SEND support and reasonable adjustments. Staff must follow this policy and report incidents promptly. Approval and local oversight must follow the current Trust Scheme of Delegation.

20. Monitoring and Review

Senior leaders monitor behaviour incidents to:

- identify patterns;
- evaluate the effectiveness of support;
- ensure consistency across the school.

The headteacher will review this policy at least annually, and sooner following relevant legislative changes or significant concerns. Approval will be sought through the Trust's Scheme of Delegation. Senior leaders will report behaviour patterns, restrictive interventions and repeated removal to those responsible for governance, including any disproportionate impact on pupils with SEND or protected characteristics. The policy will be published on the school website. Records will be accurate, restricted to authorised access and retained in accordance with the Trust's retention schedule, Data Protection Act 2018 and UK GDPR.

21. Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy
- Attendance Policy
- Staff Code of Conduct
- Restrictive Intervention Policy
- Data Protection Policy and records retention schedule

Legislation and guidance

References checked October 2026. Read the current guidance at the official sources below alongside this policy.

DfE Behaviour in schools (February 2024) — [Official source](#)

DfE Keeping children safe in education 2026 — [Official source](#)

DfE suspension and permanent exclusion guidance (effective 26 July 2026) — [Official source](#)

DfE Searching, screening and confiscation (July 2022) — [Official source](#)



DfE Restrictive interventions, including use of reasonable force, in schools (April 2026) — [Official source](#)

SEND code of practice 0 to 25 years — [Official source](#)

EYFS statutory framework for group and school-based providers (September 2026) — [Official source](#)

Equality Act 2010 — [Official source](#)

Education and Inspections Act 2006, including sections 91, 93 and 93A — [Official source](#)

Education Act 1996, including search powers in sections 550ZA to 550ZD — [Official source](#)

Education (Independent School Standards) Regulations 2014 — [Official source](#)

Data Protection Act 2018 — [Official source](#)

ICO UK GDPR guidance and resources — [Official source](#)



Appendix 1

Restrictive Intervention Incident Report

School Information

School Name: _____

Incident Reference Number: _____

Date Form Completed: _____

1. Pupil Details

Pupil Name: _____

Date of Birth: _____

Year Group/Class: _____

SEN status (SEN Support / EHCP / neither): _____

Relevant needs, disability, communication or medical factors: _____

2. Incident Details

Date of Incident: _____

Time of Incident: _____

Location: _____

Staff Member(s) Involved (Name & Role):

1. _____

2. _____

3. _____

Other Pupils/Adults Present (if relevant):



3. Description of Incident

Describe events before, during and after intervention, including triggers, risks, alternatives considered and why the intervention was necessary and proportionate:

4. De-escalation Strategies Attempted

- ☐ Verbal reassurance
- ☐ Redirection
- ☐ Offering time/space
- ☐ Change of activity
- ☐ Sensory/regulation support
- ☐ Request for pupil to move location
- ☐ Other: _____

Details, including why de-escalation was not possible if urgent action was needed:

5. Reason Restrictive Intervention Was Necessary

- ☐ Risk of harm to the pupil
- ☐ Risk of harm to other pupils
- ☐ Risk of harm to staff
- ☐ Risk of significant damage to property
- ☐ Other: _____

Details:



6. Type of Restrictive Intervention Used

Type: ☐ Force ☐ Restraint without force ☐ Seclusion

Describe the technique, type and degree of force, restrictions and staff involved:

Start Time: _____

End Time: _____

Approximate Duration: _____

7. Outcome of the Incident

How did the incident end?

Support provided to pupil afterwards:

Did the pupil return to class? ☐ Yes ☐ No

If no, please explain: _____

8. Injury or Welfare Check

Pupil: ☐ No injury ☐ Minor injury ☐ Medical attention required

Pupil injuries or adverse effects and medical assessment:

Staff: ☐ No injury ☐ Minor injury ☐ Medical attention required

Details:

Was first aid provided? ☐ Yes ☐ No

First Aider Name: _____

9. Pupil Voice (if appropriate)

Was the pupil given an opportunity to talk about the incident? ☐ Yes ☐ No

Pupil comments:



10. Parent/Carer Notification

Parent/Carer Name: _____

Initial contact: ☐ Phone ☐ Email ☐ Letter ☐ In person

Written report sent by / date / time: _____

Date parent informed: _____

Time parent informed: _____

Staff member making contact: _____

Information reported (date, time, location, duration, reasons, type and degree of intervention, injuries). Record any delay or statutory exception, safeguarding rationale and alternative recipient:

11. Follow-Up Actions

☐ Behaviour plan reviewed

☐ Pastoral support offered

☐ SENCO informed

☐ Senior leadership informed

☐ Risk assessment reviewed

☐ Other: _____

Details:

12. Signatures

Staff completing report: _____

Role: _____

Signature: _____

Date: _____

Senior Leader Review (required for every incident):

Name: _____

Signature: _____

Date: _____