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Harbour

Schools Partnership

A guiding light for education



Willowbrook School

Behaviour Policy 2025-2026

Date Adopted by Trustees: December 2025

Reviewed by LGB on:

Author/owner: Board of Trustees

Anticipated Review: December 2026

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association.
Introduction

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
1	Dec 25		New policy based on Ventrus and Tarka previous policies	Upon merger and to meet latest legislation

Other related Policies and Guidance

Anti-Bullying Policy

Behaviour in Schools (DfE, 2024);

Equality Act 2010;

SEND Code of Practice;

Keeping Children Safe in Education (current version);

Searching, Screening & Confiscation (2022).

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1. Aims

The purpose of this policy is to:

- Create a positive culture that promotes excellent behaviour, ensuring pupils can learn in a calm, safe, supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the values of THSP.
- Outline expectations of behaviour and consequences of misbehaviour.
- Provide a consistent approach to behaviour management across all THSP schools, while allowing local flexibility.
- Define unacceptable behaviour, including bullying and discrimination.

At Willowbrook School we...

- Aim to “To provide a transformative educational experience that is based on deep knowledge, nurturing relationships and personal responsibility.”
- Our school culture is based around our school values of:
 - Aspiration
 - Resilience
 - Curiosity
 - Compassion
 - Respect
 - Community

These are detailed further in Appendix 1,

- Build a strong sense of community where everyone is respected, feels safe, and is understood as an individual.
- Ask all stakeholders: children, parents and staff to uphold these values to ensure our community flourishes.
- Communicate positively and celebrate successes together.

2. Statutory Framework and THSP Ethos

This policy is based on legislation and guidance including: *Behaviour in Schools (DfE, 2024)*; *Equality Act 2010*; *SEND Code of Practice*; *Keeping Children Safe in Education (current version)*; *Searching, Screening & Confiscation (2022)*.

- *Suspension and Permanent Exclusion Guidance; Use of Reasonable Force in Schools.*
- Each policy reflects the THSP mission: *Excellence through collaboration. Realising the right of every child to flourish.*

At Willowbrook School we...

- Root our approach in relational practice, drawing on Devon's Guidance for Developing Relational Practice and Policy and the EEF Improving Behaviour in Schools report.
- Understand that building strong relationships is pivotal to ensure children feel safe, secure and have a sense of belonging in our school community
- Acknowledge that mistakes happen but relationships can be repaired and restored.

- Are aware of a range of factors which influence our children's behaviour including trauma, attachment and adverse childhood experiences. We use these to explore and understand children's behaviour, making reasonable adjustments where appropriate, whilst still maintaining high expectations of what our children are capable of.

3. Roles and Responsibilities

In Harbour schools:

- The Trust/Board reviews principles, ensures compliance, and monitors policies.
- The Headteacher implements and monitors the policy; ensures induction, training, and consistency.
- Staff model expected behaviour, set clear routines, record incidents, and support restorative approaches.
- Parents/carers support the policy, reinforce expectations, and engage with school when concerns arise.
- Pupils follow rules, show respect, and accept consequences.

At Willowbrook School we work together as a community of staff, parents and children to...

- Build trust. We speak with integrity—even when others aren't present.
- Support one another, take risks, and celebrate both collective and individual success.
- Make courageous decisions for the good of the team and community.
- Treat everyone with kindness and dignity.
- Listen actively, speak thoughtfully, and value diverse perspectives.
- Believe in every child's potential, no exceptions - we set ambitious goals for ourselves and our pupils
- Create engaging, challenging learning environments.
- Embrace challenges, learn from setbacks, and keep going. We model resilience and aspiration.
- Set high expectations and care deeply.
- Do all that we possibly can to meet individual needs and remove barriers.
- Show empathy, offer help, and create a safe, nurturing environment for all.

4. Behaviour Expectations (Behaviour Curriculum)

In Harbour schools:

- Pupils are expected to behave respectfully, be ready to learn, move safely, care for property, wear correct uniform, and represent the school positively both in and out of school (including online).
- Behaviour procedures and expectations will be adapted so that they are appropriate to the age and stage of pupils.

At Willowbrook School we...

- Use our values to lay the foundations for how we expect children to behave.
- Use whole school and in class assemblies to teach and reinforce our values.
- Recognise that clear boundaries and consistent consequences are key to maintaining high expectations.
- Embed whole school routines and systems to allow for consistency.
- Explicitly teach and model routines so that children know what we expect from them.
- Ensure we form strong relationships with children and connect with them.
- Use restorative conversations to repair and restore relationships and provide children with an opportunity to learn from their behavioural choices.
- Use scripts as scaffolds for our behaviour conversations.
- Personalise behaviour pathways, create relational support plans and co-regulation plans to make reasonable adjustments when appropriate.

5. Rewards and Recognition

In Harbour schools:

- Positive behaviour is recognised through praise, responsibilities, communication with parents, and celebrations.

At Willowbrook School we...

- Positively acknowledge children for meeting our expectations by providing specific and precise verbal praise.
- Award family points linked to our values.
- Award a special mention from the senior leadership team for over and above behaviour.
- Nominate a weekly Friday Flyer for each class, linked to our value of the half-term, and celebrate them with parents in our celebration assembly.
- Have whole class systems to recognise classes working as a community.
- Triangulate praise with parents at the door, over the phone or in our assemblies.

Further details can be found in appendix 2.

6. Responding to poor behaviour choices

In Harbour schools:

- Misbehaviour is challenged consistently, fairly, and proportionately.
- All schools set out a clear sanctions ladder.
- Exclusions follow Trust and DfE guidance.

At Willowbrook School we...

- Have a clear behaviour pathway (appendix 3) to address inappropriate behaviour in the following ways:
 1. Adopt the least invasive interaction in the first instance followed by take up time
 2. Give an adult reminder of the behaviour they need to see followed by take up time
 3. A child is then moved to a different learning space within the classroom or given a take 5 within the classroom in EYFS and year 1.
 4. A child is asked to take 10 in a different classroom. This is the phase leads class where possible.
 5. On return from a take 10, the child will have a restorative conversation with the adult involved to restore relationships and repair harm as appropriate
 6. If the child continues to make poor behaviour choices, they repeat steps 1 – 3 and then are internally excluded for an appropriate amount of time to reset their behaviour.
- Involve parents early if a child repeatedly makes poor behaviour choices; the process is outlined in Appendix 4. Communication is made with parents firstly by the class teacher, followed by the phase leader if there is no sustained improvement and then by the deputy headteacher if behaviour still does not improve.
- Recognise that some children need reasonable adjustments to our behaviour pathway and adopt relational support plans and co-regulation plans to identify this and create personalised pathways where necessary.
- Use scripts (appendix 5) as a guideline to scaffold behaviour conversations
- Use fixed term suspensions when appropriate to address serious breaches of the behaviour policy. A reintegration strategy is then used to ensure the child reintegrates successful back into school life.

7. Restorative Practice

In Harbour schools:

- Restorative approaches are part of the school's response to poor behaviour.

At Willowbrook School we...

- Recognise that sometimes things go wrong and employ a restorative approach to allow conflict to be resolved, harm to be repaired and a change in attitudes and behaviours.
- Use scripted interventions to de-escalate and guide choices with the aim of redirecting children before they dysregulate.
- Always hold restorative conversations once the child is regulated, supporting them to understand impact and repair relationships. Children are given time to reflect on their behaviour using our repair and restore scaffold detailed in appendix 6. An adult then guides them through this to restore relationships and repair any harm caused.

8. Bullying

In Harbour schools:

- Bullying is defined as repetitive, intentional harm with an imbalance of power.
- All forms of bullying are addressed: emotional, physical, prejudice/discrimination, sexual harassment/violence, verbal, cyber (including AI-generated).
- Each school has an Anti-Bullying Policy.

At Willowbrook School we...

- Prevent bullying through values teaching, assemblies, and curriculum work.
- Provide clear reporting routes: pupils can talk to any adult; staff log incidents on CPOMS; parents can contact the school office or class teacher.
- Have a flowchart in place indicating how we respond to bullying reports
- Investigate all reports promptly; SLT monitor patterns and ensure actions are taken.
- Communicate with parents of both victim and perpetrator.
- Support victims with safe spaces, trusted adults, and follow-up check-ins.
- Work with perpetrators using restorative conversations and behaviour support plans.

For more information see our anti-bullying policy.

9. SEND and Behaviour

In Harbour schools:

- We make reasonable adjustments for pupils with SEND.
- Individual support plans are provided where needed.

At Willowbrook School we...

- Use Relational Support Plans and co-regulation plans (appendix 7)
- Personalise behaviour pathways to allow all children the opportunity to succeed
- Involve the SENDCo and external agencies (e.g. Educational Psychologist, Inclusion Leader).
- Have a consistent approach to sensory and movement breaks
- Have mentoring available aimed at improving behavioural choices
- Provide interventions from our SEMH provision to support behavioural choices

- Have a triage room where the adult meets children where they are to support them to regulate and return to class successfully.

10. Reasonable Force and Confiscation

In Harbour schools:

- Staff may use reasonable force only where necessary to prevent harm, disorder, or damage.
- Prohibited items (knives, drugs, alcohol, fireworks, pornographic images, stolen items) must be confiscated.

At Willowbrook School we...

- Use Passive Intervention and Prevention Strategies (PIPS) where possible with trained staff. This is then recorded on CPOMS, with same-day parent/carer contact.
- Ban mobile phones during the school day and require them to be handed to the class teacher on arrival, who takes them to the school office for the day.
- See Appendix 8 for more information.

11. Monitoring and Review

In Harbour schools:

- Significant incidents are logged using CPOMS (or Trust-agreed system).
- Policies are reviewed annually by the Headteacher and Local Board, with Trust oversight.

At Willowbrook School we...

- The Senior Leadership Team are alerted to all CPOMS and monitor them daily. Taking immediate action where necessary.
- Monitor behaviour fortnightly through behaviour team meetings.
- We use patterns of behaviour to plan interventions and review relational support plans.
- Half-termly updates are provided to staff regarding behaviour data and next steps.
- A termly report is shared with governors.

12. Appendices

Appendix 1: Willowbrook school values



Appendix 2: Positive recognition and rewards

Reward	What it is	When it is awarded
Positively acknowledging children for meeting our expectations by providing specific and precise verbal praise	<p>Positive language and affirmation linked to the behaviour and habits we expect to see at Willowbrook.</p> <p>For example: ‘Thank you for showing respectful listening X.’</p>	<p>This is a consistency that all staff must use daily.</p> <p>It should be awarded when children are showing the habits and behaviours we expect to see.</p>
Family points	<p>A family point is given to individual children on arbor for demonstrating one of our school values. Children receive a certificate when they achieve 25, 50 and 100 family points. Parents/carers can view family points on arbor.</p> <p>Family points can also be earned during family team events and in competitions throughout the year.</p> <p>The family group with the most family points at the end of the school year will earn a reward.</p>	<p>Family points are awarded on a daily basis when a child demonstrates one of our school values.</p> <p>Family points are awarded after an event e.g. sports day</p>
Special mention	A special mention is a certificate awarded by our leadership team for a child who has gone over and above with their behaviour	Special mentions are given at 15:00 daily.
Whole class tokens	Each class work towards a quantity of something e.g. marbles in a jar or emojis on the board. Once completed, the class receive a class reward which they agree upon at the start of the school year.	A class receives a reward when they have done something collectively well as a class.
Friday Flyer	In our celebration assembly, one child from each class receives a Friday Flyer certificate from their class teacher. During the	Every week, every teacher chooses one child from their class who has had an excellent week and who has demonstrated our school value of the half-term.

	<p>assembly, all teachers narrate the success of their Friday Flyer that week. Parents come to celebrate with us.</p>	
<p>Values award</p>	<p>An end of year award for a child in each class who has consistently demonstrated our school values. They receive a certificate and small prize.</p>	<p>In our final celebration assembly of the year. Each class, choose a child who has demonstrated each of the school values and then someone who consistently demonstrates all of them.</p>

Appendix 3: Behaviour pathways

When a child makes a poor behaviour choice in the classroom:	
What to do	What this looks like
Use the least invasive intervention followed by take up time to nudge them to make the right choice.	Eye contact, tap on the shoulder, point to where their attention should be directed, group correction or a quick private correction.
If the child is still making a poor behaviour choice, following take up time,	
Provide an adult reminder. Naming the behaviour and positively framing the behaviour you need to see whilst reminding the child of previous positive behaviour.	Script 1: <i>"____, I noticed that you are"</i> <i>"You need to.../I need to see you..."</i> <i>"Remember last week when..."</i> <i>"I know you will make the right choice"</i>
If the child is still making a poor behaviour choice, following take up time,	
Then move the child to a different learning space to give them time to reset. This should be a space that gives them a chance to be successful.	Script 2: <i>"____, I've noticed that you are still..."</i> <i>"As this is your second reminder, you now need to move learning spaces."</i> <i>"I now need to see a rest in your behaviour, or you will need to take 10."</i> <i>"Thank you for moving. I hope you will make the right choice."</i>
If the child is still making a poor behaviour choice, following take up time,	
Then the child needs to take 10 in the designated (normally phase leaders) classroom. Actions following this: <ul style="list-style-type: none"> • Track it on Arbor • Communicate with parents • Take 10 letter sent home with learning attached • CPOMs to be updated 	Script 3: <i>"____, I have given you a reminder and moved your learning space and you are still making poor behaviour choices. You now need to take 10 in ____"</i> <i>"Please use the repair and restore sheet to help you to reflect on your behaviour choice."</i>
After the child returns to class,	
Build in time for a restorative conversation with them to discuss their behaviour choices to restore relationships and repair any harm caused. Use the repair and restore sheet to aid discussion. Consider if any adjustments are required to support the child to be successful going forwards.	Script 4: <i>"What happened?"</i> <i>"How were you feeling at the time?"</i> <i>"Who was affected by what happened?"</i> <i>"Which of our school values did you not show?"</i> <i>"How can you repair this?"</i> <i>"How might you respond differently next time?"</i> <i>"What will help you to do this?"</i>
The cycle then resets. <ul style="list-style-type: none"> • If a child needs to leave the classroom for a second time in one day, they will be internally excluded. • If a child is persistently making poor behaviour choices, please refer to our strategy for tackling this: Strategy for addressing persistent poor behaviour choices at Willowbrook School • For serious breaches of our behaviour policy, following an investigation a decision will be made as to whether the child is internally excluded or suspended for a fixed term. 	

When a child makes a poor behaviour choice at lunchtime:	
What to do	What this looks like
Use the least invasive intervention followed by take up time to nudge them to make the right choice.	Eye contact, tap on the shoulder, point to where their attention should be directed, group correction or a quick private correction.
If the child is still making a poor behaviour choice following take up time,	
Provide an adult reminder. Naming the behaviour and positively framing the behaviour you need to see whilst reminding the child of previous positive behaviour. Move them to a different playing space if appropriate.	<p>Script 1:</p> <p><i>"____, I noticed that you are"</i></p> <p><i>"You need to.../I need to see you..."</i></p> <p><i>"Remember last week when..."</i></p> <p><i>"I know you will make the right choice"</i></p>
If the child is still making a poor behaviour choice following take up time,	
Then the child needs to take 5 minutes out from playing in the designated space. Follow this up with a reminder of the behaviours you need to see when they return to playing.	<p>Script 2:</p> <p><i>"____, I've noticed that you are still..."</i></p> <p><i>"As this is your second reminder, you now need to take 5 minutes out."</i></p> <p><i>"I now need to see a rest in your behaviour, or you will need to be off the playground."</i></p> <p><i>"Thank you for listening. I hope you will make the right choice."</i></p>
If the child is still making a poor behaviour choice following take up time,	
Then the child needs to go to the chatroom. Actions following this: <ul style="list-style-type: none"> Track it on Arbor Teacher to communicate with parents CPOMs to be updated 	<p>Script 3:</p> <p><i>"____, I have given you a reminder and 5 minutes to reset and you are still making poor behaviour choices. You now need to go to the chatroom"</i></p> <p><i>"Please use the repair and restore sheet to help you to reflect on your behaviour choice."</i></p>
In the chatroom,	
<p><u>There</u> will be time for a restorative conversation with the child to discuss their behaviour choices to restore relationships and repair any harm caused. Use the repair and restore sheet to aid discussion.</p> <p>Consider if any adjustments are required to support the child to be successful going forwards.</p>	<p>Script 4:</p> <p><i>"What happened?"</i></p> <p><i>"How were you feeling at the time?"</i></p> <p><i>"Who was affected by what happened?"</i></p> <p><i>"Which of our school values did you not show?"</i></p> <p><i>"How can you repair this?"</i></p> <p><i>"How might you respond differently next time?"</i></p> <p><i>"What will help you to do this?"</i></p>
The cycle then resets. <ul style="list-style-type: none"> If a child is persistently making poor behaviour choices, please refer to our strategy for tackling this: Strategy for addressing persistent poor behaviour choices at Willowbrook School For serious breaches of our behaviour policy, following an investigation, a decision will be made as to whether the child is internally excluded or suspended for a fixed term and whether a lunchtime plan is required. 	

Appendix 4: Strategy for addressing persistent poor behaviour choices

Strategy for addressing persistent poor behaviour choices at Willowbrook School

Stepped approach to be followed if a child **persistently** does not follow our behaviour policy.

This pathway is to be followed if a child repeatedly causes disruption in your classroom and/or continually makes poor behavioural choices at break and lunchtimes.

Step 1

- Teacher to send [letter 1](#) to parent
- To be followed up with a phone call or conversation on the door
- Letter added to CPOMs – phase leader tagged
- The child has 4 weeks to improve their behaviour
- If behaviour further deteriorates during this period, skip to step 2. Please ensure you give suitable take up time for any reasonable adjustments to embed before doing so.

Step 2

- If behaviour does not improve. Teacher to send [letter 2](#) to parent
- Phase lead and teacher to meet with parent and child
- Letter and meeting notes to be added to CPOMs.
- Target card to phase leader to be introduced
- Other adjustments considered
- Weekly behaviour interventions with a TA to be introduced
- The child has 4 weeks to improve their behaviour

Step 3

- If behaviour still not improve, teacher to send [letter 3](#).
- DHT and teacher to meet with parents.
- Letter and meeting notes to be added to CPOMs.
- Report card to DHT/HT to be introduced
- Other adjustments considered
- The child has 2 weeks to improve their behaviour

Step 4

- Headteacher to send a letter and meet parents with class teacher
- Behaviour action plan to be created

Appendix 5: Scripts which are used as a guideline to scaffold staff interactions

Scripts to be used as scaffolds for when children are making poor behaviour choices

<ul style="list-style-type: none"> We always try and use the least invasive intervention. Therefore, aim to speak to the pupil away from others. It is important we deliver all scripts in a calm but assertive way. The scripts allow us to fall back on the Willowbrook behaviour pathway. Scripts act as a scaffold for dealing with behaviour. They will not work in every situation, but they are better than freestyling. 			
Script 1 Positive adult reminder	Script 2 Moving learning space reset	Script 3 Removal from the classroom for a take 10 or internal exclusion	Script 4 Restorative conversation
<p>At this stage we want to positively frame the behaviour we want to see.</p> <p><i>Ellie, I've noticed that you are...</i></p> <p><i>You need to .../I need to see you ...</i></p> <p><i>Do you remember (yesterday/last week) when you (give an example of the previously positive behaviour you have seen). That is the Ellie I need to see today</i></p> <p><i>I know/ hope you will make the right choice.</i></p> <p>After using script 1, give the children some take up time. If their behaviour improves, follow up with a thank you:</p> <p><i>Thank you, Ellie, for now following the Willowbrook Way and showing respectful listening.</i></p>	<p>The child needs to understand that they have had a reminder already and therefore need to move spaces to help them to make better behavioural choices.</p> <p><i>Ellie, I've noticed that you are still... or I've given you a reminder already Ellie and you are still...</i></p> <p><i>As this is your second reminder, you now need to move learning spaces.</i></p> <p><i>I now need to see a reset in your behaviour, or you will need to take 10 in another classroom.</i></p> <p><i>Thank you for moving. I know/ hope you will make the right choice.</i></p>	<p>The child needs to be calmly asked to leave the classroom due to them choosing not to reset their behavioural choices.</p> <p><i>3a) Ellie, I have given you a reminder and moved your learning space and you are still making poor behaviour choices. You now need to take 10 in _____.</i></p> <p><i>3b) Ellie, this is the second time today that you have decided to not reset your behaviour. You now need to go for an internal exclusion.</i></p> <p><i>Please reflect on why you've been sent for a take 10/internal exclusion so it doesn't happen again.</i></p> <p>KS2 – Children to be given a think sheet. Sheet completion isn't compulsory, the key is that the child is able to reflect and learn from the situation.</p>	<p>We want to restore the relationship by reframing the behaviours. This allows the child to reflect on their poor choices and understand what they need to do next. Ideally, the adult who dealt with the behaviour will have the restorative conversation.</p> <p><i>Tell me about what happened.</i></p> <p><i>Tell me how you were feeling at the time.</i></p> <p><i>Who was affected by what happened and in what way? Which of our school values did you not show?</i></p> <p><i>How can you repair this?</i></p> <p><i>Tell me about how you might respond differently next time? What will help you to do this?</i></p>

Appendix 6: Restore and Repair scaffold

Restore and Repair

What happened?

How can you repair this?

How were you feeling at the time?

<p>What might help?</p>	<p>How might you feel?</p>	<p>How might you feel?</p>	<p>This is the goal!</p>
<p>TIME TO CHECK IN</p>		<p>GO: READY TO LEARN</p>	
<p>STOP AND THINK</p>		<p>TIME TO STOP</p>	
<p>What might help?</p>	<p>How might you feel?</p>	<p>How might you feel?</p>	<p>What might help?</p>

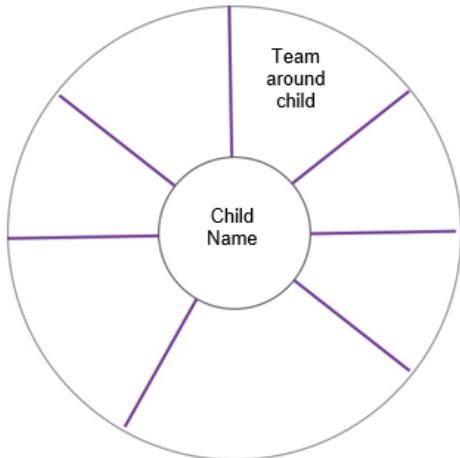
How might you respond differently next time?

What will help you to do this?

Who was affected by what happened?

Which of our school values did you not show?

Relational Support Plan (Name.....)



Strengths Interests Qualities
<ul style="list-style-type: none"> •

Protection <ul style="list-style-type: none"> • 	Connection <ul style="list-style-type: none"> •
Understanding <ul style="list-style-type: none"> • 	Care <ul style="list-style-type: none"> •

Responsive Co-Regulation Plan

State of Regulation	Potential displayed behaviour	Agreed response for Regulation
Calm <i>Safe / Socially Engaged</i>		
Mild Stress <i>Alert / Aroused / Agitated</i>		
Dysregulated <i>Mobilised / Immobilised</i>		
Crisis <i>Unsafe</i>		

Appendix 8: Restrictive interventions

1. When restrictive interventions may be used

Restrictive interventions, including reasonable force, may only be used in the limited circumstances set out in statutory guidance. Force may only be used to:

- prevent or stop a pupil causing injury to themselves or others
- prevent or stop a pupil committing a criminal offence
- prevent or stop serious damage to property
- prevent serious disorder among pupils

Restrictive interventions must never be used as punishment and must always be:

- necessary
- proportionate
- the least restrictive option available
- used for the shortest possible time
- undertaken with regard to the pupil's dignity and welfare

Staff must always use prevention and de-escalation before any restrictive intervention.

Prohibited practices:

- Staff must never use restraint techniques that:
- restrict breathing or circulation,
- apply pressure to the neck, nose, mouth, chest or abdomen,
- intentionally hold pupils prone or supine, or
- carry a known risk of positional asphyxia.

2. Seclusion

Seclusion is defined as supervised confinement and isolation of a pupil in a room they are prevented from leaving. It may only be used as a non-disciplinary, last-resort safety measure when a pupil is highly dysregulated and presents an immediate and significant risk of harm.

Requirements:

- The space must be safe, non-threatening and supervised continuously.
- The pupil must be allowed to leave as soon as risk reduces.
- Every use of seclusion is a significant incident and must be recorded and reported to parents on the same day, in line with statutory regulations.
- Where foreseeable, seclusion must be planned within an Individual Risk Assessment or Relational Support Plan.

3. Searching, screening and confiscation

Headteachers and authorised staff may use reasonable force only where legally permitted when searching for prohibited items. All searching must align with DfE guidance on searching and confiscation and follow safeguarding and dignity principles. Prohibited items must be stored securely and disposed of lawfully.

4. SEND, vulnerability and safeguarding considerations

Before any restrictive intervention, staff must take into account:

- the pupil's SEND profile, communication needs and sensory sensitivities
- trauma history and attachment needs
- medical needs
- Equality Act 2010 duties and reasonable adjustments
- whether the intervention could escalate distress or trauma

At Willowbrook School we use Relational Support Plans and/or co-regulation plans where it is reasonably foreseeable this situation may arise. These are co-produced with parents, and with the pupil where appropriate, in line with the SEND Code of Practice and the 2026 guidance expectation for partnership working.

5. Individual Risk Assessments

An Individual Risk Assessment is required whenever the use of restrictive interventions is reasonably foreseeable or once a situation has arisen in which it has been used.

Risk assessments must include:

- triggers and known risk situations
- prevention and de-escalation strategies
- reasonable adjustments
- clear criteria for when/how staff may use physical intervention,

At Willowbrook School, some of these elements are incorporated into each pupil's Relational Support Plan.

6. Recording and reporting requirements

From 1 April 2026, schools have a statutory duty to record and report all significant incidents involving force or seclusion. This includes non-force restrictive interventions.

Records must include:

- names and roles of those involved,
- the pupil's SEND status,
- date, time, location and duration,
- triggers and events leading up to the incident,
- all de-escalation strategies attempted,
- type and degree of force used,
- any injuries or adverse effects,
- details of medical assessment where given,
- post-incident support and repair/restoration provided.

Parents must be informed as soon as practicable and ideally the same day, unless doing so would likely result in serious harm.

The school's designated safeguarding lead (DSL) must review all incidents for safeguarding implications.

7. Post-incident support

Following any restrictive intervention:

- pupils and staff must receive medical assessment where appropriate
- a restorative conversation must take place as soon as the pupil is regulated
- the Relational Support Plan or Risk Assessment must be updated
- staff involved must receive support and debrief

- leaders must review whether adjustments or additional provision are needed

8. Staff training

Restrictive interventions should only be used by staff trained in:

- lawful, safe and proportionate use of reasonable force
- prevention and de-escalation approaches
- trauma-informed and SEND-informed practice
- dynamic risk assessment
- Training must be refreshed regularly, and leaders must ensure practice remains aligned with the 2026 guidance.

9. Governance and monitoring

Trustees and Local Governing Bodies must:

- review restrictive intervention and seclusion data regularly,
- monitor proportionality, equality implications and patterns over time,
- ensure policies, staff training and risk assessments remain compliant with national expectations,
- ensure data informs strategic behaviour and SEND improvement planning.