



Behaviour Policy 2026–27 & statement of behaviour principles

Approved by:	Proprietor / Owners	Date: 1/9/26
Review by:	1/9/27	

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1. Aims

1.1 This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

1.2 At ReFocus, all members of the community, students, staff, parents/carers, and governors are expected to make positive choices that support their own wellbeing and that of others.

1.3 We believe that self-control is more effective than imposed control. Our Behaviour Policy is built on the principle that students are responsible, intelligent individuals who can develop self-awareness, self-direction, and self-control when supported in the right environment.

1.4 To enable effective learning and teaching, we expect the highest standards of behaviour in all aspects of ReFocus life. Respect, courtesy, and care are expected in all forms of communication. Unacceptable behaviour will always be addressed, and everyone is encouraged to challenge conduct that undermines learning, wellbeing, or safety.

2. Legislation and Statutory Guidance

2.1 ReFocus is an independent alternative provision school. This policy is informed by the following legislation, standards and guidance, so far as they apply to ReFocus:

- Education (Independent School Standards) Regulations 2014, including paragraphs 7, 9, 10, 16A and 32A

- Independent School Standards guidance, April 2026
- Keeping Children Safe in Education 2026
- Equality Act 2010
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years
- Education and Inspections Act 2006, including sections 89, 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- DfE Behaviour in Schools guidance, February 2024, as relevant good practice
- DfE Searching, Screening and Confiscation guidance, July 2023
- DfE Mobile Phones in Schools statutory guidance, June 2026
- DfE Restrictive Interventions, Including Use of Reasonable Force, in Schools guidance, April 2026
- DfE Suspension and Permanent Exclusion guidance, July 2026, as relevant good practice

2.2 The statutory suspension and permanent-exclusion process for maintained schools, academies and pupil referral units does not apply directly to ReFocus as an ordinary independent school. ReFocus nevertheless adopts its relevant principles of fairness, proportionality, pupil participation and permanent exclusion as a last resort through its own published procedure.

3. Definitions

3.1 Students at ReFocus are expected to behave in a way that reflects positively on both themselves and the school. Any behaviour, (whether inside or outside school) that threatens or could threaten the physical or mental wellbeing of others, involves the inappropriate or harmful use of digital technologies, or damages the reputation of ReFocus, may result in a consequence.

3.2 At ReFocus, positive behaviour is reinforced and encouraged by a formal reward structure outlined below. Students are motivated by praise, reward and celebration of improvement and achievement.

3.3 However, any student choosing not to meet our positive behaviour expectation will receive consequences

3.4 Staff should remember acting consistently when applying consequences ensures the deterrent effect of our Behaviour Policy.

3.5 Parents / carers also play a vital role in endorsing the Behaviour Policy and ReFocus' pledge to keep parents / carers informed should their child be giving cause for concern.

3.6 The overall responsibility for promoting, rewarding, and managing behaviour and for overseeing the system of rewards and consequences rests with the Headteacher (Paula Tucker) and Deputy Headteacher (Hayley Perry).

3.7 Misbehaviour and consequences

3.7.1 Misbehaviour is defined as:

- A poor attitude
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework.
- Incorrect uniform

3.7.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual violence
- sexual harassment including sexual comments, sexual jokes
- Online sexual harassment, such as unwanted sexual comments images and messages
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Roles and Responsibilities

4.1 Proprietor/owners

The proprietor/owners retain legal accountability for this policy, ensure that the Independent School Standards are met, approve the policy and ensure that it is effectively implemented and made available to parents, pupils and staff.

4.2 Headteacher

The Headteacher manages implementation, maintains a calm and safe culture, ensures that staff respond effectively and consistently, arranges appropriate induction and training, and reviews behaviour information for patterns or disproportionate impact. The Headteacher ensures that behaviour, safeguarding, SEND, equality and attendance arrangements work together.

4.3 Governing board

The governing board provides support, scrutiny and oversight. It receives appropriate anonymised information about behaviour, restrictive interventions, suspensions, permanent exclusions and placement terminations, and challenges leaders where patterns, disproportionality or implementation concerns arise.

4.4 Staff

Staff are responsible for creating calm, safe and supportive learning environments; teaching and modelling expected behaviour; applying rewards and consequences fairly; making reasonable adjustments; using prevention and de-escalation; recording incidents promptly; and referring safeguarding concerns to the DSL. SLT will support staff in responding to significant or repeated incidents.

4.5 Parents and carers

Parents and carers are encouraged to understand and reinforce the school's expectations, share relevant information, engage with reviews and raise concerns directly with ReFocus. The school will work constructively with families and keep them informed about significant concerns and support.

4.6 Pupils

Pupils will be taught the school's rules, routines, rewards, consequences and available support during induction and through regular reminders. Information will be presented in a way pupils can understand. Pupils will be supported to express their views and contribute to the review of the school's behaviour culture.

4.7 Commissioning schools and local authorities

For commissioned placements, ReFocus will share relevant behaviour, attendance, safeguarding and progress information in accordance with the placement agreement. ReFocus and the commissioner will communicate regularly about support, risk, suspension, reintegration and any concern that a placement may be at risk.

5. Promoting behaviour that meets our expectations

5.5 Mentor Programme

5.5.1 Mentors compete for the title of 'Kingdom of Credit' each term which is awarded to the mentor with the greatest number of credit points. Over the year, mentor events and competitions will take place

5.5.2 The mentors are named after the key figures in and around the local community of Wellingborough: The groups are: Coles (Paula), Yorke (Katie), Middleton (Hayley) & Neal (Liam).

5.5.3 Richard Coles is the Reverend of Finedon, a member of Wellingborough homes that provide social and affordable housing in the area and Chancellor of Northampton University; Thom Yorke is the lead singer of the band Radiohead and went to school and started his band in Wellingborough; Dan Middleton is one of the most viewed YouTubers in the world who comes from Wellingborough and; Phil Neal who played for Wellingborough Town and has played over 400 games for Liverpool.

5.6 Payback system

5.6.1 ReFocus uses a payback system in which restorative actions can be undertaken to reduce the number of consequences each student can receive. The payback system is rooted in restorative practice principles, ensuring pupils take responsibility, repair harm, and rebuild relationships rather than focusing solely on punishment.

5.6.2 The payback system is not mandatory and will only come into effect if;

It is offered by a member of staff (not decided by the pupil)

The action is deemed not serious enough to warrant an immediate consequence.

The action does not fall into Level 2 or 3

5.6.3 ReFocus aims to teach pupils that if they make mistakes, they can make it right and do not have to just "accept the consequences". Restorative actions can be agreed upon by the pupil and a member of staff.

5.7 Pupils with SEND, Disability and Additional Needs

5.7.1 ReFocus recognises that behaviour may be affected by SEND, disability, communication need, mental health, trauma, medical need, exploitation or other vulnerability. This does not mean that expectations are removed, but responses must be individual, lawful and fair.

5.7.2 Before deciding a response, staff will consider whether the pupil understood the rule, how their needs affected the behaviour, whether appropriate provision and reasonable adjustments were in place, and whether the proposed response remains proportionate and educationally appropriate.

5.7.3 ReFocus will anticipate likely triggers and use reasonable adjustments and proactive support. These may include communication adaptations, movement or regulation breaks, adjusted seating, sensory adjustments, a trusted adult, a quiet space, individual behaviour-support planning and staff guidance.

5.7.4 Where behaviour indicates that provision may be insufficient, ReFocus will work with the pupil, parent or carer, commissioning school, local authority and relevant professionals. Where appropriate, the school will request an early or emergency review of an EHC plan or placement.

6. School behaviour consequence system

6.1 Attendance and Punctuality

6.1.1 Pupils are expected to attend regularly and arrive punctually in accordance with their individual placement arrangements.

6.1.2 ReFocus will establish the reason for absence or lateness and consider safeguarding, SEND, medical, emotional, transport, family and placement factors. Pupils will not be punished for absence outside their control. Deliberate failure to follow an agreed routine may be addressed proportionately alongside support.

6.1.3 Attendance information and concerns will be shared promptly with parents or carers and, for commissioned placements, the home school or local authority in accordance with agreed arrangements. See the Attendance Policy.

6.2 Dress code

6.2.1 There is no set uniform at ReFocus students may dress casually but are expected to dress suitably for a learning environment. Hats, hoods, and headphones should be removed before lessons and assembly. Coats should also be removed in lesson

6.2.2 After a warning, any student who does not meet these expectations will receive a warning with additional consequences and support provided as appropriate

6.3 Classroom behaviour

6.3.1. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

6.3.2 They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Reinforcing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlight and promote good behaviour

Use positive reinforcement

6.3.3 In the first instance, behaviour is to be addressed by the class teacher or the member of staff encountering it. Poor behaviour will always be challenged.

6.3.4 Some student behaviour will also be addressed by the mentors and/or the Senior Leadership Team as a means of supporting the teacher initially involved and ensuring that all staff are fully aware of student behaviour

6.4 Behaviour “Concerns” and Consequence

6.4.1 Outline below are the 3 levels of consequence used at ReFocus. Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Level 1 Academic Concerns include:	Level 1 Behavioural Concerns include:	Level 1 Behavioural Concerns include:
- Non-completion of work. (not making the required progress) - Refusal to take part in lesson - Noncompliance in the workshop	- Repeated chatting in class/distracting others. Littering/ not cleaning own mess up. - Minor disruption. - Mildly answering back to staff. - Overly boisterous behaviour. - Leaving lesson without permission. - Minor infringement of the ICT Acceptable Use policy. - Refusing to remove hood or hat. - Challenging authority or rude to staff.	- Arriving to school late, but before 10am (the first late in any week is not recorded as a concern) Key worker reminder. - Inexcusably arriving late to a lesson.

Level 1 Academic Consequences	Level 1 Behavioural Consequences (applied according to concern)	Level 1 Punctuality Consequences
- Work with the class teacher to complete work at break or lunch time. - Stay behind after school to complete work. (taxis and parents will be notified) - Complete portfolio work and complete session after school. (taxis and parents notified)	- Work with TA independently to avoid distractions. - Clean social area at the earliest convenient time for staff. - Social time away from others. - Meeting with mentor to adjust behaviour. Apology expected. - Social time away from others. - TA linked to student until trust rebuilt. - Reread policy. Accompanied on ICT until trust rebuilt. - Meeting with mentor to adjust behaviour. - Not given phone back for social time.	- Lateness to school: Early Morning Check-in by text - Lateness to lesson: make up lost time during break or lunch.

Level 2 Academic Concerns include:	Level 2 Behavioural Concerns include:	Level 2 Punctuality Concerns include:
• Failure to complete portfolio work on time • Continued refusal to complete work in lesson • Lack of progress in the workshop	• Repeated level 2 concerns. • Use of offensive language. • Constantly distracting others. • Throwing food. • Disruption to lessons. • Constantly ignoring staff/ not following requests after second request. • Breach of the ICT Acceptable Use policy. - • Verbal assault. (<u>Non threatening</u>) • Not Following instructions offsite. • Unsafe behaviour off-site.	• Arriving to school late more than three times in a week • <u>Non attendance</u> for more than 1 day in a week
Level 3 Academic Concerns include:	Level 3 Behavioural Concerns include:	Level 3 Punctuality Concerns include:
Lack of progress in any given lesson with a risk of noncompletion	• Use of obscene/offensive language towards a member of staff. • Assault or threatened assault on a member of staff. • Assault or threatened assault on another student. • Fights between students. • Persistent bullying, sexual, racial, or other harassment Theft of personal or school property. • Vandalism. • Possession of a weapon or otherwise threatening the safety of others. • Drinking alcohol; any well-founded suspicion of illegal drug consumption, possession, supply, or abuse. • cyber-bullying or any malicious or inappropriate use of digital technology. • Physical aggression. • Verbal aggression in a threatening manner.	• Consistently late each day with no improvement. • Attendance is below 90%

Level 3 Academic Consequences	Level 3 Behavioural Consequences (applied according to concern)	Level 3 Punctuality Consequences
one to one support to ensure completion	- No access to workshop. (Mandatory for any L3 behaviour relating to – Physical or threatening behaviour towards staff or students, Theft, possession of a weapon or drug related incidents - No lunch pass (Year 11s) (Mandatory for any student who leaves site without permission or shows physical or verbal aggression towards another student who is off-site). - If any illegal substances are suspected to be being held by a student, a search of their bag must be conducted by at least 2 members of staff of the appropriate gender. If the student is not willing to comply they will be removed from site and sent home. - Walk with member of staff to de-escalate the situation. - Time out in the one to one room to calm down. - All Level 3 concerns will be discussed by the team during debrief. SLT will decide appropriate consequence.	- Work with key worker on the importance of punctuality. Parents invited to meeting to discuss. - EIPT team involved.

6.5 Mobile Phones and Personal Devices

6.5.1 From 1 September 2026, ReFocus is a mobile-phone-free environment by default. Pupils must not have access to mobile phones or smart technology with communication or recording functions throughout the school day, including lessons, movement time, breaks and lunchtime.

6.5.2 A documented exception or reasonable adjustment may be agreed for disability, medical need, safeguarding, young-carer responsibilities or another exceptional circumstance. Any permission will be limited to the agreed purpose, time and location.

6.5.3 Breaches may result in a proportionate consequence and confiscation. Detailed arrangements for collection, secure storage, return, searching, educational visits and exceptions are set out in the separate Mobile Phones and Personal Devices Policy. Parents and carers should contact pupils through the school office.

6.5.4 Staff will not use personal phones for personal reasons in front of pupils. Limited authorised operational use, such as multi-factor authentication, is permitted. Personal devices must never be used to photograph pupils or store pupil information.

6.6 Suspension, Permanent Exclusion and Placement Termination

6.6.1 Suspension, permanent exclusion and placement termination will be used only where justified and proportionate. ReFocus will not use informal or unrecorded exclusions.

6.6.2 Only the Headteacher, or a formally appointed Acting Headteacher, may suspend a pupil. The Headteacher may recommend permanent exclusion, but the proprietor makes the final decision for a pupil whom ReFocus is entitled to permanently exclude.

6.6.3 An uninvolved governing-board member will normally chair a permanent-exclusion review panel, hear representations and make a reasoned recommendation to the proprietor. This is ReFocus's independent-school procedure and not the statutory process for maintained schools and academies.

6.6.4 ReFocus cannot permanently exclude a pupil from another school's register. For a commissioned placement, ReFocus may suspend attendance at ReFocus or, following an urgent review, end its provision. Registration, safeguarding, educational continuity and transition arrangements will be agreed with the commissioner.

6.6.5 Full procedures are set out in the Suspension, Permanent Exclusion and Placement Termination Policy.

6.7 Parent/Carer Involvement

Parents/carers will be informed of all Level 2 Consequences. Depending on the seriousness of the concern, and in particular in situations where there are repeated concerns, parents/carers will be asked to come in to school for a meeting with the student and mentor to discuss those concerns at a Progress Meeting.

7 Other behaviours and consequences

7.1 Off-site Misbehaviour

7.1.1 ReFocus may respond to behaviour outside the premises where a pupil is taking part in a school activity, travelling to or from school, wearing or otherwise identifiable as connected with ReFocus, or under the lawful charge of a member of staff.

7.1.2 ReFocus may also respond to off-site conduct that harms or threatens a pupil or member of staff, creates a safeguarding risk, disrupts the orderly running of the school or has another sufficiently close connection with school. Any response will be reasonable, proportionate and based on the circumstances.

7.2 Online Misbehaviour

7.2.1 Online behaviour may be addressed where it harms or threatens another person, constitutes bullying or abuse, creates a safeguarding risk, disrupts education or has a sufficiently close connection with ReFocus. Safeguarding action and support will be considered alongside any behaviour response.

7.2.2 Evidence involving nudes or semi-nudes, suspected criminality or harmful content must not be copied, forwarded or viewed unnecessarily. Staff must preserve the device or information safely and consult the DSL in accordance with the Safeguarding, Online Safety and Acceptable Use policies.

7.3 Suspected Criminal Behaviour

7.3.1 Where behaviour may constitute a criminal offence, the Headteacher and DSL will assess the circumstances, preserve relevant evidence and decide whether police, children's social care or another agency should be contacted. The school will have regard to safeguarding needs, the seriousness and immediacy of risk, and relevant police-contact guidance.

7.3.2 ReFocus may continue its own proportionate safeguarding and behaviour response where this will not prejudice a police investigation. Decisions and agency advice will be recorded.

7.4 Child-on-child Abuse, Sexual Harassment and Sexual Violence

7.4.1 ReFocus has a zero-tolerance approach to child-on-child abuse. It can occur in school, outside school and online, and is a safeguarding concern for both the victim and alleged perpetrator. It will never be dismissed as banter, part of growing up or boys being boys.

7.4.2 Child-on-child abuse includes bullying; discriminatory abuse; abuse in intimate relationships; physical abuse; harmful sexual behaviour; sexual harassment and violence; consensual or non-consensual making or sharing of nudes or semi-nudes, including AI-generated material; upskirting; and initiation or hazing violence.

7.4.3 Pupils are encouraged to report anything that makes them feel unsafe or uncomfortable. Reports will be taken seriously, recorded and passed promptly to the DSL. Support, safety planning and safeguarding action will be considered alongside any behaviour consequence.

7.5 Deliberately Invented or Malicious Allegations

7.5.1 A pupil will not be sanctioned merely because an allegation is unsubstantiated, unfounded, withdrawn or does not lead to further action.

7.5.2 A behaviour response may be considered only where a fair investigation establishes that an allegation was deliberately invented or malicious. The pupil's welfare, SEND, communication and safeguarding needs will still be considered. See the Safeguarding and Child Protection Policy and Allegations Against Staff procedure.

7.6 Bullying

7.6.1 Bullying, including cyberbullying and prejudice-based or discriminatory bullying, is unacceptable and will be addressed under the Anti-Bullying and Safeguarding policies. This includes harmful AI-generated content, deepfakes and synthetic media.

7.6.2 The response will consider safety, support, safeguarding, SEND and equality alongside an appropriate behaviour consequence. Police referral is not automatic; the Headteacher and DSL will decide whether police or other agency involvement is necessary in the circumstances.

8 Supporting behaviour at transition points

8.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

8.2 Preparing outgoing pupils for transition

To support a smooth transition to the next year, pupils have transition sessions with their new teacher(s) information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

9. Training

9.1 Staff induction and continuing professional development will cover the school's behaviour culture, relational and restorative practice, consistent use of rewards and consequences, safeguarding, SEND and disability, trauma, communication, de-escalation, searching, mobile-phone arrangements and the lawful use of restrictive interventions.

9.2 Staff likely to use restrictive interventions will receive training appropriate to the school's assessed needs. Training will include prevention, safe and lawful practice, medical risks, recording, parent reporting, post-incident support and review. Training records will be maintained and reviewed.

10. Monitoring and Evaluating Behaviour

10.1 ReFocus will monitor rewards and consequences; repeated removals; searches and confiscations; mobile-phone incidents; bullying and discriminatory incidents; restrictive interventions and seclusion; suspensions, permanent exclusions and placement terminations; reintegration; and repeat incidents.

10.2 Information will be considered by pupil, site, time, type of incident, trigger, response and outcome, and for patterns associated with SEND, disability, looked-after status and protected characteristics. Monitoring will support lawful equality practice and identify any disproportionate or inconsistent impact.

10.3 SLT will review operational information regularly. The governing board will receive suitable anonymised information at least termly and will provide challenge and oversight. The proprietor will ensure that this policy is reviewed annually and effectively implemented.

APPENDIX A: Confiscation

Confiscation may be used only where it is lawful, reasonable and proportionate. Staff will take account of the pupil's age, SEND, disability, medical or safeguarding needs and the purpose the confiscation is intended to achieve.

Mobile phones and personal devices will be managed under the separate Mobile Phones and Personal Devices Policy. Other items may be retained temporarily as a consequence, held for safeguarding or evidential purposes, returned to a parent or carer, handed to the police, or disposed of lawfully as appropriate.

Confiscated property will be stored securely. A record will be made where an item is held beyond a lesson or routine collection period, identifying the item, pupil, staff member, reason, storage location, decision about return or disposal and parent notification where appropriate.

Clothing, jewellery or an item of religious, medical or significant emotional importance will be treated sensitively. Confiscation will never leave a pupil partly dressed or without necessary medical support.

APPENDIX B: Searching a Pupil

Only the Headteacher or a member of staff authorised by the Headteacher may conduct a search. Staff will normally seek the pupil's cooperation, explain the reason and process, consider safeguarding and equality factors, and conduct the search away from other pupils.

Searches will follow current DfE guidance, including requirements concerning the sex of the searching member of staff and the presence of a witness. Any urgent exception will be justified and

recorded. A search may take place on the premises or elsewhere while the pupil is under the lawful control of staff.

Without agreement, a search may be undertaken only where there are lawful grounds. Reasonable force may be used only where lawful to search for a legally prohibited item; it must not be used merely to search for an item banned solely by school rules. Mobile phones and comparable devices are identified in ReFocus's rules as items that may be searched for.

Searching a device does not automatically authorise staff to examine all stored data. Suspected criminal or safeguarding material must not be copied, forwarded or viewed unnecessarily. The device should be secured and the DSL consulted; police advice will be sought where appropriate.

All searches for prohibited items and any search giving rise to a safeguarding concern will be recorded. Parents or carers will be informed as soon as reasonably practicable, unless doing so would create a safeguarding risk. The pupil will be offered appropriate support.

ReFocus staff will never conduct a strip search. Police involvement will be exceptional and considered by the Headteacher and DSL only after assessing urgency, immediate risk, the pupil's welfare and vulnerabilities, and less intrusive alternatives. ReFocus will continue to safeguard and advocate for the pupil and follow current PACE and DfE requirements.

APPENDIX C: Restrictive Interventions, Including Reasonable Force

ReFocus prioritises prevention, co-regulation and de-escalation. Restrictive intervention is never used as punishment and must be necessary, proportionate, the least restrictive effective option and used for the shortest necessary time.

Reasonable force

Members of school staff may use reasonable force in the limited circumstances permitted by section 93 of the Education and Inspections Act 2006: to prevent a pupil causing injury, committing an offence, damaging property or causing disorder. Any force must be reasonable in the circumstances. Staff should seek assistance where practicable and stop as soon as the risk has reduced.

Force must not restrict a pupil's airway, breathing or circulation or apply pressure to the neck or abdomen. Ground restraint should be avoided because of its heightened risk. Absconding alone is not sufficient reason to use force; the foreseeable risk to the pupil or others must justify intervention.

Seclusion and restraint

Seclusion is a non-disciplinary safety intervention in which a pupil is kept apart and prevented from leaving. It must never be threatened or used as a consequence. A secluded pupil must be continuously supervised in a safe setting and allowed to leave as soon as the immediate risk of harm has reduced.

Restraint includes immobilising or restricting movement without using it as a disciplinary penalty, including removal of an auxiliary aid used for movement. All covered incidents must be recorded and reported in accordance with this appendix.

Individual needs and planning

Staff will consider age, size, SEND, disability, communication, medical needs, sensory needs, trauma and other vulnerabilities. Where intervention is foreseeable, ReFocus will work with the pupil, parent or carer, commissioner and relevant professionals to maintain an individual risk assessment and behaviour-support plan, including prevention and de-escalation strategies.

Recording and reporting

Every significant incident involving staff use of force, and every incident of seclusion or restraint covered by the 2025 Regulations, must be recorded in writing as soon as practicable, ideally on the same day. This applies even where intervention is anticipated in an agreed plan.

The record will include the pupil and staff involved; relevant needs and SEND status; date, time, location and duration; antecedents and known triggers; preventative and de-escalation steps; the intervention and degree of force; why it was necessary; injuries or medical attention; pupil and staff accounts where appropriate; post-incident support; parent notification; and follow-up action.

Parents or carers will be given information as soon as practicable, normally on the same day. Information must not be given to a parent where doing so would be likely to cause the pupil significant harm. If no parent can safely be informed, ReFocus will provide the information to the local authority in whose area the pupil ordinarily lives. The commissioning school will also be informed where required by the placement arrangements.

Post-incident response

ReFocus will check physical and emotional wellbeing, arrange medical attention where needed, preserve safeguarding evidence, and offer separate reflective conversations to the pupil and staff. The incident, risk assessment and behaviour-support plan will be reviewed to identify learning, patterns and ways to reduce recurrence. Complaints or allegations will be considered fairly under the Complaints, Safeguarding and Allegations Against Staff procedures; staff suspension will not be automatic.

APPENDIX D

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

APPENDIX E

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

APPENDIX F

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Parent/carer signature:

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:
