



# **ALTRINCHAM PREPARATORY SCHOOL**

## **Behaviour Management Policy**

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Responsible Person:	Mr Nick Vernon – Headmaster
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Summary of changes:	Addition of Restrictive Interventions
Date of next review:	September 2026

**This policy applies to Altrincham Preparatory School, including the EYFS. This policy is available upon request to parents and prospective parents and is published on the School's website.**

# **1. Behaviour Management Policy 2025/26**

Parents should refer to the School's Anti-Bullying Policy for the sanctions specific to bullying.

## **Rationale**

Our policy is based on the principles of mutual respect, self-control and proper regard for others. At Altrincham Preparatory School, we aim to create a positive atmosphere where all members of the School community feel valued and respected. Our School's positive behaviour, rewards and sanctions policy is designed to support the way in which all members of the School can live and work together harmoniously.

In all of this, strong emphasis is placed on fostering positive relationships between staff and boys and on the cooperation and support of parents.

We believe that all the boys at Altrincham Preparatory School have a right to an education which offers them the best opportunity to reach their full potential and that everyone within the School is working to provide the environment in which this may happen.

## **Aims**

- To maintain a happy, secure, calm, orderly environment in which effective learning can take place
- To cultivate an ethos which supports the boys, so that they accept and recognise responsibility for their own decisions and actions, together with the consequences of these actions
- To encourage the boys to develop their own strategies to manage different situations
- To encourage all boys and adults to respect the feelings, needs, interests and opinions of others and develop a positive approach towards everyone involved in the life of our School
- To recognise the role of all adults in the School in modelling good behaviour
- To use teaching methods that engage the boys, are well matched to their needs, and provide a curriculum which excites and challenges

## **Code of Conduct**

APS boys are expected to:

### **Be Ready (to learn)**

- a) Listen to instructions and follow them carefully
- b) Work hard and allow others to do the same

### **Be Safe**

- a) Play safely and sensibly on the playground, ensuring that no one gets hurt
- b) Move safely around the School
- c) Make safe choices

### **Be Respectful**

- a) Be kind and courteous to each other and to adults
- b) Be careful with the School's, the teachers' and other boys' property

- c) Be respectful when moving around the building, moving quietly and calmly to maintain a positive environment
- d) Be respectful of others' feelings, thoughts and beliefs

The following are considered unacceptable forms of behaviour and are discouraged by all at APS:

- Bad language
- Discrimination (e.g. racism, sexism, homophobia, religious intolerance, etc.)
- Cheating
- Telling lies
- Stealing
- Aggression – both physical and verbal – towards others.

## **Responsibilities**

It is the responsibility of all members of the School community to promote positive behaviour.

- Strive to build positive relationships with the boys through encouraging interactions
- Ensure that behaviour management is positive, rather than confrontational
- Refer to "Ready, Respectful, Safe"
- Model positive behaviours
- Plan lessons that engage, challenge and meet the needs of all boys
- Follow up every time, retain ownership and engage in reflective dialogue with the boys
- Remain calm when dealing with behaviour, avoiding shouting unless there is danger
- Ensure a clear distinction between the boy and his behaviour (for example, "Your tone of voice was disrespectful" rather than "You are disrespectful")
- Ensure fair treatment of boys in line with the Positive Behaviour, Rewards and Sanctions policy
- Log concerns and major incidents on CPOMS for referral at a later date
- Bring behavioural concerns to the Senior Leadership Team (SLT)

## **Expectations of parents**

- Support the School in ensuring that excellent behaviour is a shared expectation
- Maintain open lines of communication with the School
- Refer to "Ready, Respectful, Safe"
- Model positive behaviours and build relationships

## **Expectations of leaders**

Leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils. We expect members of the Senior Leadership Team (SLT) to:

- Meet and greet pupils at the beginning of the day
- Be a visible presence around the School to encourage appropriate conduct
- Support staff in dealing with negative behaviour
- Regularly celebrate boys who go “above and beyond”
- Encourage positive communication between all stakeholders
- Ensure staff training needs are identified and met
- Support teachers with more complex negative behaviours
- Regularly review provision for boys who fall beyond the range of the written policies

At the end of a playtime, as the boys line up, the Duty Teacher or Lunchtime Supervisor (LSA) is to inform the class teacher of any incidents. LSAs are expected to follow this behaviour policy in the same way as other members of School staff.

Class teachers are to note concerns and incidents, and actions taken, on CPOMS for referral at a later date should this be needed. Pupil concerns or serious incidents are to be brought to a member of the SLT.

Playground or lunch indiscipline is to be dealt with by the member of staff on duty, following the steps below. Again, minor infringements of the rules probably need only a word in the first instance. Should the offence be more severe, the boy is to be sent to report either to the relevant Phase Lead, or to the DSL/Deputy Head/Headmaster (in the Phase Lead’s absence).

Important guidelines to be considered are:

- Behaviour management is to be positive rather than confrontational
- Boys must be clearly aware of what they have done and the impact of their behaviour
- There is a clear distinction between the boy and his behaviour (for example, “Your behaviour was disrespectful” rather than “You are disrespectful”)
- Fair treatment of boys and consistency in the correction of behaviour
- Periods of sanction must reflect the seriousness of the incident or misbehaviour, though sanction periods must not be given without discussion with the boy. This needs to be consistently applied.

## **Rewards and Sanctions**

We recognise and reward our boys who go “above and beyond” our standards. Various rewards are used by class teachers to reinforce positive behaviour and good work. Our staff team recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated, and a quiet word of personal praise can be as effective as a larger, more public reward.

It is key to developing positive relationships, including with those boys who are hardest to reach.

Examples of rewards used by teachers are:

<b>Early Years</b>	<b>Pre-Prep</b>	<b>Prep</b>
Positive and encouraging comments	Positive and encouraging comments	Positive and encouraging comments
Commenting on a boy's good behaviour to other pupils/other classes	Commenting on a boy's good behaviour to other pupils/other classes	Commenting on a boy's good behaviour to other pupils/other classes
Rewards of house points (collective)	Rewards of house points (collective)	Rewards of house points (individual) with bronze, silver, gold certificates
Positive Postcards	Positive Postcards	Positive Postcards
Silver Merit	Silver Merit	Silver Merit
Half Termly Afternoon Tea with Mr. V	Half Termly Afternoon Tea with Mr. V	Half Termly Afternoon Tea with Mr. V
Kindness Kings (Nominated by LSAs)	Kindness Kings (Nominated by LSAs)	LSAs to give house points

Our whole-School "Silver Merit" celebration assembly takes place once per week, where at least one boy from each class will be recognised in front of their peers. This boy will have consistently gone "over and above" in our School expectations for academic work, effort, behaviour and values during the week. In this instance, the boys will receive a badge to recognise their achievement.

Each half term, we will also award our "Afternoon Tea" award, which will be given to one boy in each class for a specific reason. Examples of the half-termly themes are:

- The Always Award (always doing what is expected)
- The Brilliant Buddy Award (for showing the values of good friendship)
- The Author Award (for exceptional work in English)
- The Problem Solver Award (for exceptional work in Maths)
- The Kindness Award (for always being kind and respectful to others)
- The Excellence Award
- The Curiosity Award

(Note: These are examples and are subject to change.)

The boys in receipt of this award will be invited for "Afternoon Tea with Mr V", a special event with the Headmaster, where the boys have refreshments whilst spending time with Mr Vernon.

## **The House Point System**

Within the Pre-Prep and Prep departments of the School, and Reception within EYFS, a House system operates. The boys are placed into these Houses when they enter the School. There are four Houses: Alexander, Cunningham, Montgomery and Tedder, named after four wartime leaders.

The House System is used to reward boys through the awarding of House points. These points are awarded in recognition of our School values of kindness, curiosity and ambition, whether that be in work, behaviour or otherwise. Pre-Prep and Reception boys earn them collectively, with boys receiving a token to add into their House jar. In Prep, boys earn them individually for a bronze, silver or gold certificate, and collectively as a team for a Reward Afternoon each half term.

House points are tallied weekly and the School's House points display is updated accordingly. At the end of each half term, Golden Merit badges are given to the boys with the most House points in each class. The House earning the greatest number of points is offered a "Reward Afternoon" in the following half term.

## **Managing behaviour**

At the heart of managing behaviour effectively is a strong partnership between parents and the School staff, as recognised in our "Home/School Agreement".

For the vast majority of our boys, a gentle reminder is all that is needed. However, there are some occasions when it is necessary for further steps to be taken in order to restore positive behaviour. These steps, if needed, will always be taken with care and consideration, taking individual needs into account as necessary.

Pupils will be held accountable for their behaviour and staff will endeavour to teach responsibility as a life value. Staff will refer to the steps in this behaviour policy for dealing with poor conduct without delegating responsibility to someone else unless necessary. Staff at APS understand developmentally appropriate behaviour and will adapt approaches based on the age and needs of the pupil. The steps in behaviour management are as follows:

### **Step 1: The APS Way!**

This step serves as a reminder of the three main School rules: Ready, Safe and Respectful. The following script may be adopted if necessary:

"<Name>, I am giving you a rule reminder. When you (describe behaviour here), you are not showing that you are ready/respectful/safe (refer to the appropriate rule). Thank you."

While on Step 1, a pupil can access all the rewards for following our School rules and displaying our School values. This step is exemplified by pupils being ready to learn, respectful and safe in their behaviour.

We recognise that everyone might need a reminder from time to time: a positive encouragement to follow our School rules.

### **Step 2: Warning**

If the reminder of the rules does not stop the negative behaviour, a warning will be given. The following script may be adopted if necessary:

"<Name>, this is now your warning. When you (describe behaviour here), you are not following our rule of (name rule here). If you do not change your behaviour, you will need to take some time out at break time. Thank you."

A clear verbal warning will be delivered privately (wherever possible), making the pupil aware of their behaviour and clearly outlining the consequences if they continue: "Your behaviour, your choice."

Pupils will be reminded of their previous good conduct to show that they can make good choices.

In Early Years, the "Warning" may be communicated through the use of facial expressions and non-verbal communication

### **Step 3: The Time Out**

If negative behaviour continues despite the warning, pupils will be given a time out at break time, or similar (note that this is not a full break time: 5 to 10 minutes is sufficient to have these conversations). During this time, a restorative conversation will be held with the pupil. If work was missed due to the misbehaviour, the pupil will also be expected to complete this during this time (please note that teacher discretion will be applied here, taking into account the age, needs and behaviour of the pupil).

\*Restorative Conversation

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

\*(These are the main restorative steps.)

### **Step 4: Reflection**

If the pupil is unable to moderate their behaviour at Step 3 and a further consequence is necessary, they will miss the full break time the next day and have reflection time with the appropriate Phase Lead or a member of the Senior Leadership Team. They will complete a Reflection Sheet (Appendix 3). This will be taken home, signed by a parent and returned. The teacher will have a restorative conversation with the pupil, using the Reflection Time Sheet as a guide.

This action will be recorded on CPOMS.

### **Step 5: Home/School Agreement**

In the circumstances that the rule or rules continue not to be followed, or for serious breaches of behaviour, the pupil will be sent to either the Deputy Head or Headmaster. Parents will be contacted immediately and asked either to come to School to speak with their pupil or to collect the pupil from School. The parent will be asked to complete a Reflection Time Sheet with their son at home and return to School with the pupil to meet the Deputy Head or the Headmaster the next day before the pupil can return to class.

### **Step 6: Behaviour Support Plan (Please see Appendix 4 for the behaviour support plan template)**

We recognise that some pupils may need further support than that set out in the steps above. A Behaviour Support Plan (BSP) is an individualised programme for those boys who need more guidance on a daily basis. It

also builds a picture of behaviours over a week so that any problem times can be pinpointed and support can be put in place.

The BSP will be written in conjunction with the class teacher, Learning Support and the parents. It will be approved by a member of the SLT. The plan will involve clear targets and a system of daily communication with parents. Where a boy's behaviour becomes a concern, behaviour management support commences.

Behaviour becoming a concern is defined at Altrincham Preparatory School as:

"Aspects of a pupil's behaviour which regularly impact on their own learning or well-being, or that of another pupil," and may be shown by:

- A pupil reaching Step 3 two or more times a week for a period of time

The following routine will be adopted in this scenario:

- The pupil and teacher will meet with a Senior Leader to discuss the behaviours of concern and their impact
- A Behaviour Support Plan will be established which sets achievable behaviour targets for the pupil
- This will be shown to the class teacher or Senior Leader at the end of each day and also taken home and signed
- Where improvements are seen, the pupil will be rewarded and the Behaviour Support Plan will be stopped
- Where improvements are not seen, additional interventions will be considered
- A time frame will be given for this plan

All the above actions will be recorded on CPOMS.

## **Removal from Playground**

Play which directly and purposefully breaks the "Safe" and "Respectful" rules may lead to a boy being removed from the playground for a period of time. This will be appropriate to the misdemeanour and the age of the pupil. The removal of a boy from the playground is to be discussed with a member of the SLT and logged on CPOMS so that an appropriate record is kept, allowing for the identification of any pattern of behaviour. Parents should be informed.

During the removal, time must be spent with the boy discussing his actions so that he understands that this consequence is a direct result of his behaviour and how he will correct this behaviour moving forward. Boys must not be removed from the playground without a conversation with the boy to explain and discuss the reasons for this sanction. Whilst removed from the playground, the boy must be placed in a safe area where he will be supervised, or near the Office if in Prep.

## **Removal from School Activities**

Unacceptable behaviour can also lead to exclusion from participating in after-school activities, School trips and/or representing the School at sports or other such events. This will only be done in consultation with the Headmaster.

The Headmaster must be informed so that parents can be invited to attend a meeting to discuss their son's situation and to seek action which will rectify the position. Often there are factors outside the School's

knowledge which might explain aberrant behaviour patterns. Parents should, however, note that such discussions will be noted and placed on file on CPOMS.

**It should be noted that any form of corporal punishment is strictly forbidden.**

It is perhaps necessary to state that should behaviour merit it, the School will not hesitate to temporarily exclude or permanently exclude a boy. This course of action is not taken lightly, as it does have serious repercussions. Reference may have to be made to such a period when preparing reports for secondary schools and it is also a major step on the way to the Headmaster asking parents to find an alternative School.

**Staff guidance on the behaviour steps**

<b>Stage</b>	<b>Actions</b>	<b>Behaviours</b>
<b>Step One: The APS Way!</b>	<p>We expect everyone to be at Step 1, where they can access the recognition and rewards for following the School rules and displaying our School values.</p> <p>A gentle encouragement in the right direction is provided. This is a reminder of our three simple rules: "Ready, Respectful, Safe", delivered privately wherever possible.</p> <p>Repeat reminders if necessary, de-escalate where reasonable and take the initiative to keep things at this step.</p> <p>Praise will be given if the pupil is able to model good behaviour as a result of the reminder.</p>	<ul style="list-style-type: none"><li>• Not following instructions</li><li>• Not listening</li><li>• Disrupting learning</li><li>• Running in corridors</li><li>• Arguing with peers</li><li>• Boisterous behaviour</li><li>• Talking at inappropriate times</li><li>• Distracting other pupils</li><li>• Disobeying instructions</li><li>• Shouting out or leaving a seat</li><li>• Taking the property of others</li><li>• Making unkind remarks</li></ul>
<b>Step Two: Warning</b>	<p>A clear verbal warning delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Pupils will be reminded of their previous good conduct to show that they can make good choices.</p>	Persistence of the above Stage One behaviours.
<b>Step Three: Time Out</b>	<p>Time out will take place during the following break time. During this time, the pupil will spend a short amount of time with the teacher who issued the time out, having a restorative conversation.</p> <p>A reminder will be given about Step Four should behaviour not improve following the time out.</p>	Persistence of Step One and Step Two behaviours, plus, for example: <ul style="list-style-type: none"><li>• Deliberately unsafe and disrespectful behaviours</li><li>• Hurting another pupil physically</li><li>• Persistently goading another pupil</li></ul>

		<ul style="list-style-type: none"> <li>Using inappropriate language</li> <li>Taking property that does not belong to them</li> <li>Showing threatening behaviour</li> </ul>
<b>Step Four: Reflection</b>	If there is a requirement for a loss of privilege, the pupil will lose playtime the following School day and parents will be informed. At this point, the pupil will have Reflection Time. A reflective conversation will be held with EYFS and KS1 pupils, and a Reflection Time Sheet will be used as a stimulus in KS2.	Persistence of Step One to Step Three behaviours.
<b>Step Five: Home/School Agreement</b>	In the circumstances that the School rules continue not to be followed, or for a serious breach of behaviour, a parent or carer will either come to School and complete a Reflection Sheet with their son in School, or take the pupil home and complete the Reflection Sheet at home. The Reflection Sheet should be signed by the parent and, where possible, the boy, and returned to School at a meeting with the teacher and a member of the SLT before the pupil returns to class.	<ul style="list-style-type: none"> <li>Purposefully using inappropriate sexual behaviour</li> <li>Racist, homophobic or sectarian language</li> <li>Purposeful violent or dangerous behaviour</li> <li>Bullying (please refer to the separate Anti-Bullying Policy)</li> </ul>
<b>Step Six: Behaviour Support Plan</b>	Where a pupil's behaviour becomes a concern, behaviour management support commences. Parents will be invited to meet with the class teacher, Learning Support Coordinator and, if necessary, a member of the School SLT to discuss the pupil's behaviour.	<ul style="list-style-type: none"> <li>A pupil reaching Step 3 two to three times a week for a period of time</li> <li>A pupil reaching Step 4 more than once in a week</li> <li>A serious breach of behaviour</li> </ul>

## APS Expectations

Through School documentation (for example, duty rotas, clubs, etc.), the term "APS expectations" may be referred to. In these instances, the following behaviour is expected:

- Correct School uniform, with socks pulled up, shirts tucked in and top buttons fastened
- Lining up silently

- Walking on the left-hand side of the corridor and stairs
- Moving quietly around the School buildings
- Showing courteous behaviour (for example, holding doors open for others)

## **2. Restrictive Interventions, including Reasonable Force, Restraint and Seclusion (effective from 1 April 2026)**

Altrincham Preparatory School is committed to maintaining a safe environment in which pupils can learn and thrive. The School prioritises prevention, early intervention and de-escalation. Restrictive interventions will be used only when necessary, lawful and proportionate, and only for the shortest time required.

### **Scope**

This section applies to all staff, including teaching staff, support staff, supply staff, volunteers and any adults working on behalf of the School.

### **Principles**

All staff must ensure that any restrictive intervention is:

1. Lawful, reasonable and proportionate in the circumstances
2. Used only as a last resort after de-escalation and other strategies have been attempted, unless immediate action is required to prevent harm
3. The least restrictive option likely to be effective
4. Used for the minimum time necessary
5. Followed by prompt recording, written communication with parents and appropriate post-incident support

### **Definitions**

For the purposes of this policy, the following definitions apply:

#### **Restrictive intervention**

Any act by a member of staff that involves restricting a pupil's liberty, freedom of movement, or ability to access the environment.

#### **Reasonable force**

Physical contact used to prevent a pupil from doing, or continuing to do, any of the following:

- committing an offence
- causing personal injury to, or damage to the property of, any person, including the pupil
- prejudicing the maintenance of good order and discipline at the School or among pupils

## **Restraint**

An intervention which limits or restricts a pupil's movement, including by holding, guiding, blocking movement, or restricting access to an area. Restraint includes non-force-related restraint.

## **Seclusion**

Confining a pupil away from other pupils and preventing them from leaving. This includes situations where a pupil is prevented from leaving by physical obstruction, blocking exits, or being made to believe they will face a sanction if they leave.

## **Significant incident involving the use of force**

An incident where physical force is used beyond everyday appropriate physical contact. This includes situations where physical force is used to implement a non-physical restrictive intervention.

## **Prevention and de-escalation**

Staff must use preventative and de-escalation strategies as a priority. This includes:

- calm, clear communication and the use of supportive language
- offering choices and time to comply
- reducing demands and providing space where safe
- using agreed reasonable adjustments and support strategies
- seeking assistance promptly from the Headmaster or Deputy Head, or another senior member of staff where appropriate

Where a pupil has an identified need, including SEND, staff must follow any agreed behaviour support plan or risk assessment, while recognising that plans do not remove the requirement to act lawfully and proportionately in the moment.

## **When restrictive interventions may be used**

Restrictive interventions may be used only when staff reasonably believe it is necessary to:

- prevent harm to the pupil or others
- prevent serious damage to property
- prevent serious disruption that is likely to lead to harm or significant disorder
- maintain good order and discipline, where other strategies are not sufficient and intervention is proportionate

Restrictive interventions must not be used:

- as a punishment
- to cause pain, humiliation or distress
- as a means of securing compliance where there is no immediate risk of harm or significant disorder

- as a substitute for appropriate staffing, support, training or reasonable adjustments

## **Leadership support and requesting assistance**

Any member of staff may intervene where it is necessary to prevent harm or serious disorder. Where practicable, staff should:

- call for assistance before intervening
- ensure a second adult is present or attends as soon as possible
- hand over responsibility to the Headmaster, Deputy Head, or another senior member of staff where

## **Recording requirements (from 1 April 2026)**

From 1 April 2026, Altrincham Preparatory School must have procedures to ensure that:

- each significant incident involving the use of force
- each incident of seclusion
- each incident of restraint, including non-force-related restraint is recorded in writing as soon as practicable and, wherever possible, on the same day.

The written record must include, as a minimum:

- the pupil's name and class/form
- the name and role of staff involved and any witnesses
- relevant pupil circumstances, including any identified SEND, vulnerabilities and known triggers
- the date, time, location and duration of the incident
- a factual description of what happened
- why the restrictive intervention was considered necessary and proportionate
- what de-escalation and preventative strategies were attempted and the outcome
- the type of intervention used, including the type and degree of force used, if any
- details of any injury, first aid, medical attention, or damage to property
- details of any post-incident support and follow-up actions
- whether safeguarding concerns were identified and what action was taken

Records will be stored securely in the School's designated recording system or secure safeguarding storage. Access will be restricted to the Headmaster, the Deputy Head and the Designated Safeguarding Lead, together with any other authorised personnel as required.

## **Reporting to parents in writing (from 1 April 2026)**

From 1 April 2026, parents must be provided with written information about:

- each significant incident involving the use of force
- each incident of seclusion
- each incident of restraint, including non-force-related restraint as soon as practicable and, wherever possible, on the same day.

The written notification must include, as a minimum:

- the date, time and location of the incident
- the duration of the incident
- why the restrictive intervention was necessary
- the type of intervention used, including the type and degree of force used, if any
- details of any injury and immediate follow-up support

Where a meeting or telephone call takes place, this does not replace the requirement for written notification. Written notification will normally be issued by the Headmaster or Deputy Head following review of the written record. The Headmaster or Deputy Head may delegate the drafting of the notification, but remains responsible for ensuring that the written notification is issued and that timescales are met.

### **Post-incident support and review**

Following any restrictive intervention, the School will:

- ensure the immediate safety and wellbeing of the pupil and others
- consider first aid and medical needs
- offer a restorative conversation when the pupil is ready
- debrief staff involved and consider staff wellbeing
- review triggers, antecedents and the effectiveness of de-escalation strategies
- update risk assessments and behaviour support plans as required
- consider whether additional SEND support or external advice is needed

The Headmaster or Deputy Head will ensure that post-incident review actions are completed and recorded, and will liaise with the Designated Safeguarding Lead where safeguarding concerns arise.

### **Training**

The School will ensure that staff receive training proportionate to their role, including:

- prevention and de-escalation
- lawful and safe practice in the use of reasonable force
- understanding and supporting pupils with SEND and vulnerabilities
- recording and reporting requirements from 1 April 2026

- post-incident support and reflective practice

## **Monitoring and governance oversight**

The Headmaster or Deputy Head will review restrictive intervention records regularly to:

- identify patterns and triggers
- ensure consistency and quality of recording and parental communication
- evaluate whether any group of pupils is disproportionately affected
- identify training and support needs
- reduce reliance on restrictive interventions through continuous improvement

A termly anonymised summary will be provided to the Board of Trustees.

# APPENDICES

## **Appendix 1: Restrictive Interventions Procedure (staff workflow)**

This procedure applies to any incident involving significant use of force, restraint, or seclusion.

### **1. Immediate response**

1. Staff must prioritise prevention and de-escalation wherever safe to do so.
2. If intervention is necessary, staff must use the least restrictive option likely to be effective for the shortest time required.
3. Staff should call for assistance and ensure a second adult attends as soon as practicable.
4. Following the incident, staff must ensure the pupil is safe, calm, and supported, and that medical or first aid needs are addressed.

### **2. Informing leadership and safeguarding**

1. The staff member leading the intervention must inform the Headmaster or Deputy Head as soon as practicable on the same day.
2. The Headmaster or Deputy Head must inform the DSL without delay if there is injury, seclusion, repeated incidents, escalating risk, or any safeguarding concern.

### **3. Recording**

1. The staff member leading the intervention must complete the Restrictive Intervention Record as soon as practicable and, wherever possible, on the same day.
2. Where multiple staff were involved, the lead staff member should coordinate the record with supporting factual contributions from others.
3. The Headmaster or Deputy Head must quality assure the record for completeness and clarity.

### **4. Written communication with parents**

1. The Headmaster or Deputy Head is responsible for ensuring parents are provided with written information as soon as practicable and, wherever possible, on the same day.
2. A telephone call or meeting may take place in addition to the written notification, but does not replace it.
3. Where follow-up is required, the Headmaster or Deputy Head will arrange a meeting and ensure any actions are recorded.

### **5. Post-incident review and follow-up**

1. The Headmaster or Deputy Head will ensure post-incident actions are completed, including debriefing staff and supporting the pupil.
2. Behaviour support plans, risk assessments, and reasonable adjustments will be reviewed and updated where needed.
3. Where patterns are identified, the Headmaster, Deputy Head and DSL will consider additional support, referrals, or external advice.

## Appendix 2: Restrictive Intervention Recording Form (table)

**Completion requirement:** As soon as practicable and, wherever possible, the same day.

Section	Field	Staff completion
<b>A. Basic details</b>	Date of incident	
	Start time	
	End time	
	Duration	
	Location	
	Pupil name	
	Pupil class/form	
	Staff directly involved (names and roles)	
<b>B. Pupil context</b>	Other staff present and witnesses	
	SEN status (SEN support, EHCP, none)	
	Brief description of relevant needs and circumstances (including SEND, medical, communication, known triggers)	
<b>C. Type of incident</b>	Known antecedents or triggers immediately prior	
	Tick all that apply: Significant use of force / Restraint / Seclusion	<input type="checkbox"/> Significant use of force <input type="checkbox"/> Restraint <input type="checkbox"/> Seclusion
	If restraint: Physical contact used?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If seclusion: How was the pupil prevented from leaving?	
<b>D. De-escalation</b>	If significant use of force: Type and degree of force used (describe factually)	
	De-escalation and preventative strategies attempted before intervention (what and when)	
	Outcome of de-escalation strategies	
<b>E. Reason for intervention</b>	Immediate risk or reason intervention was necessary (harm to self, harm to others, serious property damage, serious	

	disorder)	
	Why the chosen intervention was considered proportionate and the least restrictive option	
<b>F. Factual account</b>	What happened (brief factual narrative in chronological order)	
	Pupil response during intervention	
	How the intervention ended and how the pupil was supported to recover	
<b>G. Injury and medical</b>	Injury to pupil?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Injury to staff or others?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Details of any injuries, marks, pain reported, and action taken (first aid, medical)	
	Accident form completed (if required)	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>H. Follow-up and support</b>	Immediate follow-up support provided to pupil	
	Restorative conversation planned or completed (date and by whom)	
	Support provided to staff involved (debrief, wellbeing)	
	Behaviour support plan or risk assessment update required?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	External advice required (SEND, safeguarding, other)	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>I. Safeguarding</b>	Safeguarding concerns identified?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, details and actions taken, including DSL notification	
<b>J. Parent communication</b>	Parent informed in writing?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Date and time written notification sent	
	Sent by (Deputy Head or delegated staff member)	
	Method (email, parent portal, other)	

<b>K. Sign-off</b>	Completed by (name and role)	
	Date and time completed	
	Headmaster or Deputy Head quality assurance completed (date and initials)	

**Storage note**

Completed records are confidential safeguarding-relevant documents and must be uploaded to CPOMS. Access is restricted to the Headmaster, Deputy Head and DSL.



# Behaviour Reflection Sheet



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date:

Explain what happened in the event that led to you needing to be in reflection. Describe your thoughts, feelings and reasons for your actions.

How has your behaviour impacted other people?

What will you do differently in future?

Parent Signature: \_\_\_\_\_

# Behaviour Support Plan

## Altrincham Preparatory School

<b>Pupil Name</b>	
<b>Year Group</b>	
<b>Main Area of Need</b>	
<b>For academic year</b>	
<b>Term</b>	
<b>Completed by</b>	

<b>SMART Target (What needs to be achieved?)</b>	<b>How will this be done? (This is a breakdown of exactly how the target will be achieved), interventions being used</b>	<b>How often?</b>	<b>Nature of support (Who will do this?)</b>	<b>Start and finish date</b>	<b>Group size/ ratio</b>	<b>SEND Pupil spend (please give exact breakdown of spend for the term)</b>	<b>Review</b>