



NORWICH SCHOOL

Behaviour Support and Intervention Policy (Lower School)

This policy is reviewed by the Council of Management annually. This policy was last reviewed and agreed in Trinity 2026. It is due for review in Trinity 2027.

Confirmed by:

John Ingham	Head of Lower School	Trinity 2026
Andy Wood	Chair of Governors	Trinity 2026

Version Control

The version control table should be updated each time:

- a **change** is made to an **agreed version** of a document; or
- a previously agreed document version is **reviewed with no changes** (i.e. at annual review no changes are required and the document continues to be live for the following year).

Use the following convention: version 1.0 (first version), version 2.0 (major change to version 1.0 and issued as a new version), version 2.1 (second version with minor change)

Version number	Date issued	Author / key contact	Change(s) summary • Minor changes can be authorised by a senior staff member and do not need formal approval. • Major revisions require approval through the confirming authority (typically a Committee)
1.0	Trinity 2022	James Large	Initial version issued.
1.1	Trinity 2023	John Ingham	Annual review completed; minor refinements for clarity and consistency; no change to policy intent or framework.
1.2	Trinity 2024	Shaun Frise	Updates to rewards framework (Star categories); introduction of 'Reflections' within sanctions framework.
2.0	Trinity 2025	Shaun Frise	Full policy restructure: clarified behaviour philosophy; explicit distinction between sanctions and interventions; expanded behaviour framework; introduction of EYFS section;

			strengthened inclusion and SEND considerations; alignment with safeguarding and statutory guidance; appendices updated.
2.1	Trinity 2026	Shaun Frise	Annual review completed; minor refinements for clarity and consistency; no change to policy intent or framework.

Contents page

Version Control.....	1
Contents page	3
Purpose and Aims.....	4
Scope of this Policy	5
Positive Behaviour Management.....	6
Rewards and Recognition	7
Class and House Competition	8
Recognising Co-Curricular Competition.....	8
Behaviour Support and Intervention.....	9
Early Years Foundation Stage (EYFS).....	9
In the classroom	9
Around the school site.....	10
Sanctions and Interventions.....	10
Serious Sanctions	14
Work and Academic Progress.....	14
Appeals.....	14
Document control	15
APPENDIX 1: Guidance on confiscation of Pupils' belongings.....	16
APPENDIX 2: Pupil Searches	18
APPENDIX 3: Restraint of Pupils and the use of force	22
APPENDIX 4: Annual Update Summary.....	26

Purpose and Aims

At Norwich Lower School, we are committed to creating a calm, safe and purposeful environment built on high expectations, consistency and strong relationships.

This policy sets out how we promote positive behaviour, respond to concerns, and support pupils to develop the attitudes and habits necessary for success within an open, trusting and inclusive community.

We have high expectations for pupil behaviour at all times, including on site, online and beyond the school day. Humility, kindness and respect for others underpin these expectations and contribute to an environment conducive to learning.

We recognise that behaviour is shaped continuously through relationships, consistent adult interactions and clear boundaries. Effective behaviour management is therefore rooted in high expectations, unconditional positive regard and a shared commitment from all staff to act with consistency, professionalism and clarity.

Behaviour will always be considered in context, and reasonable adjustments will be made where appropriate to ensure expectations remain fair and proportionate to individual needs.

The objectives of this policy are to:

- Promote mutual respect, personal responsibility, and positive attitudes towards others
- Ensure a consistent whole-school approach to behaviour, underpinned by high expectations
- Define clearly the behaviours expected from pupils, including integrity, empathy and respect
- Establish a structured and transparent framework for behaviour, support and intervention
- Recognise and celebrate positive behaviour, effort and contribution across school life
- Support pupils to reflect on, understand and improve their behaviour over time

This policy operates within the school's wider safeguarding and pastoral framework and should be read alongside key policies, particularly Safeguarding and Child Protection, Anti-Bullying, Learning Support, Equal Opportunities (Pupils), and Suspension and Exclusion.

Scope of this Policy

This policy applies to pupil behaviour:

- during the school day
- when travelling to and from school
- during school-organised activities, both on and off site.

This policy also applies to behaviour outside of school, including online activity, where this has the potential to impact the safety, wellbeing or reputation of the school community.

Where behaviour, whether in or out of school, gives rise to concern, the school may investigate incidents where this is necessary to safeguard pupils or maintain standards. Any investigation will be conducted in a manner that is reasonable proportionate. All such matters will be considered and informed in line with the Safeguarding and Child Protection Policy. Following an investigation, the school will determine whether action is required under the terms of this policy.

Where pupil actions outside of school are subject to a police investigation, the school will prioritise the continuity and effectiveness of education for all pupils. This may require a pupil to be educated separately from others, either temporarily within school or at home. Work will be set and marked, and reasonable arrangements made to support continued learning.

The school has a responsibility to report criminal activity, seek guidance from the police, and support investigations where appropriate. This may include, but is not limited to, situations where a pupil is alleged to have:

- created, possessed, or shared youth-produced sexual imagery
- committed or been involved in sexual assault
- committed a hate incident or hate crime (motivated by prejudice)
- been in possession of drugs or offensive weapons
- committed criminal damage

Positive Behaviour Management

Effective teaching and learning, high expectations, and consistent classroom management are central to promoting positive attitudes and behaviours across the Lower School.

All staff share responsibility for maintaining high standards. The standard we walk past is the standard we accept.

The following approaches form the expected foundation of professional practice in classrooms and across the wider school environment:

- Maintain calm, consistent and respectful interactions with pupils
- Establish clear routines, including meeting and greeting pupils at the classroom door
- Model positive behaviour and build strong, professional relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Recognise and reinforce positive attitudes, effort and behaviour
- Address concerns promptly, follow up consistently, and retain ownership of behaviour within the classroom
- Use language and tone that supports dignity; shouting and public humiliation are not appropriate
- Seek to understand context and respond with professional judgement
- Apply interventions that are reasonable, proportionate and consistent with the school's behaviour framework

These approaches underpin the school's behaviour support and intervention framework and are expected to be applied consistently by all staff.

Rewards and Recognition

Positive attitudes, effort and contribution are recognised across all aspects of school life.

- A quiet word of personal praise is often the most effective form of recognition
- Positive communication with parents / guardians is used where appropriate

The following rewards provide a consistent framework for recognising positive behaviour, effort and contribution across the Lower School:

Award	Awarded by	For	Typical frequency
Star 5 categories • Adventurous • Caring • Curious • Mindful • Principled	Any member of staff	Notable attainment, effort, attitude or contribution	Regularly awarded day-to-day across school life
Star Badges • 1 star • 2 star • 3 star • 4 star • 5 star	Head of Lower School	Achieving 20, 40, 60, 80, or 100 stars	Less frequently, during assembly
Gold Star Badge	Head of Lower School	Achieving 60 stars in total, and a minimum of 5 in each category	Infrequently, during assembly
Golden Stationery	Any member of staff	Outstanding attainment in a sustained task or an outstanding action / attitude towards the ethos of the school	Awarded less frequently.
Class Rewards	Any member of staff, although typically form tutors.	Outstanding group effort during a task	Awarded less frequently

Commendation	Head of Lower School	Outstanding effort or attainment in a single piece of work or action / attitude towards the ethos of the school	Once per term, during Final Assembly
Effort Medal	Head of Lower School	Awarded based on Enthusiasm grades (Bronze, Silver, Gold)	Once per term, during Final Assembly
Attainment Certificate (L2 – U3 pupils only)	Head of Lower School	Outstanding attainment grades (minimum 3 / 5 '1's)	Once per term, during Final Assembly

Class and House Competition

- Enthusiasm grades contribute to a termly class Effort Cup, awarded during Final Assembly.
- Total Star counts contribute to a termly House Cup, awarded during Final Assembly.

Recognising Co-Curricular Competition

- Colours are awarded for excellence in school sport and the performing arts (Upper 3 only), awarded during Final Assembly.
- 'Players' Player' and 'Most Improved' prizes reward excellent effort and development in sport, awarded during Final Assembly.

Behaviour Support and Intervention

Engagement with learning is central to the work of the Lower School. Pupils will, at times, make mistakes, and it is essential that these are addressed promptly and consistently. Disruption to learning, and unkind or unsafe behaviour, will always be addressed.

In most cases, staff are expected to manage behaviour directly. Where a situation is unclear or requires additional support, staff should seek advice from colleagues or pastoral leaders. Pastoral staff will ensure that relevant contextual information is shared with colleagues where this may impact a pupil's behaviour, so that responses remain informed, consistent and proportionate.

Where behaviour raises safeguarding concerns, this will be addressed in line with the Safeguarding and Child Protection Policy.

The school recognises that some pupils, including those with SEND or other protected characteristics, may experience additional barriers in meeting behavioural expectations. Staff will take this into account when responding to behaviour, ensuring that any sanction or intervention is reasonable, proportionate and informed by the pupil's individual needs.

Where appropriate, reasonable adjustments will be made, and behaviour will be considered in the context of the pupil's development, underlying needs and any relevant support plans. This may include adapting responses, expectations or follow-up to ensure that actions taken support improvement, maintain inclusion, and do not result in unintended disadvantage.

Early Years Foundation Stage (EYFS)

The principles set out in this policy apply to pupils in the Early Years Foundation Stage (EYFS). However, the formal sanctions outlined within the Behaviour Support and Intervention framework (including Reflections and Cautions) are not routinely applied to pupils of this age.

Behaviour is supported through developmentally appropriate approaches, including:

- ongoing reflective conversations between staff and pupils
- clear modelling of expected behaviours
- structured routines and consistent adult responses
- planned opportunities for social and emotional development through lessons, circle time and play-based learning

Where behaviour gives rise to concern, staff will respond through guidance, support and reinforcement of expectations, with a focus on helping pupils understand and regulate their behaviour.

The school recognises the importance of working in close partnership with parents and carers at this stage. Communication regarding both positive behaviour and areas of concern is therefore regular and ongoing.

Significant behaviour incidents, and where appropriate reflective discussions, will be recorded on CPOMS to support monitoring and early intervention.

In the classroom

For most pupils, a calm redirection or non-verbal cue is all that is needed and this will be used in the first instance. The following steps form the expected approach where a response to behaviour is necessary:

- **Step 1:** A clear verbal reminder of expectations and pupils will be given appropriate 'take-up time' to respond.
- **Step 2:** A clear verbal warning if behaviour does not improve.
- **Step 3:** A formal sanction (Reflection or Caution) is issued and recorded on the Behaviour Log

Where necessary, a pupil may be removed from the classroom for a restorative discussion with a member of the Lower School Senior Leadership Team, or sent to the Head of Lower School.

A restorative conversation should take place following an incident, either at the end of the lesson or at an appropriate later time. This is an intervention, designed to support reflection, repair relationships and enable improvement.

Ongoing concerns should be discussed with the Form Tutor and, where appropriate, referred to the Deputy Head (Pastoral) Lower School.

Staff should ensure that behaviour is addressed in a way that maintains dignity. Public humiliation and raised voices are not appropriate. Discreet, calm interactions are most effective.

Wherever possible, staff are expected to manage behaviour within their own classrooms. This supports consistency, credibility and strong relationships.

Around the school site

All staff are responsible for maintaining standards across the school site. Concerns should be addressed promptly, whether relating to behaviour, safety, or presentation.

A consistent and calm approach should be applied, followed by communication with the Form Tutor or Deputy Head (Pastoral) where appropriate. Professional judgement should be applied in determining the most appropriate response.

Sanctions and Interventions

Sanctions provide a clear and consistent response when behaviour falls below expectations. They help pupils understand boundaries and ensure fairness across the school.

Interventions are actions taken to support pupils to reflect, learn and improve their behaviour over time.

Sanctions alone do not change behaviour; improvement is achieved through appropriate intervention, support and reflection. With appropriate support, pupils are encouraged to develop independence and take ownership of their behaviour as part of their wider personal development.

For this reason, sanctions are typically accompanied by, or followed by, an intervention. Sanctions and interventions should be reasonable, proportionate, applied consistently, and delivered in a timely manner.

Staff should work with Form Tutors and the Deputy Head (Pastoral) Lower School where concerns persist or escalate.

The following framework provides a consistent structure for sanctions and associated interventions:

Sanction / Intervention	Description	Issues Commonly Issued For	Expanded Description of Issues	Associated Interventions / Actions
Warning	A final verbal warning issued before a formal sanction is applied.	• Low-level disruption • Not following instructions • Early disengagement	• Chatting, calling out, minor fidgeting. • Slow response, partial compliance. • Off-task behaviour, distraction of peers.	• Clear reminder of expectations • Reset of routines • Rehearsal/modelling of expected behaviour • Typically, no formal logging unless patterns emerge
Reflection	A low-level sanction issued for minor incidents or concerns. Immediate restorative conversation between pupil and staff member. Logged for pattern monitoring and early intervention.	• Basic rule breaking • Disorganisation • Lack of effort/focus • Lateness • Low-level disruption • Minor unkindness • Other minor concerns	• Talking at inappropriate times, running indoors. • Missing equipment, forgotten homework. • Daydreaming, not completing work. • Slow transitions repeated late lining-up. • Low-level indirect unkindness, thoughtless comments. • Minor issues needing corrective action.	• Immediate restorative conversation • Behaviour reminder task if needed • Logged for Deputy Head (Pastoral) • Early pastoral check-in if patterns arise
Caution	A more significant sanction issued for intentionally unkind or more significant behaviour. Three Reflections for the same behaviour may also cause a Caution to be issued. Logged for pattern monitoring and early intervention. Pupil sees Deputy Head (Pastoral) Lower School for reflective and restorative follow-up.	• Ignoring instructions • Rude behaviour • Unkind behaviour • Persistent disruption • Moderate physical contact • Other significant concerns	• Clear direction refused or intentionally not followed. • Disrespectful tone, eye-rolling, answering back. • Hurtful remarks, deliberate exclusion. • Repeatedly interrupting learning. • Pushing, barging, snatching (minimal injury). • Behaviours requiring deeper pastoral input.	• Restorative session with Deputy Head (Pastoral) • Apology letter or reflective activity • Behaviour repair task (e.g., kindness action) • Parent contacted if appropriate • Short-term monitoring

Notice	A written notification to parents when a pupil receives three Cautions in a single half-term. Issued by Deputy Head (Pastoral). Indicates persistent behaviour concerns.	• Accumulation of three Cautions	• Repetition of issues across settings/subjects. • Behaviour not responding to earlier interventions. • Noticeable upset, disruption, or strain on relationships.	• Formal communication sent to parents • Meeting arranged with parents if concerns escalate • Review of underlying causes (SEND, pastoral, friendships) • Possible short-term pastoral targets
Stripe	Serious sanction issued by the Head of Lower School for significant misbehaviour. Parents informed verbally, where possible ahead of pick-up, and in writing. Always followed by structured pastoral intervention.	• Serious physical behaviour • Serious rudeness or abuse • Targeted or repeated unkind behaviour • Dangerous or high-risk behaviour • Other serious breaches	• Hitting, kicking, biting, throwing objects to harm. • Swearing at staff/pupils, discriminatory language, threats. • Bullying indicators. • Running from supervision, tampering with safety equipment. • Incidents requiring immediate Lower School SLT involvement.	• Meeting with Head of Lower School • Parent meeting (verbal + written communication) • Structured restorative plan • Behaviour support plan if required • Long-term pastoral monitoring
Report	Structured intervention providing supportive monitoring of behaviour or progress over an agreed period. Targets co-developed with staff, pupil and parents. Issued by Deputy Head (Pastoral) and checked by Form Tutor.	• Ongoing concerns despite Cautions/Notice • Patterns of low-level disruption • Emerging behaviour needs • Concerns linked to effort, organisation, or emotional regulation	• Behaviour not improving with earlier interventions. • Daily low-level issues across lessons. • Repeated missing homework, disengagement. • Emotional triggers affecting learning/relationships.	• Daily or lesson-based monitoring by Form Tutor • Clear, achievable targets • Parental involvement in target setting • Weekly pastoral review • Exit meeting once improvement shown

Serious Sanctions

In exceptional circumstances, more serious sanctions may be applied in line with the school's Suspension and Exclusion Policy.

Work and Academic Progress

Where a pupil is experiencing difficulty with academic progress, parents / guardians will be informed. In such circumstances, it is important to consider whether progress is affected by additional needs, academic profile, mental health challenges or disengagement.

In some cases, decisions may be required regarding a pupil's progression to the next academic year. The indicators below may be considered as part of this process:

- A persistent lack of positive engagement in lessons
- Persistent low-level disruption in lessons
- Effort grades that are a cause for concern
- Concerns regarding the quality and quantity of classwork, preparation for routine assessments, or completion of homework
- Performance in internal or external examinations that is a cause for concern
- Evidence of academic misconduct, including plagiarism

Appeals

Pupils may appeal against a sanction to the Deputy Head (Pastoral) Lower School. Where the Deputy Head (Pastoral) has been directly involved in imposing the sanction, the appeal will be considered by the Head of Lower School.

Any appeal must be made within 24 hours of the sanction being issued. Appeals should be made via the pupil's parent or guardian, unless there are exceptional circumstances.

The outcome of an appeal will be communicated to parents / guardians within a reasonable timeframe and will be final.

Appeals relating to suspension, fixed-term exclusions, or exclusions, will be managed in accordance with the school's Suspension and Exclusion Policy, where full details of the process can be found.

Document control

Document title:	Behaviour Support and Intervention Policy (Lower School)
Prepared by:	Shaun Frise, Deputy Head (Pastoral) Lower School
Authorised by:	Council of Management
Published location(s):	• Norwich School Website • Norwich School Hub
Other internal policies / documents referenced:	• Anti-Bullying Policy • Complaints Policy • Equal Opportunities Statement (Pupils) • Learning Support Policy • Safeguarding and Child Protection Policy • Suspension and Exclusion Policy
External documents referenced:	• Department for Education: <i>Searching, Screening and Confiscation</i> (2022) • Department for Education: <i>Keeping Children Safe in Education</i> (current version) • Department for Education: <i>Use of Reasonable Force in Schools</i> • Equality Act 2010

APPENDIX 1: Guidance on confiscation of Pupils' belongings

In line with *Searching, Screening and Confiscation (DfE, July 2022)*, confiscation is a lawful disciplinary measure when applied in a reasonable, proportionate and appropriate manner.

Any member of staff, acting under the authority of the Head of the Lower School, may confiscate, retain or dispose of a pupil's property where this is necessary to enforce the school's rules, uphold standards of behaviour, or maintain a safe and orderly environment in which the rights of all pupils are protected.

Confiscation may be appropriate where an item:

- poses a risk to health, safety or wellbeing
- distracts from learning or disrupts the learning environment
- breaches school uniform or equipment expectations
- undermines the ethos and values of the school (for example, through offensive, discriminatory or inappropriate content)
- is prohibited, illegal or dangerous

Duration, storage, and follow-up

In most cases, items will be confiscated for the duration of a lesson or until the end of the school day. In exceptional circumstances, items may be retained for longer (for example, until the end of the week or during a residential visit), where this is reasonable and proportionate.

Confiscated items must be stored securely. Pupils can expect that reasonable care will be taken to safeguard their property during this time but the school will not accept liability for loss or damage to confiscated items, unless caused by negligence.

Items should be passed to the Deputy Head (Pastoral) Lower School, with the pupil's name and the reason for confiscation clearly recorded. Where items are confiscated repeatedly, or where the nature of the item or behaviour raises concern, staff should consider whether further intervention is required in line with the Behaviour Support and Intervention framework.

Confiscation should be accompanied, where appropriate, by explanation, reflection and reinforcement of expected behaviour.

Prohibited, illegal, or high-risk items

Where an item is reasonably believed to be a weapon, controlled substance, stolen property, or evidence of a criminal offence, it must be secured and referred immediately to the Deputy Head (Pastoral) Lower School or another member of the Lower School Senior Leadership Team.

The police will be informed where appropriate, and items may be passed to them in accordance with statutory guidance.

Such incidents must always be considered with regards to the school's Safeguarding and Child Protection Policy, and the Designated Safeguarding Lead must be informed without delay.

Safeguarding, dignity, and staff conduct

When confiscating items, staff must:

- act calmly and proportionately
- avoid unnecessary physical contact with pupils
- not conduct searches unless authorised and in line with statutory guidance
- act in a manner that preserves the pupil's dignity and emotional wellbeing

Care must be taken where items may have religious or cultural significance. Where there is any uncertainty, advice should be sought from a member of the Lower School Senior Leadership Team.

Parents will be informed where appropriate, particularly in cases involving prohibited items, repeated incidents, or safeguarding concerns.

APPENDIX 2: Pupil Searches

Norwich Lower School is committed to maintaining a calm, safe and supportive environment in which all pupils can learn and thrive. Searching powers are used lawfully, proportionately and with respect for pupil dignity, and are exercised as part of the school's wider safeguarding and behaviour framework, not solely as a disciplinary measure.

Any decision to search a pupil will take account of:

- the age, maturity and individual needs of the pupil
- the school's safeguarding responsibilities
- the need to act in a way that is reasonable, necessary and proportionate
- the pupil's right to privacy under Article 8 of the European Convention on Human Rights

This means that while searches may be necessary, they will only be carried out where justified, will be no more intrusive than necessary, and will always respect the dignity and wellbeing of the pupil.

Legal and Statutory Framework

This appendix operates within the statutory framework set out in *Searching, Screening and Confiscation* (DfE, July 2022).

In exercising these powers, the school will have regard to:

- Keeping Children Safe in Education (KCSIE)
- The Equality Act, 2010
- DfE guidance: *Use of Reasonable Force in Schools*

Legal Powers to Search

In accordance with statutory guidance, the Head of Lower School, or staff authorised by the Head of Lower School, may search pupils:

a) With consent

A pupil may be searched for any item banned under the school rules where they give informed consent. This may include asking a pupil to turn out pockets, bags or lockers.

b) Without consent

Staff may search a pupil or their possessions without consent where there are reasonable grounds to suspect the pupil is in possession of a prohibited item.

Reasonable grounds may include:

- reliable information from staff or pupils;
- overheard conversations;
- behaviour giving rise to concern; or
- intelligence relating to risk of harm, disorder or criminal activity.

Prohibited and Banned Items

The following items are prohibited or banned and may be searched for and confiscated:

- stolen items
- knives or weapons (including imitations)
- alcohol
- illegal drugs, solvents or psychoactive substances
- tobacco, cigarettes and cigarette papers
- fireworks, smoke bombs or explosives
- pornographic material
- inflammatory material of a religious, political, racist, homophobic or sexist nature
- items of clothing worn with the intention of concealing identity in circumstances where there is a safeguarding or safety concern
- electronic devices reasonably suspected of being used to breach the school's ICT Acceptable Use Policy or to cause harm

Any item reasonably suspected of being used, or likely to be used, to:

- disrupt safety or good order;
- commit an offence;
- cause harm to persons
- damage property

Before a Search Takes Place

Before conducting a search, the authorised member of staff will:

- explain to the pupil why the search is taking place and what it will involve;
- seek the pupil's cooperation wherever possible;
- consider whether the pupil has any additional needs, vulnerabilities or previous experiences that may affect how the search should be conducted;
- assess the urgency and risk to the pupil or others
- consider whether advice should be sought from the Deputy Head (Pastoral) Lower School or Designated Safeguarding Lead (DSL).

Conducting a Search

a) Who may conduct the search:

- Searches must be carried out by a member of staff authorised by the Head of Lower School.
- Wherever reasonably practicable, the search should be conducted by a member of staff of the same sex as the pupil
- A second member of staff must be present as a witness, unless there is an immediate risk of serious harm and it is not reasonably practicable to comply with this requirement.

b) Where and how:

Searches will take place away from other pupils, where possible. Staff may search:

- outer clothing only;

- pockets;
- bags;
- lockers or desks.

Pupils will not be required to remove clothing other than outer garments.

c) Use of force

Reasonable force may only be used when searching for statutory prohibited items, and only where necessary to prevent harm, damage or serious disorder. Force will never be used to search for items banned solely under school rules.

Refusal to Cooperate

If a pupil refuses to cooperate with a search:

- staff will consider the reasons for refusal and seek to de-escalate the situation
- the pupil may be sanctioned in line with the Behaviour Support and Intervention Policy
- the pupil may be temporarily removed from lessons, or suspended while an investigation is conducted
- the pupil will be appropriately supervised and safeguarded at all times

Safeguarding Considerations

Searching may indicate that a pupil is at risk of harm, exploitation or involvement in criminal activity. Therefore:

- the Designated Safeguarding Lead must be informed of any search for prohibited items
- safeguarding concerns arising from a search will be managed in line with the Safeguarding and Child Protection Policy
- appropriate pastoral support, early help or external referral will be considered where necessary

Strip Searches and Police Involvement

- School staff must not conduct strip or intimate searches
- Where an item cannot be safely recovered through a school search, the police will be contacted
- Before contacting the police, staff will consider the potential impact on the pupil's emotional wellbeing, balanced against the risks of not recovering the item
- Parents will be informed as soon as practicable.
- The school will advocate for the safety, dignity and welfare of the pupil at all times

Items Found as a Result of a Search

- Alcohol, tobacco and fireworks will be retained or disposed of appropriately and not returned to the pupil
- Controlled or suspected controlled drugs will be passed to the police
- Weapons or items suspected to be evidence of an offence will be passed to the police

- Stolen items may be returned to their owner, retained, disposed of or reported to the police, depending on the circumstances
- Electronic devices may be examined only where there is good reason to do so and in line with safeguarding guidance.

Recording Searches

All searches for prohibited items will be recorded in CPOMS, including:

- date, time and location;
- pupil involved;
- staff conducting and witnessing the search;
- reason for the search;
- outcome and items found; and
- any safeguarding or disciplinary follow-up.

Search records will be reviewed periodically by the Deputy Head (Pastoral) Lower School to ensure fair and consistent practice, identify patterns or disproportionality, and inform oversight and improvement.

Informing Parents

- Parents will be informed as soon as practicable following any search for prohibited items.
- The school will communicate the reason for the search, the outcome, and any actions taken.
- In exceptional cases, information may be withheld if necessary to protect the pupil or others, in line with safeguarding guidance.

Complaints

Any complaints relating to searching, screening or confiscation will be handled in accordance with the school's Complaints Procedure.

APPENDIX 3: Restraint of Pupils and the use of force

At Norwich Lower School, we are committed to creating a calm, safe and caring environment in which all pupils feel secure, respected and ready to learn. We recognise that children are still developing their ability to manage strong emotions and that behaviour is often a form of communication.

Restrictive interventions, including the use of reasonable force, are used only where absolutely necessary to prevent immediate harm, serious disruption, or risk to safety. They are never used as a punishment and are always a last resort, following attempts to support the pupil through calm redirection, reassurance and de-escalation wherever possible.

In line with our values and safeguarding responsibilities, the school does not use prone restraint, mechanical restraint, or any intervention designed to cause pain, fear, humiliation or loss of dignity.

Statutory and Guidance Framework

This section is informed by and should be read in conjunction with the following statutory guidance and legislation:

- DfE guidance: *Use of Reasonable Force in Schools*
- Keeping Children Safe in Education (KCSIE), current version
- Equality Act 2010

Together, these documents set out expectations for safeguarding, lawful use of reasonable force, recording and reporting, and the duty to make reasonable adjustments for pupils with protected characteristics or additional needs.

What We Mean by Restrictive Interventions

Restrictive interventions are actions taken by staff that restrict a pupil's movement or freedom in order to:

- keep the pupil and / or others safe,
- prevent serious damage to property,
- prevent serious disruption where there is an immediate risk to safety.

Examples of Restrictive Intervention may include:

- the use of reasonable force,
- seclusion, where a pupil is prevented from leaving a space for a short period for safety reasons.

They do not include:

- normal classroom management strategies,
- removal from a lesson as part of a behavioural sanction,
- time-limited calming strategies used with a pupil's cooperation and understanding,

We do not use seclusion as a behaviour management strategy. Any restriction on a pupil's freedom of movement will only be considered in exceptional circumstances where there is an immediate and significant risk to safety that

cannot be managed through other means. Such actions will be time-limited and closely supervised by a member of the Lower School Senior Leadership Team.

Planned and Unplanned Interventions

Most restrictive interventions are unplanned and arise when a situation escalates unexpectedly and there is an immediate risk that must be addressed. In some cases, however, pupils may have known needs or patterns of behaviour that mean risks can be anticipated.

Where risks are known or can be anticipated:

- support strategies, reasonable adjustments and de-escalation approaches will be planned in advance
- behaviour support or risk management plans will be developed and reviewed regularly with pastoral staff, Learning Support and parents

Use of Reasonable Force

All members of teaching and support staff have the legal power to use reasonable force where this is necessary, proportionate and reasonable in the circumstances.

Reasonable force may be used to prevent a pupil from:

- harming themselves or others,
- committing an offence,
- causing serious damage to property,
- seriously disrupting the good order and safety of the school.

Staff should not place themselves at undue personal risk and should seek additional support where necessary.

Any force used will be:

- the minimum required to manage the situation,
- appropriate to the pupil's age, size and level of understanding,
- applied for the shortest possible time, and
- stopped as soon as it is no longer necessary.

In deciding whether to intervene, staff must consider the risks of taking no action alongside the risks associated with intervention, and act in a way that is reasonable in all the circumstances.

Prevention and De-escalation

In line with the Lower School's approach to behaviour, there is a strong emphasis on prevention and early support.

This includes:

- a relationships-first approach
- clear routines and expectations
- calm, consistent responses from adults

- early identification of patterns of concern
- use of de-escalation strategies such as reassurance, space, time and supportive redirection

Pupils with SEND or Additional Vulnerabilities

Staff must take particular care when working with pupils with SEND, medical needs or known emotional or behavioural vulnerabilities. Where pupils find emotional regulation particularly challenging:

- behaviour will be understood in context and as part of their development
- triggers, early warning signs and effective de-escalation strategies will be identified
- reasonable adjustments will be made in line with the Equality Act 2010
- support plans will be reviewed regularly and adjusted as needed

Recording and Reporting

All significant restrictive interventions, including the use of reasonable force, will be:

- recorded in writing as soon as practicable, normally on the same day
- logged on CPOMS

Records will include:

- when and where the incident occurred
- who was involved
- what happened and why intervention was necessary
- strategies used to de-escalate
- the duration of any intervention
- any injury or distress
- actions taken afterwards

Parents or carers will be informed as soon as practicable, usually on the same day, following any significant restrictive intervention.

Post-Incident Support and Reflection

Following any restrictive intervention, the focus is on support, learning and recovery. This will include:

- prioritising the physical and emotional wellbeing of pupils and staff
- seeking medical attention where required
- reflective discussion to understand what led to the incident and how it might be prevented
- restorative conversations to rebuild trust and relationships

Where appropriate, pupils will be supported to share their perspective and contribute to identifying strategies that help them feel safe and successful.

Monitoring, Oversight and Staff Support

The Deputy Head (Pastoral) Lower School monitors the use of restrictive interventions to ensure they remain:

- rare,
- proportionate,
- consistent,

Patterns or trends will be reviewed and shared in anonymised form with senior leaders and, where appropriate, governors to support oversight and continuous improvement.

The school recognises that such incidents can be challenging for staff. Appropriate professional support and follow-up will be provided where required.

Any complaint relating to the use of restrictive intervention will be managed in accordance with the school's Complaints Policy.

Staff Training

Staff will receive guidance and training appropriate to their role in:

- recognising signs of distress and dysregulation in pupils.
- de-escalation and early intervention,
- lawful and safe use of reasonable force,

Where patterns of behaviour indicate a need, additional training and individual risk assessment will be undertaken.

APPENDIX 4: Annual Update Summary

This appendix provides a detailed breakdown of changes summarised in the Version Control table.

Version number	Date issued	Author / key contact	Changes	Page
1.2	Trinity 2024	Shaun Frise	Job title updates throughout	Throughout
1.2	Trinity 2024	Shaun Frise	Rewards framework updated (including Star categories)	5
1.2	Trinity 2024	Shaun Frise	Minor amendment to Behaviour Support and Intervention (classroom practice)	6
1.2	Trinity 2024	Shaun Frise	Introduction of 'Reflections' within sanctions framework	7
2.0	Trinity 2025	Shaun Frise	Full policy review and restructure for clarity, consistency and alignment with safeguarding framework	Throughout
2.0	Trinity 2025	Shaun Frise	Introduction of clear distinction between sanctions and interventions	9
2.0	Trinity 2025	Shaun Frise	Expansion of sanctions and interventions framework, including detailed examples and restorative actions	9-12
2.0	Trinity 2025	Shaun Frise	Addition of Early Years Foundation Stage (EYFS) section	8
2.0	Trinity 2025	Shaun Frise	Strengthened inclusion and SEND considerations, including explicit reference to reasonable adjustments and protected characteristics	8
2.0	Trinity 2025	Shaun Frise	Updates to appendices (confiscation, searches, restraint) to align with current statutory guidance	15-24
2.1	Trinity 2026	Shaun Frise	Annual review completed; minor refinements for clarity, consistency and alignment across sections; no change to policy intent or framework	Throughout