Behaviour and RPI Approach

A Woodbridge Trust Policy
Ladywood School and Firwood School

1 Introduction & Purpose

This policy outlines Woodbridge Trust's commitment to promoting positive behaviour and creating safe, inclusive and respectful learning environments where every student can thrive. We believe that positive behaviour, high expectations and strong relationships are fundamental to enabling every student to achieve their full potential, supporting their wellbeing and fulfilling our safeguarding responsibilities.

We recognise that behaviour is a form of communication and may be influenced by a range of developmental, relational, environmental and contextual factors. Our approach seeks to understand the factors influencing behaviour while maintaining high expectations and supporting every student to develop the skills, confidence and resilience needed to participate successfully in school and in the wider community.

Our approach is informed by the principles of Positive Behaviour Support, relational practice and trauma-informed approaches. Through understanding need, adapting environments, strengthening relationships and explicitly teaching positive behaviours, we aim to reduce barriers to learning and minimise the need for restrictive interventions.

Restrictive physical intervention is never viewed as a behaviour management strategy. It is a safeguarding response used only where it is lawful, necessary and proportionate to prevent harm, and only after reasonable preventative and de-escalation strategies have been considered.

This policy applies to all primary, secondary and sixth form settings within Woodbridge Trust.

2 Aims

Woodbridge Trust is committed to creating calm, safe and inclusive learning environments where positive relationships, high expectations and mutual respect enable every student to thrive. We believe that positive behaviour is fundamental to students' wellbeing, engagement and achievement and is underpinned by a culture of kindness, respect and restorative practice.

This policy reflects the responsibilities of all Trust settings in promoting positive behaviour through:

- Promoting a culture of kindness, respect, inclusion and high expectations for all.
- Building positive, trusting and restorative relationships that support student wellbeing, engagement and success.
- Developing students' independence, emotional regulation, self-regulation and personal responsibility through explicit teaching, modelling and supportive relationships

- Ensuring behaviour is understood, supported and responded to consistently, fairly and proportionately, in line with statutory guidance and Trust expectations.
- Supporting staff to model the Trust Values of Kindness, Respect and Integrity in every interaction.
- Using reasonable force or physical intervention only as a last resort to prevent harm or significant risk, in accordance with statutory guidance and, where appropriate, an agreed Behaviour Management Plan.

Across the Trust, we believe that every interaction between adults and students provides an opportunity to build trust, promote belonging and develop positive behaviour. We are committed to ensuring that behaviour is supported consistently, compassionately and fairly, enabling students to become confident, independent and successful learners.

3 Legal Framework

This policy has been drawn up to protect students, staff and others within Woodbridge Trust, in line with recommendations in current guidance:

- Education and Inspections Act 2006 (Section 93 and 93A)
- [DfE Use of Reasonable Force in Schools (July 2013)]
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Education Act 1996 Circular 10/98
- DfE Mental Health and Behaviour in Schools (Nov 2018)
- Reducing the Need for Restraint and Restrictive Intervention HM Government June 2019
- [DfE Behaviour in Schools (September 2024)]
- [DfE Keeping Children Safe in Education (September 2025)]
- [DfE Suspension and Permanent Exclusion from Maintained Schools, Academies and Student Referral Units in England (September 2024)]
- Trauma Informed Schools UK (2024)
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- The Equality Act 2010
- DfE Searching, Screening and Confiscation: Advice for Schools (July 2023)

4 Building Positive Relationships and Setting High Expectations

Woodbridge Trust adopts a positive, relational and trauma-informed approach to behaviour. We recognise that positive behaviour develops within safe, consistent and predictable environments where students experience trust, belonging and respectful relationships. Adults are central to creating these environments through their interactions, expectations and responses.

Our approach is underpinned by a trauma-informed understanding of behaviour, recognising that behaviour is a form of communication and that positive relationships are central to promoting emotional wellbeing, self-regulation and successful outcomes. Consistent communication and collaboration between families, appropriate staff members and external professionals ensure a coordinated and supportive approach for every student.

Staff seek to understand the function and meaning of behaviour before determining the most appropriate response. Behaviour may reflect communication differences, sensory needs, anxiety, developmental stage, trauma, physical discomfort, unmet need or environmental demands. Understanding these influences enables staff to provide timely, proportionate and effective support while maintaining high expectations for every student.

Staff support positive behaviour through:

- Building trusting, respectful and supportive relationships with students.
- Being emotionally available and responsive to individual needs.
- Recognising and responding appropriately to verbal and non-verbal communication.
- Identifying potential difficulties early and intervening proactively.
- Communicating calmly, clearly and consistently.
- Explicitly teaching, modelling and reinforcing expected behaviours.
- Using reassurance, encouragement and positive reinforcement to support engagement and self-regulation.
- Maintaining a calm and professional presence, including appropriate tone, body language and communication style.
- Using diversion, redirection and problem-solving strategies to support students when challenges arise.
- Working collaboratively with families and professionals to ensure consistency of approach.

This relational approach enables students to develop confidence, resilience and self-esteem, supporting them to achieve, thrive and prepare successfully for their next stage of education and adult life.

Students who are known to present with behaviours that challenge will have an Individual Behaviour Plan and, where appropriate, a Positive Handling Plan, outlining personalised strategies, support arrangements and agreed responses to reduce risk and promote positive outcomes.

4.1 **Protect**

Creating safety is the foundation of effective behaviour support. Woodbridge Trust is committed to ensuring that every student experiences physically and emotionally safe learning environments where they feel valued, respected and able to learn. We recognise that students are more likely to engage positively, develop self-regulation and form trusting relationships when they experience consistency, predictability and emotionally available adults. Protecting children therefore extends beyond safeguarding from harm and includes creating environments that reduce anxiety, promote belonging and minimise the likelihood of distress or dysregulation

Staff promote psychological safety through consistent routines, discreet safety cues, welcoming environments, meet-and-greet approaches and an open-door culture that encourages positive relationships with students and families

All staff are trained in '**PACE**' modes of interaction:

- Playfulness
- Acceptance
- Curious
- Empathetic

The Trust is committed to delivering evidence-informed, trauma-informed approaches that enable staff to develop a deeper understanding of each child as an individual. This understanding informs assessment, planning, teaching, behaviour support and safeguarding, ensuring that responses remain individualised, proportionate and respectful. Building trusting relationships helps children to feel safe, secure and, where they choose, able to share experiences that may be affecting their wellbeing, relationships and ability to learn.

Staff recognise that experiences of adversity and trauma can affect a child's development, behaviour and emotional regulation. Expectations and responses are therefore adapted, where appropriate, to reflect each student's developmental stage, individual needs and lived experiences. When a student becomes overwhelmed or perceives a situation as challenging, staff respond calmly, compassionately and without judgement, providing appropriate support and, where necessary, helping the student to move to a safe space in a way that preserves their dignity and promotes emotional regulation.

Recording, Reporting, Monitoring and Governance

Accurate recording of behaviour incidents and any use of Restrictive Physical Intervention (RPI) is a key safeguarding responsibility. Records help identify patterns, evaluate preventative strategies, inform future planning, reduce restrictive practice and provide transparency and accountability for pupils and staff.

Restrictive Physical Intervention

Restrictive Physical Intervention (RPI) is the lawful, reasonable and proportionate use of force to prevent harm. This includes:

- holding a pupil to prevent harm to themselves or others;
- preventing a pupil from leaving an area where this would create a risk; and
- approved Team Teach restrictive techniques.

RPI does **not** include:

- guiding or escorting a compliant pupil;
- standing to block access without force;
- appropriate comforting or reassuring touch;
- routine physical contact as part of care, teaching or support; or
- supporting a pupil who is willingly participating.

Recording Requirements

All incidents involving RPI or other reasonable force must be recorded promptly on CPOMS using the Trust's RPI recording process.

Records should include, where relevant:

- pupil, date, time, location and duration;
- behaviour, antecedents and de-escalation strategies used;
- reason for the intervention and type of force used;
- staff involved and witnesses;
- any injuries;
- post-incident support and debrief;
- parent/carer communication; and
- any required review of Behaviour Support Plans, Positive Handling Plans, Risk Assessments or EHCP provision.

Records will be stored securely in line with data protection legislation, Trust procedures and retention requirements (see Appendix).

Parent and Carer Communication

Parents or carers will normally be informed on the same day, or as soon as reasonably practicable, whenever RPI or reasonable force has been used. Communication will be factual, supportive and explain the incident, actions taken and any follow-up support.

Monitoring, Safeguarding and Governance

Senior leaders will monitor all incidents involving RPI or reasonable force as part of behaviour and safeguarding oversight.

The Designated Safeguarding Lead (DSL) must be informed without delay if:

- a pupil or staff member is injured;

- the intervention is prolonged or particularly restrictive;
- there are concerns about its necessity or proportionality;
- safeguarding concerns arise; or
- the incident indicates increased risk.

The Senior Leadership Team will regularly review incident data and report to Woodbridge Trust and the Safeguarding Governor. Analysis will identify patterns, evaluate preventative strategies, monitor repeated use, consider the experiences of pupils with SEND and protected characteristics, and identify where plans, risk assessments or EHCP provision require review. Findings will inform staff training and continuous improvement.

Appropriate Physical Contact

Appropriate physical contact is a normal part of care, teaching and support and should not be confused with RPI.

Examples include:

- administering first aid;
- guiding pupils safely;
- providing comfort or reassurance;
- appropriate praise or congratulations;
- demonstrating practical activities; and
- supporting a pupil to access a safe or regulation space.

Staff will always use professional judgement, taking account of the pupil's individual needs, communication, development, safeguarding considerations and the least restrictive option available.

Reporting Concerns, Complaints and Allegations

Any concerns about the use of reasonable force or RPI by a member of staff must be reported immediately to the Headteacher or DSL.

Concerns and complaints will be investigated in line with safeguarding procedures, the Trust's Managing Allegations Against Staff Policy and *Keeping Children Safe in Education* (KCSIE). Allegations of excessive or unlawful force will be managed promptly, with the welfare of the pupil prioritised and appropriate support provided to staff. Where required, referrals will be made to the Local Authority Designated Officer (LADO).

Where allegations are found to be false or malicious, an appropriate response will be determined while considering any underlying safeguarding or additional needs. Lessons learned from complaints, allegations and incident reviews will be used to strengthen practice, improve staff training and reduce the future use of restrictive interventions.

Mobile Phones

The use of mobile phones, smartwatches or similar devices during the school day, including lessons, transitions, breaktimes and lunchtimes, unless specific permission has been granted by the school due to an identified medical, communication, safeguarding or SEND-related need is not permitted.

The school recognises its duty to make reasonable adjustments for students with SEND and will consider individual needs on a case-by-case basis to ensure students can access appropriate support while maintaining the safety and wellbeing of the school community. Any approved device must be used in accordance with the Home/School agreement and staff instructions.

Students must not use devices to take photographs, videos or recordings of others, access inappropriate content, or engage in bullying, harassment or unsafe online behaviour. Mobile phones and smart devices seen, heard or used without permission may be confiscated and sanctions applied in line with the school's behaviour policy, taking into account students' individual SEND needs and any safeguarding considerations. Parents/carers should contact the school office if they need to communicate with their child during the school day.

4.2 **Relate**

Our settings are committed to creating environments in which children and young people experience safety, belonging and positive relationships, enabling them to develop positive views of themselves, others and the world around them rather than through a lens of threat, danger or self-blame.
Students who have experienced adversity, trauma or additional vulnerabilities are provided with enhanced relational support through trusted, emotionally available adults who promote safety, co-regulation and belonging.

Positive Behaviour Plans

Evidence-informed relational interventions support the development of secure relationships, emotional regulation and resilience by providing consistent, emotionally available interactions that help reduce the impact of adverse childhood experiences and developmental trauma.
Any member of staff may request that a Behaviour Meeting is convened to discuss concerns relating to a student's behaviour. Meetings will be arranged in collaboration with the Behaviour Support Team, and parents/carers will be informed and involved, where appropriate.

Other education, health and social care professionals involved with the student may be invited to the meeting or provided with a summary of the outcomes if unable to attend. Parents and carers will be invited to review and contribute to the plan. Their views, alongside any responses, will be recorded and the plan amended accordingly.

The Positive Behaviour Plan incorporates the individual student risk assessment including any reference to sexualised behaviour. All relevant staff will be kept informed of agreed strategies for individual students through staff briefings, meetings and appropriate internal communication systems to ensure a consistent approach.

The use of physical intervention should be avoided wherever possible by planning appropriate strategies, controlling the environment, and setting appropriate expectations; we positively and proactively manage behaviour.

When physical intervention may be used

All members of school staff have a legal duty to use reasonable force to prevent students from hurting themselves or others, damaging property, or causing disorder.
Reasonable force may be used to:

- Prevent a student behaving in a way that disrupts a school event, trip or visit
- Prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight
- Restrain a student at risk of harming themselves through physical outbursts
- Prevent injury to a person or serious damage to property

Physical intervention should only be used as a last resort to reduce risks and should always be part of an agreed Individual Behaviour/Positive Handling Plan for individual students where foreseeable.
Physical intervention that is excessive or is used as a form of punishment is unacceptable and will be dealt with under the staff disciplinary procedures

Power to Search Without Consent

Woodbridge Trust recognises that, in certain circumstances, authorised staff have a statutory power to search a student or their possessions without consent where this is lawful and necessary to maintain the safety, welfare and good order of the school.

Where appropriate, reasonable force may be used to conduct a search where a student refuses to cooperate and the member of staff reasonably believes the student is in possession of a prohibited item. Any use of force must be lawful, necessary, proportionate and limited to the minimum required to conduct the search safely.

In accordance with statutory guidance, reasonable force may only be used to search for the following prohibited items:

- knives and offensive weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarettes, vapes and cigarette papers;
- fireworks;
- pornographic images; and

- any article that has been, or is likely to be, used to commit an offence, cause personal injury to any person or cause damage to property.

Reasonable force must not be used solely to search for items that are prohibited under the school's behaviour policy but are not prohibited by legislation.

Where a search is undertaken, staff will follow the Department for Education statutory guidance. Searches will be conducted respectfully, with due regard for the student's dignity, age, communication needs, SEND, protected characteristics and individual circumstances. Wherever possible, staff will seek to de-escalate situations and gain the student's cooperation before considering the use of reasonable force.

Any search involving the use of reasonable force will be recorded, parents or carers will be informed as soon as reasonably practicable, and the incident will be reviewed in line with the Trust's recording, safeguarding and post-incident procedures.

Authorised Staff

All staff undertaking planned restrictive interventions will receive accredited Team Teach training appropriate to their role.

Suspension and Permanent Exclusion

The Trust recognises that suspension does not address the underlying causes of behaviour. Decisions will therefore always be accompanied by appropriate support, assessment and planning to reduce the likelihood of recurrence.
At Woodbridge Trust, we recognise that suspension and permanent exclusion are serious sanctions that should only be used as a last resort. Our trauma-informed approach means we work intensively with students, families, and multi-agency partners to avoid the need for exclusion wherever possible.
However, we acknowledge that in exceptional circumstances, suspension may be necessary to ensure the safety of the student, other students, or staff, or to prevent serious damage to property.
Only the Head Teacher or Trust Executive Leaders have the power to suspend or permanently exclude a student. This power cannot be delegated to any other member of staff.

Police Investigations and Criminal Proceedings

The Head Teacher may suspend or permanently exclude a student even if a police investigation or criminal proceedings are ongoing. The decision will not be delayed pending the outcome of police investigations or criminal proceedings.
When deciding where police are involved, the Head Teacher will:

- Consider the evidence available at the time
- Seek advice from the police about what information can be shared

- Make a decision based on the balance of probabilities, not beyond reasonable doubt
- Consider the safety and welfare of the student and the school community

Off-Site Direction

Off-site direction is a separate power that allows the Head Teacher to require a student to attend another education setting temporarily to improve their behaviour. This is not a suspension or exclusion.
Off-site direction may be used when:

- It is in the student's best interests to have a change of environment
- It will help improve the student's behaviour
- It provides access to specialist support not available at current setting
- Off-site direction normally requires parental consent.

However, the Head Teacher may direct a student off-site without consent where:

- The student is at risk of permanent exclusion
- The direction is for the student's safety or the safety of others

The school will ensure that:

- The alternative provision is appropriate to the student's needs
- Transport arrangements are in place
- The student's education continues without interruption
- Parents are fully informed and involved in the process
- A clear plan for reintegration back into the setting is agreed

What constitutes grounds for suspension:

The Head Teacher may suspend a student for one or more fixed periods, which must not exceed 45 school days in any one school year. Suspension may be used in response to:

- Serious breaches of the school's behaviour policy
- Risk of harm to the education or welfare of the student or others in the school
- Serious damage to property

Before deciding to suspend, the Head Teacher will:

- Consider whether the student's needs or other vulnerabilities have contributed to their behaviour
- Review the student's Individual Positive Behaviour Plan

- Consider what additional support or reasonable adjustments could be put in place
- Consult with all relevant professionals
- Consider whether the behaviour may indicate unmet needs or safeguarding concerns

Notification of Suspension or Permanent Exclusion

When a decision to suspend or permanently exclude has been made, the Head Teacher will inform the student's parents without delay, normally by telephone, followed by a written notification.
The written notification will include:

- The reason(s) for the suspension or exclusion
- The period of suspension (or confirmation that the exclusion is permanent)
- Parents' right to make representations to the governing body and how to do so
- Parents' right to see and have a copy of their child's school record
- The date by which the governing body must meet to consider the suspension/exclusion (if applicable)
- For suspensions of 6 days or longer, details of where the student should attend from day 6 onwards and the hours of attendance
- For permanent exclusions, the date when the student should start alternative provision
- Relevant sources of free and impartial information, including:
  - A link to statutory guidance on exclusions
  - A link to sources of free and impartial information for parents
  - Information about the role of the governing body and parents' right to request a review

The school will also notify, by the end of the afternoon session on the day the decision was made (or by the end of the afternoon session on the next school day if this is not possible):

- The local authority of all suspensions and permanent exclusions, regardless of length
- Woodbridge Trust
- The student's social worker (if the student has one)
- The virtual school head (if the student is looked after or previously looked after

During Suspension:

For the first 5 school days of any suspension, parents are legally required to ensure their child is not present in a public place during school hours without reasonable justification. Parents may be issued with a penalty notice or prosecuted if they fail to do this.
From the sixth day of suspension, the school will arrange suitable full-time education for the student. This will be appropriate to their age, ability, aptitude, and any needs they may have.

Support and Contact During Suspension

During a suspension, the school will:

- Set and provide feedback on learning for the student to complete at home (for the first 5 days)
- Arrange suitable full-time education from day 6 onwards
- Maintain contact with the family to monitor the student's wellbeing
- Continue to provide support for students with SEND, including liaison with external agencies
- Ensure any safeguarding concerns continue to be monitored
- Provide information about sources of support for parents and students

The school recognises that suspension can be distressing for students and families. We will ensure that communication is clear, supportive and trauma-informed throughout the process

Return to School Following Suspension:

Following a suspension, the school will hold a reintegration meeting with the student (where appropriate) and their parents. This meeting will:

- Be conducted in a trauma-informed manner, recognising the student's vulnerabilities
- Review the circumstances that led to the suspension
- Discuss what support can be put in place to prevent recurrence
- Update the student's Individual Behaviour/Positive Handling Plan if necessary
- Consider whether additional assessments or referrals are needed
- Ensure the student feels welcomed back and supported

Permanent Exclusion:

Permanent exclusion is an extremely rare sanction at Woodbridge Trust It will only be used as a last resort, in response to:

A serious breach or persistent breaches of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school
Before deciding to permanently exclude, the Head Teacher will:

- Ensure all other strategies and support have been exhausted
- Consult with external agencies, and the local authority
- Consider the student's needs and whether reasonable adjustments have been made
- Consider whether the behaviour indicates safeguarding concerns
- Ensure the decision is lawful, rational, reasonable, fair and proportionate
- The notification and review procedures for permanent exclusion follow statutory guidance, with the governing body required to meet to review the decision within 15 school days.

Independent Review Panel

If the governing body upholds a decision to permanently exclude, parents have the right to request an independent review panel (IRP).
The IRP will:

- Be independent of the school and local authority
- Consist of three or five members who are independent and impartial
- Include a SEN expert when the student has SEND (or when the school thinks the student may have SEND)
- Consider the interests and circumstances of the excluded student, including the circumstances in which they were excluded
- Consider the interests of other students and staff at the school
- Parents have the right to:
- Attend the panel hearing and be accompanied
- Make oral and written representations to the panel
- Have an expert attend at the school's expense (when applicable)

The IRP has the power to:

- Uphold the exclusion
- Recommend that the governing body reconsiders their decision
- Quash the decision and direct the governing body to reconsider (and direct that the school makes a payment to the local authority where it considers the decision was flawed)

Monitoring and Review:

The school will monitor suspension and exclusion data by:

- Protected characteristics (including SEND, looked after status, ethnicity
- Frequency and reasons for suspensions - trends
- Effectiveness of reintegration support/interventions
- Reduction in restrictive practice

This data will be reviewed half-termly by the Senior Leadership Team and termly by the local governing body to identify any patterns or disparities and ensure our trauma-informed approach is effective in reducing the need for exclusions.

Risk Assessment & Planning for the Use of Reasonable Physical Intervention

Woodbridge Trust is committed to creating safe, inclusive and supportive environments where positive relationships, proactive support and de-escalation strategies minimise the need for restrictive interventions.

Restrictive interventions, including the use of reasonable force, will only be used when it is lawful, necessary and proportionate to prevent harm or reduce a significant risk to the student or others. The use of force is always a last resort and must never be used as a form of punishment.

Where staff are required to intervene, they will, wherever possible:

- Use preventative and de-escalation strategies before considering any restrictive intervention.
- Consider the immediate risks to the student, other pupils, staff and the wider school community.
- Assess whether there is a less restrictive alternative that would safely manage the situation.
- Take account of the student's age, stage of development, SEND, communication needs, medical history, known triggers and any protected characteristics.
- Use the least restrictive intervention for the shortest possible time, applying only the minimum force necessary to reduce the risk.
- Continue to communicate calmly and support the student to regain self-regulation throughout the incident.
- Follow any agreed Individual Positive Handling Plan or risk assessment where these are in place.
- Staff will continuously review whether restrictive intervention remains necessary throughout the incident and reduce or cease the intervention immediately once the risk of harm has reduced.

Following any significant restrictive intervention, the incident will be recorded, reviewed and reported in accordance with statutory requirements. Parents or carers will be informed as soon as reasonably practicable, and appropriate debriefing and reflective practice will take place to reduce the likelihood of future incidents. All incidents will be monitored to identify patterns, evaluate practice and ensure the continued safety and wellbeing of students and staff.

All staff will receive appropriate training and guidance relevant to their role to ensure that any restrictive intervention is undertaken safely, lawfully and in accordance with current statutory guidance and Trust procedures.

Seclusion

Woodbridge Trust only use seclusion where agreed and specified within the Positive Behaviour Plan and/or in exceptional circumstances where it is lawful, proportionate and absolutely necessary to prevent an immediate and significant risk of harm to the student or others.

Where seclusion is used, the student will be continuously supervised, supported throughout the incident, and allowed to leave as soon as it is safe to do so. Every incident will be recorded, reviewed and reported in accordance with the Department for Education's Restrictive Interventions, Including the Use of Reasonable Force, in Schools (2026) guidance and Trust procedures. Parents or carers will be informed as soon as reasonably practicable, and the incident will be reviewed to identify any learning, adjustments or additional support required to reduce the likelihood of recurrence.

This does not prevent the planned use of supervised withdrawal or sensory regulation spaces where students choose, or are supported, to regulate in line with their individual plans.

Use of Reasonable Force in Unforeseen and Emergency Situations

Planned physical intervention is where an incident is foreseeable; emergency intervention occurs where the incident cannot reasonably be anticipated. In this situation:

- Before using physical intervention, diversion or diffusion should be attempted.
- Any techniques used must be within the training provided and reported to the parents/carers in writing on the same day.

Post-incident Support

Immediate Safety

Following any incident involving distressed behaviour or the use of restrictive intervention, the immediate priority is the safety, dignity and wellbeing of everyone involved. Staff will ensure that the student, other students and staff are safe before taking any further action. Where appropriate, first aid will be provided in accordance with school procedures, and any injuries or welfare concerns will be addressed promptly. Students will be supported to regain emotional regulation in a calm, respectful and non-judgemental manner, recognising that learning and reflection can only take place once they feel safe.

Student Support

Following an incident, students will be offered appropriate support that reflects their developmental stage, communication needs and individual circumstances. Staff will use restorative, relational and trauma-informed approaches to help students understand what happened, rebuild relationships where appropriate and develop strategies to reduce the likelihood of future incidents. Wherever possible, students will be supported to share their views and experiences using communication methods appropriate to their individual needs. Their voice will contribute to future planning and behaviour support.

Staff Support

The Trust recognises that incidents involving distressed behaviour or restrictive intervention can be physically and emotionally demanding for staff. Staff involved in significant incidents will be offered appropriate support, including time to recover where necessary, supervision, reflective discussion and access to further support if required. Seeking support following an incident is recognised as good professional practice and contributes to staff wellbeing, confidence and continued professional development.

Parent and Carer Communication

Parents and carers will be informed as soon as reasonably practicable following any significant incident involving their child, including any use of restrictive intervention. Communication will be timely, sensitive and supportive, providing an accurate account of the incident, actions taken and any injuries sustained. Parents and carers will be encouraged to share their views, contribute to future planning and work collaboratively with the school to identify strategies that promote positive outcomes and reduce the likelihood of future incidents.

Reflective Practice

Following significant incidents, staff will engage in reflective practice to consider the circumstances leading to the incident, the effectiveness of preventative and de-escalation strategies, and whether any alternative approaches could have been used. Reflection is intended to promote learning and continuous improvement rather than apportion blame. Where appropriate, behaviour leads, senior leaders and relevant professionals will contribute to the review to ensure that learning is shared and embedded across the Trust.

Review of Positive Behaviour Plans

Following any significant incident, the student's Positive Behaviour Plan, together with any associated risk assessment, will be reviewed where appropriate. The review will consider known triggers, communication needs, sensory differences, environmental factors, successful de-escalation strategies and any additional support or reasonable adjustments that may further reduce risk. Parents, carers and relevant professionals will be involved in the review wherever appropriate to ensure that support remains personalised, proportionate and effective.

Learning from Incidents

Woodbridge Trust is committed to reducing the need for restrictive interventions through continual learning and improvement. Information from behaviour incidents, restrictive interventions and post-incident reviews will be analysed to identify patterns, trends and opportunities for preventative practice. This may include consideration of antecedents, environmental factors, times of day, locations, communication needs, protected characteristics and the effectiveness of de-escalation strategies. Findings will inform staff training, behaviour planning, environmental adaptations and wider school improvement, ensuring that restrictive interventions remain a genuine last resort.

4.3 **Reflect**

Reflective practice is central to Woodbridge Trust's trauma-informed approach. We recognise that meaningful and sustainable behaviour change is achieved through understanding, learning and continuous improvement rather than blame. Following incidents of distressed behaviour, staff take time to reflect on the circumstances leading to the incident, the effectiveness of preventative strategies and any adjustments that may further support the student. Reflection enables both students and adults to develop greater understanding, strengthen relationships and reduce the likelihood of future incidents.

Professional Reflection and Learning

The Trust is committed to developing a highly skilled workforce through ongoing professional learning. Continuing Professional Development (CPD) is strategically planned to strengthen staff understanding of child development, attachment, trauma, communication and emotional regulation.

Staff receive training in active listening, restorative dialogue, empathy and understanding, enabling them to build trusting relationships and respond to behaviour with curiosity and compassion. Approaches such as PACE, WINE statements and psychoeducation are used to promote emotional literacy, co-regulation and reflective conversations, supporting children and young people to move from expressing distress through behaviour towards developing greater understanding, emotional regulation and resilience.

Reflective supervision, professional dialogue and collaborative problem-solving are encouraged following significant incidents to promote staff wellbeing, strengthen professional practice and ensure learning is shared across the Trust.

Student Reflection

Following incidents of distressed behaviour, students will be supported to reflect on their experiences using approaches appropriate to their developmental stage, communication profile and individual needs. Reflection is intended to develop understanding, repair relationships and build future success rather than assign blame or shame.

Where appropriate, restorative conversations will help students understand the impact of their behaviour, recognise successful regulation strategies and contribute to future behaviour planning.

Working in Partnership with Families

Woodbridge Trust recognises parents and carers as valued partners in promoting positive behaviour and supporting student wellbeing.

Families should receive an accurate, balanced and timely account of their child's experiences in school, including any significant incidents of distressed behaviour. Communication should seek to build trust, promote shared understanding and support collaborative problem-solving.

Information will never be withheld because staff are concerned that parents or carers may become distressed. Where families require additional support following an incident, appropriate members of the Senior Leadership Team will be available to provide advice, reassurance and opportunities for further discussion.

Parents and carers will be invited to contribute to reviews of Positive Behaviour Plans and Positive Handling Plans where appropriate, recognising their expertise in understanding their child's strengths, communication, regulation strategies and support needs.

Appendix 1 – RPI Notification letter

Restrictive Physical Intervention Notification to Parent/Carer

Dear Parent/Carer,
As part of our usual procedure, we are informing you that a physical intervention was used today to support your child and help maintain safety.

If you would like to discuss this further, please contact the school.

Signed: _____ Date: _____

Pupil and Incident Details

Pupil name:
Date of incident: Time of incident:
Location: Approximate duration:

Brief Summary of Incident

☐ risk of injury to self or others
☐ serious damage to property
☐ serious breakdown of discipline i.e. absconding

Why was this assessed as necessary:

Type of intervention used:

☐ 2 People single elbow ☐ 2 People double elbow ☐ Figure of four
☐ Small person beanbag ☐ Standing ☐ Sitting
☐ Seclusion

Degree of force applied: ☐ mild ☐ moderate ☐ firm

Was it reasonable, proportionate and absolutely necessary: ☐ No ☐ Yes

Outcome and Support

Physical injuries observed:
☐ None
☐ Yes, details: Post-incident support provided:

☐ Reassurance and emotional support
☐ First aid / medical attention
☐ Recovery time / quiet space
☐ Check-in with trusted adult
☐ Other: _____

This notification is part of our routine safeguarding and behaviour support procedure as outlined in our policy.

Appendix 2 – Suspension letters

SUSPENSION – 5 CUMULATIVE SCHOOL DAYS OR FEWER

INTERNAL NOTE: Use only where the student's cumulative suspension total remains 5 school days or fewer in the current term.

Date: [DATE]
Dear [PARENT/CARER NAME],

Following careful consideration of the circumstances, it is with regret that I am writing to inform you of my decision to suspend [STUDENT NAME] from [NAME OF SCHOOL] for [NUMBER] school day(s)/session(s).
The suspension will begin on [DATE/TIME] and end on [DATE/TIME]. [STUDENT NAME] should return to school on [DATE/TIME].

The reason for the suspension is:
[CLEAR, FACTUAL DESCRIPTION OF THE INCIDENT/BEHAVIOUR AND RELEVANT SCHOOL POLICY.]
In reaching this decision, I have considered [STUDENT NAME]'s individual circumstances, including their special educational needs and/or disabilities, the support and reasonable adjustments in place, and whether their needs may have contributed to the incident. Having considered all of the circumstances, I have concluded that the suspension is necessary, reasonable and proportionate.

During the suspension:

During the first five school days of the suspension, you must ensure that [STUDENT NAME] is not present in a public place during school hours without reasonable justification. School will arrange appropriate education/work for the period of the suspension.
Your right to make representations
You have the right to make representations about this suspension to the Governing Board. Where the cumulative total is five school days or fewer in the term, the Governing Board must consider any representations you make but cannot direct reinstatement and is not required to arrange a meeting.

Representations should be sent to:
[CLERK/GOVERNANCE CONTACT]
[EMAIL]
[TELEPHONE]

Returning to school:

We would like to meet with you and [STUDENT NAME] to support a positive return to school. A reintegration meeting is planned for [DATE/TIME] at [SCHOOL]. The meeting will review what happened and consider any additional support or reasonable adjustments that may be needed.

Attendance at a reintegration meeting is not a condition of returning to school. [STUDENT NAME] may return when the suspension has ended even if you are unable to attend the meeting.

If you have any questions, please contact [NAME/ROLE] on [CONTACT DETAILS].

Yours sincerely,

Headteacher

SUSPENSION – MORE THAN 5 AND UP TO 15 CUMULATIVE SCHOOL DAYS

INTERNAL NOTE: Use where this suspension takes the pupil's cumulative suspension total in the current term above 5 school days but not above 15.

Date: [DATE]
Dear [PARENT/CARER NAME],
Following careful consideration of the circumstances, it is with regret that I am writing to inform you of my decision to suspend [STUDENT NAME] from [NAME OF SCHOOL] for [NUMBER] school day(s)/session(s).
The suspension will begin on [DATE/TIME] and end on [DATE/TIME]. [STUDENT NAME] should return to school on [DATE/TIME].

The reason for the suspension is:
[CLEAR, FACTUAL DESCRIPTION OF THE INCIDENT/BEHAVIOUR AND RELEVANT SCHOOL POLICY.]
In reaching this decision, I have considered [STUDENT NAME]'s individual circumstances, including their special educational needs and/or disabilities, the support and reasonable adjustments in place, and whether their needs may have contributed to the incident. Having considered all of the circumstances, I have concluded that the suspension is necessary, reasonable and proportionate.

Education during the suspension:
During the first five school days of the suspension, you must ensure that [STUDENT NAME] is not present in a public place during school hours without reasonable justification. School will arrange appropriate education/work. Where the suspension extends beyond five school days, suitable full-time education will be arranged from the sixth school day in accordance with the statutory requirements.
Your right to make representations and request a meeting
You have the right to make representations to the Governing Board. Because [STUDENT NAME]'s cumulative suspensions in this term are now more than five but no more than 15 school days, you may request that the Governing Board meets to consider whether [STUDENT NAME] should be reinstated. If you request a meeting, the Governing Board must meet within the statutory timescale.
Please send your request or representations to:

[CLERK/GOVERNANCE CONTACT]
[EMAIL]
[TELEPHONE]

Returning to school:
A reintegration meeting is planned for [DATE/TIME] at [SCHOOL] to review the incident and consider any additional support or reasonable adjustments. Attendance at this meeting is not a condition of [STUDENT NAME] returning when the suspension ends.

If you have any questions, please contact [NAME/ROLE] on [CONTACT DETAILS].

Yours sincerely,

Headteacher