Riddlesden St Mary's CE Primary School



Relational Strategy

2026 - 2027

Strategic overview/Action planning circle – Relational Strategy

So? (Impact)

Pupils and staff can recognise dips in their well-being and know when and where to seek support.

What? (Implementation part 2 – what is seen in the classroom?)

Pen portraits are in place to support pupils with specific well-being needs.

Riddlesden St Mary's whole school values support well-being for all stakeholders.

All stakeholders have a deep understanding of the whole school vision, the importance of human connection and how this enables all pupils to be the best they can be.

Referrals to external professionals are timely.

How? (Implementation part 1 – what is done by leaders?)

All staff have access to CPD opportunities to develop their understanding of mental well-being

Relationships education focusses on the mental well-being of all pupils.

School works alongside other professionals to support well-being i.e. Early Help/ Living Well/CAHMs/Mental Health Champions (Bfd)/Ed Psychologists.

Whole school vision focusing on the 3E's to ensure all staff and pupils are the best they can be. Transparent leadership model, ensuring open dialogue.

Each classroom provides a safe space for children if needed. There is an 'emotional check in' board for pupils to identify thoughts and feelings. These also prompt adult intervention where needed. Rules are set through a class charter.

SEND provision is highly effective.

The bespoke enrichment programme and RSE supports well-being and relationships.

Why? (Intent)

Principles based around the relational approach:

- Developing Relationships
- Repairing and restoring
- Responding and calming.

Individualised plans in place for those who find it difficult to regulate their emotions.

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Hierarchy of needs in place for all learners (including nurture provision). SEND Hierarchy of needs in place for all learners.

Rooted in the Christian faith and embracing all within the community, we encourage, enrich and enable everyone to be the best they can be.

Nurture provision is in place to support children who need additional support, beyond the classroom.

Staff have direct access to mental health support if needed.

Pupil Parliament provides children with the space to be involved in whole school reform.

Whole school CPD focusing on mental well-being, restorative approaches.

Financial commitment allocated to ensure relational strategies are prioritised.

Whole school learning behaviours are in place to ensure children have the tools to embrace challenge.

Learning behaviours provide pupils (and staff) with the tools to embrace challenge.

Staff are trained in Restorative practice principles and can apply this when supporting conflict.

Mental Health Trained Staff

Evie (the school dog) supports individual children and staff.

Connection with parents and the wider community is highly effective.

Collective worship provides staff and pupils a safe place to set boundaries, self-reflect as well as highlight the importance of belonging to the St Mary's family.

There is an open-door policy for parents to come into school whenever needed.

Children are prepared for the next stage of their educational journey.

Children make good progress as a result of highly effective provision throughout school.

Relational Strategy

Intent - Why?

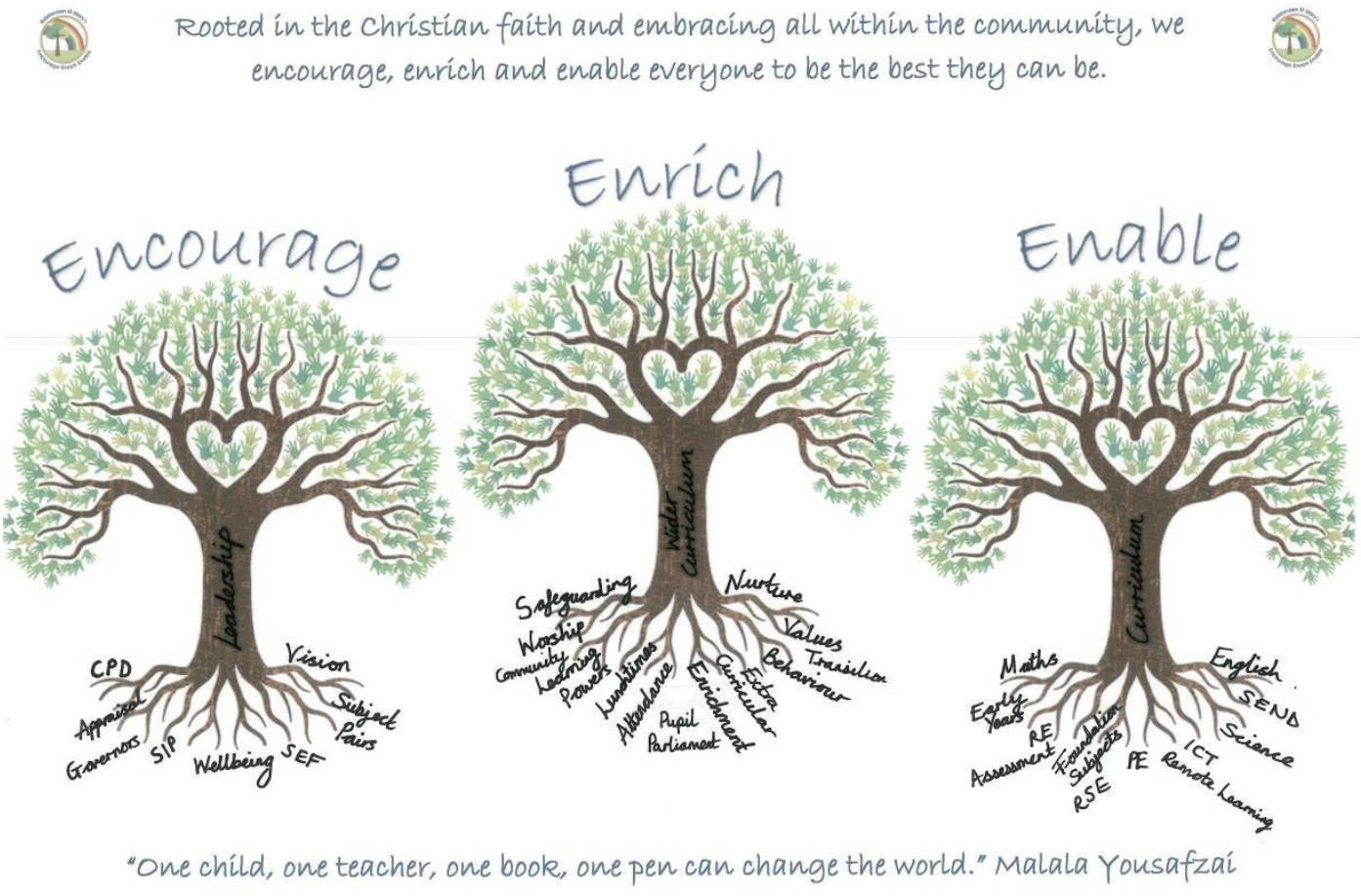
Our whole school vision at Riddlesden St Mary's is:

Rooted in the Christian faith and embracing all within the community, we encourage, enrich and enable everyone to be the best they can be.

Our vision is biblically underpinned by the parable of The Good Samaritan, ensuring no member of the school community is 'left behind' socially, emotionally or academically. The intent of this strategy is to support all stakeholders in understanding and upholding the school vision and by doing so, ensure this forms daily practice.

Relationships form the basis of all school policy and practice. Our vision is built on the work of Rita Pierson and all staff members understand the importance of human connection, ensuring 'every child deserves a champion - an adult who will never give up and understands the power of connection and insists that they become the best they can possibly be.' ***R.Pierson 2013***

We strive to ensure all pupils focus on being the best they can be and this is underpinned by the three E's, 'Encourage, Enrich and Enable.' These are broken down into 3 strands that ensure our whole school offer is highly effective:

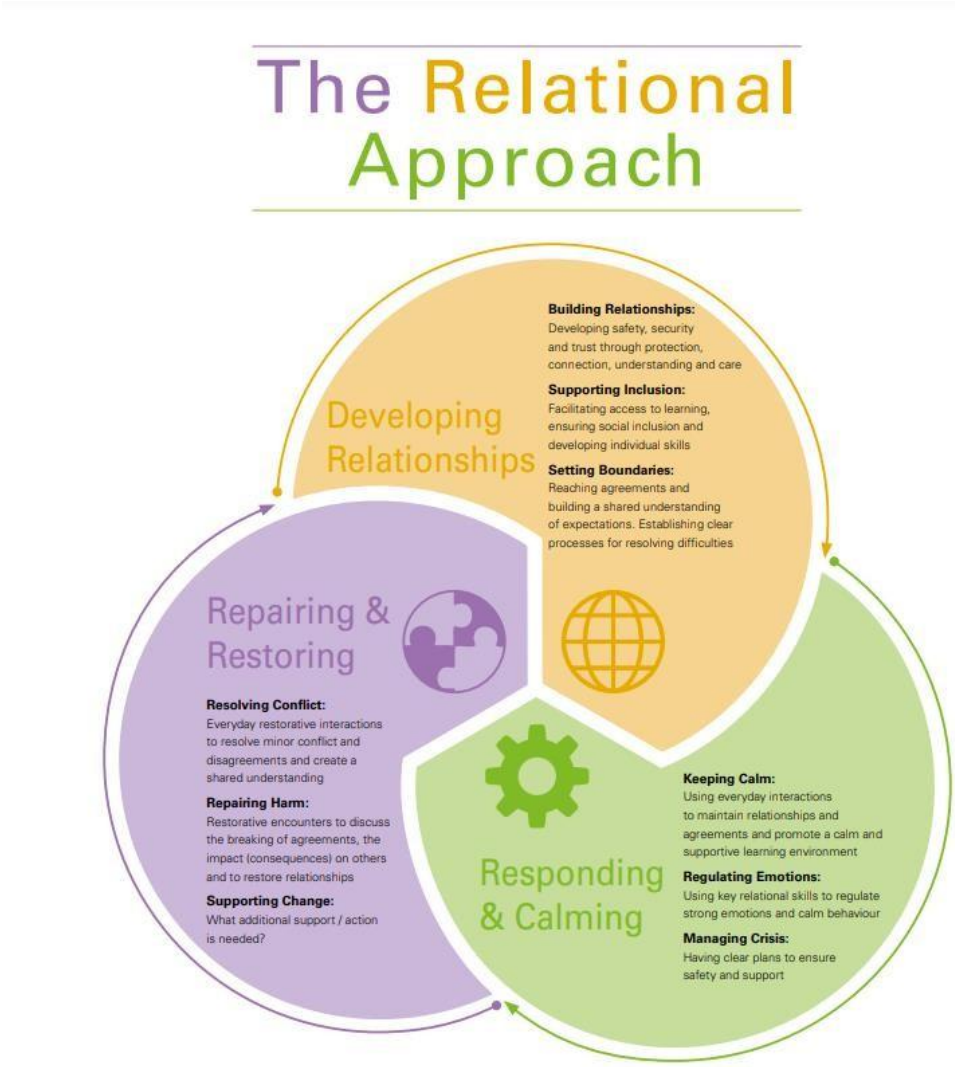


The three core elements of whole school responsibility, 'Leadership, Wider Curriculum and Curriculum' are pupil led and are based on positive relationships between all stakeholders, enabling Riddlesden St Mary's is the best it can be.

According to 'The Children and Young People's Mental Health Taskforce' ***Sep 2014,*** attachment relationships have a direct bearing on a child's capacity to succeed in school. Relationships and a sense of belonging, are key to good mental health for all, but are essential for children who have experienced multiple relational losses.

Implementation – How and what?

This strategy is built on Babcock's relational approach (2019) and is built on the following three principles. These support the implementation element of the strategy:



Babcock's relational model 2019

Note: From September 2023, school will use the Babcock relational support plan to align all relevant policies with the relational strategy. However, all policies are built from our vision statement and are underpinned by strong relationships.

Developing Relationships

This section focusses on building relationships, supporting inclusion, setting boundaries

Implementation Part 1 – What is done by leaders?

Building relationships – CPD opportunities have been provided to support strong relationships. These include two lesson study cycles (focussing on building resilience and all behaviour is a form of communication), Marie Gentles Magic Behaviour and Paul Dix and working restoratively. Relationships have been a strong focus at Riddlesden St Mary's for a number of years. The whole school vision ensures all stakeholders are supported to be the best they can be.

In addition, our vision is biblically underpinned by the parable of the Good Samaritan. In taking up Jesus' challenge to 'love our neighbour, as we love yourselves', the parable provokes us to consider who our neighbour really is.

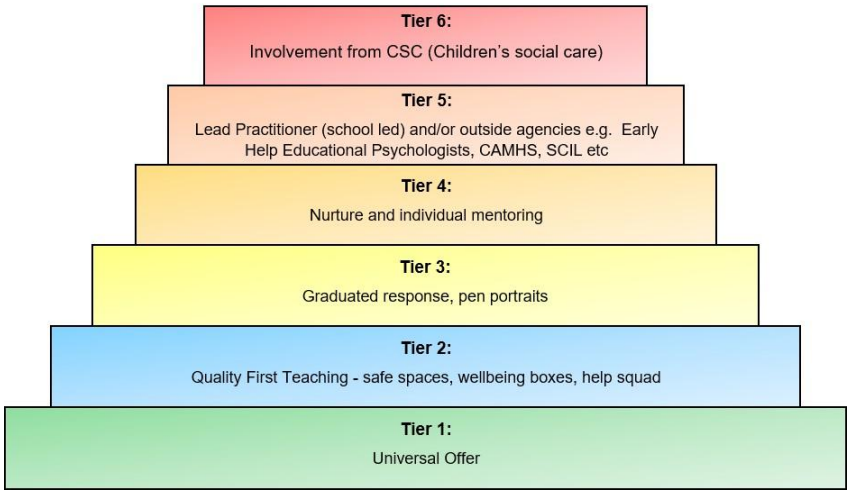
The man who was attacked was unsupported by those who were meant to be 'good'. It was the Samaritan, a man who at that time may have been perceived as the enemy, that stopped and helped, going way beyond what might have been expected. This is being a neighbour.

At Riddlesden St Mary's, the love and support driven through our vision, is extended to everyone – pupils and adults alike. We welcome all as our neighbour and seek to be a neighbour to others. We go above and beyond for those in need and we speak out with courage when people are in need, being hurt, bullied or marginalised. As we break down barriers and model hope, we remember that just as others passed the traveller by, we too make mistakes. Yet, love enables us to forgive.

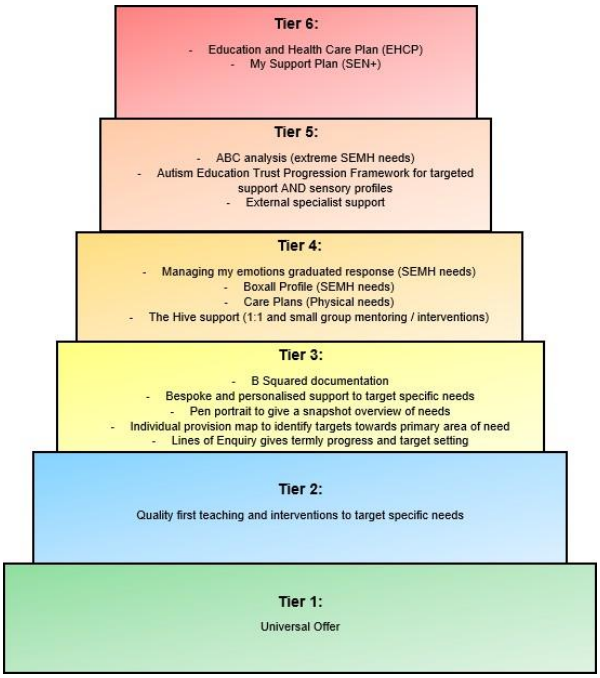
In his actions and his words, the Samaritan demonstrated the love and respect found in our vision, lived out in our community and reminds us of the true value of each person in our care. The good Samaritan is a reminder for us all to always try our best to embrace all within our community and encourage, enrich and enable everyone to be the best they can be.

Supporting inclusion – Leaders have produced a local SEND offer to support all pupils at Riddlesden St Mary's. Please see below the hierarchy of need for both pupils with an identified special educational need and those with identified mental health needs:

Riddlesden St Mary's Safeguarding and Wellbeing Hierarchy of Need



Riddlesden St Mary's SEND Hierarchy of Need



The curriculum adapts to the needs of all pupils, enabling good progress for all (curriculum strategies). Progress is monitored and provision is in place to provide additional support where necessary.

Setting boundaries – Leaders promote the biblically underpinned whole school vision in all they do. Boundaries and expectations are built from the school's 6 core values, supporting pupils to live by these and to demonstrate being a good neighbour.

Implementation Part 2 – What will this look like in the classroom?

Building relationships – Weekly RSE lessons, Picture News, Values sessions and worship provide all pupils with structured learning and a safe space to explore sensitive issues. In addition, class teachers hold regular circles and promote positive relationship between all pupils and adults within the classroom and beyond.

Supporting inclusion – Provision within the classroom is highly effective and the individual needs of all learners are considered. Staff understand the importance of positive mental well-being and are able to respond to the often-complex needs of some individuals within the classroom. Interventions are timely.

Setting boundaries – through direct work focussing on whole school values, learning powers, worship and RSE lessons, pupils are taught about the importance of 'being a good citizen'. They are expected to take responsibility for their actions (with support where needed) and call upon the values of Respect, Courage, Peace, Trust, Forgiveness and Friendship to help them to when faced with a decision of right or wrong. All pupils belong to a 'Values team' and they wear their team hoodie with pride and understand the importance of 'living' all values but being an ambassador for their house.

Responding and Calming

Implementation – Part 1 – What is done by leaders?

Keeping calm – Systems and processes are in place to support staff to respond to situations when there is a need to de-escalate.

Regulating emotions – Our RSE progression document provides pupils tools to be able to regulate their emotions. Well-being boxes are in every classroom for pupils to use.

Managing crisis – All leaders play an active role in supporting teachers and learning support staff to identify known trigger points in order to de-escalate any potential crisis points. Pupils are given the tools when regulated to identify triggers as well as strategies to manage these.

Responsive co-regulation plan - There are personalised plans in place for children who have known vulnerabilities and therefore display extreme dysregulation. These plans provide adults with key information to support a child in crisis as well as clear steps in place to avoid further crisis.

Implementation – Part 2 – What does this look like in the classroom?

Keeping calm – Classrooms provide all pupils with a safe and welcoming space to learn. For children who often struggle to 'keep calm', they can take themselves to a safe space (sanctuary, regulation station, pond, nurture room) when they need to have the time to regulate before returning to the classroom. Teachers are skilled in their approach and focus on de-escalation strategies at all times.

Regulating emotions – Pupils explore a range of emotions and how to respond when feeling this way. All pupils have access to the class well-being box and are actively encouraged to use this when they need to regulate emotions.

Managing crisis – Graduated response plans are in place to support managing a crisis.

Responsive co-regulation plan – There is a team of adults to support pupils who have an individualised plan to ensure teaching and learning is not impacted. Communication is secure and adults are able to intervene immediately.

Marie Gentles Staff Training ;

Marie Gentles

Her Approach to Behaviour

A relational, compassionate and curious approach that sees behaviour as communication and children as doing the best they can.

1. CONNECTION BEFORE CORRECTION



Build strong, trusting relationships.
Children need to feel safe and valued before they can learn to regulate and make good choices.

SEE THE CHILD, NOT JUST THE BEHAVIOUR

Understand the why.
Meet the need.
Build the relationship.
Then we can teach.

2. BEHAVIOUR IS COMMUNICATION



Every behaviour is telling us something.
It communicates an unmet need, feeling or difficulty.
Our job is to listen with curiosity.

3. CURIOSITY OVER JUDGEMENT



Instead of asking 'What's wrong with you?' ask 'What's happened to you?'
Curiosity opens doors; judgement closes them.

4. CO-REGULATION



Children can't regulate when they are overwhelmed.
Our calm, steady presence helps them feel safe, regulated and ready to learn.

5. CONSISTENT, CALM ADULT RESPONSES



Clear, consistent boundaries delivered with warmth and respect.
Stay calm, stay kind, stay curious.
The how matters as much as the what.

6. FOCUS ON REPAIR, NOT PUNISHMENT



When things go wrong, repair the relationship.
Help children learn, reflect and make better choices rather than punishing them for struggling.



7. SEE THE WHOLE CHILD



Consider their past experiences, family, strengths and challenges.
Support the whole child, not just the behaviour.

> "Children do well if they can.
> If they can't,
> we need to find a better way."
> – Marie Gentles

A DAILY REMINDER

- Stay connected
- Stay curious
- Stay calm
- You make the difference

Relationships change everything.

Repairing and Restoring - Working restoratively

Implementation – What does this look like?

At Riddlesden St. Mary's, we have high expectations of our pupils and always encourage individuals to make the right choices.

Our Expectations:

We are Riddlesden St Mary's CE Primary School

Rooted in the Christian faith and embracing all within the community, we encourage, enrich and enable everyone to be the best they can be.

Go and do likewise. Luke 10:37

Our 3 school rules are to be, 'Ready, Respectful and Safe'.

I use these rules at all times to check whether the decisions I make show that I am being respectful, I am ready for learning and I am keeping myself and others safe.



Our whole school values are Respect, Peace, Courage, Forgiveness, Trust and Friendship. These values help me to be a responsible member of the community and indeed the world.



Resilience, Resourcefulness, Perseverence and Reciprocity are our key learning powers.

Learning powers help me to be the best I can be, especially during learning time!

However, we accept that sometimes individuals can struggle to make the right decision and conflict which causes harm can occur. On such occasions, we use restorative approaches to help pupils understand the impact of their actions and think about how to put it right. It is about working with individuals involved in an incident, offering support, nurture and encouragement alongside setting clear boundaries and expectations of behaviour.

Restorative approaches enable those who have been affected by an incident or conflict to convey the impact of the actions to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used to prevent relationship damaging incidents from happening and to resolve them if they do happen. It avoids laying blame or deciding who was at fault or who is telling the truth; instead focusing attention on how an incident has made people feel and what can be done to put things right – restoring relationships.

Forming strong relationships is a key foundation of working restoratively. In order for individuals to empathise with how words or actions have made another person feel, individuals need to have formed a relationship based on mutual respect. This is done through regular class circles where each member of the class shares their thoughts and feelings. These are done regularly throughout the week as a 'check in' and are also held as and when they are needed to address any issues arising.

Should any incidents of conflict occur where harm has been caused, either verbal or physical, it will be dealt with restoratively. When all individuals affected by the incident are ready to talk about what has happened, a

restorative circle is held. All individuals are asked the same restorative questions. The language used is very fair, calm and respectful.

The questions are:

- What happened?
- What were you thinking about when it happened?
- What thoughts have you had since it happened?
- Who do you think has been affected by what happened?
- How have they been affected?

All individuals in the restorative circle have their opportunity to answer the questions and they must all listen to the responses the others give.

Once all individuals in the circle have had their say about what happened, the following question is asked:

What do you think needs to happen to put things right?

This question encourages people to think about what needs to happen to resolve the situation and move forwards.

It is here where individuals may suggest that a consequence should be put in place to ensure that the person who has caused harm is given time to reflect on their actions. It may be that individuals decide that an apology for their actions is required. It may be that the person who has caused harm has shown remorse for their actions throughout the duration of the restorative circle and individuals feel happy that no further action is needed. It is the responsibility of those individuals involved in the circle to make those decisions. The key principle is to ensure that relationships are restored in a fair, peaceful and respectful way.

Parents will always be notified of any incidents which have occurred and informed of relevant details from the restorative conference held, as well as any actions taken to support the restoration of relationships. Where appropriate, parents may be invited to participate in the circle. Relevant staff members will also be informed of any restorative circles held, in particular the learning mentor if it is felt to be appropriate to refer individuals for any further mentoring. These incidents must be recorded on CPOMS.

Impact – So what?

As a result of this strategy, the intended impact is:

- All stakeholders have a deep understanding of the whole school vision, the importance of human connection and how this enables all pupils to be the best they can be.
- Pupils and staff are can recognise dips in their well-being and know when and where to seek support.
- Connection with parents and the wider community is highly effective.
- Children make good progress as a result of highly effective provision throughout school.
- Children are prepared for the next stage of their educational journey.

This strategy encompasses:

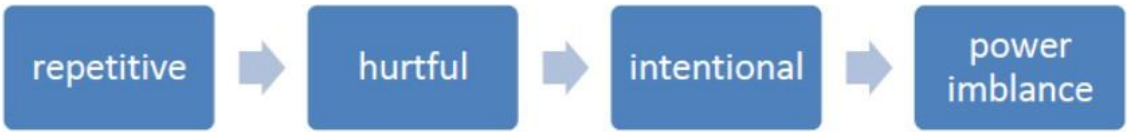
- The SEND local offer
- Mental health and well-being policy
- Safeguarding policy
- Curriculum offer
- Wider curriculum offer
- Behaviour policy

Anti – Bullying

Riddlesden St Mary's Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a supportive manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with a member of SLT. A clear account of the incident will be recorded on CPOMS. All staff will be informed so that close monitoring/ investigations can begin. Parents of both parties will be informed.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. At Riddlesden St Mary's Primary School, our definition of bullying is: ***"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"***



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence

- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. In our school we do this by:

- Using RSE, worship and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. RSE, Citizenship, values, circle time.
- Secure the safety of the target of bullying. Take actions to stop the bullying from happening again. Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. RSE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills and refer to our Nurture Team where necessary to provide extra support.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

•A trusted adult

• Their class teacher/LSA

• There is a help squad run by KS2 children where children can report their concerns if they do not feel confident speaking to an adult. Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher / tutor. When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Responding to Bullying



We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through informal pupil questionnaires and School Council meetings. All staff are required to record any incidents on CPOMS.

Procedures for parents:

•If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at and monitors the situation carefully.

•If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher/ Senior Leader.

•The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.

•Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.

•The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

•If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy. All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

Extreme Behaviours

Some children exhibit particular behaviours for various reasons this could be thing such as, negative early childhood experiences and family circumstances to name just a few. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Staff understand the importance of building strong relationships with each individual child. These children will have bespoke school plans. All staff working with these children have access to their bespoke plan and can also be accessed via CPOMS. These school plans are reviewed regularly with the child's parents/ carers and teacher/ LSA.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort. Plans of individual children, that have been agreed by their parent, MUST be followed. The school will record all serious behaviour incidents on CPOMS.

Exclusions

Exclusions will occur only in extreme circumstances and at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include an internal inclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Riddlesden St. Mary's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Use of Reasonable Force Policy (see below)* and should call for support if needed.

All staff should report incidents directly to the Headteacher or Deputy via CPOMs and where needed complete a reasonable force form. We appreciate these incidents can cause distress for the adults involved and we would advise all staff members to speak with a member of SLT should this occur.

Whilst incidents of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

In addition to the above, Riddlesden St Mary's CE Primary follow the government guidelines. For further information please visit their website using the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE

Key Points

1. Definitions

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to Prevent pupils from hurting themselves or others, damaging property, or causing disorder.

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave Prevent a pupil:
- who disrupts a school event, trip or visit
- Leaving the classroom where this would risk their safety or disrupt others
- from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on CPOMS and any use of reasonable force must be recorded on the Reasonable Force Form and handed to a member of SLT. It may be necessary to record an incident on a Serious Incident Report (SIR form).

	REASONABLE FORCE / RESTRICTIVE INTERVENTION — INCIDENT RECORD *Complete as soon as practicable, preferably on the same day. Record factual information and the professional judgement behind the intervention.*

1. PUPIL AND INCIDENT DETAILS

Pupil name:	**Class / year:**
Date:	**Time:**
Location:	**Staff involved:**

2. CIRCUMSTANCES AND IMMEDIATE RISK

Reason for intervention — tick all that apply: ☐ Injury to self ☐ Injury to another ☐ Criminal offence ☐ Damage to property ☐ Disorder ☐ Other: _____

What happened immediately before / during the incident?

3. PREVENTION AND DE-ESCALATION

Strategies attempted / considered: ☐ Calm communication ☐ Clear instruction ☐ Choice ☐ Processing time ☐ Redirection ☐ Change of adult ☐ Remove trigger ☐ Move space ☐ Regulation time ☐ Support from another adult ☐ Other

Why were these strategies insufficient to manage the immediate risk?

4. NECESSITY AND PROPORTIONALITY

Why was the physical intervention necessary at that point?

Why was the action proportionate? Explain why the type, degree and duration were appropriate, including why the least amount of force for the least amount of time was used.

5. DETAILS OF INTERVENTION

Type of force: _____	**Duration:** _____

Pupil moved? ☐ No ☐ Yes (if yes, to where?) _____

6. WELFARE, INJURIES AND FOLLOW-UP

Pupil injury? ☐ No ☐ Yes _____	**First aid / medical? ☐ No ☐ Yes** _____
Staff / other injury? ☐ No ☐ Yes _____	**Support provided:**

7. PARENT / CARER NOTIFICATION AND REVIEW

Parent / carer notified? ☐ Yes ☐ No ☐ Exception	**Date / time / method:**
If not notified, reason:	**Follow-up / support / plan or risk assessment changes:**

8. STAFF DECLARATION AND LEADERSHIP REVIEW

Staff declaration: I confirm this is an accurate factual account and I have recorded why I considered the intervention necessary and proportionate.	**Staff name / signature / date:**

Enrichment

As part of the wider In line with our whole school vision, the enrichment programme was launched in September 2019 to provide pupils with the opportunity to try new things by exploring and developing interests beyond the classroom. Learning wider skills benefits children in the long term. It not only helps them develop confidence and social skills from a young age, but enrichment is considered critical because the brain is developing so rapidly. Research shows that learning art, music and other enrichment skills can help children excel in many ways. The best learning incorporates physical learning – this involves handling, observing, thinking and doing. Learning how to learn and having the opportunity to explore new ways to learn is part of our whole school vision, both in the classroom and beyond.

The enrichment package focusses on work-related learning, community participation and personal, social and emotional development.

The enrichment enables children to work in smaller groups and experience 5 enrichment programmes over 5 half terms, these are Art, Cooking, DT, Music and Sport. In the final term, the children the children will have swimming lessons in the 'pop-up' swimming pool as their 6th enrichment. Each programme has a theme and where possible, the themes offered progression as children move through the years.

