



Mellor St Mary CE Primary School
Believing, Learning and Sharing Together



*Believing, Learning &
Sharing Together*

Restrictive Interventions Including Use of Reasonable Force & Seclusion Policy

April 2026

At Mellor St Mary CE Primary School we believe that each and every one of us are special because we are made in the image of God and we must avoid at all cost diminishing the dignity of any individual to a stereo type or a problem.

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family. We believe in lifelong learning aiming to equip our children to live life today and for tomorrow rooted in Christian love.

Our teaching and learning ethos is underpinned by the scripture '*For with God nothing shall be impossible*' (Luke 1:37) and we believe that every child has the right to reach their full potential, no matter what their starting point in life, or their individual needs may be. Ultimately our curriculum is intended to:

- Develop our head and body: What we learn
- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world

In order to do this, our children are made aware that while their behaviour may be unacceptable, they as people will always be accepted and loved. **Inappropriate behaviours will be condemned not the child.** This also applies to those children who find it very difficult to regulate their own behaviours due to developmental, emotional, adverse childhood experiences and or mental health conditions.

Mellor St Mary CE Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. We implement a whole-school deescalation approach to managing behavioural concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. Through proactively minimising the need to use restrictive interventions/reasonable force and through a right help at the right time approach by all adults in school, children can self-regulate removing the need to take more formal restrictive approaches or reasonable force actions.

The adults within our school community are expected to be good role models for the behaviour of the children, just as is Christ is for us. All school codes of behaviour apply to everyone, and all aspects of this policy apply to all learning activities both in and out of hours learning. If restrictive approaches or reasonable force actions are needed, this policy gives clear direction to all stakeholders about the expectations and legal responsibility to always safeguard and promote the welfare of children in our school.

Purpose of This Policy

This policy aims to keep pupils and staff safe, ensure lawful and proportionate use of reasonable force, minimize restrictive interventions, protect the dignity of all pupils (especially those with SEND) and ensure restorative follow-up and reflection. It sets out:

- when restrictive interventions, including reasonable force and seclusion, may be used
- how staff will minimise the need for such interventions
- recording and reporting duties (statutory from April 2026)

- support for pupils and staff following incidents including learning points and reparations
- how the school ensures safe, lawful and proportionate practice

This policy is based on the **DfE guidance: *Restrictive Interventions, Including use of reasonable force, in schools (April 2026)*** and aligns with statutory and non-statutory guidance governing the use of reasonable force in schools. This policy should be read alongside the following linked school policies:

- Behaviour Policy, which includes a Restorative Justice approach
- Respecting All anti bullying Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Health and Safety Policy
- Equality and Accessibility Policy
- Staff Code of Conduct
- Complaints Policy
- Record Keeping and Data Protection Policy.

Relevant Legislation

This policy is informed by and must be implemented in line with the following legislation and statutory guidance:

- Education and Inspections Act 2006 – Sections 93 and 93A (recording and reporting significant incidents involving the use of force).
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- DfE: Restrictive Interventions, including Use of Reasonable Force in Schools (April 2026) – statutory guidance which governing bodies must have regard to.
- Equality Act 2010 – reasonable adjustments for pupils with SEND.
- Human Rights Act 1998.
- Health and Safety at Work etc. Act 1974.

Definitions (DfE 2026)

The DfE defines:

- **Restrictive intervention:** “a means to prevent, restrict, or subdue movement of the body” (DfE, p.5)
- **Reasonable force:** using “no more force than is necessary for the least amount of time” (p.5)
- **Seclusion:** keeping a pupil confined and preventing them from leaving (p.5)
- **Significant incident:** any incident where force goes beyond normal appropriate contact (p.5)

What counts as a “significant incident”

A **significant incident** is defined as **any incident where staff use force beyond ordinary, appropriate physical contact**, including:

- Physical restraint
- Physical force used to enforce a non-physical restriction
- Any intervention that restricts a pupil's movement beyond routine contact

This definition applies **regardless of intent**, including where force is used to keep a pupil or others safe.

Who Can Use Reasonable Force?

"All members of school staff have a legal power to use reasonable force" (p.6)

This includes teachers, support staff, lunchtime supervisors, and volunteers authorised by the headteacher. However, our school prioritizes prevention and de-escalation through strong relationships, calm environments, emotional regulation strategies and restorative conversations.

Mellor St Mary CE Primary school recognizes that pupils with SEND may experience heightened distress and commits to reasonable adjustments, co-produced behaviour support plans and proactive strategies. Reasonable force may only be used to prevent harm, crime, damage or serious disruption and must always be necessary, proportionate and used for the shortest time possible.

When Reasonable Force May Be Used

Staff may use reasonable force to prevent a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder (p.6)

Force **must never** be used as punishment (p.7).

Additionally, Headteachers and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a **legally prohibited item** (p6). The list of prohibited items is as follows (*DfE Searching, Screening and Confiscation in Schools July 2022*):

- knives and weapons
- alcohol
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of; any person (including the pupil).

- An article specified in the regulations:
 - Tobacco and cigarette papers,
 - Fireworks; and
 - Pornographic images.

Unacceptable Uses of Force

As a school, we recognise that there are occasions where physical contact may be necessary to keep individuals and the wider community safe. In line with DFE Guidance (p7) we will not grant any requests by parents or staff members not to use reasonable force and/or restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. Examples include:

- Giving first aid
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space that they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons

The following are **strictly prohibited**:

- any force used as punishment
- any restraint affecting breathing, airway or circulation
- pressure on the neck, chest or abdomen
- prone (face-down) restraint
- holding a pupil on the ground unless unavoidable, and then only briefly (p.7)

Seclusion

Seclusion may only be used:

- as a **safety measure**
- when a pupil is experiencing “high levels of emotional or behavioural dysregulation” (p.8)
- never as a disciplinary sanction (in response to deliberate or wilful behaviour).
- never through threat of punishment

The space must be safe, supervised, and the pupil must be allowed to leave as soon as the risk reduces (p.8).

All seclusion incidents **must be recorded and reported** – *see reporting section for further information* .

It should be noted that there are disciplinary measures that are similar, such as removal from the classroom (p22 DFE Behaviour in School Guidance Feb 2024)

Minimising the Need for Restrictive Interventions

Mellor St Mary CE Primary School is committed to prevention and de-escalation of behaviour. We aim to do this by ensure that the right adult intervenes at the right time through:

- nurturing relationships and trust
- adapting the environment to reduce triggers
- ensuring everyone knows our whole-school behaviour expectations
- providing staff training in communication, tone of voice and de-escalation
- early intervention, emotional co regulation, emotional coaching and pastoral support
- analysing incident data to reduce future need (p.9)
- Below are examples of how de-escalation of behaviour can be achieved and strategies that can be implemented:

De-escalation Strategies

Adult approach

- Calm, slow and reassuring tone of voice
- Neutral facial expression and open, non-threatening body language
- Reduced verbal input (short, clear statements)
- Giving space and avoiding crowding
- Avoiding power struggles, ultimatums or public correction

Environmental adjustments

- Reduce noise, lighting or visual clutter
- Remove or distance peers where appropriate
- Change seating or positioning in the room
- Offer access to a quiet or low-stimulus space
- Provide sensory adaptations (ear defenders, fiddle tools, movement breaks)

Reducing demands

- Temporarily pause or reduce task expectations
- Break tasks into smaller steps
- Allow additional processing time
- Offer an alternative task or activity
- Delay non-urgent conversations or consequences

De-escalation Strategies

Distraction and redirection

- Redirect attention to a preferred interest
- Introduce familiar or comforting objects
- Change activity or location
- Use purposeful movement (e.g. errands, walking)
- Engage in a simple, regulating task

Communication support

- Use visuals, symbols or written prompts
- Reduce reliance on verbal instructions
- Offer alternative ways to communicate needs (cards, gestures, technology)
- Check understanding without pressuring for verbal responses

Relationship-based strategies

- Use a trusted adult who knows the pupil well
- Maintain predictable routines and transitions
- Repair relationships after incidents
- Ensure pupils feel listened to and supported

De-escalation and Restrictive Interventions

Statutory expectation: prevention first



Restrictive Intervention is the TOP of the ladder – NOT the starting point!

Appendix 1 provides an Emotional First Aid Plan template which can be used to plan and review:

- Individual triggers and early warning sign profile
- The implementation of personalised behaviour or support plans
- Review strategies with pupils and parents
- Adjust approaches following incidents

Appendix 2 provides a draft Behaviour Risk Assessment / Positive Handling Planning document

Considerations Before Using Any Restrictive Intervention

All staff must consider:

Is it necessary?

- Are there safer, less restrictive alternatives?

- Will intervention reduce risk or escalate it? (p.10)

Is it proportionate?

- Use the **least amount of force** for the **shortest time**
- Consider age, size, SEND, medical needs, vulnerabilities (p.10)

Have you considered the pupil's welfare?

- Always maintain dignity
- Communicate clearly to the pupil what is happening, why, and explain what the pupil needs to do (for children with speech and language difficulties or English as an additional language, verbal and non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Consider trauma, sensory needs, communication difficulties (p.10-11)

Pupils with SEND

The DfE Guidance notes that pupils with SEND may be disproportionately affected by restrictive interventions (p.11). As a school, we recognise that pupils with SEND may experience heightened distress and commit to reasonable adjustments which include co-produced behaviour support plans and proactive strategies. Our aim is to understand individual pupil needs and ensure staff know pupils well to help identify and manage risk. This includes:

- Removing stimuli that may cause distress
- Change body language, facial expression, and/or tone of voice
- Support the pupil to express their emotions before getting overwhelmed
- Engaging the pupil in an activity which can help them manage their feelings of anxiety
- Distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

We will therefore:

- understand triggers (with the aim of reducing the likelihood of challenging behaviour occurring)
- adapt the environment
- co-produce behaviour support plans with parents which outline adjustments that need to be made
- include agreed supportive physical contact where appropriate
- complete risk assessments where needed
- review plans after any significant incident (p.11-12)

Staff Training

In line with DfE guidance, Staff likely to need to use reasonable force and restrictive interventions will receive appropriate training that:

- reflects DfE 2026 principles as stipulated in *Use of Restrictive Interventions and Reasonable Force Guidance April 2026*.

- enables staff to judge when it is appropriate to use restrictive interventions and reasonable force (including in situations where quick decisions are needed).
- includes de-escalation, risk assessment and safe physical intervention
- is refreshed regularly

The staff currently trained in positive handling are:

J Embley-Peers Headteacher (September 2026)

C Blackburn Deputy Headteacher (September 2026)

A Birchall Teacher (September 2026)

E Porter Brown HLTA (September 2026)

Recording Significant Incidents (Statutory from April 2026)

As stipulated in the DFE guidance, the school must record **every significant incident involving use of force** (p.14). Records must be made **as soon as practicable**, ideally the same day. All significant incidents involving force must be recorded and reported in line with statutory guidance and followed by restorative reflection to repair relationships and inform learning.

In Mellor St Mary CE Primary School we do this by recording:

- names of pupil and staff
- relevant needs/SEND
- time, date, location, duration of the intervention
- what led to the incident (were there known triggers?)
- brief account of the incident
- witness statements (where available)
- de-escalation attempted / used
- type and degree of force used
- injuries sustained
- post-incident support (medical treatment etc) (p.14)
- How parents were informed and when

Reporting to Parents (Statutory from April 2026)

The school must report each significant use of force to parents **as soon as practicable**, ideally the same day (p.15). In Mellor St Mary CE Primary School, these reports include:

- time, date, location, duration
- brief account of why the intervention was assessed as necessary in that instance
- type and degree of force used

- details of any injuries sustained (p.15)

Exceptions apply only if reporting would cause serious harm to the pupil.

Parents should be invited into school to have a follow up discussion about the incident where appropriate. This could involve a discussion about:

- ✓ any behavioural triggers or warning signs of an impending incident
- ✓ whether any agreed behaviour support plans were followed
- ✓ what de-escalation strategies were used and how effective they were
- ✓ what might be done differently in the future

Such information may be used to amend any existing behaviour support plans as needed.

Recording and Reporting Seclusion

In the event of a child being secluded, all seclusion incidents will be:

- recorded (by the staff members involved on the same day)
- reported to parents (on the same day)
- analysed for patterns and safeguarding concerns (p.16)

Mellor St Mary CE Primary school will record the following details as a minimum:

- ✓ names of pupil and staff directly involved
- ✓ time, date, location and approximate duration of the intervention
- ✓ any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- ✓ brief account of why the intervention was assessed as necessary in that instance
- ✓ details of any physical injuries sustained, if applicable
- ✓ any post incident support, such as details of any medical treatment for injuries or other adverse impacts

Parents will be invited into school to have a follow up discussion about the incident where appropriate. This will involve a discussion about:

- ✓ any behavioural triggers or warning signs of an impending incident
- ✓ whether any agreed behaviour support plans were followed
- ✓ what de-escalation strategies were used and how effective they were
- ✓ what might be done differently in the future

Post-Incident Support

Following any form of reasonable force / restrictive practice incident, we will facilitate restorative reflections to repair relationships, learn lessons and adjust support where necessary. We will also offer

- medical assessment where needed
- provide emotional support
- review behaviour plans and risk assessments with parents and pupils

- support any pupils who witnessed the incident (p.12-13)

Complaints and Allegations

The use of restrictions, reasonable force or seclusions can be very traumatic for all those involved and can cause heightened emotions and reactions. Parents may not agree with the decisions made or actions taken and therefore they have a right to complain. In Mellor St Mary CE Primary we will:

- handle all complaints through the school's Complaints Policy.
- handle allegations against staff by following statutory safeguarding procedures.

Monitoring and Review

Governing Board statutory duties

In Mellor St Mary CE Primary School, the governing body **must** ensure that we have a robust, complaints procedure in place which includes:

a) Recording (statutory)

- **Every significant incident** of use of force is recorded **in writing**
- Records are made **as soon as practicable** and **no later than the same day**
- Records include required statutory detail (who, when, where, why, actions taken, injuries, and follow-up support)

b) Reporting to parents (statutory)

- **Parents must be informed in writing** of every significant incident
- This should happen **the same day wherever possible**

Reporting is required **even where parents have previously agreed** to restrictive interventions within a behaviour support plan

The Headteacher / SENCO / SLT and Governing Body will:

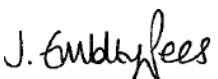
- monitor incident data
- identify patterns and triggers to interrogate the effectiveness of pupil support measures (sharing this information with those who work with those pupils to better support them)
- identify areas of learning and development for school staff
- ensure compliance with statutory duties
- review this policy annually or sooner if guidance changes

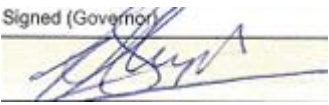
Communication of This Policy

The policy will be shared with:

- all staff
- parents
- governors
- pupils (in an age-appropriate format)

It will be published on the school website.

Signed:  (Headteacher)

Signed:  (Chair of Governing Body)

Date Approved by Governors: October 2026

Review date: **October 2027**



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Recording Form for Significant Restrictive Intervention Incidents

Pupil Name:	Date of Birth:	Year Group/Class	Relevant SEND or Medical Needs
Staff Involved: Names and roles			
Incident Details	Date and Time of Incident	Location	Duration of Intervention
Description of Incident Leading to Intervention:			
Intervention Details:	Type of Restrictive Intervention Used (e.g., reasonable force, seclusion)	Description of Force Used (including degree and duration):	Injuries Sustained (if any):
Post-Incident Support:			
Behaviour Plan or Risk Assessment Reviewed (Yes/No):	Medical Assessment Provided (Yes/No):	Emotional Support Offered (Yes/No):	Restorative Conversation Held (Yes/No):
Reporting:	Date and Time Parents/Carers Notified:	Summary of Information Provided to Parents/Carers:	Any Exceptions to Reporting (and Reasons):
Additional Notes:			Staff Signature: Date:



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Staff Quick-Reference Flowchart for Restrictive Interventions

Purpose: To guide staff through the decision-making process for using restrictive interventions in line with statutory requirements and best practice.

1. Assess the Situation

- a. Is there an immediate risk of harm to the pupil or others?
- b. Is the behaviour likely to cause injury, damage, or disorder?

2. Consider Alternatives

- a. Can the situation be de-escalated verbally or through other non-physical means?
- b. Are there safer, less restrictive options available?

3. Decide on Intervention

- a. Is restrictive intervention necessary and proportionate?
- b. Use the least amount of force for the shortest time.

4. Implement Intervention Safely

- a. Ensure staff involved are trained.
- b. Avoid prohibited practices (e.g., prone restraint, pressure on neck).

5. Record the Incident

- a. Complete the statutory recording form as soon as practicable (on the same day).
- b. Include all required details (pupil, staff, incident, intervention, support).

6. Report to Parents

- a. Notify parents/carers as soon as practicable, on the same day.
- b. Provide clear information about the incident and intervention.

7. Post-Incident Support

- a. Offer medical and emotional support to pupil and staff.
- b. Hold restorative conversations.
- c. Review behaviour plans and risk assessments.

8. Review and Reflect

- a. Analyse incident data for patterns.
- b. Adjust policies and training as needed.



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BEHAVIOUR RISK ASSESSMENT / POSITIVE HANDLING PLAN

NAME:

CLASS:

YEAR:

STATEMENT OF SEN:

REVIEW DATE:

updated

ADDITIONAL INFORMATION:

eg Background information Medical Data: known medication/Asthma/Nose bleeds etc

•

IDENTIFIED RISKS *add examples / remove from the list below to ensure it reflects the individuals needs.*

Risk to Self

- Verbal threats of self-harm when emotionally dysregulated
- Running from safe spaces
- Reduced awareness of personal safety during periods of high distress

Risk to Others

- Verbal threats towards peers or adults when dysregulated
- Seeking sharp objects (e.g. knives) when overwhelmed
- Physical aggression (pushing, hitting, throwing objects)

Risk to Environment

- Disruption to learning environment
- Potential damage to property during distress episodes

TRIGGER BEHAVIOURS: (Describe situations/behaviours which are known to have led to Positive Handling being required)

- ☐ Sudden changes or transitions
- ☐ Perceived rejection or loss of adult attention
- ☐ High sensory demand (noise, crowds, bright lights)
- ☐ Unstructured times (lunchtime, transitions, supply staff)
- ☐ Task demand when emotionally unsettled
- ☐ Feeling misunderstood, blamed, or shamed
- ☐ Fatigue / hunger / emotional overload

Early Warning Signs

- Increased agitation or restlessness
- Verbal resistance or repetitive language
- Withdrawal or refusal
- Fixation on perceived unfairness

- Escalating language or tone
- Seeking exits or scanning the environment
- Flee – leaving the classroom or area.

Triggers are cumulative. Behaviour escalation typically follows unmet emotional or regulation needs.

RISK LEVEL

- **Likelihood:** Medium–High during dysregulation
- **Impact:** High
- **Overall Risk Rating:** High (managed with controls)

PREVENTATIVE & POSITIVE SUPPORT STRATEGIES *(Primary focus – remove need for behaviour)*

Relational & Attachment-Based Support

- Consistent, trusted adult allocated as key person
- Use of calm, predictable adult responses
- Emotion coaching modelled daily
- Repair and reconnection after incidents (no punitive language)

Regulation & Emotional Support

- Individual regulation plan shared with all staff
- Regular check-ins using visual or emotion scales
- Access to calm, low-stimulus space **before escalation**
- Sensory support (movement breaks, fidget tools, weighted items)
- Explicit teaching of self-regulation strategies when calm

Environmental Adjustments

- Clear routines and advance warning of change
- Reduced unstructured time where possible
- Safe classroom layout with limited access to risky items
- Visual timetables and clear expectations
- Remove all knives from communal areas.

Curriculum & Learning Adjustments

- Chunked tasks with adult scaffolding
- Reduced written demand during dysregulation
- Choice and control offered appropriately
- Focus on success and strengths

RISK MANAGEMENT STRATEGIES (DURING DYSREGULATION)

- Calm, non-threatening adult stance and language
- Reduce verbal input – short, clear phrases
- Do **not** challenge or debate threats in the moment
- Remove audience where possible
- Guide pupil to pre-agreed safe space
- Ensure sharp objects and hazards are inaccessible
- Maintain dignity and safety at all times
- Follow school's positive handling policy **only if required and trained**

Actions if Risk Escalates

1. Immediate adult supervision maintained
2. Remove access to potential hazards
3. SENCo / SLT informed immediately
4. Follow safeguarding procedures if threats persist
5. Parents/carers informed in line with policy
6. Incident logged and reviewed

Actions Following an Incident

- Allow time for emotional recovery
- Restorative conversation when calm
- Reinforce safety, not punishment
- Review triggers and adjust support plans
- Multi-agency involvement considered if risk increases

PREFERRED SUPPORTIVE STRATEGIES: *(should be attempted before positive handling techniques are used).*

1. Verbal advice/support
2. Positive touch e.g. hand holding
3. Remove the trigger if possible
4. Planned positive distractions e.g fidgets, work station trays, sensory circuit, craft, jobs around school, messages to the office,
5. Reassurance
6. Tactical ignoring
7. Negotiation/Partial agreement
8. Choices/limits/consequences
9. Time out offered/directed
10. Do not chase or follow but keep in vision to ensure safe
11. Transfer adult – HT, DHT, trained teacher, trained TA

Others:

Sensory circuit inside in the hall, outside on the field

Gardening work – heaving lifting and digging

Phone call to parents for reassurance

Preferred Handling Strategies: *Amend accordingly and describe the preferred staff responses/holds*

Technique	Standing/Sitting	Number of staff	Break away Techniques
Guided away (two elbows)	Remove items that may cause damage to self or others	2	Hall- space to move, run, lie, remove objects away from others
Use of reassuring voice and calming script with consistent language		2	Hall, Library – sensory tent and calm down zone
Be aware they will run / flee	Do not chase, keep in vision.	2	HT room

REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT (*What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into school?*)

- After an incident ??????? needs time and space to cool down before he can continue with his routine.
- Once back in the classroom a trusted adult will choose their next activity at their workstation and work alongside them using positive and reassuring language before completing work /activities with his peers.
- Acknowledgement of the inappropriate behaviour that caused the initial incident e.g. comic strip ABC drawing in third person, verbal conversation once ??????? is ready. This may not happen straight away and will depend on their mood.

RECORDING AND NOTIFICATION REQUIRED

CPOMS: Y / N

IBP/ ISP: Y / N

Parents informed: Y / N

GB informed: Y / N

Review and Monitoring

- Strategies reviewed regularly with staff team, child and parents
- Risk reassessed following incidents or changes
- Pupil voice included where appropriate

EVALUATION (This section is to be completed during the review) RA updated:

In accordance with DFE Restrictive Interventions including the use of reasonable forces and seclusions in school April 2026, parents/carers will be informed on each occasion that the Positive Handling Plan has been implemented. **Staff authorised to use positive handling techniques in school are:** *Mrs Embley-Peers, Mr Blackburn, Mr Birchall and Miss Porter Brown (TEAM TEACH Trained initially trained October 2025 with annual updates.*

SIGNATURES: Head Teacher:

J. Embley-Peers

Date

Parent / Carer

Date