



|                                     |                                                                                                                                                                                                             |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Policy Name</b>                  | <b>BEHAVIOUR</b>                                                                                                                                                                                            |
| <b>Relevant To</b>                  | <b>Federation</b> <input checked="" type="checkbox"/><br><b>Bidwell Brook Only</b> <input type="checkbox"/><br><b>Ellen Tinkham Only</b> <input type="checkbox"/>                                           |
| <b>Type of Policy</b>               | <b>Model</b> <input type="checkbox"/><br><b>School</b> <input checked="" type="checkbox"/>                                                                                                                  |
| <b>Name of Policy Holder</b>        | <b>Robyn Emmerson / Nikki Burroughs</b>                                                                                                                                                                     |
| <b>Subject/Department</b>           | <b>Teaching &amp; Learning</b>                                                                                                                                                                              |
| <b>Approved By</b>                  | <b>Full Governing Body</b> <input type="checkbox"/><br><b>CBT Governors</b> <input type="checkbox"/><br><b>T&amp;L Governors</b> <input checked="" type="checkbox"/><br><b>SLT</b> <input type="checkbox"/> |
| <b>Version Date (if applicable)</b> | <b>n/a</b>                                                                                                                                                                                                  |
| <b>Date of Last Review</b>          | <b>Summer Term 2026</b>                                                                                                                                                                                     |
| <b>Date of Next Review</b>          | <b>Summer Term 2028</b>                                                                                                                                                                                     |

## CONTENTS

|                                                                     |    |
|---------------------------------------------------------------------|----|
| 1. Policy Objectives .....                                          | 3  |
| 2. Legislation, Statutory Requirements and Statutory Guidance ..... | 3  |
| 3. Policy Aims .....                                                | 4  |
| 4. Federation Philosophy .....                                      | 4  |
| 5. Working with Families .....                                      | 5  |
| 6. Roles and Responsibilities .....                                 | 5  |
| 7. Cultivating Safe, Respectful and Responsible Behaviour .....     | 8  |
| 8. Searching, Screening and Confiscation .....                      | 11 |
| 9. Specific Forms of Unacceptable Behaviour .....                   | 13 |
| 10. The Use of Restrictive Physical Intervention .....              | 15 |
| 11. The Use of Reasonable Force .....                               | 18 |
| 12. Post Incident Procedures .....                                  | 20 |
| 13. Exclusions .....                                                | 23 |
| 14. Training .....                                                  | 24 |
| 15. Monitoring Arrangements .....                                   | 25 |
| 16. Links with Other Policies .....                                 | 26 |
| 17. Appendices .....                                                | 27 |

## 1. Policy Objectives

This policy and associated guidance are designed to safeguard both students and staff. It applies to every member of staff and any other persons having contact with our students under the Federation's supervision. The Federation has high expectations relating to behaviour as part of the ethos, culture and values.

This policy aims to:

- Provide guidance to class teams, parents and carers, governors and other stakeholder on how to support our learners to self-regulate, communicate safely, manage their behaviour and feel safe so that they are ready to learn;
- Create a positive culture that promotes safe and responsible behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a consistent whole-school approach to maintaining high standards of behaviour that reflect the values of the Federation;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## 2. Legislation, statutory requirements and statutory guidance

- This policy reflects the most recent Department for Education (DfE) guidance, including *Behaviour in Schools: Guidance for Governing Bodies*, and the statutory requirement for maintained schools to publish a written statement of behaviour principles. The Federation ensures this statement is reviewed annually and published on the school website.

This policy is informed by the following key legislation and guidance:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion guidance september 23.pdf \(publishing.service.gov.uk\)](#)
- [Use of reasonable force in schools - GOV.UK \(April 2026\)](#)
- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- [Supporting pupils with medical conditions at school](#)

This policy also takes account of the Special Educational Needs and Disability (SEND) Code of Practice [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, it is underpinned by statutory duties set out in:

- Education Act 2002, as amended by Education Act 2011. In particular, Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

This policy should be read alongside guidance on **online safety, peer-on-peer abuse and cyberbullying**.

It also reflects current national expectations to reduce the use of restraint and to ensure robust oversight of restrictive practices, particularly for pupils with SEND and those who have experienced trauma.

### 3. Policy Aims

At the Learn to Live Federation, we uphold a positive and respectful attitude towards children and young people, parents and staff. We believe that:

- All members of the Federation community are equal and are expected to be respectful towards one another;
- All students, staff and carers have rights which in turn bring responsibilities;
- Behaviour is the way we act and respond to people and to situations we find ourselves in;
- Behaviour should be understood and responded to as communication;
- Self-esteem, self-discipline and provision will be raised by recognising and supporting individual abilities, achievements and aspirations;
- Support to develop self-awareness, communication and safe behaviour management are essential for a pupil's well-being, development and all-round safety;
- Any action taken when supporting behaviour must be reasonable, proportionate and in the best interest of our pupils. Any use of restrictive physical intervention is only acceptable as a last resort.

Our support for behaviour intends to:

- Promote positive self-esteem and to encourage self-advocacy;
- Recognise and celebrate positive behaviour;
- Set clear and consistent boundaries which allow students to understand and support their own behaviour;
- Equip pupils with the skills to understand their own behaviour, and eventually be able to problem solve and manage difficult situations. This will enable pupils to access different environments and be fully included;
- Enable each student to maximise their independence in preparation for adult life;
- Develop empathy and respect for self and others.

### 4. Philosophy

The term behaviour support is used in this document as opposed to behaviour management, as it implies the need to consider all aspects of each student's behaviour, rather than just those identified as problem or difficult. Passive, non-assertive behaviours restrict a student's independence and learning as much as those which are perceived as being 'problem' behaviours. Challenging behaviour serves a necessary purpose for an individual, as it is largely learning through a history of interactions between persons and their environment.

Sanctions will not be used as our predominant means of supporting a student's behaviour. This does not however preclude the use of appropriate consequences in order to make students aware there are repercussions for unsafe or inappropriate behaviour. However, disciplinary decisions must always be made to take into account the abilities and needs of the individual. Sanctions and consequences require the student to understand exactly what they have done, the long-term effects and immediate effect on others requiring Theory of Mind.

Multi-Disciplinary Positive Behaviour Support Plans (hereafter referred to as PBSPs) and Federation Positive Support Plans (hereafter referred to as PSPs) (Appendix 1) must operate in the context of a curriculum. The curriculum should strive to provide an instructional context within which a student performs motivating, rewarding, functional and age-appropriate acts in a variety of natural domestic, vocational, recreational and community settings.

Federation PSPs can only be effective if staff have ownership of them. As such, class teams will be involved in their development and implementations; with regular recording and analysis of behaviour to inform a continual review of practice. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to meet staff development needs.

Wherever possible, students should be involved in the development and implementation of their positive support plans. Positive expectations have a positive effect on the behaviour of others. Every student is of equal value and deserving of the same respect.

## **5. Working in Partnership with Families**

We understand the importance of working in collaboration with families to support their child's academic and spiritual, moral, social and cultural development. Open, two-way dialogue is encouraged through telephone conversations, written communication via the Home - School Diary, communication by email, use of Earwig and regular face to face meetings. This facilitates proactive support for families in agreeing and implementing agreed strategies to support behavioural, communication, social, and emotional issues. When behaviour is causing concern, we follow a progressive process:

- Regular communication with families that discusses changes or escalation in behaviour;
- Tracking and analysing behaviour recording on CPOMS;
- Consultation between class teams and CDMT Lead teacher;
- Positive Support Plan and Relational Support Plan pathway begins (Appendix 2 and 3); with regular recording and analysis to inform a continual review of practice with input and guidance from parents/carers and the student if appropriate.

This process allows for multidisciplinary input where appropriate.

## **6. Roles and Responsibilities**

### **6.1 The Governing Body**

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the Executive Head;
- Monitoring the policy's effectiveness;
- Holding the Executive Head to account for its implementation.
- Reviewing patterns of restrictive intervention data
- Ensuring actions are taken to reduce restrictive intervention use over time

### **6.2 The Executive Head**

The Executive Head is responsible for:

- Reviewing this policy in conjunction with the governing body;
- Approving this policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;

- Monitoring that the policy is implemented by staff consistently with all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Ensuring that all incidents involving searching, RPI, reasonable force, and seclusion-like events are recorded in CPOMS and reviewed regularly; ensure patterns are reported to governors termly;
- Reviewing patterns of restrictive intervention data;
- Ensuring actions are taken to reduce restrictive intervention use over time.

### **6.3 Teachers and Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific needs of particular pupils;
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly on CPOMS including a clear factual account, de-escalation steps taken, names of witnesses and follow-up actions. Notifying a member of SLT immediately if RPI or suspected safeguarding concerns are involved;
- Challenging and supporting pupils to meet the school's expectations;
- Work with families and other agencies to ensure a consistent approach to behaviour is utilised in all settings.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **6.4 Parents and Carers**

Parents and carers, where possible, should:

- Get to know the Federation Positive Behaviour Policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Work with their child's school following concerns raised with regards to behaviour ie attending reviews of specific behaviour interventions;
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- Take part in the life of the school and its culture.

The school will endeavor to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the federation policy, and working in collaboration with them.

### **6.5 Pupils**

Pupils have rights to:

- Be valued and respected by staff members;
- Have their right to safety is upheld by others;
- Be within a teaching and learning environment where they are safe from harm from peers;
- Have their efforts and developments nurtured through recognition, encouragement and celebration;
- Be in an environment which recognises and supports their intellectual, physical, emotional and social needs;
- Be part of a school community which recognises rights and responsibilities and where best interests are paramount;
- Express their feelings and be heard in an open, honest and courteous way;
- Have their dignity and right to privacy maintained at times of dysregulation and crisis.

Pupils are taught to be responsible for their behaviour. We teach that good behaviour is respectful, responsible and safe:

### RESPECTFUL, RESPONSIBLE and SAFE!

| RESPECTFUL                                                                                                                                                                                                                                                                                       | RESPONSIBLE                                                                                                                                                                                                                                                                                                                                                       | SAFE                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Looks like</b> <ul style="list-style-type: none"> <li>○ kind facial expressions and body language</li> <li>○ personal distance</li> <li>○ eye contact</li> <li>○ space and time</li> <li>○ signing, symbols and using communication devices</li> <li>○ modelling best practice</li> </ul>     | <b>Looks like</b> <ul style="list-style-type: none"> <li>○ ready to learn</li> <li>○ cooperation</li> <li>○ supportive</li> <li>○ participation</li> <li>○ focused on own learning/development</li> <li>○ following direction</li> <li>○ independence</li> </ul>                                                                                                  | <b>Looks like</b> <ul style="list-style-type: none"> <li>○ hands to self / feet on floor</li> <li>○ controlled movements</li> <li>○ slow down</li> <li>○ thinking before doing</li> <li>○ proper use of resources/equipment</li> <li>○ policies and procedures</li> <li>○ practiced techniques</li> </ul> |
| <b>Sounds like</b> <ul style="list-style-type: none"> <li>○ acceptance</li> <li>○ interest</li> <li>○ encouragement</li> <li>○ calmness</li> <li>○ soft tones</li> <li>○ honesty</li> <li>○ 'excuse me', 'thank you', 'please'</li> <li>○ Key words</li> <li>○ Reassurance, 'it's ok'</li> </ul> | <b>Sounds like</b> <ul style="list-style-type: none"> <li>○ 'I'm sorry', 'I'm proud of you', 'I appreciate you', 'I can do that'</li> <li>○ admitting mistakes</li> <li>○ sharing ideas</li> <li>○ asking questions</li> <li>○ celebrating achievements</li> <li>○ permission</li> <li>○ self-discipline</li> <li>○ positivity</li> <li>○ taking turns</li> </ul> | <b>Sounds like</b> <ul style="list-style-type: none"> <li>○ non-threatening words</li> <li>○ telling the truth</li> <li>○ listening</li> <li>○ 'I trust you', 'I feel comfortable'</li> <li>○ sharing information sensitively</li> <li>○ consistency</li> <li>○ asking for help</li> </ul>                |
| <b>Feels like</b> <ul style="list-style-type: none"> <li>○ self esteem</li> <li>○ valued, important</li> <li>○ understanding</li> <li>○ feelings and beliefs matter</li> <li>○ accessibility</li> <li>○ together, not alone</li> <li>○ friendly</li> <li>○ help hugs, side squeeze</li> </ul>    | <b>Feels like</b> <ul style="list-style-type: none"> <li>○ proactive rather than reactive</li> <li>○ productive</li> <li>○ participative</li> <li>○ thorough</li> <li>○ directed</li> <li>○ control</li> <li>○ proud of best effort</li> <li>○ commitment</li> </ul>                                                                                              | <b>Feels like</b> <ul style="list-style-type: none"> <li>○ free from harm or threat of harm</li> <li>○ dignity</li> <li>○ privacy</li> <li>○ voice is heard</li> <li>○ comfortable environment</li> <li>○ supportive</li> </ul>                                                                           |

Pupils are supported in these rights and responsibilities by:

- Key routines, rules and the expected standard of behaviour being presented to students in an accessible format, including the use of visuals;

- Personalised support, including the use of visuals, that ensure students are able to understand and meet the expected standard of safe and responsible behaviour;
- Adults modelling expected behaviour at all times;
- High Quality Positive Behaviour Support training for all staff;
- Developing an understanding of the school's behaviour policy and wider culture the PSHE and Communication curriculum.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## **7. Cultivating safe, respectful and responsible behaviour**

### **7.1 School Curriculum**

When implementing a Positive Behaviour Policy, the curriculum acts as a useful vehicle to impart and reinforce the principles of safe, respectful and responsible behaviour. We strive to ensure access to the curriculum and participation in school life is not impacted by their behaviour.

Through our curriculum we will ensure:

- the PSHE Curriculum has a focus on understand good behaviour, acceptable and unacceptable social interactions and their responsibilities as a member of the wider community;
- timetables are adapted to meet the individual needs of pupils;
- all pupils have an effective communication pathway that is understood and documented;
- behaviour plans are linked to short- and long-term targets (derived from individuals EHCP) and have agreed outcomes;
- pupils access interventions in line with their Education and Health Care Plan (EHCP);
- pupils have effective means of recognising progress and celebrating pupil achievement.

### **7.2 A Relational Approach**

Relationships are a key part of our behaviour support for all pupils, but particularly those with Social, Emotional and Mental Health difficulties. Previous or current Adverse Childhood Experiences (hereafter referred to as ACEs) can have a significant impact on a pupil's development, wellbeing and ability to regulate.

Within attuned relationships with staff, pupils can have positive experiences of connection, protection, being understood and being cared for. This is vital for development of regulated behaviour responses and requires the implementation of the Relational Practice Pathway.

'Connection before correction' is an essential part of a relational approach to support pupils and ensure that pupils feel safe and regulated while working to understand their emotions and responses.

### **7.3 Promoting Preferred Behaviours**

At the Learn to Live Federation, we ensure our environment, relationships and approach place emphasis on developing, nurturing and teaching preferred behaviour, rather than focusing on sanctioning inappropriate or unsafe behaviours. We take a proactive approach to promoting preferred behaviour by:

- Embedding individual communication strategies within a total communication environment;
- Using dysregulation as a cue to identify unmet needs;
- Providing a toolbox of regulation strategies that can be accessed with increasing independence as the student develops understanding;
- Recognising where behaviour indicates a relational need and implementing an RSP where appropriate;



- Providing suitable spaces of specific and targeted interventions;
- Recording key information related to behaviour and communication in core documents so staff can be familiar with strategies;
- Utilising full range of de-escalation strategies taught during CPD and Team Teach Training.

#### **7.4 Rewards and Consequences: Rewards**

High expectation of behaviour are upheld at all times, by all staff, to ensure that pupils are able to learn. Rewards and consequences are important tools in teaching pupils how to behave in a safe, respectful and responsible manner.

At the Learn to Live Federation we use rewards for two reasons:

- To positively reinforce new learning of safe, responsible and respectful communication and regulation strategies;
- To celebrate achievements at events such as Assembly, Sports day and End of Term celebrations.

Rewards will be used to help motivate pupils to learn new strategies for managing their behaviour and use these independently. Adults will also use verbal praise to draw attention to new learning and to build positive associations with safe, responsible and respectful behaviours.

Examples of positive reinforcers used to do this may include:

- Now/Next strategies, meaningful to the individual and instant;
- Verbal praise and encouragement;
- 'Working towards' strategies.

Rewards relating to the celebration may include:

- Star of the week;
- Star of the day;
- Postcard's home;
- Stickers.

Once a reward has been given **it must not be taken away**. Rewards are used as the result of achievement and will not be used as sanctions. However, there may be time limitations placed on them.

#### **7.5 Rewards and Consequences: Consequences**

There are some occasions when it is in the best interests of the pupil, to apply consequences to behaviour. Staff will assess whether students are aware that their behaviour is not safe, responsible or respectful, and whether the behaviour is within the student's control, before a consequence is applied. Consequences will be used sparingly, sensitively and after due care and consideration. 'Connection before correction' should be upheld at all times.

The use of consequences should be characterised by certain features:

- **It must be developmentally appropriate;**
- It must be made clear why the consequence is being applied. It should be the negative choice/behaviour that is worked through, never that pupil is labelled in a negative way;
- It must be made clear what changes in behaviour are required to avoid future consequences, and that these changes are understood by and in control of the pupil;
- Wherever possible, warnings/alternative strategies should be offered during an incident to support a pupil to make a different choice, change their behaviour for the better and avoid the consequence;
- Pupils should be supported in both post-incident work around positive and negative choices, and the impact of their decisions;

- Wherever possible, consequences should be natural consequence linked to the actual behaviour in the moment i.e. if a pupil throws a drink – clearing up the spillage is a natural consequence. The focus should be on helping a pupil understand the consequence, not forcing compliance;
- Consequences should be implemented when a pupil is ready to learn from them and not before;
- Consequence should not be relational or impact of student/staff relationships – i.e. withdrawal of warmth or connection intended to punish or convey anger;
- Consequences should not interrupt the basic needs, regulation needs or relational needs of a pupil i.e. not stopping children from going to the toilet or accessing a drink.

### 7.6 Prohibited Sanctions

This are non-negotiables and use of these sanctions will result in disciplinary action.

- Corporal punishment, including rough handling. **This is illegal;**
- Withholding of basic needs such as warmth and appropriate clothing, access to food and drink or the toilet;
- Withholding regulation strategies or strategies;
- Locking (by use of maglocks, top handles or other forms of locks) of a student in a room alone, or outside of a room alone (ie in a courtyard). **This is seclusion;**
- Forcing a pupil to spend time alone against their will. **This is seclusion;**
- Inappropriate use of voice or tone, including shouting;
- Use of language that demeans, humiliates or intimidates the student;
- Any action that demeans, humiliates or intimidates a student, ie making them sit facing a wall;
- Putting students out of supervision when they are dysregulated, upset or as a punishment;
- Withdrawal of relationship or relational isolation.

### 7.7 Seclusion

Seclusion is defined as the supervised confinement and isolation of a pupil away from others, in an area from which they are prevented from leaving. This may occur through physical barriers, the presence of staff preventing exit, or through a pupil's perception that they are not permitted to leave.

The Learn to Live Federation does not use seclusion as a planned, routine or proactive behaviour support strategy.

Seclusion must only ever be used in exceptional, unforeseen circumstances where there is an immediate and significant risk of harm to the pupil or others, and where no safer and less restrictive alternative is available. In such cases, seclusion must be:

- Used for the shortest possible duration;
- Continuously supervised by staff;
- Ended at the earliest opportunity to restore safety.

Pupils must never be left alone or unsupervised whilst distressed or dysregulated.

Staff must recognise that practices described as “restriction of access” may meet the definition of seclusion, particularly where a pupil is prevented from leaving a space or perceives that they cannot leave. While restriction of access may be used as a supportive strategy to promote regulation, staff must remain mindful of the pupil's lived experience and interpretation of the situation.

In all instances, staff must prioritise de-escalation, co-regulation and the restoration of the pupil's sense of safety, dignity and autonomy.

Any incident involving seclusion must be:

- Reported immediately to a member of the Senior Leadership Team (SLT);
- Recorded in line with Federation policy and statutory requirements;

- Reviewed promptly to identify alternative strategies and reduce the likelihood of recurrence;
- Followed by appropriate aftercare for the pupil, including opportunities for repair, reflection and emotional support.

Where seclusion has occurred, SLT will ensure oversight, including analysis of patterns and implementation of proactive measures to minimise any future use.

## 8. Searching, Screening and Confiscation

At the Learn to Live Federation, searching, screening and confiscation are used solely to maintain safety, dignity and wellbeing within our school community. These actions are preventative and protective measures and must never be used as sanctions or punitive responses.

All practices relating to searching, screening and confiscation will be lawful, reasonable, proportionate, and sensitive to the individual needs, communication styles and vulnerabilities of our pupils. Staff must adopt a relational and trauma-informed approach at all times, recognising that behaviour and responses may communicate underlying need.

### 8.1 Legal Framework and Guidance

This section must be read in conjunction with the Department for Education guidance *Searching, Screening and Confiscation: Advice for Schools (2022)*, and the legislation and statutory duties outlined in Section 2 of this policy.

### 8.2 Statutory Power to Search and Prohibited Items

The Executive Head, and staff authorised by them, have a statutory power to search a pupil or their possessions where there are reasonable grounds to suspect that the pupil may be in possession of a prohibited item, or any item identified within school rules as unsafe or inappropriate.

Prohibited items, as defined in legislation and national guidance, include:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that a 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);
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images.

In addition, staff may search for and confiscate items that are not illegal but may:

- Pose a risk to the safety or wellbeing of the pupil or others;
- Disrupt learning or the safe running of the school;
- Breach school expectations or agreed behaviour standards.

### 8.3 Searching and Screening

Searching or screening will only take place where there are reasonable grounds to suspect that it is necessary to:

- Prevent harm to the pupil or others;
- Prevent serious disruption to the learning environment;
- Prevent damage to property.

Wherever possible, searches will:

- Be clearly explained to the pupil using appropriate and accessible communication;
- Be carried out with the pupil's knowledge and consent;
- Follow a relational and trauma-informed approach, recognising that anxiety, refusal or escalation may indicate unmet need or prior experiences.

In exceptional situations where there is an immediate risk of harm, a search may take place without prior planning or consent. In such circumstances, staff must ensure that the least intrusive approach is used.

Where consent cannot be obtained, staff must clearly record the reasons and inform parents or carers at the earliest appropriate opportunity. Where there is suspicion of illegal items, safeguarding procedures will be followed, including involvement of external agencies or the police where necessary.

#### ***8.4 Conducting Searches Safely and Respectfully***

All searches must be conducted in a manner that maintains the pupil's dignity, privacy and emotional safety. Staff will ensure that:

- Searches are undertaken by appropriately trained and authorised staff;
- Reasonable adjustments are made to account for SEND, communication needs, sensory sensitivities and trauma history;
- The approach remains calm, respectful and proportionate at all times;
- Searches are never used as a means of control, threat or punishment.

Intimate searches will not be conducted by school staff. Where such concerns arise, the school will follow safeguarding procedures and involve appropriate external services.

#### ***8.5 Confiscation of Items***

Staff may confiscate items where possession:

- Presents a risk to safety;
- Disrupts learning;
- Breaches school expectations; or
- May be unlawful.

Confiscation is a protective action and not a sanction. When making decisions regarding confiscation, staff will consider:

- The pupil's level of understanding and intent;
- The function of the item, including any role in regulation, communication or sensory processing;
- Whether alternative strategies or reasonable adjustments may be more appropriate.

Where items are confiscated:

- Pupils will be supported to understand what has happened in an accessible and developmentally appropriate way;
- Items will be stored safely;
- Parents or carers will be informed where appropriate;
- Additional support will be considered where possession of items may indicate vulnerability, fear, or potential exploitation.

#### ***8.6 Use of Force in Searching and Confiscation***

The use of reasonable force or restriction of movement in relation to searching or confiscation must only occur where there is an immediate and significant risk of harm.

Any such actions must be:

- Proportionate and used as a last resort;
- In line with Section 9: The Use of Restrictive Physical Intervention;

- In line with Section 10: The Use of Reasonable Force.

All incidents involving force must be recorded and reviewed in accordance with post-incident procedures.

### **8.7 Recording, Reporting and Safeguarding**

All incidents involving searching, screening or confiscation that raise concerns regarding:

- Pupil safety or wellbeing;
- Repeated possession of unsafe or prohibited items;
- Potential safeguarding risks;

must be recorded on CPOMS and reviewed by members of the Senior Leadership Team.

Parents or carers will be informed in a timely manner, unless doing so would place the pupil at further risk.

Where concerns indicate a safeguarding issue, the school will act in accordance with its Child Protection and Safeguarding Policy, including referral to appropriate external agencies where required.

## **9. Specific Forms of Unacceptable Behaviour**

### **9.1 Bullying**

Bullying is defined as **persistent and targeted behaviour**, including **online and digital behaviour**, towards a peer with the intent of causing harm and/or distress. Key characteristics of bullying are behaviour that:

- Is intended to deliberately hurt another;
- Is repeated, often over a period of time;
- Is difficult for those who are bullied to defend themselves;
- Depends on an imbalance of power.

Bullying may take place away from the direct supervision of adults and can cause significant distress to the victim and long-term damage to their wellbeing.

Bullying can take many forms, the most common are:

- Physical (hitting, kicking, taking belongings, money extortion);
- Verbal – name calling, insulting or racist remarks;
- Indirect – spreading unpleasant stories, exclusion from social groups.

Bullying may also take place through digital and online platforms, including but not limited to:

- Social media, messaging apps and online gaming;
- Sharing or manipulating images or videos;
- Impersonation or exclusion online;
- The use of artificial intelligence (AI) tools to generate images, messages or content intended to intimidate, humiliate or distress others.

Online bullying is treated with the same seriousness as face-to-face bullying and will be responded to in line with this policy and the Federation's Online Safety Policy.

The federation explicitly prohibits the use of AI tools to create, manipulate or distribute material intended to intimidate, humiliate or distress others. Incidents will be treated as online bullying and escalated under safeguarding procedures where appropriate.

We uphold the basic right of all pupils to receive their education free from any humiliation, oppression and abuse.

### **9.2 Reporting and Support:**

Pupils, staff and parents may report bullying (including cyber and AI-assisted bullying) confidentially to the DSL. Reports will trigger a prompt investigation consistent with the Child Protection & Safeguarding Policy, and victims will be offered tailored support and a safety plan. The school will apply proportionate sanctions and educational restorative approaches as appropriate.

There are a number of reasons that bullying must be dealt with. These include:

- The safety and happiness of pupils;
- Educational achievement;
- Providing a model for appropriate behaviour;
- To maintain our reputation as effective, caring schools.

It is imperative that students are confident in the knowledge they will be protected from bullying. Parents should feel reassured that the Learn to Live Federation will demonstrate through policy and action that it will respond positively and effectively to bullying.

In cases where there is persistent and targeted behaviour from one pupil to another, Risk Reduction procedure will be enacted (Appendix 4).

### **9.3 Online Misbehaviour**

The school can run behaviour interventions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil;
- It could have repercussions for the orderly running of the school;
- It adversely affects the reputation of the school;
- The pupil is identifiable as a member of the school.
- Where online misbehaviour meets the definition of bullying, harassment or exploitation, it will be addressed under Section 9.1 (Bullying) and relevant safeguarding procedures will be followed.

### **9.4 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally;
  - Refer to early help;
  - Refer to children's social care;
  - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

### **9.5 Behaviour that poses a Serious Risk of Harm to Self, Others or Environment**

The Federation will ensure that pupils and staff remain safe from the serious risk of significant harm to themselves, others and the environment. This is because when incidents that pose a serious risk of harm are sustained, they pose a **significant risk** of:

- Serious injury to pupils;
- Serious injury to staff;
- Serious impact on physical and emotional safety of pupils who witness their others being harmed, which in turn impacts on pupil wellbeing and progress;
- Significant and persistent impact on the learning environment which in turn impacts on pupil wellbeing and progress.

In response to these incidents, where environment allows, a pupil may be given the use of a safe space.

A safe space is a low stimulus environment where a pupil can take time to safely regulate under the close supervision of an adult, away from other pupils. A safe space is supervised and never used to isolate a pupil against their will. Any instance where a pupil is asked to use a safe space must be voluntary unless the child presents an immediate serious risk and no less restrictive option is possible. In such emergency cases, the incident must be recorded and reviewed as a high-risk event.

### **9.6 Unsafe Behaviour Off-Site**

Considerations will need to be made where a pupil has behaved unsafely when taking part in any school-organised or school-related activity (eg school trips or disrespectfully towards a member of the public).

Where behaviour could adversely affect the reputation of the school, member of the public can be given contact details for the school for further explanation of our cohort and needs of pupils.

In the case of unsafe behaviour that poses a threat to themselves, another pupil or member of the public when off site, trips and visits made need to be placed on pause while risk assessments are modified.

### **9.7 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection & Safeguarding Policy for more information.

## **10. The Use of Restrictive Physical Intervention**

Restrictive Physical Intervention (RPI) may only be used when all other preventative, de-escalatory and supportive strategies have been attempted and have failed, and where there is an immediate and serious risk of harm to the pupil or to others.

The Learn to Live Federation is committed to:

- reducing the use of restrictive practices;
- prioritising prevention, regulation and relational support;
- ensuring that any use of physical intervention is lawful, reasonable, proportionate, necessary and time-limited.

Restrictive physical intervention is **never used as a punishment**, to enforce compliance, or as a planned behaviour management strategy.

As a proactive, preventive measure all staff will be skilled in the following areas:

- building effective relationships and promoting positive behaviour;
- creating positive learning environments;
- utilizing a wide range of techniques in the management of a class environment;
- implementing de-escalation techniques in response to the early warning signs of dysregulation.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

### ***10.1 Defining Non-Restrictive and Restrictive Practices***

At the Learn to Live Federation, we believe in the use of positive touch to interact with, praise, nurture and comfort pupils to communicate to them that staff care. There are three types of physical contact between a member of staff and a pupil:

#### **a. Physical Contact (Non-restrictive)**

Includes everyday, supportive or necessary contact such as:

- personal care;
- clinical or therapeutic support;
- comfort and reassurance;
- guiding during PE, access or mobility;
- communication, interaction or sensory support.

This contact does **not** restrict freedom of movement.

#### **b. Physical Prompt or Escorting (Non-restrictive)**

Low-level physical guidance where:

- the pupil remains compliant;
- the pupil can disengage freely;
- there is no resistance or force required.

#### **c. Restrictive Physical Intervention (Restraint)**

Any action that restricts a pupil's freedom of movement, including:

- holding a pupil to prevent injury or damage;
- preventing a pupil from leaving a space by physical means;
- blocking or containing where the pupil is attempting to move away.

This may only be used to prevent immediate harm and must stop as soon as the risk reduces.

#### **d. Restriction of Access (Restrictive Practice)**

Restriction of access refers to situations where a pupil is prevented from accessing an environment or exit route against their will (seclusion). This includes, but is not limited to:

- the use of locked, blocked or closed doors to prevent exit;
- positioning furniture or objects to impede a pupil's movement;
- environmental containment, where the environment is used to restrict freedom of movement.

Restrictive practice does not only occur when staff physically hold a pupil. Restriction of access may also include:



- the inappropriate or incorrect use of mechanical restraints, such as straps or splints, outside of their intended purpose;
- the use of environmental features, including locked doors, thumb locks or top handles, to contain a pupil against their will.

Where restriction of access limits a pupil's liberty, it must be treated as a restrictive physical intervention, and must be:

- clearly recognised as restrictive practice;
- recorded in line with recording and reporting procedures;
- reviewed regularly, taking into account the context, reason for use, duration, and the pupil's level of compliance and understanding.

The Federation is committed to ensuring that all forms of restrictive practice are lawful, proportionate, necessary and time-limited, and are used only as a last resort to prevent harm.

### **10.2 Training for Restrictive Physical Intervention**

All teachers, teaching assistants and pupil-facing support staff are trained, regularly updated and authorised in using techniques to prevent a student from harming themselves or others from seriously damaging property. In all cases physical intervention will only be used when all other methods have been exhausted.

Staff access an accredited programme of Physical Intervention training known as Team Teach training. The Team model focuses on effective de-escalation and trains physical techniques to be used as a last resort.

The physical techniques taught on Team Teach course can only be carried out by trained staff. It must only be used when the pupil is:

- Presenting with such physical risks as self-injury or placing themselves at risk of injuring others;
- Causing significant damage to property, including that belonging to the pupil;
- Committing a criminal offence (even if the pupil is below the age of criminal responsibility).

The use of restrictive physical interventions must be recorded in the incident report on CPOMS. The duration and type of restraint and by which staff and in what position must be clearly recorded.

All incidents must be reported to parents and carers **on the same day by telephone**, followed by **written confirmation**, which is logged on CPOMS.

The HR Manager will publish and maintain a register of staff authorised to use Team Teach techniques (including training expiry dates). Authorisation is conditional on successful completion of accredited training and annual competency refreshers. Refresher training and internal competency checks will be scheduled at least annually; staff whose training has lapsed will not be authorised to use RPI except in a life-threatening emergency where no trained colleague is available.

### **10.3 Working Realities**

Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the pupil remains safe.

Injuries should be reported on CPOMS and parents/carers informed by Class teacher as soon as practically possible.

## 11. The Use of Reasonable Force

### 11.1 The Law and Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, school staff may use reasonable force to prevent a pupil from:

- committing an offence;
- causing personal injury to themselves or others;
- damaging property;
- prejudicing the maintenance of good order and discipline.

There is no single legal definition of reasonable force. When considering its use, each incident must always be judged case-by-case, taking account of:

- the seriousness of the risk;
- the pupil's age, understanding, SEND and vulnerabilities;
- the immediacy of the threat;
- whether less intrusive options were available.

### 11.2 Principles Governing the Use of Reasonable Force

Any use of reasonable force at the Learn to Live Federation must be lawful, justified and exceptional, and is guided by the following principles. Reasonable force must always be:

- **Necessary** – used only where intervention is unavoidable in order to prevent harm to the pupil or others;
- **Proportionate** – using the minimum degree of force required in response to the level of risk presented;
- **Time-limited** – applied for the shortest possible period and ended as soon as the risk has reduced;
- **Least restrictive** – consistent with maintaining safety while restricting freedom of movement as little as possible;
- **Child-centred** – respecting the pupil's dignity, communication needs, developmental level and individual vulnerabilities.

Where reasonable force involves Restrictive Physical Intervention, it must:

- use the minimum degree of force necessary for the shortest period of time to prevent a pupil from harming themselves, others or property;
- be proportionate to both the behaviour presenting the risk and the nature and severity of the potential harm.

The use of force must **never**:

- be used as a punishment;
- be used to manage non-dangerous or compliant behaviour;
- cause pain, humiliation or fear as a method of control or compliance.

### 11.3 Authorisation and Training

All staff have a legal power to use reasonable force in emergency situations where it is necessary to prevent serious and immediate harm.

At the Learn to Live Federation:

- The use of reasonable force is authorised only within the scope of a member of staff's current training, including Team Teach, and in accordance with this policy;
- Staff are expected to understand pupil-specific risks, Positive Support Plans (PSPs) and agreed strategies before any physical intervention is considered;
- Untrained staff may only intervene physically where failure to do so would result in serious and immediate harm to the pupil or others.

Staff are authorised to use reasonable force under Section 93 of the Education and Inspections Act 2006, and in line with Department for Education guidance *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff*. The Executive Head has overall responsibility for authorising the use of reasonable force within the Federation.

The Executive Head has authorised the following roles to use reasonable force, in line with their training and role responsibilities:

- Teachers, Teaching Assistants and pupil-facing staff who have charge of, or are supporting, pupils during lessons or activities have standing authorisation for the duration of their current and valid training certification, and where actions are consistent with school policy and the pupil's agreed Positive Support Plan;
- Other staff, including site management and administrative staff, may use reasonable force only in exceptional circumstances where there is an immediate, serious and imminent risk of significant harm and no trained staff member is available.

#### **11.4 Decision-Making and Dynamic Risk Assessment**

When faced with an incident that poses a serious risk of harm to a pupil, others or the environment, staff must carry out a **dynamic risk assessment** before and during any use of reasonable force.

In making decisions, staff should consider:

- the likelihood and severity of harm if no action is taken;
- whether the consequences of not intervening would seriously endanger a person or result in significant damage to property;
- the availability and effectiveness of de-escalation or non-physical strategies;
- the age, size, developmental maturity, communication needs and vulnerabilities of those involved;
- their own ability to intervene safely and the availability of support;
- the impact on the pupil's emotional and psychological wellbeing, both during and after the incident.

Staff must continually reassess risk throughout the incident and must reduce or cease any physical intervention as soon as it is safe to do so.

#### **11.5 Using Reasonable Force in Practice**

When using reasonable force, members of staff must:

- use only the minimum amount of force required to achieve the intended safety outcome;
- apply force within the context of established non-physical and de-escalation practices;
- avoid any intervention likely to cause injury, unless there is no viable alternative in extreme circumstances;
- wherever possible, ensure another member of staff is present to support, observe or summon assistance;
- use force only where the risks of intervening are outweighed by the risks of not intervening.

Staff must remember that restrictive physical intervention is only one possible response. Where behaviour presents extreme, persistent or escalating risk, it may be more appropriate to seek additional support rather than escalate physical intervention.

#### **11.6 Use of Force and External Agencies**

Where risks are extreme, persistent or escalating, the school may seek assistance from:

- additional appropriately trained staff;
- emergency services.

The involvement of the police is a last resort and must always be proportionate, necessary and safeguarding-led.

### **11.7 Implications of Using Reasonable Force**

Teaching and support staff act *in loco parentis* and have a Duty of Care towards pupils. Failure to follow this policy may result in a claim of negligence.

The use of Team Teach techniques forms part of the school's health and safety control measures for managing risks associated with challenging behaviour. Pupils' Positive Support Plans (PSPs) act as Safe Systems of Work under Health and Safety legislation and must be consistently followed by all staff.

Any physical intervention carries a risk of unintended harm and potential litigation. Staff therefore have a responsibility to:

- carry out dynamic risk assessments relevant to the situation;
- make professional judgements about whether force is necessary and what degree of force is reasonable;
- seek alternative strategies wherever possible to prevent the need for physical intervention.

All uses of reasonable force must be fully justified and recorded in writing in line with the recording and reporting procedures set out later in this policy.

## **12. Post Incident Procedures**

This policy has regard to the statutory guidance issued under section 93A of the Education and Inspections Act 2006, which schools must follow when recording and reporting significant incidents involving the use of force.

### **12.1 Recording, Reporting and Review**

All incidents involving the use of reasonable force or restrictive physical intervention must be:

- recorded on CPOMS as soon as possible on the same day;
- categorised according to risk level;
- reviewed by a member of the Senior Leadership Team (SLT).

Incident records must include:

- the rationale for the intervention;
- de-escalation strategies attempted prior to the use of force;
- the type and duration of the intervention used;
- the names of staff involved;
- the pupil's response and details of any injury or medical attention required;
- follow-up actions and support provided.

Patterns or repeat incidents will trigger:

- a review of Positive Support Plans (PSPs) and risk assessments;
- consideration of additional or alternative support strategies;
- a safeguarding review, where appropriate.

All incident records will be processed in line with the school's Data Protection Policy. Access to sensitive records will be restricted to staff with legitimate educational or safeguarding needs

### **12.2 Parental Notification**

Parents and carers must be informed on the same day of any incident involving the use of reasonable force or restrictive physical intervention, by telephone. This contact must be recorded on CPOMS.

In addition to verbal contact, parents and carers will be informed in writing following any such incident.

Written communication will normally be provided within 24 hours and will include:

- confirmation that reasonable force or restrictive physical intervention was used;
- a factual summary of what occurred including;
  - date, time, location
  - duration
  - why force was necessary
  - type and degree of force
  - injuries (if any)
- reassurance regarding the pupil's wellbeing;
- details of any follow-up support, review or changes to planning.

A copy of the written communication will be stored on CPOMS as part of the incident record.

### **12.3 Risk Categorisation and Senior Review**

The Governing Body will ensure that clear procedures are in place and consistently followed for the recording, reporting and review of any significant incident in which a member of staff has used reasonable force. This will be in line with this Behaviour Policy, statutory safeguarding guidance, including *Keeping Children Safe in Education*, and the school's policy on the use of reasonable force.

As a Federation, all behaviour incidents are categorised according to three progressive levels of risk:

- Low risk
- Medium risk
- High risk

The following incidents would always be considered high-risk:

- any incident where unreasonable or excessive force has been used;
- any incident involving the use of substantial force (for example, forcibly pushing a pupil);
- any incident involving a restraint or restrictive physical intervention technique;
- any incident where a pupil was significantly distressed, frightened or harmed as a result of the intervention.

When reviewing high-risk incidents, senior leaders will consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate;
- the impact and outcome for the pupil and/or staff, including emotional and physical effects.

All high-risk incidents will be reviewed in line with post-incident procedures, and appropriate follow-up actions will be taken.

### **12.4 Post-Incident Support**

Following the use of physical intervention, both pupils and staff will be supported. The immediate physical and emotional needs of all parties will be addressed, and staff will work to ensure that positive relationships are maintained and restored.

#### **• Support for Pupils**

Full details of how a pupil should be supported following restrictive physical intervention (RPI), including how their recovery will be nurtured post-incident, must be clearly outlined in their Positive Support Plan (PSP). These strategies must be followed and recorded within the incident write-up.

Staff should ensure that:

- appropriate communication tools and support strategies are used at the earliest opportunity;
- the pupil is given sufficient time and space to regulate before any discussion takes place.

Research indicates that following a crisis, a pupil may require 60–90 minutes to return to baseline levels of regulation. Teaching, learning, reflection on the incident, or the application of any consequences must not be approached until the pupil is calm, regulated, and ready and able to engage.

- **Support for Staff**

The support needs of staff following an incident may vary depending on the individual and the circumstances. Staff will be supported through:

- opportunities to take time away from duties where needed;
- colleagues providing cover and practical support;
- access to reflective discussion and debriefing as appropriate.

A whole-school, team-based approach will be taken to ensure staff wellbeing following incidents.

- **Support for Other Pupils and Witnesses**

Other pupils, staff or visitors who may have witnessed an incident can be distressed and may require reassurance and support. Staff will:

- provide clear, age-appropriate explanations where appropriate;
- reassure those involved that everyone is now safe;
- ensure that responses do not normalise harm, violence or injury.

Care will be taken to ensure that pupils do not perceive harm to others, or being harmed themselves, as acceptable or expected.

- **Maintaining Dignity and Emotional Safety**

Throughout post-incident support and reflection, the dignity and privacy of the pupil involved must be maintained. All individuals affected by the incident should be given appropriate opportunities to express feelings, concerns or anxieties in a safe and supportive manner.

### **12.5 Incident Debriefing**

The Learn to Live Federation uses a structured incident debriefing approach following behaviour incidents, including those involving reasonable force or restrictive physical intervention. Debriefing is an essential part of learning, recovery and prevention.

Incident debriefing is used to:

- reduce the frequency and severity of incidents, including the need for physical intervention;
- support staff wellbeing, reflection and professional confidence;
- increase staff understanding of behaviour, enabling teams to unpick triggers, unmet needs and contributing factors;
- strengthen problem-solving and planning, including the development of more effective strategies and supports;
- increase pupil participation, where appropriate and according to ability, in planning the next stages of their behaviour support.

Debriefing outcomes will inform:

- reviews of Positive Support Plans (PSPs);
- adjustments to risk assessments or strategies;
- future training or support needs.

## 13. Exclusion

The absolute last resort in terms of control of behaviour is signalled by the use of exclusion procedures. It is not a preferred route for the school but is an option that may have to be taken in extreme circumstances. Only the Executive Head can take the decision to exclude pupils.

Where fixed term exclusions or reduced timetables are considered, the school will ensure continuity of education and liaise with the Local Authority to explore managed moves, alternative placements or interim provision. Any part-time provision or temporary reduction in attendance must be recorded in the pupil file and agreed with parents and the LA

Before any fixed term or permanent exclusion, the school will consult the Local Authority to ensure that exclusion does not breach the LA's duty to secure special educational provision. Where exclusion is proposed, the school will consider reasonable adjustments and alternatives, notify the LA and convene an urgent multi-agency meeting, including parents/carers and social care where appropriate.

### 13.1 Exclusion from Activities, Place and Off-Site Trips

Students may need to be excluded from certain activities if they are displaying unsafe, unpredictable behaviour that cannot be managed by their risk assessments or PSPs. Pupil may need to be excluded while they learn agreed safety skills. Action should be taken to update core documents and risk assessments with agreed strategies so pupils are excluded for the minimum amount of time possible.

Students may need to be excluded from accessing particular areas of the setting if their behaviour in these environments causes a severe threat to the health and safety of themselves, others or the environment. Reviews will take place to consider what reasonable adjustments can be made to these areas to enable pupils to access them safely.

In the case of exclusion off-site trips, Head of Site will regularly review progress to ensure that pupils are excluded from off-site visits for the minimum time possible.

### 13.2 Fixed Term Exclusions

Fixed term exclusions will be issued when serious incidents of behaviour that pose a severe threat to the health and safety of others occur. This will be discussed with parents/carers as soon as this decision is made. The Executive Head will notify the LA, as well as social worker and Virtual School Head (VSH) if appropriate.

A pupil may be excluded for all or part of the school day, up a maximum of 45 days in a single academic year.

A resolution to issues causing the exclusion will be a priority. New strategies will be agreed and put in place as soon as possible.

If exclusions become more frequent and it is obvious that the future of the pupil's placement is at risk, then a multi-agency meeting will be arranged to discuss the pupil's future. Parents/carers will be part of this process at all times and the Executive Head will notify the LA.

### 13.3 Permanent Exclusion

Permanent exclusion is extremely rare. It takes place where there have been **serious and/or persistent breaches** of the Behaviour Policy, and **where allowing the pupil to remain in school would seriously harm the welfare and education of the pupil or other such as staff or pupils in the school.**

Permanent exclusion is used when all other avenues have been explored and failed, and/or the school feels that the situation is irretrievable.

For all exclusions, parents, chair of governors and the appropriate LA Officers are informed, as well as social workers and Virtual School Head (VSH) if appropriate.

Reasonable steps will be taken to ensure work is provided for the pupil during the period of exclusion and that arrangements are made to support continuity of learning and a successful reintegration where appropriate.

The Executive Head will report to the governing body on the use of Permanent Exclusion.

If the Executive Head cancels or rescinds the exclusion:

- parents, the governing body and the LA will be notified straightaway. If appropriate, social workers and VSHs will also be notified.
- the Governing Body's duty to consider reinstatement ceases.
- Parents will be offered the opportunity to meet with the Executive Head and Head of Site to discuss the circumstances that led to the exclusion being cancelled.
- The pupil will be allowed back to school without delay.

### **13.4 The role of the Governing Body in Permanent Exclusion**

The governing board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion, regardless of whether parents make a representation if:

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term;
- it would result in a pupil missing a public examination or national curriculum test.

Parents can access reinstatement meetings in person (preferred option) or via remote access.

If the hearing is for a permanent exclusion the panel will need to decide whether or not the child should be reinstated (rather than if they uphold the decision of the Executive Head) and any conditions which may apply to the reinstatement.

In reaching a decision on whether or not a pupil should be reinstated, the panel should consider whether the decision to exclude the pupil was lawful, reasonable and procedurally fair, taking into account the Executive Head's legal duties and any evidence that is presented to the panel in relation to the decision to exclude.

## **14. Training**

### **14.1 Team Teach Training**

Staff are provided with regular training on managing behaviour, including training on Positive Behaviour Support through Team Teach. Staff receive training on de-escalation, risk reduction and restrictive physical interventions by on-site trainers. They attend refresher training in line with their period of certification. Courses are robustly monitored.

Team Teach Training covers:

- the proper use of physical intervention, restraint and restricted access;
- the needs of the pupils at the school;
- how SEND and mental health needs impact behaviour.

Team Teach Trainers are refreshed annually and work with each other across the Federation to quality assure training and advice.



## **14.2 Other Training**

Staff also access a wide range of training opportunities to continually update their professional skills. This includes Total Communication, Advocacy, Relational Practice and Supporting Teaching and Learning.

Staff are skilled in developing an understanding of pupils in their care and any additional training needs are identified through open communication with CDMT and SLT. The Federation Assistant Head with responsibilities for CPD also tracks all targets set in Professional Development meetings to ensure trends are identified and CPD opportunities planned accordingly.

## **15. Monitoring Arrangements**

### **15.1 Monitoring and Evaluating School Behaviour**

The school will collect data on the following:

- behavioural incidents, including removal from the classroom;
- attendance, permanent exclusion and suspension;
- use of pupil support units, off-site directions and managed moves.

Termly reporting to governors will include anonymised RPI data, trends by site, protected characteristic analysis, training currency, and action plans. An annual summary will be published on the school website, in line with DfE expectations, summarising the number and nature of incidents and steps taken to reduce restrictive practices

Anonymous surveys will be used for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture. This will be used to inform long term planning for Federation Improvement.

The data will be analysed every year by CDMT and SLT.

The data will be analysed from a variety of perspectives including:

- At school level;
- By age group;
- At the level of individual members of staff;
- By time of day/week/term;
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **15.2 Monitoring this Policy**

This behaviour policy will be reviewed by the Executive Head and Governing Body least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body.

## **16. Links with Other Policies**

This behaviour policy is linked to:

- the Child Protection & Safeguarding Policy;
- the Online Safety Policy;
- Anti-Bullying procedures.

# APPENDICES

Positive Support Plan

Student:

Compiled by:

Date Compiled:

|           |   |   |   |   |
|-----------|---|---|---|---|
| Triggers: | • | • | • | • |
|-----------|---|---|---|---|

| How I communicate when I am regulated | What to do/what helps |
|---------------------------------------|-----------------------|
| •                                     | •                     |

| How I communicate when I am beginning to be Defensive/ Escalate | What to do/what helps |
|-----------------------------------------------------------------|-----------------------|
| •                                                               | •                     |

Positive Support Plan

Student:

Compiled by:

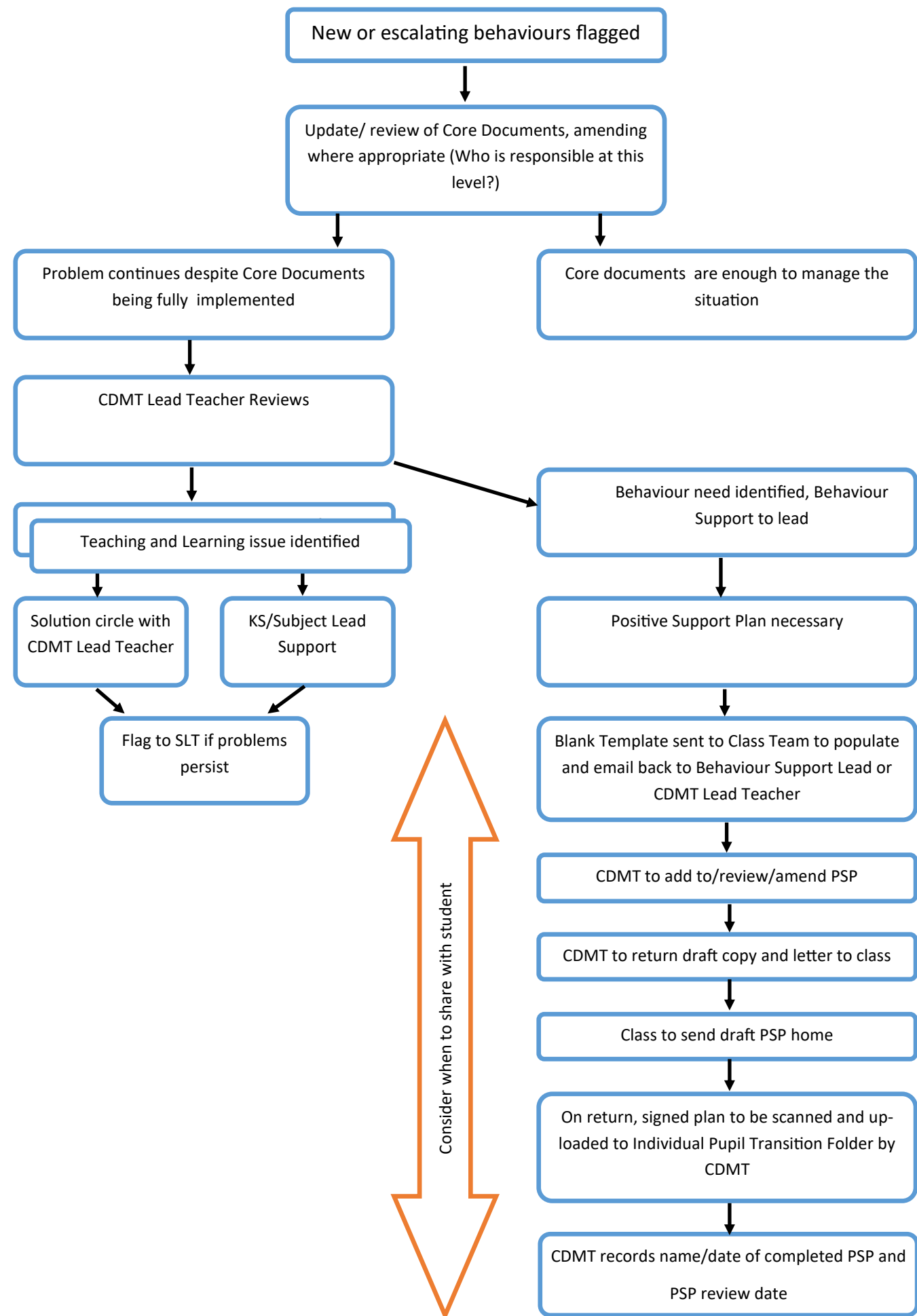
Date Compiled:

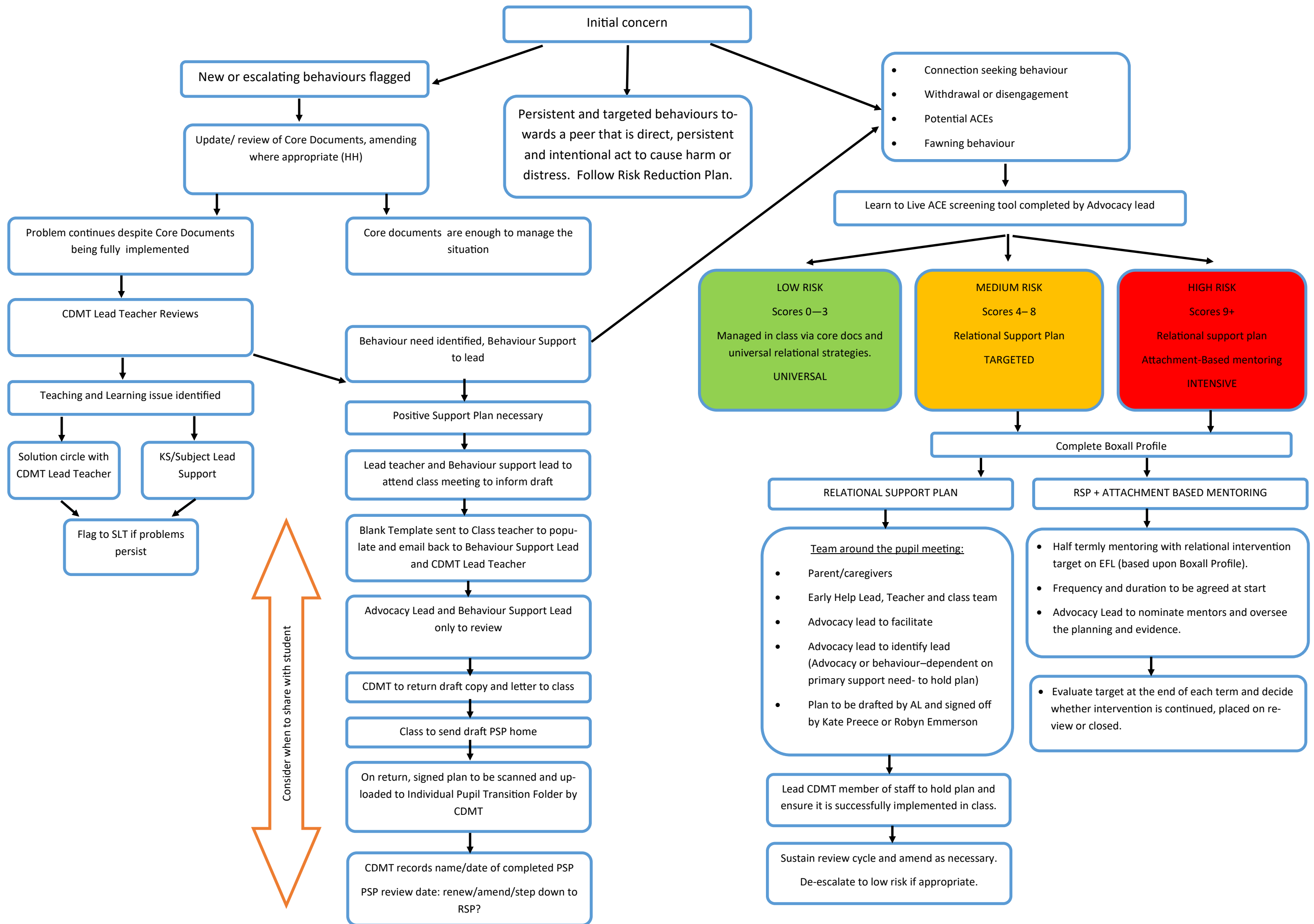
| How I communicate when I am in crisis                                                                                                                                                                                                                          | What to do/what helps                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <ul style="list-style-type: none"><li>•</li></ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>•</li></ul> |
| As a very last resort, trained staff may need to use personal safety techniques and restrictive physical intervention to keep the student and/or others safe. This action should be reasonable, necessary and proportionate to the situation and risk present. |                                                   |

| How I communicate I want to re-engage / recovery/Depression/ Repair   | What to do/what helps repair the situation                            |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> | <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> |

| How I communicate when I am in Restoration                                      | What to do/what helps repair the situation                                      |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul> | <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul> |

Copy provided to and agreed by parents/carers: ..... Dated: .....





**Persistent and targeted behaviour (peer to peer): Risk reduction Strategy**

- Definitions of persistent and targeted behaviour: “direct, persistent, targeted and intentional acts to cause some level of harm or distress”
- This risk reduction strategy is written in response to FDIP priorities. When agreed by SLT, this will form part of Behaviour Policy and the federation response to peer on peer abuse
- This risk reduction strategy will be triggered when a second incident of persistent and targeted behaviour (peer to peer) that is a direct, persistent and intentional act to cause some level of harm or distress.

