



Longridge School

Positive Behaviour Policy

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Our school mission statement to provide **“Providing a safe, nurturing environment which embraces and celebrates diverse learning needs through inclusivity and teamwork”** truly permeates every aspect of school life and influences all we do. In the context of students with special educational needs, differences do not merely define an individual but are viewed as a lever to motivate students and enable them to progress with their learning and personal development.

Introduction

This behaviour policy is a statement that promotes and supports appropriate behaviour in school. Through good behaviour we can build a positive ethos in a learning environment where all have respect for each other and are courteous and polite. This policy aims to support the development of a school where the structure allows for everyone to know the expectations in relation to behaviour and where students and staff feel happy and secure at all times.

Students at Longridge School have a wide range of learning needs and it is understood that behaviour is part of an expression of their communication of their wants and needs. In addition, some pupils may have difficulties with communication, personal and social skills, attachment difficulties and previous negative experiences of education and school life.

All students at Longridge are treated with dignity and respect at all times. All staff consistently aim to nurture positive relationships and responses to enable students to build on their strengths and to positively participate in school life. All students will have a support programme outlined in an individual Positive Behaviour Support Plan (PBSP). The PBSP will be written by the Head Teacher, SENCo and key teacher in liaison with the student (where developmentally appropriate), teaching staff, parents, carers and other professionals. The PBSPs will highlight indicators, triggers

and ways to support and develop strategies when students exhibit behaviours that challenge. The PBSP plans will be distributed to the student's parents/carers/social workers etc. and will be reviewed three times per year or as often as is necessary to support the student.

This policy and its implementation is the responsibility of the Head teacher, with responsibility delegated to all staff.

Aspiring to Good Behaviour – what the school expects from Staff:

- Authentic respect and acceptance for all students
- Positive reinforcement through recognition of positive behaviour contributing to the development and increase of self-esteem and self-worth
- Regular opportunities (both formal and informal) for students to express their wishes and feelings
- Explicit, fair and reasonable boundaries and expectations for conduct and behaviour within the school
- A good quality learning environment including a varied and individualised curriculum to best enhance learning opportunities
- Staff awareness of relevant histories (SEN/trauma/nurture) of students being cared for
- An understanding by staff of any problems faced by students with physical, medical, neurological and mental health needs which may impact on their ability to learn
- A flexible approach which takes account of a student's age, communication style, developmental needs and ability to recognise and understand potential harm to themselves, others and property
- Good communication between staff and students is essential to ensure the smooth running of a school. Staff should be sensitive to the barriers in communications and to the differing needs of students around communication
- The Head Teacher and staff will promote an open style that gives plenty of room for discussion, negotiation and problem solving. Where appropriate children should be part of the decision-making process
- Staff will adopt a restorative and reparative attitude and where consequences are given these should be relevant and proportionate to the behaviour
- Everyone who is part of the school community is expected to show nonbiased behaviour and language which embraces the variety and difference in people.
- Everyone at school will be supported to develop alternative strategies to self-manage and regulate their own behaviours in a safe way that allows them to feel accepted in social environments, whatever their starting point.
- Where there are disagreements or difficulties, Longridge school expects these to be discussed, explored and resolved in a way that allows everyone to have a more positive outlook and the skills to better resolve future conflict.

We believe that high-quality teaching, delivered through an exciting and engaging curriculum based on personalised learning, is key to promoting learning and good behaviour. All school staff are expected to be outstanding behaviour role models for our young people and will have an accurate understanding of the impact of special educational needs upon learning and behaviour and will be supported through high quality, regular staff training.

The efforts of students and their ensuing success will be recognised and celebrated so that all students feel valued and motivated, creating in turn, improved self-esteem and increased morale. We will support young people to learn to take responsibility for their own actions and to accept the consequences of their choices. Bullying presented in any form from adults or students is not acceptable and such incidents will be dealt with in a prompt and consistent manner. Please refer to our Preventing Bullying policy.

Successful behaviour management can only operate where teachers and carers/parents create a partnership to consistently support the individual student. Ongoing communication is the key to this relationship. It is important for all parties to realise that progress towards good behaviour for some of our students may be small and we must co-operate in helping them to learn from both their successes and their mistakes. We accept that no-one is infallible and that making mistakes and wrong decisions is part of the learning process. The important thing is how we make amends for our actions and how we use our mistakes to support understanding and ongoing development.

Managing Behaviour Positively

At Longridge, we aspire that all behaviour is positive. However, in our setting, where all students have special educational needs, behaviour is always understood to have communicative intent, for example a response to frustration, not being able to communicate effectively, sensory overload or unmet needs. With this in mind, a generalised code of conduct for all young people is not appropriate. At Longridge School, the definition of acceptable behaviour is individual to each student. Behaviour is managed by staff in accordance with individual Positive behaviour support plans. Plans outline what is expected for the student and also staff in managing any behaviour that occurs. It will focus on proactive strategies and reactive strategies to support the young person to regulate their behaviour, keep them safe and be able to re-engage in learning. For examples of strategies please see Annex A.

Alongside this, each student has individual outcomes agreed as part of an annual process to build up positive behaviour skills. The school gives careful consideration to school and class organisation to minimise any impact of behaviour on other young people in their learning and safety. All school staff are trained in teaching students with SEN and have in-depth knowledge of each pupil's strengths and levels of development and strengths are rewarded following a whole school approach. The school has high-quality facilities and resources including a high staff to student ratio based on individual needs. Staff work in partnership with parents and other professionals.

Whilst aspiring to all students having positive behaviours and acknowledging the need for individual behaviour management, it is felt that some basic expectations are shared with the whole school community as a basis for development and maintenance of positive behaviour in school:

- Work Hard
- Be Kind
- Be Safe

Work Hard. This means:

- Attend school every day
- Do your best in class
- Take part in community and whole school activities to the best of your abilities
- Ask for help if you need it

Be Kind. This means:

- Be polite (and try not to swear).
- Respect other people's property
- Respect the school and its property
- Show consideration for others by moving around the buildings appropriately
- Apologise if you accidentally hurt or upset anyone or their feelings.
- Tidy away properly in class
- Put all rubbish in the bins provided and leave all areas tidy

Be Safe. This means:

- Listen to instructions when we are off-site
- Report bullying to your teacher or other adults in class
- Talk to someone in school if you are worried or concerned about anything that is happening at home or school
- Tell your teacher if the head teacher or someone has hurt you.

Learning and Teaching

We consider the promotion of good behaviour as outlined in this Positive Behaviour Policy to be an essential part of fulfilling our school vision and aims. To this end, we work extensively with students to develop appropriate patterns of behaviour, self-esteem and personal and social skills. We aim to develop a sense of responsibility appropriate to the students developmental age and ability and promote independence skills in all our students, whatever their academic ability, personal circumstances or past experiences.

All students are taught about personal and social relationships during PSHE/RSHE sessions, small group or individual personal skills sessions, day to day interactions and pastoral sessions.

Students are given the opportunity to consider their own contribution to good conduct around the school through student questionnaires and surveys, at developmentally appropriate levels.

Extended social, leisure and recreational activities provided through the school also offers the opportunity for positive reinforcement of our behaviour policy in a less formal context.

All adults in the school are expected to model the highest standards of good behaviour in their own conduct around the school as our students learn best by concrete tangible examples.

The School Environment

There are low stimulus, quiet rooms where young people can be supported to regulate and then return to learning.

All areas of the school environment must be used in accordance with [Use of reasonable force and other restrictive interventions guidance](#)

The following points are specifically highlighted: -

Within school, most of the doors of rooms to which students may access, are locked when not in use. These doors include external boundary doors. These use of locked doors is to prevent the risk of harm and to maintain the school's duty of care based on a risk assessment of factors including reducing risk of finger entrapment, doors accidentally swinging closed, or students accessing the school driveway. The external doors are fobbed to ensure safety of students.

Students are supervised by staff at all times when using alternative spaces either indoors or outdoors. Doors to all student accessible rooms are fitted with escape-function lever locks, which are key-operated externally, with free egress from the inside. This prevents unauthorised entry whilst allowing the student(s) to leave whenever they wish to.

Teachers MUST ensure that the use of these areas is clearly defined in the student's PBSP (Positive Behaviour Support Plan) and that they are clear on the guidance of the law for time-out and seclusion. Examples (all would be within the PBSP) of use may include: - a student asking to move away from a busy environment to avoid possible triggers that they know may lead to their behaviour escalating, e.g. sensory overload. Students may use other areas in school in a similar way, e.g. a quiet area of the classroom, sensory room, library or quiet room. These spaces provide areas for safe relaxation and reduced sensory input which young people may choose to access.

Longridge school prefers to utilise an approach of "time in" rather than time out, with key staff who can help them to recognise their emotions and support effective self-regulation and minimise lost learning time.

Staff may ask a student if they want to move into one of these areas or access outdoor spaces if they recognise a sequence of behaviours that may lead to an incident of behaviour that challenges.

The learning support room is used for a variety of purposes including teaching pupils in small groups or individually. The resource can provide pupils with a less busy environment for parts of their educational programme. The learning support room has ICT facilities and resources within them as appropriate to support the young person with their learning.

A Consistent Approach

Longridge School will display its basic behaviour expectations around the learning environment in order that these are shared and clear. The approach taken to respond to individuals who choose not to adhere to these basic expectations will depend on the positive behavioural strategies that best suit that individual student, their individual developmental levels and levels of understanding and the situation. The school has a legal right to use detentions and sanctions that are proportionate, but when dealing with students with SEN and/or social, emotional and mental health difficulties, careful consideration must be given to these decisions and should be made in liaison with other adults supporting the young person.

Affirmation, Praise and Rewards:

We consider it important that praise and rewards should have considerable emphasis within Longridge School and students will thus achieve recognition for a positive contribution to school life. Such contribution includes sound academic work and effort, showing kindness to others and involvement in the school community.

Rewards should not be limited to those whose academic work is outstanding or to those whose behaviour is always good: small improvements and effort need to be celebrated. It is acknowledged that rewards need to be appropriate to the individual, their needs and any current difficulties and issues that they are facing. Reward and celebration of achievements is meant to support self esteem and provide an impetus for further motivation and development. It is expected that good standards of behaviour will be encouraged through the consistent application of a positive praise and reward system by all staff at the school.

- Recognition - We recognise and celebrate effort not just achievement and examples of our rewards and reinforcements include praise, Star of the Week, days out, unexpected rewards, golden time, certificates. Achievements will be shared with the wider community, such as parents/carers. Rewards are never taken away from a student once they have been earned for the intention of providing a sanction. The use of food as rewards will not be relied upon.
- Rankings – Reward systems will not be on public display as we recognise this could be shaming and demotivating for some young people.
- Unfair incentives - we have eliminated unfair school/colleges incentives, such as attendance awards, as we know neurodivergent young people will have difficult days when they struggle to attend school and they should not be penalised.

Rewards may be informal or formal: members of staff are encouraged to use a wide range of methods of acknowledging good behaviour.

To see further details of our Rewards System, turn to Appendix B.

In addition to various levels of rewards for good behaviour and a positive contribution to school life, we also encourage students to take on roles of responsibility within the school. This helps to promote a sense of community, self-esteem and personal responsibility. Some students may take on responsibilities within their own class, helping with the basic routines of classroom life.

Inappropriate Behaviour and Sanctions

Longridge school's ethos of person-centred personalised learning applies equally to delivering Positive Behaviour Support through a school based therapeutic approach enabling pupils to change behaviours that challenge over time. Sanctions are therefore carefully considered and applied according to the context, developmental levels of understanding of students, and severity of the behaviour. Sanctions will always be applied to individual cases and not whole groups and need to afford opportunities for the young person to repair and restore relationships and encourage ways to develop alternative ways to display emotions.

This section of the policy also needs to be read in conjunction with school Policy on the use of Physical Interventions (Reflective Therapeutic Intervention).

All adults and students within Longridge School have a responsibility to ensure everyone behaves in a positive way to keep everyone in the learning environment happy and safe. To this end all adults and students are expected to discourage unacceptable behaviour. Students are advised about how to behave and who to speak to if they observe such behaviour or if they themselves behave wrongly. Students are encouraged to tell the truth and to seek adult help if they find themselves in a difficult situation.

All adults in the school are expected to be familiar with our behaviour policy and PBSPs are shared with all staff so that each member is aware of the best way to deal with each student's behaviours. Regular discussions occur in staff meetings to ensure a consistency of approach.

Use of consequences

We believe that behaviour management is best exercised through investment in and development of strong inter-personal relationships with children. While every school must have rules to regulate it, we believe that children and young people should have opportunities to contribute to them and thereby gain a sense of ownership of them.

We also believe that children and young people need boundaries in order to feel safe and cared about. However, there will be times when children and young people challenge these boundaries, often in order to gauge staff consistency and authenticity. Following such incidents, staff may use consequences if it is felt appropriate to do so. These should never be used in a punitive manner; should be time-limited; and should be employed as relevant, age-appropriate and developmentally appropriate learning tools.

Where possible we strive to use consequences in the form of reparation and restoration, but at times it may be deemed appropriate to give a more direct consequence. They should also focus on the harms caused by their behaviour rather than the behaviour itself. Often there is the opportunity for early intervention, which

may prevent the need for consequences i.e. stating expectations, expressing adult and peer disapproval, informing of potential consequences.

Staff will use Secure Base theory, considering students' level of verbal and/or emotional literacy. Should early intervention be ineffective, and behaviour occurs that may warrant a consequence, the following principles should apply;

- Consequences could include the use of reparation, where the aim is for the student to make amends through assistance to those who have been harmed, or restoration where they are given the opportunity to restore something to its former or original condition or the giving back or replacement of something. Where possible staff should endeavour to use collaborative, restorative and reparative consequences to maximise the learning involved for the student
- Consequences that are negotiated and agreed with the student are more likely to succeed, therefore wherever possible students should be asked what consequences they feel are appropriate to the situation. In all cases, a discussion about the harm that led to the consequence should take place
- Consequences must be fair and equitable, discussed and agreed by the class teacher
- Consequences should be considered after an incident when all parties have had an opportunity to calm and reflect to ensure an objective approach
- Staff should be sensitive to the fact that a student's response to a consequence is often determined by when and how the consequence is discussed. It is often difficult for a student to be open and honest in front of their peers and staff should be sensitive to this issue. The quiet room/outdoor space/sensory room are allocated spaces, where staff and students can talk through an incident on a 1:1 basis.

When discussing a consequence with a student, staff should be calm, reflective and accepting and avoid adopting a 'blaming' stance encouraging the student to explore their feelings around the incident. Students should always be given the opportunity to comment on the record made of the consequence and will be asked to consider who was affected by their behaviour and how, what they could do differently in a similar situation in future and how they can put right the harm done.

Permitted Consequences

Restoration – restoring of a thing to its proper owner or its original state e.g. helping repair broken resources. The purpose of restoration is to teach the student the value of property belonging to others rather than to punish. Restoration should be appropriate to the student's age, levels of understanding and degree of responsibility. It is also appropriate to consider the value (including sentimental value) of the item(s) damaged and the emotional state of the student when they caused the damage e.g. was it a deliberate controlled action or was the student distressed and dysregulated.

Reparation – i.e. making amends in whole or in part. It could be as simple as a student making everyone a cup of tea or apologising to the individual/group for his/her behaviour. Both the above consequences focus on the relationship between the adult and the student and aim to bring about some reflective repair reassuring the student in a wider context, that things that are broken can be fixed and that we will help them do it. The student should be given the opportunity to feel part of this

process not a victim of it. Extra jobs around the school may be appropriate for behaviour which has caused significant damage to the school environment. These should always be of benefit to the school and relevant to the behaviour that led to the consequence. A member of staff should be with/assisting the student with the task. Staff should not impose consequences that involve them being seen as the beneficiaries (e.g. washing staff cars).

The curtailment of free time such as break time or lunch time can be used as a consequence but must not include any deprivation of school events that are positive and meaningful to the student except in circumstances where it is felt there is a risk to safety (see also Prohibited Measures of Control).

All consequences will be discussed with the student prior to implementation.

Where developmentally appropriate, staff will explain whether the consequence is:

- Protective – that which reduces or removes the potential for the student to come to harm
- Educational – that which encourages and supports students to learn, rehearse or be taught new ways to manage and self-regulate their behaviour or ensures catch up on any missed classroom learning
- Naturally occurring – whereby staff do not necessarily need to put anything in place, (for example, lack of a laptop which was broken by a young person due to a delay in purchasing a replacement).

Whilst the need for consistency is recognised as a key element of any behaviour management system, this is balanced by an awareness of Secure Base theory, the special educational needs and learning disabilities of our students and the need for an individualised approach.

Training and support for staff

Regular training relating to this policy and methods of behaviour management are offered to all school staff, both as training in staff meetings and through regular Reflective Therapeutic Intervention (RTI) training.

The promotion of good behaviour is discussed regularly in staff meetings. Similarly, individual students who are struggling with their behaviour are regularly monitored and discussed to ensure a consistency of approach and an awareness of progress, this includes close working with the therapy team, where appropriate.

Effective teaching supported by a structured approach and an understanding of the individual needs and difficulties of the student is a good basis for positive behaviour in the classroom. To this end we seek to provide creative ways for young people to engage in their learning at Longridge School, allowing them to experience relevant meaningful education as outlined in our curriculum policy.

Suspension and Permanent Exclusion

The Department of Education recognises that good discipline is essential in allowing all students to benefit from their education. The Government supports head teachers in using suspension and exclusion as a sanction where it is warranted. Please refer to our Permanent Exclusion and Suspension Policy for more information.

Bullying and Harassment

Bullying and harassment are never considered acceptable behaviour and are taken very seriously within Longridge School. As an education provider, we have a specific duty to tackle any form of negative discrimination. Bullying is not tolerated in any guise, including racial, religious or homophobic taunts. Students are encouraged to report such incidents should they occur. Staff members are expected to report any incident immediately to the Head teacher and to record incidents in the behaviour log on the school's Information Management System. Sanctions will be used to indicate to the bully that their behaviour is unacceptable and further work should be carried out to educate all involved about the causes, harm and effects of bullying.

Links between school and home

The partnership between school and home is crucial for effective promotion of good behaviour. As a school we endeavour to communicate daily with parents/ carers concerning each student's progress, including their attitude and behaviour.

Likewise, we encourage parents/care staff to contact the school immediately if there is a problem so that we can work together to resolve it. Where an individual student has specific behaviour problems, carers will be involved in the development of the PBSP and be asked to sign to agree to its contents before it is implemented. Any amendments requested by parents/carers will be carefully considered.

Each young person has a Positive Behaviour Support

Plan which guides those working with them in relation to background issues, triggers, responses that have been previously successful and the permitted restraint of that individual.

Searching Students:

Head Teachers and school staff authorised by the Head Teacher have the power to search students or their possessions, without consent, where they suspect the student has a "prohibited item". Please refer to our Drugs and Prohibited Items Policy for further information about prohibited items and searching students.

Use of reasonable force and restrictive interventions

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or causing significant damage to property. We use Reflective Therapeutic Intervention (RTI) and staff should follow the guidance and approaches for which they have been trained.

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrict students in different ways.

Examples of restrictive interventions could include:

- Passive physical contact, such as a staff member blocking a student's path if they're running towards danger (like a busy road), or staff standing between students to prevent a fight
- Restricting access to certain areas of an environment such as a cleaning cupboard or food preparation area

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain students, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances. Examples of the use of reasonable force could include:

- A staff member guiding a student to safety by the arm
- Staff breaking up a fight between students
- A staff member restraining a student to prevent injury to the student, or others

Restraint is a form of non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a student's arms to their sides when the student is attempting to harm themselves or others
- A staff member using a taught RTI hold to move a student away from an area or environment when the student is posing a risk to themselves or others

A significant incident is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a student. This includes when physical force is used to implement a non-physical restrictive intervention.

Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a student from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students, in or out of lessons

We will ensure staff are adequately trained and that risk assessments are carried out where necessary. Any RTI interventions required for individual students are recorded on the student's PBSP and reviewed at least termly.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out below.

Unacceptable uses of force

It is illegal to use force on a student for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never** acceptable:

- Staff using force for the purpose of punishment
- Staff restraining a student in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- where a student is **unintentionally** held on the ground; staff should release their hold or move into a safer position as quickly as possible

Note: Staff receive physical intervention training on the use of ground holds, however the use of ground holds is only agreed where appropriate and must be recorded in the student's PBSP. Taught ground holds will only ever be used as a last resort.

Deciding when the use of restrictive interventions is appropriate

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined below, information within the students' individual PBSPs, and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the student and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

- Is it necessary?
- Are there other more effective, less restrictive ways to manage the situation?
- Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?
- Is it proportionate?
- Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

De-escalation

De-escalation techniques are our primary responsive strategies, these include:

- using a calm approach with neutral body language
- using minimal verbal interactions during de-escalation
- using positive framing language (“kind hands” rather than “stop hitting”)
- using planned and proactive positive distraction (for example talk about the student’s passion)
- diverting the student to a different, preferred activity or experience
- changing the environment (for example allowing a student to access a calm room or outdoor safe space)
- encouraging the student to engage in a preferred sensory activity or strategy to help them co-regulate
- changing the staff supporting the student
- using space and allowing the student to move and run, perhaps complete a sensory circuit.
- using visual supports to support the student to process and understand
- any unique strategies that the student responds well to and are recorded in their individual PBSP

We do not use:

- asking a student why they are behaving in a certain way
- any shame-based approaches
- any language which could be interpreted as threatening, e.g. last chance.’

Student and staff welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the student involved, as well as the safety of other students and staff. Staff should always consider the potential impact on the student’s welfare balanced against any actions taken. For example, staff should bear in mind that students who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a student’s dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the student what is happening, why, and what the student needs to do, including using verbal and non-verbal strategies where needed, and giving time for the student to process information and respond where appropriate.

Staff should seek to understand how the student is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on students and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each student and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Recording incidents

Our school has a clear process in place for recording the incidents listed above.

Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a student's positive behaviour support plan.

For incidents involving the use of force, we will record:

- The names of the student and staff members directly involved
- Any relevant needs or circumstances of the student, including their CLA status.
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support
- When and how parents/carers were notified
- Any follow-up actions that were taken

Completed reports will be kept securely and retained in line with our data protection procedures.

Reporting incidents to parents/carers

When reporting an incident to parents/carers, we will take the following steps:

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a student's behaviour support plan.

A report of the incident including the below details will be sent out to parents/carers via secure email by the end of the school day;

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

(See Appendix for incident report for parents)

There is one exception to this:

If a member of staff thinks that telling the student's parents/carers would likely result in significant harm to that student. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the student ordinarily resides.

Note: Any incident involving the use of seclusion or non-force related restraint e.g. the removal of a walking aid, this must also be recorded under the procedures outline above including reporting to parents/carers. a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other student.

Parents/carers are invited to have a follow-up discussion about the incident where appropriate. This might include discussions 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

We might then use this information to amend any existing positive behaviour support plans, as needed.

Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the student ordinarily resides, this report will include all the information that we would normally share with the student's parents/carers, as well as the reasons why we thought it was unsafe to tell the student's parents/carers directly.

In cases where a student has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out above).

13. Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on our school website.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance Keeping Children Safe in Education.

Monitoring, Evaluation and Review

Behaviour within the school is regularly monitored and details relating to individuals and their behaviours are reported to the Head teacher and logged on the school's information management system including incidents of bullying or racial harassment. Access to the behaviour log is limited to staff members with appropriate levels of responsibility.

All behaviour information is also shared regularly with the Proprietorial Board who regularly review and interrogate data on restrictive interventions to ensure school leaders:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

<i>Last Reviewed</i>	<i>Aug 2026</i>
<i>Next Review due</i>	<i>Aug 2027</i>
<i>Reviewed by</i>	<i>Head Teacher and Directors</i>

Appendix 1: Examples of Strategies to promote positive behaviour

- Use of frequent and specific praise, confirmation, reward charts, stickers;
- Identifying and modelling appropriate behaviour;
- Personalising the timetable;
- Using clear visual strategies including schedules, timers etc;
- Changing the environment and activity e.g. using sensory rooms, playgrounds, field, halls;
- Diverting, distracting or changing adults to diffuse;
- Acknowledging pupils need for personal space;
- Using sensory integration strategies;
- Use of arts and play-based therapeutic interventions to teach alternative safe ways to express negative thoughts and feelings
- Using clear, simple language allowing time to process and respond;
- One person clearly taking the lead in supporting a pupil.

Appendix 2: Reward System

All adults in the school should make a point of praising good behaviour, successful academic performance and positive social interaction when it is observed.

Student effort and behaviour are closely monitored by the teacher and teaching assistants throughout the day. A brief daily report summarising the strengths and difficulties of the day are recorded and communicated to parents/carers at regular intervals.

Each Friday students participate in a whole school celebration assembly where all students receive recognition for something positive they have achieved that week.

Where students have done something exceptional within their academic work, in supporting others or in behavioural improvement, details of their success should be sent to the Head teacher. The Head teacher can discuss and celebrate the success with the students and decide whether the action was outstanding enough to receive a head teacher's award.

The awards above are common to all students. Additional rewards will be used as detailed below according to what motivates each individual:

- Recognition in assembly
- Verbal praise shared with third party and reported back to student
- Individualised choice of activity/music/game etc at mutually agreed point in the day/week
- Asked to take on extra responsibility within school
- Subject/teacher praise postcards
- Phone calls to individual pupil's home from teacher/head teacher

School Team System

In addition to the rewards detailed above, motivators are decided on an individual basis. Some students may need a more immediate recognition of their successes and therefore work towards a daily reward, others may work towards a "treat" from a weekly reward box or others may earn points for positive engagement in learning activities and social interactions. These points are totalled and can be banked at the end of each half term or saved till the end of an academic year for a much larger reward; typical points have been exchanged for clothing store vouchers, Amazon or even a Costa voucher. Positive Whole class behaviour is rewarded with an end of term educational activity voted by the students.

Appendix 3: Blank Incident report template to parents



Parent/Carer Notification of an incident involving the use of physical force.

Dear parent/carers,

I am writing to let you know about an incident today involving your child, [name], during which staff needed to use a *restrictive intervention* to keep them and others safe.

What happened

At approximately [time], [brief factual details of the incident] Staff attempted to de-escalate the situation by [enter strategies attempted], but this was not enough to reduce the level of distress/risk at that moment.

Why restrictive physical intervention was used

A restrictive physical intervention was used as a *last resort* because there was an immediate risk of [harm to self / harm to others/damage to property]. The intervention used was [enter intervention], carried out by trained staff in line with your child's support plan and our school policy.

How your child was supported

The intervention lasted for approximately [duration] and ended as soon as it was safe to do so. Once calm, your child was supported to regulate [enter strategies used during recovery phase] which was effective and your child was supported to re-engage with their normal routine.

[Child name] was checked over for any visible signs of physical injury caused by the physical intervention.

No physical marks or injuries were observed [or detail marks/injuries and actions taken].

Next steps and support

We will review the incident carefully to understand any triggers, patterns or unmet needs that may have contributed. Our aim is always to reduce the need for restrictive interventions by strengthening proactive and preventative support.

If you would like to discuss the incident or any aspect of your child's support, please contact the Head teacher on 01785 556710.

Thank you for your continued support.

Kind regards,

Carol Harvey
Head teacher
Date: