



Special Partnership Trust



Date Last Reviewed: September 2022

Review Date: September 2024

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are supported to meet behaviour expectations
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- To consider and respond to the needs of all pupils including those pupils with Autism

Context

We recognise that all the pupils attending the Special Partnership Trust (SPT) schools have additional needs and require a range of support strategies to enable them to access and achieve their learning outcomes. Throughout the SPT we recognise that positive relationships between staff and pupils are a major influence in encouraging good behaviour. The SPT schools aim to establish a safe and caring environment that provides encouragement, structure, order, a sense of community and high-quality education. The pupils experience positive behaviour for learning approaches and management systems employed will be consistent, taking into account every pupil's individual needs.

This document relates to facilitating the safety of our pupils'/school population as well as their ever developing academic and social/emotional needs which is underpinned by appropriate behaviour for learning, all of which is linked to the SPT's core values. Our priority is to ensure that pupils are safe and demonstrate appropriate behaviour for learning to achieve desired outcomes.

All pupils who need planned, and regular contingent¹ touch will have this recorded in their personalised learning plan, sensory integration diet, individual behaviour or moving and handling plan. These documents are shared with parents and carers, who are invited to contribute to these documents.

Legislation and Statutory requirements.

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](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)

¹ Contingent touch – the physical touch necessary to guide and care for the pupil. i.e. supporting to sit or stand, assisting with personal care.

➤ [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require 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
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles

This policy needs to be read in conjunction with the SPT anti-bullying policy and safeguarding policy – as well as the school's own behaviour policy.

If any member of staff has witnessed practice that they do not feel complies with the rationale and protocols outlined within these policies, they must bring this to the Head Teacher's, whistleblowing governor, CEO's attention or to the attention of one of the designated safeguarding leads with immediate effect.

Aims

1. To provide a supportive setting in which pupils feel secure and where good behaviour and effort are celebrated
2. To provide strategies which encourage pupils to communicate their feelings in more appropriate ways
3. To encourage pupils to be aware of their own behaviour and to have self-control over this
4. To ensure that each school environment is calm and informed which improves the quality learning
5. For the pupils to develop an awareness and consideration of others
6. To underpin our SPT offer within Spiritual, Moral, Social and Cultural education and through the informed delivery of Promoting British Values

7. To provide consistency of approach to dealing with positive behaviour support through staff training (Sensory, Engagement and Regulation skills) (Team Teach) and Trauma Informed Schools
8. To provide a means of recording systematically data associated with positive behaviour management adopted across the SPT supported by the implementation of Trackit Lights
9. To provide a means of securing data associated with positive behaviour management strategies adopted across the SPT, using this to accurately report to Governors/Trustees each term for their scrutiny and challenge – through the Headteachers report.
10. To provide a means for multi-agency support for our schools, parents and pupils with respect to complex behaviour particularly in relation to bespoke provision which may include for example sensory profiling or specific diets which informs practice.
11. To determine the most suitable learning environment for any pupil within a school following close consultation with parents and carers
12. To ensure the Safety of all pupils/staff within the SPT
13. To embed a behaviour support pathway to inform practice across all schools
14. To ensure the school remains compliant within its statutory duty under Section 175 or 157 of the Education Act 2002 for safeguarding in promoting the welfare of children
15. To underpin the aims of the Trusts safeguarding and whistleblowing policy
16. To embed strong working relationships with parent and carers to ensure the best outcomes for pupils

Roles and responsibilities

Role of the Trustees

It is the responsibility of the Trustees to ensure high standards of positive behaviour are maintained at all levels. This will be achieved through termly reports received from the Head Teacher/Behaviour Lead of each school; this process ensures Trustees can hold Senior Leaders within each setting to account through appropriate challenge on any aspect of policy/practice.

The governing board

The trustees and Local Governing Board (LGB) are responsible for monitoring the effectiveness of the school behaviour policy and holding each Headteacher to account for its implementation.

The Headteacher

The trustees and Head teachers of the SPT are responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The headteacher will ensure that the data from Trackit Lights and CPOMS is reviewed on a regular basis to make sure that no groups of pupils are being disproportionately impacted by this policy.

Role of the designated Behaviour Lead

The designated behaviour lead for each school will scrutinise behaviour and rewards information collated for the school through data collection to benchmark our pupils to determine reasons/ patterns and devise intervention strategies to support behaviour for learning. The behaviour lead will also ensure that all staff are implementing the behaviour policy consistently.

The designated behaviour lead for each school will provide information for the Headteacher as required for the Headteacher reports to LGB, CEO and Trustees.

The designated behaviour lead will meet with the SPT behaviour leads to moderate data to ensure that there is validation and moderation of data findings – this work will happen as part of/ subcommittee of the Safeguarding School Improvement Focus Group

The designated Behaviour lead will take a leading role in ensuring that CPD requirements are met across the school and ensure that staff are up-to-date with Team Teach training requirements securing compliance within practice.

SPT Behaviour Leads	
Curnow School	Rob Armstrong
Doubletrees School	Jo Hobbs
Nancealverne School	Ruth Carpenter
Pencalenick School	Danny Barry

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents on Trackit Lights/CPOMS or in the serious incident Team Teach log (Bound and numbered book)
- Act upon the advice and guidance received from members of multi-agency teams who may support individual children (e.g. – implementation of OT recommendations)

The senior leadership team/behaviour lead in each school will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to appropriate behaviour within the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Pupils are expected to:

- Behave respectfully
- Behave in a way that allows learning to take place
- Treat the school buildings and school property with respect

Definitions

High level behaviours will be reported in HT reports to LGB, CEO & Trustees as serious behaviour incidents

Type of behavior to be reported on SIMS	Low level behavior presentations	High - Level 3 behaviors where Team Teach will have been used or an equivalent level of intervention. These will be reported in HT Reports to LGB, CEO & Trustees.
Self-Harm	Persistent pitching and hitting, biting as ritualized behaviors. Appropriate action recorded in Trackit Lights to support need of young person in turn this information (trends/triggers) is used to support strategies to meet pupil need.	Causing / potential to cause significant harm to self or others. i.e. dangerous behavior that could result in significant injury. CPOMS / Team Teach record
Bullying / Threatening *Please refer to pages 8 & 9 which outlines a full definition of what constitutes bullying	A manifestation of known behavioral responses Individual learning plans support appropriate responses. Appropriate action recorded in to support need of young person.	Causing / or potential to cause physical harm to another. There may be a need to establish intention. Record on CPOMS
Physical Behavior	E.g. Pushing as, a way of communication.	Directing physical behaviours, such as kicking, punching/ slapping , hair pulling or throwing objects towards persons or property, where

	Appropriate action recorded in Trackit Lights or CPOMS to support need of young person.	physical harm or damage may be caused. physically attacking with intent and requiring RPI to maintain safety. Recorded on CPOMS/Team Teach Log/Trackit lights
Property Damage	Ripping work, pulling work off walls. Appropriate action recorded in Trackit Lights /CPOMS to support need of young person.	N/A unless student in danger and requires RPI i.e. pulling cupboards over that could cause significant injury. Aiming physical behaviours towards windows, screens or equipment that may cause significant damage to property, or persons, or where psychological damage to an individual needs to be prevented and therefore RPI is required. Record on Trackit lights and/or bound and numbered book
Intentional Disruption to Learning	Unable to share, crying, screaming, tantrum behaviors that are self-contained but intended to create disruption. Appropriate action recorded in Trackit Lights/CPOMS to support need of young person.	Only recorded if this situation was unsafe to self and others and RPI was used as last resort.
Refusal / off task	Appropriate action recorded in Trackit Lights /CPOMS to support need of young person.	N/A
Abusive Language	Appropriate action recorded in Trackit Lights/CPOMS to support need of young person.	N/A Unless targeted towards individuals and risk causing psychological harm.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Intentional non-completion of classwork through throwing / destroying work

Serious Misbehaviour that does not necessarily require Level 3 intervention is defined as:

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)
- **Serious misbehaviour that requires Level 3 reporting to trustees is defined as:**
 - Knives or weapon when used in a way that may harm self or others and RPI has been used.
 - Dangerous behaviour that may harm self or others where RPI has been used.
 - Any incident that has required RPI / Team Teach

Bullying is defined as:

- the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power; bullying can cause emotional or physical harm.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Ensure when logging a behavioural bullying incident that it meets the criteria as set out in this policy.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of the SPT's approach to preventing and addressing bullying are set out in the SPT safeguarding policy and Managing allegations against other pupils' policy.

Positive Behaviour Management

Behaviour is managed positively through providing:

- An appropriate curriculum and learning programmes and fully inclusive communication systems
- A supportive setting where learners feel secure and where good behaviour and effort are celebrated
- Strong working relationships with parents and carers to ensure the best outcomes for pupils.
- Provide positive behaviour systems to promote self-esteem
- Provide appropriate social, emotional, mental health support through clearly identified wellbeing plans. See SEMH policy
- Provide Personalised Curriculums and where appropriate individual / bespoke timetables
- Sensory integration input
- Use of positive scripts as outlined in Team teach and TIS practice
- Social stories, self-resilience / self-regulation and safe spaces to which pupils can remove themselves
- Monitor and track individual behaviour data supported by qualitative and quantitative assessment to ensure learners individual needs are met and that learners are safe

- Provide termly reports to the LGB's and Trustees outlining the agreed behaviour data we collate and keep through SIMS
- Bespoke IEP targets/communication plans

Principles followed across the SPT enable us to:

- Help support pupils after an incident to consider how they have acted, and how they might act more positively in similar circumstances
- Provide evidence of patterns or trends in behaviour
- Provide information for staff and other agencies for focused support work within school or with families, or for other agencies
- Generate an agreed well-being plan with targeted time scaled interventions to improve pupil conduct if it is deemed necessary
- Make informed reports on the suitability of our provision

Positive behaviour Recording & Celebration

Positive Behaviours will celebrate within the agreed areas outlined below and recorded on Trackit Lights positive behaviour management and other school based systems.

Support Pathway for Behaviour

We recognise some pupils require additional support around their behaviour and wellbeing needs. In order to provide an informed, shared working practice we will follow the agreed a Behaviour Support Pathway to create a personalised intervention plan.

The implementation of a consistent SPT pathway is coordinated and monitored by the behaviour lead for each school in conjunction with the Head Teacher and the SPT Safeguarding and Behaviour Focus group. The behaviour lead within each school has the responsibility to monitor and record positive behaviour management and the impact of interventions across the school, providing termly reports for the Headteacher as required.

Safe Spaces

As part of our continuum of provision to help pupils develop their skills within managing their own behaviour, SPT schools may provide 'safe spaces'. These are spaces designed as a place of retreat for those pupils who require a period of quiet time which they can learn to initiate their own use of such areas.

The SPT acknowledges that any use of a safe space can be viewed as seclusion if a pupil is taken there; as such any pupil use of Safe Spaces is recorded within their Wellbeing Plan. These plans are checked by the SLT for compliance according to the protocol and DfE guidance in using safe spaces. Safe spaces are not used within any school as a way of planned confinement of pupils. The SPT considers the use of the safe spaces is seen as a positive provision which are aimed as an alternative to physical restraint as pupils are reminded to go to the Safe spaces if their behaviour is becoming particularly complex and they are starting to pose a risk to themselves or others within the school. These are used therefore to encourage pupils to manage and self-regulate their behaviour. Safe spaces therefore designed to be used as part of informed de-escalation strategies identified for

identified pupils within the school via the de-escalation strategies identified within their PBIP.

If a pupil indicates they do not want to take themselves to their safe space after the staff have implemented the outcomes/de-escalation strategies identified within their Wellbeing Plan, the members of staff involved may initiate the use of physical restraint as detailed within the pupil's plan; this use will always be recorded within CPOMS and TEAM TEACH log and reported to parents/ carers.

All data associated with the use of Team Teach holds and the pupil use of safe spaces will be recorded and reported to the Governors of the school each term for their scrutiny and challenge.

If a child is assessed as likely to benefit from the use of an alternative area/resource/safe space as a de-escalation strategy this immediately triggers the production of a wellbeing plan or the reviewing of their current plan; it will be written in conjunction with the school Behaviour Lead to ensure the plan supports the child in an informed way and one which can be rigorously evaluated through the use of data. Any use of the safe space which prevents a child from leaving of their own free will only ever be considered in exceptional circumstances following a dynamic risk assessment made by the team who are supporting the pupil when they consider a pupil's emotional well-being is compromised which impact significantly on their behaviour. Such risk assessment will always consider necessity/proportionality.

If a pupil who has chosen to take themselves to the safe space but continues to display behaviour which is challenging and where they are hurting themselves, others or damaging school property (described as such in their wellbeing plan) the staff members may need to undertake a Team Teach approved Restrictive Physical Intervention (RPI) which is outlined within their Wellbeing Plan; again, this will be recorded within CPOMS/ TeamTeach Log

Any pupil use of a safe space will be discussed with parents/carers (for pupils under the age of 16); this is the role of the Behaviour Lead who has responsibility for monitoring the wellbeing plan. If a parent/carer has refused permission for their child to take themselves to a safe space alternative solution will need to be discussed and recorded into the pupil's wellbeing plan; this information will need to be cascaded to all appropriate members of staff. For any pupil over the age of 16 alternative consent will be needed and will be achieved via a Best Interests meeting.

If a pupil has initiated the use of a safe space during the school day this will be communicated to parents via the Home School Book.

Records of the use of safe spaces by any pupil is monitored by the DSL and Behaviour Leads within CPOMS who have the responsibility for Behaviour Management.

The rationale behind the use of Safe spaces will form part of the Health, Safety and well-being induction undertaken with members of staff, students and volunteers who are new to the school to ensure this policy and associated protocols are understood by all.

Please see attached appendices with this policy

Environment Management

We endeavour to ensure that the environment meets the needs of each learner to enable them to access learning at an appropriate level; we achieve this by ensuring that all learning environments should provide a total communication approach, ensuring that there are opportunities for communicating needs at every level; in addition to this the class teacher under the guidance of the behaviour leads for each school, will make further environmental adjustments to meet individual needs including; adapting the learning environment where necessary such as through the use of TEACCH systems, safe spaces, sensory areas and personalisation through the pupil's timetable. Outcomes will be identified through targets and progress made against these targets. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behavior in ways other than verbally
 - Highlighting and promoting good behavior
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Exceptional Behaviour Circumstances

For the purpose of this policy exceptional circumstances are defined as circumstances that go outside of planned interventions. Exceptional circumstances are therefore by their very nature unplanned.

The SPT recognises that any policy/procedure adopted identifies optimum working practices to help support the behavioural management of pupils and recognises that it is not always possible to predict all risk relating to a specific behaviour of a learner. When an unforeseeable risk presents itself a 'dynamic risk assessment' can be used to support staff in conducting a rapid risk assessment and act in the best interest of both the learner, other pupils and staff within the school environment.

Where there has been an exceptional circumstance, staff will hold a de-brief to identify the risks posed and begin to identify further appropriate responses which may be required to pre-determine outcomes to lessen risks if the incident happens again. De-briefs will therefore be used as a learning tool to further inform personalised behaviour plans informing school approaches. As such there may be subsequent amendments to plans written to reduce potential future risks when managing behaviour effectively. Exceptional circumstance will be recorded within CPOMS reporting system as a level 3 incident.

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

Sanctions for sexual harassment and violence will be developed on a case by case basis in line with the specific situation and pupil needs and understanding.

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

7.4 Malicious allegations

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Physical intervention.

Within the SPT schools and ARBs excellent relationships between staff and learners are vital. It must be recognised that due to the nature of the learning difficulties presented by some of the learners who attend the school and ARBs that the use of physical interventions are an integral element of the teaching and learning process. However, no intervention is used unless it demonstrably considers the welfare of the pupil, it is in their best interest, is proportionate and balances the rights of both staff and learners. We believe there is a clear distinction

between physical contact, restrictive and non-restrictive physical intervention. None of these methods are used as sanctions or punishment or as a response to staff shortages.

Physical interventions is: “the use of force to control a persons behaviour” DOH / DFES R.P.I July 2002) and may include the following:

- Prompts – This is the lowest form of using force to control a person behaviour.
- Guide – Moving someone forward but they have the ability to leave.
- Escort – The person is unable to leave you because you are holding them. The person is complying. It may be moving a person from point A to point B to keep them safe.
- Restraint – Physical control with the application of reasonable force with the intent of overpowering the person.
- Personal safety, disengage techniques from dangerous or harmful physical contact (may involve “minimal discomfort”)

Emergency Restrictive Physical Interventions (RPI) – An emergency RPI may be employed in response to an incident requiring a rapid physical response (for example a child running on to a road). In such circumstances the ideas of a duty of care and reasonable, proportionate and necessary actions must remain paramount. Staff should use the minimum force for the shortest amount of time to maintain safety, consistent with the Team Teach training they have received. All incidents of emergency restrictive must be recorded either on Trackit Lights (Level 3: CPOMS) and/or the bound and numbered book. The log should capture the views of the learner and a debrief should be carried out as soon as it appropriate.

Planned Restrictive Physical Interventions (RPI) – Involves a planned RPI being employed by staff in response to an identified behaviour when all other strategies have been unsuccessful and the learner is posing a significant risk to him/herself and/ or others. They should be described in writing (in the Well-being Plan), in advance, by the class teacher and shared with the behaviour lead and class team and, as far as possible, agreed and signed by parents/ carers. The identified strategies are based upon the individual behaviour risk assessment and are recorded on the Well-being Plan. If the guide or escort used forms part of the learner’s agreed Well-being Plan it is not necessary to record the use of the guide or escort. All incidents of restraint must be recorded on the behaviour monitoring system as soon as possible. A debrief must be completed by a member of the senior team or behaviour support team within 24 hours.

Any use of RPI must always be:

- Reasonable -
- Proportionate -
- Necessary –

The use of RPI is a measure of last resort and is undertaken following the guidance set out within Team Teach training, only when Necessary for ensuring that individuals are kept safe from harm, using proportionate and reasonable measures.

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

All use of physical interventions must be planned and included in an individual behaviour/positive handling plan (IBP) or Well-Being Plan. Physical interventions may be used once in an emergency response to unforeseen events but must always be followed up by the writing/amendment of an individual behaviour/positive handling plan as the risk of the behaviour is then known and must be planned for. Any physical intervention must be reasonable, proportionate and necessary both to the behaviour of the pupil and the nature of the harm they might cause.

"Team Teach"

Team Teach is a behaviour management system accredited by ICM – The Institute of Conflict Management and BILD (British Institute of Learning Disabilities). It is the holistic approach we use to support learners who may exhibit more challenging behaviours. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention to keep learners safe.

The SPT follow the national and county guidelines on de-escalation, physical intervention and restraint in an effort to safeguard everyone involved in an incident where physical interventions are necessary. The skills and techniques taught through this model are as a result of an ongoing risk assessed review on the young person's behaviour and the impact of this upon the safety of self, others and potential impact on school property.

Team Teach is primarily concerned with de-escalation, however, it also specifies the type of restraints that are permissible to ensure the safety of the young person and those around him/her. All plans are designed in consultation with parents/carers who must sign a behaviour plan to indicate they agree with strategies identified. If plans in the interim period need to be reviewed/revised parents/carers will be informed.

It is recognised that some pupils in the SPT may require trained staff to physically intervene if absolutely necessary and as a last resort.

To ensure this is achieved in the most effective, safe and informed way, staff will have completed a 2 day Team Teach course, which is refreshed on a biennial basis. The majority of these techniques do not involve any form of physical contact with the pupil. Staff are trained to understand why a behaviour may occur and to teach alternative behaviours. De-escalation of behaviour will always be the primary aim for staff, to find a way of decreasing anxiety, upset and discomfort. 95% of all behaviour management is de-escalation – staff will always look to find active strategies that address the problem e.g. let a child put ear defenders on, encourage communication, offer alternatives, use rewards and positive praise.

The Lead SPT Team Teach Tutor maintains training records on all staff and attends training updates provided by county.

In some circumstances it is necessary for staff to use an appropriate level of force to control or restrain a pupil. This is always regarded as a last resort for the minimum amount of time and used only when there is no safer alternative as set out in The DfE document **Behaviour and Discipline in Schools – January 2016**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The underpinning principles of the use of force are that it should, wherever possible, be avoided whilst recognising that there are occasions when the use of force is appropriate. When force is necessary it must be used in ways that maintain the safety and dignity of all concerned. Use of physical restraint must be reasonable, proportionate and necessary. All Team Teach holds used must be carried out in a gradual and graded way.

A vital part of the Team Teach process includes the de-brief of staff and learners involved in any behavioural incident. During such time the nature of the behaviour/incident can be discussed and evaluated and potentially inform next steps – e.g. – aspects of the behaviour plan may need to change, recognition that a pupil needs a symbol to help communicate how they feel etc.

SPT schools aim to hold the de-brief session by the end of the school day if this is possible; in cases where this is not the de-brief will happen as early as possible during the next working day.

If advanced Team Teach holds are considered necessary, the school will ensure specified staff receive this additional training to ensure the school is compliant in agreed methods of restraint.

Any enquiry must be supported by a documented need for this level of training; through scrutiny of this documentation which will be forwarded to the county lead within Team Teach, advanced techniques are discussed which will additionally determine if this is the necessary route.

Staff also need to recognise that other students who may have witnessed an incident will need to be given the opportunity to discuss what they witnessed and to ensure that the wellbeing of all involved is addressed through an appropriate debrief.

Reasonable force

Section 93 of the Education and Inspections Act, 2006, states that a member of staff is permitted to use reasonable force in specified circumstances. These are if the pupil was committing any offence, causing personal injury to, or damage to the property of, any person (including the pupil himself), or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

There is no legal definition of when it is reasonable to use force. That will always depend on the circumstances of the case. Staff should base their judgements on the likely result of not using a physical intervention, whether a non-physical intervention is likely to be successful and the relative risks associated with the physical intervention. Team Teach recommend staff ask the following three questions:

- 1) How was this intervention in the best interests of the pupil?
- 2) Why was it absolutely necessary?
- 3) How was it reasonable and proportionate?

Useful websites for further information and advice relating to this policy are:

www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/
www.standards.dfes.gov.uk/primary/publications/banda/seal/
www.team-teach.co.uk
www.gov.uk/government/behaviour-and-discipline-inschools Jan 2016
www.gov.uk/use-of-reasonable-force-advice July 2015

Seclusion

The SPT follow the Cornwall Council Education, Health and Social Care guidance on Identifying restrictive physical intervention in schools, (RPI), seclusion and deprivation of liberty and accept the legal framework for seclusion and deprivation of liberty (Article 5 Human Rights Act) acknowledging this advice refers to young people under the age of 16.

Pupils in crisis may need to have some time away from other people in order to regain control of themselves and ensure the safety of themselves and others. This is also considered to be a form of physical intervention and should only be used once in an emergency unless it is included in the pupils Individual Behaviour Plan (IBP). There are three levels of this type of physical intervention.

SECLUSION is defined as 'the supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the purpose of the containment of severely disturbed behaviour which poses a risk of harm to others. (Schools can use seclusion or isolation rooms appropriately as a disciplinary penalty without this constituting a form of restraint or restrictive intervention)' DfE June 2019 Reducing the Need for Restraint and Restrictive Intervention. Seclusion therefore occurs when a pupil is taken away from others into an area from which they are prevented from leaving (supervised confinement/isolation).

The SPT acknowledges this approach to managing pupil behaviour would never be planned for any pupils within our schools; if such an approach is used it would only be as an emergency following a dynamic risk assessment when no other intervention has been successful and it is deemed to be the safest option at that time for the pupil and other pupils around. If a pupil has ever been put into seclusion it must immediately be reported to the CEO and a member of the SLT; a Seclusion reporting form must be completed within 24 hours. The pupil's IBP must be amended within 24 hours to include a planned response to the unexpected behaviour which led to the seclusion. This is likely to include the use of time out. Any revised plan must be sent to parents/carers to enable a fuller discussion if/as appropriate (for pupils under the age of 16; Best Interest meeting for pupils aged 16/above).

TIME OUT is a planned period when a young person is given a place to sit away from the group. Some children require a change in environment and/or time alone in order to calm. The pupil will always be supervised by a member of staff. All the schools in the SPT encourage pupils to ask/request time out if they are anxious or struggling to remain calm in a situation. This is the best option for the pupil and teaches them to develop/manage their own feelings and behaviour.

WITHDRAWAL is defined as when a pupil is supported to spend time away from their peers but is accompanied by at least one member of staff. This is part of a planned approach and would be set out in that pupil's IBP. In most cases of withdrawal, a pupil would go out of the classroom to a space (safe space or playground etc.) where they feel comfortable to spend

time away from their peers. However, it may also be when the other pupils in the class go to a new space leaving behind the withdrawn pupil with at least one adult.

If a particular case arises causing uncertainty in managing a pupil's behaviour effectively, legal advice/best interest meeting (over 16's) will always be sought particularly if a deprivation of liberty may occur.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [guidance on Searching, Screening and Confiscation \(DfE 2014\)](#).

Effective partnerships with parents

- Parents have a key role in helping to develop a positive behaviour plan, communication plan and sensory plan and support their child's self-resilience
- All parents will have access to the SPT behaviour policy on the school website and have access to a full copy on request
- All parents will be asked to contribute to their child's well-being/behaviour plan to ensure all approaches are fully informed and used consistently within the home/school setting

Staff Communication

Please see the SPT code of conduct

Training & Professional Development (CPD)

The SPT has a commitment towards professional development in the management of behaviour in each of the settings and encourages an action research approach to CPD; our CPD currently provides all staff with up-to-date training within Team Teach and TIS – and key staff with more advanced and specific training in Team Teach and TIS

Rewards (positive behaviour)

Each member of the SPT will record positive behaviour on Trackit lights, following their individual reward systems. The focus will be on rewarding positive contributions towards their achievements, learning targets and outcomes. These needs to actively promoted and celebrated by all staff within each establishment in recognition of an individual's achievement.

Each member of the SPT will clearly publish their reward schemes and ensure consistency of practice across the school.

Duty of Care for Staff

The SPT supports the guidance as outlined within the Health & Safety Commission 1990 Education Service Advisory Committee. This document clearly details the need for all schools to:

- Provide all with support in their management of pupils within the terms of this Policy.
- Recognise any Stress directly related to behaviour management and to ensure staff are supported by the senior team.
- Ensure there is free confidential support available to any member of staff with sensitive consideration given to staff that have experienced a serious incident.
- Consult with staff whenever possible with regard to appropriate follow up consequences for pupils.
- Respects the professional judgement of staff who have to make an on- the-spot decision as long as it follows the principles of this policy and does not result in a direct assault on a pupil.
- View serious incidents as a learning opportunity
- Ensure our actions are recorded and reviewed accordingly.

School Transport

- Where misbehaviour occurs on school buses or taxis, drivers should report this misbehaviour to a member of the SLT who will investigate the incident and manage the incident in an appropriate manner; this may mean a review of the Transport Request Form may be necessary to identify any future risks/adjustments to the transport arrangements organised by county.
- Where any learner acts in an unsafe way on county transport, this must be reported to the county transport team who will investigate the incident and manage it in an appropriate manner.
- For additional information please see [County Transport Policy](#)

Guidance on how to manage negative behaviour off site

- Teachers planning off site visits need to ensure that risk assessments and additional control measures which will already outline if behaviour on an educational visit may be a problem. Please see individual establishment policy for [Educational Visits](#).

Banned items

Tobacco and other items banned by the school must not be brought to school. If a student is suspected of bringing a banned item into school, they will be searched and any banned items found will be destroyed.

Items banned by the school include:

- Tobacco or cigarettes, including e-cigarettes and lighters.
- Any form of drug unless that which prescribed by a doctor for that student (the school should be made aware of any medication being taken)
- Knives, including pocket or camping knives
- Any form of weapon, either real or 'pretend'

Students who bring substances, which are classed as dangerous e.g. drugs, including cannabis, may face permanent exclusion regardless of the purpose for bringing them into school. However – multiagency referrals will always be made to ensure that pupils needs are fully considered and met in the context of ensuring appropriateness of placement. The school will always inform law enforcement agencies about illegal items brought in to school.

Power to search

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

The Deliberate Activation of the Schools Emergency Systems

- These actions may include activating the school fire alarm or calling emergency services from the school without authorisation. When a student deliberately acts to cause the school to evacuate the building or initiate any other emergency procedure, the first consideration the school will make will be to investigate the individual circumstances surrounding the incident and develop a positive behaviour intervention plan. Parents will always be informed.

Exclusions

- Safe conduct by students in the SPT schools is essential to ensure that all pupils can benefit from the opportunities provided by education. This is essential when safeguarding the most vulnerable students. The Government and the SPT trustees support head teachers in using exclusion as a sanction where it is warranted. All behaviours incidents that potentially warrant an exclusion must be discussed by the Headteacher with the CEO and LGB before finalising this decision and informing parents.
- Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the SPT behaviour policy; where allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.
- The SPT will work under the guidance of the DfE and local authority in relation to exclusion following all protocols/procedures outlined within the guidance of the Local Authority. The potential need for an exclusion of any pupil will be made by the CEO after detailed deliberation with the Head Teacher and on scrutiny of the behaviour exhibited/records made.

For more information, see [Cornwall Council Exclusion from school](#) policy.

We adhere to the SPT Complaints Procedure

For more information, please refer to: -

[Complaints policy](#)

[Whistle blowing policy](#)

Appendix A

Specific Positive Behaviour Support:

Across the SPT we recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met.

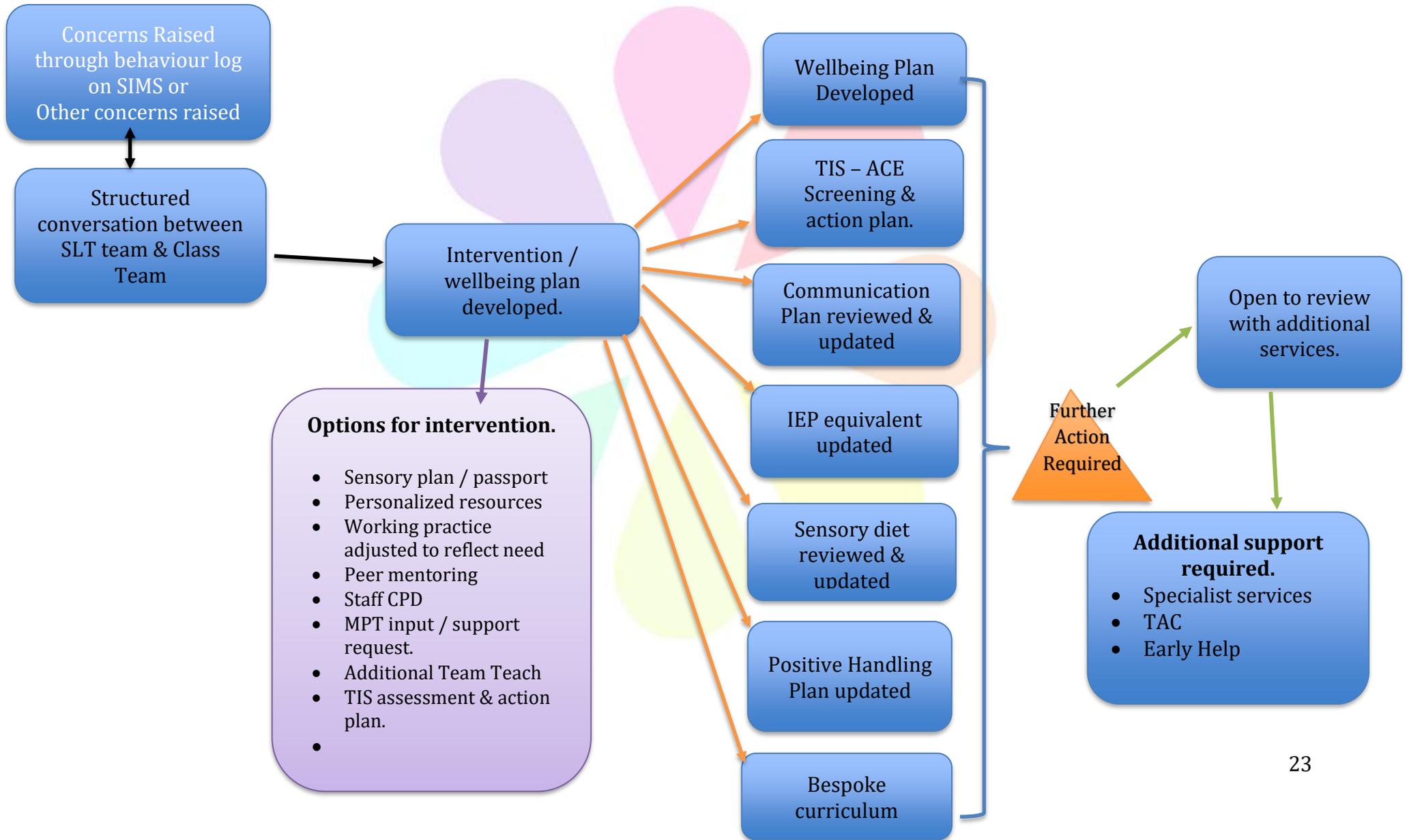
- **Managing Transition:** Many of our pupils find transition times difficult (e.g. arriving at/leaving school, lunchtimes/moving between lessons, lunch times). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the school day
- **Visual Support:** Individual or class visual timetables are used to support pupils in class and can include positive behaviour reminders, smiley face charts and PECs (Picture exchange communication system)
- **Trauma Informed Schools practitioners:** We assess and develop intervention plans through the TIS approach – informed through identifying trauma and ACE indicators
- **Sensory Support:** Many of our pupils have complex sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognize the difference between sensory issues and challenging behaviour - a sensory profile can be completed by staff to identify a pupil's sensory needs and from this a targeted sensory support plan can be written to support the pupil
- **Social Stories:** Where necessary, some pupils have specific visual reminders made for them that model expected behaviour
- **Protective behaviors:** Specialist provision in Protective Behaviours is planned and delivered to ensure pupils know how to keep themselves safe and seek support if needed. Targeted support is provided for individual or small groups of pupils to support understanding and the recognition of their feelings and the feelings of others
- **Use of staff/targeted Support:** Staffing provision where appropriate can allow for 1:1 support in lessons, transition and play times where necessary
- **Behaviour Support Plans:** These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate
- **Communication Plans:** Designed in conjunction with a SaLT examining pupils preferred mode of communication/AAC needs
- **IEP**
- **s:** Bespoke targets derived from pupils EHCP; all targets are fully differentiated and outcome led
- **Intensive Interaction:** A specialised approach is used to teach the pre-speech fundamentals of communication to pupils with Autism, SLD or multiple learning difficulties. This supports pupils who may be socially withdrawn, by allowing trust to develop between them and staff

- **Lego Therapy:** Lego therapy is a way for children to learn social skills in a natural environment. The children learn to listen, cooperate, solve disputes and to help each other in order for the model to be successfully built
- **Therapies:** SPT schools can offer pupils 1:1 & small group sessions with Art, Music and Play and Therapists. Pupils also experience Sherbourne movement sessions where appropriate as part of their provision
- We also provide a counselling service for pupils where appropriate



Appendix B

Behaviour Support Pathway



Behaviour Data

- It is our aim to scrutinise our Behaviour Data to determine reasons for Level 3 behaviours and ensure that we follow safe practice in managing behaviour for learning.

Data will be collected at the end of each term. This will be presented in HT report to CEO & Trustees.

Data	This term		Academic year	Attendance Target: 91.1%
Exclusions	Days =	Pupils =	Days =	Pupils =
Behaviour – Serious Incidents				

Additional data to be collected with additional commentary.

Data	This term:	Academic year:
Boys / Girls		
Banding A+		
Banding A		
Banding B		
Banding C		
Banding D		
CIC / Non CIC		



Wellbeing Profile



Pupil name:

This well-being profile supports the holistic approach to the social, emotional and mental health needs of students. It provides the guidance/information to enable all adults to work in a consistent way within the agreed behavioural approach during times of escalation and challenge

Areas of Additional Support

Please name

<p>SaLT Recommendation:</p> <p>Outcome/IEP target :</p>	<p>OT Recommendation:</p> <p>Outcome/IEP target :</p>	<p>CAMHS Recommendation:</p> <p>Outcome/IEP target :</p>	
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Medical/ additional information derived from the care plan received from the school nurse details:

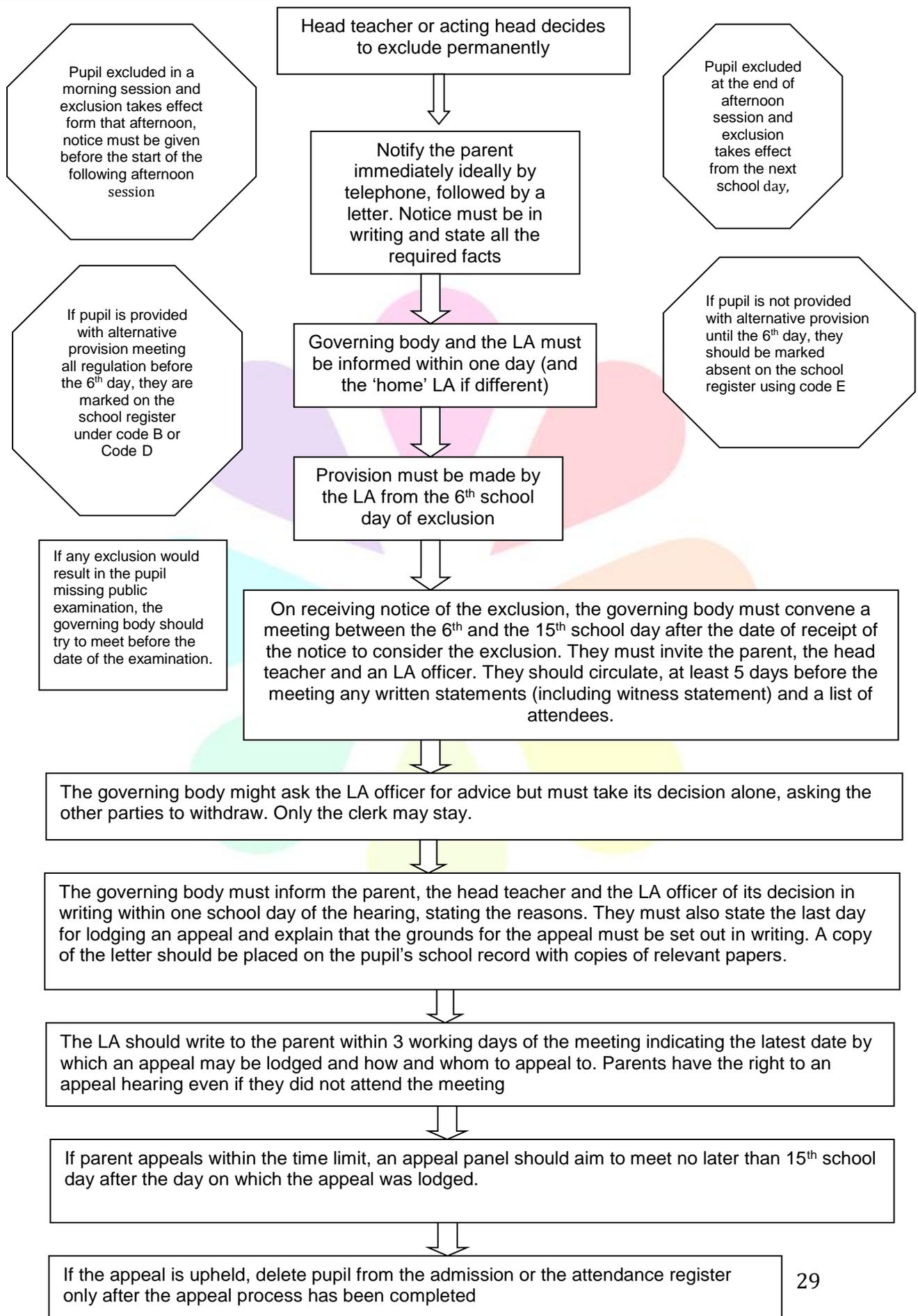
Reasons for support plan (brief overview):

 Behaviour Profile	
Positive Behaviours displayed — What I can do, enjoy doing when I am settled:	
Rewards/activities I enjoy:	
Possible Triggers which affect my wellbeing:	

 <p style="text-align: center;">Individual Support and Wellbeing Early Intervention Support Plan</p>	
Behaviours I may display: Level 1	
Early Intervention Level 1	
Behaviours I may display: Level 2	
Early Intervention Level 2	

 <p>Special Partnership Trust</p>	<p>Individual Support and Wellbeing Positive Behaviour Support Plan</p>	
<p>Behaviours I may display: Level 3</p>		
<p>Preferred Handling Strategies: Level 3 As a <u>VERY last resort</u> and to keep themselves/others safe</p>		
<p>Support Needed Post Incident:</p>		
<p>Agreement of Plan</p>	<p>Sign</p>	<p>date</p>
	<p>Student (if applicable): _____</p>	<p>_____</p>
	<p>Parent/carer: _____</p>	<p>_____</p>
	<p>Class teacher: _____</p>	<p>_____</p>
	<p>Head/ Head of team teach: _____</p>	<p>_____</p>
<p>Date Plan written:</p>		
<p>Date Plan to be reviewed:</p>		
<p>This plan is to be monitored and reviewed as necessary and as behaviours/ environments change</p>		

Permanent Exclusion Flow



Fixed Term Exclusion Flow Chart

Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time education.

Exclusion during morning session: the exclusion takes effect from the afternoon session; notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:
- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

For primary aged pupils: School **must** offer a reintegration interview after any exclusion

For Secondary aged pupils: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.