



# Cambian Brook View School

## Behaviour, Relationships & Positive Handling Policy

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### Aims of the policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and sanctions of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils



- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Our behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Legislation, statutory requirements and guidance

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

- › [Behaviour in schools: advice for Principals and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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

## Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › 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 such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - 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)

## Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)



Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy [Reports & Policies | Brook View School | Cambian Education](#).

## Roles and responsibilities

### Governors

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### Principal/Head of Education

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

### Staff

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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



## Parents and Carers

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

## Pupils

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the sanctions they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## School values and ethos

At our school we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Trauma Informed Schools (TIS) Approach to understanding behaviour and supporting emotional wellbeing. The six principles of the trauma-informed approach and practice are:



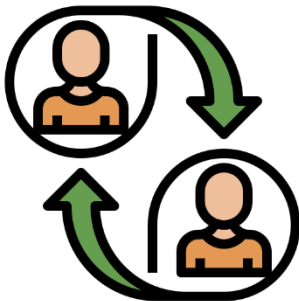
### Safety

We must ensure we understand what safety means to individual, families and communities. If we don't, we will not be able to ensure a sense of safety for ALL. We must ensure we create safety for those who have different experiences from our own. This means we must consider all ages, cultures, races, and demographics of people. We must consider staff and co-workers. Safety means awareness of the physical, emotional, and interpersonal safety.

### Trust

Services, operations, and decisions must be made with transparency to ensure that we build and maintain trust with service recipients and staff. When we uphold trust and transparency, we are open about the process of making difficult decisions and we invite other voices to participate and collaborate.

Trust starts with a culture of connection in relationships. Many people who have experienced trauma have experience unsafe and disrespectful interactions and do not support the building of resilience to deal and manage with difficult life situations.



### Peer Support

This principle is about the culture of peer support into the whole services. Creating opportunities for peer support and self-help throughout the service, including staff support. A service that promotes peers support focuses on mutuality and possibility. Authenticity and vulnerability are essential to this work. Creating deeper mutual connections with service recipients and staff and between staff members and leaders is vital.

### Collaboration

A collaborative approach demonstrates an intentional shoulder to shoulder approach and breaks down hierarchies. It is essential that power differentials are broken down and the principle of multiutility and standing together it embedded throughout the organisation





### **Empowerment, voice and choice**

Organisations, staff, and communities must believe in the possibility of recovery. Services must shine a light on the strengths and abilities we see with people and communities and support and build inner resilience. Many people with past trauma have experienced coercion therefore choice is important. A person must always have choice.

### **Cultural, historical and gender issues**

The service that actively moves past cultural stereotypes and biases (e.g., based on race, ethnicity, sexual orientation, age, geography) offers a gender responsive service, promotes the value and worth of cultural connections and addresses historical trauma.



We endeavour to make sure that at our school these values run through all the school policies and practice.



### **School Ethos**

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child/young person and work with families, the community and beyond to offer diverse experiences and support. We develop children and young people to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

## **A relational behaviour model**

At our school we adopt and use a relational behaviour model which is based around the Trauma Informed Schools approach.

The key principles are as follows:

- Behaviour is something to interpret



- Children and young people are prone to make mistakes and highly responsive to the environment and context
- Behaviour management is predominantly through relationships
- Children/young people who don't manage should be understood and included
- Boundaries and limits are to keep everyone safe and to meet everyone's needs
- Rule should be developed together and adapted where needed
- Sanctions are only used within a process of restore and repair
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
- The causes of the difficulties are mostly in the environment and within the context of relationships
- The solutions lie in understanding what the behaviour tells us about the child/young person and their need
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs



## General expectations

We have high expectations for our children and young people, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children and young people are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children/young people to become independent responsible learners
- encourage a sense of respect for our community and our environment
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.



It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child/young person is through their relationship with the adult. At all points we



try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Unstructured times
- Activity times
- Moving around the school
- Breaks and lunch times



We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

## Responding to behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour curriculum 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 behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### Safeguarding

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



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

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

Please refer to our child protection and safeguarding policy for more information [Reports & Policies | Brook View School | Cambian Education](#).

### **Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Rewards system 'Road to Success' (see additional details below)
- End of week rewards which look at the week as a whole and work alongside the 'Road to Success'
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Whole-class or year group rewards, such as a popular activity
- End of term trips etc.

*At all times we are positive about our children*

### Road to Success

These are points that are awarded individually, in groups or as a class and are displayed in every classroom. These points are built up and will be discussed daily and celebrated weekly and termly.

Once awarded a Road to Success it cannot be deducted however, during each session of the school day including transport, lesson, breaks, lunches and assemblies etc. the children and young people can earn positive points.

Positive Road to Success points can be awarded for the following:

1. Arriving to school/lesson on time



2. Completing work
3. Independent learning
4. Individual target – this is bespoke for each young person and displayed in their class
5. Break time
6. Positive behavior
7. Reading
8. Team work
9. Transport
10. Extra points

### **Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as following the strategies in the Positive Behaviour Support plans and CPI guidance.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).



### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Designated Safeguard Lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Every day is a fresh start.**

#### **Every new lesson is a fresh start.**

Low level disruptions include:

- Talking during lessons times and teaching input times
- Not listening
- Making unnecessary noise
- Trying to distract others
- Answering back/showing disrespect

All incidents of negative behaviour will be treated on an individual basis.

More serious behaviours include:

- Hurting a child or adult
- Aggressive behaviour towards a child or adult
- Refusal to comply with an instruction
- Damage to property



## Sanctions

If a child displays a negative, unacceptable behaviour then a teaching or learning support assistant will give a verbal reminder supporting by a visual communication aid. This is their first reminder and if the behaviour continues they may be asked to vacate the classroom to have some time to regulate their behaviour. On occasions where the behaviours are escalating quickly others may be asked to vacate the classroom to provide a quieter environment to support the child/young person who is struggling.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Asking the pupil to take some time out of the class
- A verbal reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a rewards activity
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with key staff members

Sanctions must be applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances and need.

## Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.



## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information [Reports & Policies | Brook View School | Cambian Education](#).

## **Pupils with an education, health care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Any major incident, act of violence, bullying incident can lead immediately to the most severe sanctions/ actions including short term fixed and permanent exclusion/s may also be used at this stage and will be dealt with by the Principal.

*Behaviour will be logged on Behaviour Watch and will be regularly monitored by the Principal, DSL's and SLT and shared with parents / carers and external agencies when appropriate and/or necessary.*



### **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 consider whether to 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 consider whether to 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 (LADO), 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.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Positive handling & physical interventions**

### **CPI Safety Intervention Programme**

This programme is a Crisis behaviour management system designed as a safe, non-harmful approach to assist staff in the management of a wide range of disruptive, challenging, aggressive, and violent behaviours, including the most acute behavioural disturbances and high-risk behaviour. The focus is on verbal and non-verbal de-escalation, prevention, and early intervention.

The CPI Safety Intervention philosophy enables us to meet Standards, Regulation and Legislation for Individual Children's Homes, Residential Special Schools and Care Homes.



Physical intervention is only one of a number of examples of physical contact as set out below:

- Intimate care - care which involves contact or proximity to sensitive areas, (e.g. washing, bathing, changing, cleaning, assisting with menstrual management and some medical procedures);
- Communication - to function as the main form of communication or to encouraged different forms of communication, e.g. when using Intensive Interaction;
- Prompts and guides – as part of teaching, to gain attention or direct movement when guiding children and young people between different areas of the building and the site;
- Therapy - e.g. massage, sensory stimulation recommended by a therapist and provided by a trained staff member;
- Play – individuals at early levels of development (regardless of chronological age) are likely to be quite tactile and physical in play;
- Reassurance and comfort – touch can be used to communicate positive emotions, security and comfort (e.g. side-hug) to calm and reassure a distressed child/young person;
- Physical support – service for children and young people who may have physical difficulties (e.g. transfers in and out of wheelchairs, using a hoist or slide sheet, helping to hold objects),
- Physical Intervention/Restraint – in response to challenging behaviour it may occasionally be necessary to employ the use of Restrictive Physical Intervention, but only as a last resort.

### **Physical Intervention (Restraint)**

The definition of Physical Restraint from Reducing the need for restraint and restrictive practice non statutory guidance [2019](#) is: 'Physical restraint is a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person'.

CPI's Safety Intervention training defines restraint as 'the use or threat of force to help do an act which the person resists, or the restriction of the person's liberty of movement, whether or not they resist'. This definition is also consistent with Mental Capacity Act 2005 definition of restraint.

In using the above definition restraint can be applied using chemical, environmental, physical, and/or mechanical ways to manage a prevailing or perceived risk.



Within the Safety Intervention programme touching, holding or physical restraint skills (physical interventions) are used as a last resort to manage risk and qualitatively differ in degrees of restriction in terms of perception and application of intent.

The Safety Intervention model consists of the following interventions 'physical holding and disengagement/emergency responses':

- Safety Intervention Holds form a hierarchy of restriction (low, medium and high). This hierarchy ranges from the least restrictive intervention that allows staff intervening to prompt and guide the individual; to an intermediate restriction that allows movement whilst being held; to the most restrictive intervention whereby all movements are limited.
- Safety Intervention Disengagements/Emergency Responses: use a physical intervention to gain a release from a holding situation whilst minimising pain or injury in situations in which the behaviour has been assessed as a low, medium, high.

In locations working with the principles of Safety Intervention will include:

- Low, medium and high-level restriction in a seated position
- Low, medium and high-level restriction in a standing position and transitions
- Third person holding in a seated and standing position
- Floor Transitions (Advanced Skills)
- Emergency Floor Holding (Supine only) (Advanced Skills)

No physical interventions should be intended to cause pain or harm and the risk of causing accidental harm should always be minimised.

All restrictive interventions should be used for the shortest time possible and use the least restrictive means to meet the immediate need based on guidance from the Department of Health - Positive and Proactive Care (Legislation and references for further guidance).

Staff need to use their professional judgement about how best to respond to a situation and each circumstance can only be viewed on a case-by-case basis. The Principal / Deputy Head Teacher must use effective analysis to ensure any of the situations described above are explored and steps taken to prevent those from happening again.

A measure of physical intervention/restraint may only be justified in the following 3 circumstances:



- Risk of injury to self
- Risk of injury to others
- Serious Damage to Property of any person (including the child/young person)

Physical Intervention/Restraint in relation to a child/young person must be necessary and proportionate.

A separate advice for Head teachers is available in ['Use of Reasonable Force – advice for school leaders, staff and governing bodies'](#).

In a school, members of staff have the power to use reasonable force to prevent pupils committing an offence; injuring themselves or others; damaging property, or to maintain good order and discipline in the classroom. More information about what is a reasonable force, who can use it and when - can be found [here](#).

The Opt out sequence should be used as soon as a situation is brought under control, steps should be taken to decrease the intensity of any restrictive intervention as the individual calms and is able to take more control of their own behaviour.

Staff should not intervene in situations of risk without the presence of another adult, except in exceptional circumstances where the risk of not intervening outweighs the risk of intervening. Staff ratio would be based on a risk assessment of individual Children's/young people's needs.

Any individual member of staff using a specified physical intervention must have been trained in the use of that intervention. The only exception will be where the Emergency actions for safety can be justified because of the level of risk posed to themselves or others.

There may be occasions where the situation presents such a high level of risk that no direct intervention is considered safe or appropriate. In such circumstances it will be necessary to call in outside agencies such as the Police. This is particularly important in situations where an individual has some form of weapon that increases the risk of harm being inflicted.

All staff, as authorised by the Principal, that are trained to do so have statutory power to use physical intervention which is reasonable and proportionate, recorded and can be explained.

All staff working with the individuals in our care are trained in Safety Intervention strategies or another appropriate methodology.



## Reasonable force

This section refers and quotes directly from the document: Use of Reasonable Force Guidance – 2013: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of physical force by teachers and others authorised by the Principal to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006 and was further clarified in the document above.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Teachers can use 'reasonable force' to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom / site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment

Before intervening physically, a teacher/teaching assistant should tell the pupil who is misbehaving to stop and explain the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil. It is advisable for a teacher/teaching assistant to summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path
- Holding
- Escorting a pupil by the hand or arm



Details of our school's approach to Physical Intervention are set out in our Physical Intervention Policy [Reports & Policies | Brook View School | Cambian Education](#).

### **Telling parents/carers when force has been used on their child**

1. It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
2. In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and
  - the child's age
  - At Brook View School we will record the incidents on Behaviour Watch on the same day the incident took place.
  - Parents, carers and external agencies (where appropriate) will be told within 24 hours of the incident occurring where the school deem it appropriate to do so.
  - Staff will have weekly meetings in class where the incidents recorded that week will be discussed and staff will be debriefed to ensure that good practice is identified and support can be offered to both staff and pupils to reduce the incidents.
  - Children and young people will be debriefed verbally after every incident by a member of staff that was not involved in the incident and this will be recorded on Behaviour Watch.
  - Parents / carers can request copies of the Behaviour Watch reports by emailing the Principal and these reports will be provided if it is safe and reasonable to do so.
  - Any complaints from young people, parents, carers or external agencies should go via the Principal and these will be internally investigated and all the relevant parties will be informed of the outcome.

Details of how to raise a complaint is set out in our Complaints Policy [Reports & Policies | Brook View School | Cambian Education](#).

### **What about other physical contact with pupils?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a piece of equipment;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.



## Confiscating, screening and searching

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

### Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Prohibited/banned items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- 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)

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.



If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal / designated safeguarding lead (or deputy), to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- › Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes or boots



## Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (see page 16) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed on page 16
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed on page 16), including incidents where no items were found, will be recorded in the school's safeguarding system.

### Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.



## Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil



- › Not be a police officer or otherwise associated with the police
- › Not be the Principal
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Risk Assessments**

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

### **Pupil transitions**

#### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

#### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.



To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## Staff training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## Review History

**This policy was written by Tonia Lewis, Quality Improvement Lead. It has been reviewed by the Headteacher/Principal of the School, Laura Dickie (Head of Policy) and has been agreed by the Proprietor Representative.**

**A review of this policy will be undertaken annually.**

**Next Review – October 2026**



## Appendix 1 - A Tool for Understanding and Reframing Behaviour

<b>Describe the behaviour</b> <b>Review and be curious</b>	<b>Reframe the Behaviour</b> <b>from for example: "He's just lazy" or "She just wants to get attention" to something more helpful.</b> <b>Examples of reframing-</b>	<b>Reflections</b> <b>How is this behaviour understandable?</b> <b>What's getting in their way/what are the barriers?</b> <b>How can we help?</b>	<b>Adult response</b> <b>What do we need to intentionally teach?</b> <b>Find the barriers and remove them</b>
<p>Be the stress detective why and why now?</p> <p>What is the typical adult response? Is there an adult response plan?</p> <p>Is the plan helpful, shared, used and understood?</p> <p>Is there a personalised stress/distress management plan?</p> <p>Consider the environment Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>Avoidant: in 'fight/flight' survival mode</p> <p>Defiant: in 'fight/flight' survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in 'fight' survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging 'flight/hypoarousal and or freeze' response being used to cope with the situation</p>	<p>The impact of trauma For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour Is the child/young person projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy? How have earlier experiences shaped the child/young person's preference for connecting with others? How is this being challenged/affirmed?</p>	<p>Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the child/ young persons's strengths Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers</p>



	<p>Rude: self-protective: "I need you to know how I feel so I'm going to make you feel like it too so you will help me", or "I don't think you like me/don't care". In fight mode.</p> <p>Not engaging: doesn't feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>Social development Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>
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**A Tool for Understanding and Reframing Behaviour**

<p><b>Describe the behaviour</b> Review and be curious</p>	<p><b>Reframe the Behaviour</b></p>	<p><b>Reflections</b> How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?</p>	<p><b>Adult response</b> What do we need to intentionally teach? Find the barriers and remove them</p>



## Appendix 2: Risk Assessment Guidance

### Key Questions for the Risk Assessment

#### 1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the child or young person in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm? Who is at risk from the harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and Children's Social Care shared?

The assessment will include:

- Identified vulnerable child/young person (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

#### 2. Write an action plan

Any actions should be written and monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified child/young person or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

#### 3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.