

Behaviour and Relationships Policy

Castledon School



Approved by: LGB

Date: 18.3.26

Last reviewed on: February 2026

Next review due by: September 2026

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Core Purpose, Vision and Values

Our core purpose at Castledon is 'Unlocking Potential'.

To do this we hold onto certain values.

The development of the whole pupil is important to us and as a result, we endeavour to fulfil the School's core purpose of 'Unlocking Potential'.

We believe that our valued behaviours and the relationships that we create and sustain at Castledon promote effective learning and improve the likelihood of success for our pupils in their communities and beyond. It is essential that staff, parents and pupil ensure that this is understood and maintained.

Values

Our aim is to create a culture of:

- Belonging
- Opportunity
- Achievement

Code of Conduct

Staff, parents and pupils helped to devise the Castledon Code which aims to encourage all within our community to:

- Be safe – we take care of ourselves
- Be kind – we take care of others
- Be responsible – we make good choices

Equal Opportunities

All pupils are taught the same valued behaviours by way of our behaviour curriculum, whilst also taking into account the needs of individuals as recognised by the pupil's EHCP, parents and the school. The system is there to support the whole school community and ensure clear boundaries are established that benefit everyone.

Therapeutic Thinking

Castledon School uses the Therapeutic Thinking approach to behaviour:

"Therapeutic Thinking is a philosophy. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health. We provide a trauma-informed approach to behaviour for all educational settings and wider stakeholders, grounded in evidence-based research."

This means that everyone can be assured that we always consider the thoughts and feelings of the pupil when there is presenting behaviour. We ensure that we consider the underlying

reasons for the behaviour and that we are maintaining our responsibility to consider if this is directly related to their need or not and how we can use this information to limit future occurrences.

Interventions

The school adopts a range of initial intervention strategies to help pupils manage their behaviour.

There is ongoing engagement with experts, such as the school nursing team and other support staff such as counsellors and mentors, to help inform behaviour strategies used in the school. The school offers support via our internal teams, for example, Speech and Language Therapists, Occupational Therapists, Autism Support workers, Thrive Practitioners, Therapeutic Thinking Tutors and School Counsellors. Each of these professionals will offer support and advice to class teams and their pupils. They will also participate in multidisciplinary meetings that draw together safeguarding, attendance, behaviours and learning.

Where necessary, there will be liaison with external agencies such as Educational Psychologists which may also be used as part of an Early Help Assessment or Team Around Family meeting.

Legislation and statutory requirements

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

- [Alternative provision 27 June 2016](#)
- [Behaviour and discipline in schools: guide for governing bodies 24 September 2015](#)
- [School behaviour and attendance: parental responsibility measures 29 May 2020](#)
- [School suspensions and permanent exclusions 25 May 2023](#)
- [Behaviour in Schools 2024](#)

In addition, this policy is based on:

- [Keeping Children Safe in Education](#)
- [Searching, screening and confiscation \(DfE, 2022\)](#)
- [Preventing and Tackling Bullying \(DfE, 2017\)](#)
- [Understanding and Supporting Behaviour - good practice for schools \(ECC, 2022\)](#)
- [Use of reasonable force in schools \(DfE 2013\)](#)
- [Positive Environments Where Children Can Flourish - Gov.uk \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools \(publishing.service.gov.uk\) \(Nov 2018\)](#)
- [SEND Code of Practice January 2015.pdf](#)

The principal legislation to which this guidance relates is:

- The Education Act 2002, as amended by the Education Act 2011

- Children and Families Act 2014
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education Act 1996 and the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- Education (Educational Provision for Improving Behaviour) Regulations 2010 – Off-Site Direction

Links with other policies

This Behaviour and Relationships policy is linked to the following policies:

- RHSE policy
- Child Protection and Safeguarding Policy
- Equality & Diversity
- SEND Policy and Information Report
- Staff Code of Conduct
- Zenith Trust Alternative Provision policy
- Zenith Trust Child on Child Abuse Policy
- Zenith Trust Online Safety Policy

Roles and responsibilities

The Local Governing Body

The Local Governing Body (LGB) are responsible for monitoring this behaviour and relationships policy's effectiveness and holding the headteacher to account for its implementation.

Safeguarding Governor

Governing boards must appoint a governor or trustee to take leadership responsibility for their school or trust's safeguarding arrangements. The appointed governor takes the lead on safeguarding. However, the governing board retains collective responsibility for making sure that safeguarding procedures are properly followed.

The Headteacher

The headteacher is 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 detrimental behaviour and will monitor how staff implement this policy to ensure it is applied consistently.

Designated Safeguard Lead

The designated safeguarding lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling our Castledon valued behaviours
- Recording, reporting and monitoring behaviour incidents
- Supporting pupil's to reflect, repair and progress their behaviour

The senior and middle leadership teams will support staff in relation to behaviour.

Parents

Parents are expected to;

- Support their pupil in adhering to the school expectations, including matters of uniform
- Support the school by reinforcing expectations and valued behaviour
- Support their pupil in their use of technology, online safety and communication over social media
- Inform the school of any changes in circumstances that may affect their pupil's behaviour
- Discuss any behavioural concerns with the appropriate school staff promptly
- Support the school through engaging with additional interventions or pastoral support

Staff training

Staff receive regular training sessions on understanding and responding to behaviour. Training is also provided to new staff as part of induction. In-house specialists and external agencies also deliver further training on specific areas of need for individuals and groups of pupils. Our approach to behaviour is also referenced in the staff Code of Conduct.

Castledon staff are trained in supporting behaviour for learning in our School through **Therapeutic Thinking** training which includes:

- The use of tools to understand behaviour (see Graduated Response in Appendix)
- The use of positive behaviour strategies
- De-escalation (use of de-escalation script - see Appendix)

- **Regulate** - First: We must help the pupil to regulate and calm their fight/flight/freeze responses.
- **Relate** - Second: We must relate and connect with the pupil through an attuned and sensitive relationship.
- **Reason** - Third: We can support the pupil to reflect, learn, remember, articulate and become self-assured.
- Therapeutic Plans (RMPs) - see Appendix
- The use of physical intervention - see Appendix
- The use of restrictive physical intervention (RPI) based on an audit of the need for RPI - see Appendix

Staff have Therapeutic Thinking refresher training on analysing, understanding and planning around behaviour, in addition to de-escalation strategies. Staff may receive training on restrictive physical intervention (also known as restraint/RPI) based on an audit of need.

Valued Behaviours

When we talk about behaviour, we mean anything a person does or says and everything we see or hear. We want pupils, staff and parents to feel safe, valued and respected at school. We want the values we promote in school to be embedded in our pupils' characters. We endeavour for this to be embedded in a way that supports their personal development and wellbeing both now and, in the future, preparing them for adulthood.

This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and which behaviours are unacceptable and which will not be tolerated, giving due consideration to their understanding and stage of development.

This policy should be read in conjunction with the school's behaviour curriculum which further defines the expected behaviours in a school. The behaviour curriculum outlines the values of the school and the intended behaviour culture of the school. It clearly outlines the way that these behaviours will be taught and maintained throughout the school.

These are specific examples of some key expected behaviours we see at school and an example of the type of healthy therapeutic response we show to support the embedding of the behaviours in our school culture.

Behaviour	Typical Response
<i>Walking in the corridor</i>	<i>"Thank you for walking in the corridor"</i>
<i>Holding a door open for someone</i>	<i>"Thank you, that is very kind of you"</i>
<i>Using please and thank you</i>	<i>"You're welcome"</i>

<i>Helping a peer with their work in class</i>	<i>"Thank you for helping your friend – I'm sure that has made him / her feel supported"</i>
<i>Inviting another pupil to play in a game</i>	<i>"Well done for making sure they are included, they'll enjoy being part of this"</i>
<i>Using good morning and good afternoon</i>	<i>"Good morning/afternoon"</i>
<i>Helping an adult do a job around the school</i>	<i>"Thank you for helping – it has made the job so much easier."</i>
<i>Supporting a peer when they are upset</i>	<i>"Well done for helping your friend, I'm sure they will feel better for it"</i>

How we teach behaviour

At Castledon School, all pupils are explicitly taught what valued behaviour looks like through our behaviour curriculum. This is part of a broader approach to ensure that pupils benefit fully from their time at school. To achieve this, Castledon School provides access to quality first teaching, proactive pastoral care and targeted interventions, all of which support the pupil's personal development.

Learning is recognised as an ongoing process that extends beyond the classroom, onto the playground and into the community. Each child learns through different methods and at varying paces, which means education can occur in many ways, places and times.

An overview of the behaviour curriculum

- We have a responsive PSHE curriculum which all pupil benefit from.
- Pupils are also taught to use Zones of Regulation to support self-awareness, communication and understanding of emotions which develops into emotional literacy as they progress through the school.
- The Thrive approach is used to enable pupils to develop positive relationships which supports social and emotional development over time.
- For pupils in the primary phase, we have a 'Green Room' which is timetabled as part of the curriculum and planned for and led by an HLTA. This is a child-led play space where pupil can learn and develop their social, emotional and communication skills.
- Chat cartoons are presented visually to support pupils to understand more abstract aspects of social communication, such as recognising the feelings of others, which make them more concrete and therefore easier to understand.
- Social scripts are short descriptions of a situation, event or activity, which include specific information about what to expect in that situation and why. They are also used to reflect on an incident and explain what to do should the situation occur again.

In addition, some pupils will require targeted support to enable them to develop their understanding of valued behaviours. Castledon School is committed to providing this support, ensuring all pupils have the opportunity to succeed academically and personally. This is delivered in a range of ways including 1:1 interventions and small group learning.

Supporting all learners

Our behaviour system allows pupils to be recognised for their progress irrespective of their ability. The long-term goal is that as pupils mature, they will be intrinsically motivated lifelong learners.

To promote valued behaviours it is expected that in each part of the school there will be:

- Consistent application of strategies in line with whole-school approach and individual pupil needs (as outlined in EHCP/Pen Portrait/therapeutic Plan)
- Effective use of positive language and approach
- Staff need to praise pupils and 'catch them getting it right'
- Use of pupil voice
- Communication with parents
- Liaison with staff and other professionals
- Supportive approach and style
- High expectations
- Learning consequences
- Effective match of curriculum to the individual
- Team responsibility
- Suitable environment

Whole school strategies and interventions to support prosocial behaviour.

- Therapeutic approach
- Building transferable skills for adulthood
- Communication - a whole community approach
- Wellbeing and mental health support
- Noticing and naming the pro-social behaviours we want to see
- Building positive relationships with all learners
- Having a calm approach

- Consistent school and classroom routines
- Behaviour systems are implemented at a whole-school level
- The fair and consistent application of boundaries
- Know and understand pupils' behaviour and their influences
- Adapting learning to meet the needs of individuals
- Appropriate forms of communication – verbal and non-verbal including signs/symbols
- Teaching learning behaviours reduces the need to manage detrimental behaviour
- Making reasonable adjustments for those who require it
- Use of specific behaviour-related praise and working with parents to support pro-social behaviour - 'catch them getting it right'
- Targeted approaches to meet the needs of all individuals
- Use of recognition and rewards (see detailed guidance below)
- Staff encourage pupils to be self-reflective of their own behaviours
- Progression throughout the academy from teaching and modelling to independence and being ready to learn
- pupils may be supported via a supportive hug (see appendices for physical intervention guidelines) if they are upset, anxious or need reassurance, if appropriate.

Using Recognition and Rewards at Castledon

- Pupils will be recognised and rewarded through genuine connection and specific praise and feedback
- Rewards are a celebration and are used as recognition for doing something positive. This means that a reward is given when the positive behaviour has already happened, as an acknowledgement
- Rewards are not offered to incentivise good behaviour e.g. 'Because you did that so well, you can have this sticker, ' rather than, 'You can have a sticker if you do this.'
- Feedback which highlights why a pupil's actions are positive, helpful and therefore prosocial is a form of reward and will be used frequently
- Notes home are linked to pro-social behaviours and recognition of going 'above and beyond' the usual expectation

Detrimental behaviour (detrimental, difficult, dangerous and unsafe behaviours)

Detrimental behaviour is behaviour which is to the detriment of others and may cause harm to themselves, other individuals, the community or the environment.

We recognise that all behaviour is a form of communication, therefore, for all learners, where we see any type of Detrimental behaviour we will work to identify what the pupil is communicating and what the unmet need could be. This will always be our first thought when approaching behaviour that is not pro-social.

Difficult behaviour - Tier 1 (Not recorded on CPOMs unless repeated or prolonged)

- Disruptive behaviour in classes or other learning situations
- Disagreements between pupils
- Attempting or threatening to hit or kick
- Refusing to work
- Refusal to follow instructions
- Rough play
- Loud disruption such as screaming/shouting
- Leaving lesson without agreement but returning
- Swearing (non-discriminatory)
- Refusal to follow instructions,
- Angry outbursts,
- Unkindness to peers (not bullying)
- Failure to complete work set in the time allotted,
- Minor damage to property e.g. broken ruler, ripped paper
- Throwing objects without aiming e.g. throwing equipment or resources on the floor
- Kicking/hitting doors, tables
- Leaving lessons without permission

Difficult behaviours - Tier 2 (Recorded on CPOMs and referred to Phase Leads. Possible actions: parents contacted/internal specialist support e.g. SALT/OT/additional planning and resources)

- Disruption resulting in significant loss of learning
- Verbally aggressive behaviour e.g. threats, swearing at a member of staff,
- Aggressive minor physical altercation with another pupil e.g. pushing
- Damage to school property and the property of others
- Refusing to get out of the swimming pool impacting on other learners
- Racist, sexist, homophobic or other offensive language not directed at others
- Throwing objects towards a member of staff or other pupil
- Offensive behaviour, including the use of foul language
- Repeated Tier 1 behaviours that do not improve with appropriate strategies

Action to respond to difficult behaviours may include:

Only when a pupil is regulated do we discuss consequences or the use of the language of choice. By co-regulating we teach how to self-regulate.

De-escalation Script (whole script not always needed)

- *Pupil's name*
- *"I can see something has happened"*

- *"I am here to help"*
- *"Talk and I will listen"*
- *"Come with me and"*

In addition, the following are examples of strategies used in response to difficult behaviour:

- Gentle reminders of expectations
- Distraction task – a change of task can diffuse a situation
- Differentiated work/personalised learning task
- Take up time/processing time – give the pupil time to change their behaviour/make a different choice
- Positive comments – reminders of previous successes/gentle praise/words of encouragement
- Change of environment – if appropriate, a change of location can help
- Thanking those who are behaving pro-socially, and defining what they are doing that is helpful
- Using a pupil's name to call attention or redirect
- Offering a short burst of 1:1 support
- Changing the class seating arrangements
- Tactically ignoring low-level behaviour
- Offering a different task
- Asking an individual pupil to temporarily work in a different area
- Altering tone
- Logical consequences
- Restorative conversations

Strategies that may be used to manage higher-level detrimental behaviour (repeated or prolonged incidences of the behaviours described above, overt refusal to follow instructions, swearing, loud disruption such as screaming, angry outbursts, openly argumentative or disrespectful towards a staff member, unkindness to peers, persistently poor behaviour over a period of time) include:

- A conversation outside of the classroom/outside of lesson time
- Temporary removal from the classroom (part of the day / several days)
- Logical consequences
- Restorative conversations
- Conversations with parents
- Phone-calls home
- Meetings with parents and staff
- Therapeutic Thinking toolkit
- External support or advice

These are specific examples of some difficult behaviours we see at school and an example of the type of healthy therapeutic response.

Behaviours	Adult Response
Running in the corridor	<i>"Walk inside, thank you!"</i>

Climbing putting themselves at risk	<i>Use of de-escalation script (see appendices).</i>
Screaming and shouting	<i>Use of de-escalation script.</i>
Leaving the classroom or building	<i>Staying close by, ensuring safety, not chasing, offering a safe space, de-escalation script</i>
Rough play	<i>"NAME safe play, thank you." Logical consequences (see below).</i>
Refusing to work	<i>Remind the pupil that any unfinished work will need to be completed and give them a choice about when. Then look to support the pupil in any way to ensure unmet needs are catered for.</i>
Refusing to listen to adults	<i>Use of de-escalation script. Lack of eye contact may not be evidence of refusing to listen. Follow up when regulated. Relate, regulate and reason.</i>
Throwing objects around or moving furniture	<i>Use of de-escalation script, use of steering, guiding, escorting away. Logical consequences (see below).</i>

Dangerous and unsafe behaviours (Recorded as Tier 3)

Dangerous behaviour is defined as behaviour that violates the rights of another person or causes harm to themselves. It is characterised as behaviour that is likely to cause injury, harassment, alarm, anxiety, distress or behaviour that causes harm to an individual, the community or the environment. If dangerous behaviour is persistently causing harm to the same individual.

- Child on child abuse where a pupil sexually abuses another pupil (this should also be seen as a potential safeguarding concern)
- Sexualised behaviour or inappropriate touching (this should also be seen as a potential safeguarding concern)
- Misuse of the internet and computer systems relating to radicalisation or sexually inappropriate content (this should also be seen as a potential safeguarding concern)
- Child on child abuse where a pupil racially or homophobically abuses another pupil (this should also be seen as discrimination)
- Racial abuse of an adult (this should also be seen as discrimination)
- Behaviour resulting in physical harm to a pupil or adult e.g. punching, hitting, scratching, biting or spitting
- Behaviour that results in the risk of significant harm to self or others
- Significant damage to property
- Leaving the site

Responses to dangerous and unsafe behaviours

Responses to dangerous behaviour are outlined below, using scripted language to positively rephrase, limit choice or disempower the behaviour. Examples of educational and protective consequences are also outlined.

- Distraction
- Positive phrasing (e.g. I will stand here to make sure you are safe')

- De-escalating body language (see appendices)
- De-escalation script (see appendices)
- Offering a safe space
- Limited choice (e.g. 'Would you like to come into the library or the sensory room?')
- Disempowering the behaviour (e.g. 'You can listen from over there.')
- Language of choice (e.g. 'If you continue doing X then you are choosing to [consequence]')
- Evacuation of the rest of the class to a safe space until the pupil is regulated
- Physical intervention (see appendices)
- Restorative conversations

The following are detrimental behaviours that may be seen in school and the expected healthy, therapeutic response from adults in our setting. When detrimental or unsocial behaviours occur the adults will promote the behaviour they wish to see rather than draw attention to the detrimental behaviour. We will seek to find a reason and solution for the behaviour using the Therapeutic Thinking process (see appendices).

Behaviours	Adult Response
Punching/kicking	<i>Use of de-escalation script, consider physical (and in extreme cases, restrictive) intervention including the use of, guiding, supporting and escorting away. Protective and educational consequences (see below).</i>
Leaving the site	<i>Inform leadership. Use of de-escalation script. Consider physical intervention if needed. Inform parents and the police if necessary.</i>
Throwing objects at people	<i>Use of de-escalation script, consider physical (and in extreme cases, restrictive) intervention including the use of, guiding, supporting and escorting away. Protective and educational consequences (see below).</i>
Using offensive or discriminatory language around or towards peers	<i>"NAME kind words, thank you" Educational consequence/social story around appropriate language. Possible protective consequence, such as relocation of pupil to a safe place to regulate and reflect with an adult.</i>

The immediate adult response is to de-escalate. There may be additional consequences that will be determined based on the pupil's previous history and the victim's views.

Restrictive Physical intervention (RPI/restraint) - the use of reasonable force

We recognise that all behaviour is a form of communication. Those who care for pupil have a duty to understand what the pupil's behaviour communicates. We expect staff to respond in ways that help everyone to stay safe and value and respect each pupil.

The school will always try to take remedial action to ensure that situations do not escalate to a level that requires force. However, where force is necessary, it will be in line with the guidance '[Use of Reasonable Force in Schools](#)'. We also give due consideration to the guidance contained in '[Positive Environments where Children Can Flourish](#)'.

The term 'reasonable force' covers the broad range of actions from staff 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 pupil needs to be restrained to prevent violence or injury. Staff will use no more force than is needed.

The school will have due regard to its legal duty to make reasonable adjustments for less able pupils and pupils with special educational needs.

The school will use no more force than is necessary to stop the behaviour and will always try to avoid acting in a way that might cause injury, but in extreme cases, this may not always be possible. The school is allowed to use reasonable force, without requiring parental consent, to:

- De-class disruptive pupil from the classroom where they have refused to follow instructions to do so
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil from leaving the classroom where allowing a pupil to leave would risk their safety, and the safety of others or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking another pupil or a member of staff, or stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts
- Prevent pupil from hurting themselves or others
- Prevent pupil from damaging property, or causing disorder

This list is not exhaustive and professional judgement is used by the staff, who receive annual training on these guiding principles.

The Governing Body will ensure that professional support and advice is in place for staff should any allegation of misuse of these powers be made against them in accordance with instructions contained in the Department for Education's guidance within Keeping Children Safe in Education, 'Dealing with Allegations of Abuse'

Where a member of staff has needed to use a Restrictive Physical Intervention (RPI) they should follow the school's steps and processes, including completing an RPI form.

Where an RPI has taken place, staff will undertake analysis. This will include considering what the behaviour was communicating and whether a Therapeutic Plan (RMP) needs to be put in place or whether a change needs to be made to a Therapeutic Plan already in place.

For further information on Physical Intervention and Restrictive Physical Intervention (RPI) please see Appendices.

Consequences

Consequences are a natural and logical response to certain behaviours and situations. Where possible, we will try to anticipate possible consequences with pupils through the behaviour curriculum, safeguarding messages, and offering pupils reminders about their behaviour.

Where consequences are required as a response to detrimental behaviour, we will always ensure that the consequence is logical, protective or educational. Logical consequences link directly to the behaviour, for example, repairing a relationship, completing learning that was missed, picking up the chairs that were pushed over

At Castledon, we use a system of protective consequences (to protect the rights of others) and educational consequences (to motivate and support pupil to behave differently next time).

As with any consequences, parents will be informed by the class teacher or phase lead, as well as referrals to other relevant professionals as applicable. This includes, for example, social workers and Virtual School Heads for Looked After Children; social workers for those subject to a Child in Need or Child Protection Plan.

Protective Consequences (to protect the rights of others)

Protective consequences constitute the removal of a freedom or privilege to manage harm caused by dangerous behaviours e.g. break time has to be taken at a different time or in a different place from a pupil who an individual wishes to harm, or access to an iPad is removed because it was being thrown or used in an unsafe way.

These may include, but are not limited to:

- Increased staff ratio
- Change of timetable
- Limited access to outside space
- Supported in social situations
- No availability of minibus/car
- Differentiated teaching space
- Suspension or exclusion

Educational Consequence (to motivate and support the pupil to behave differently next time)

Educational consequences constitute learning, rehearsing and teaching so that freedom can be returned e.g. a pupil may spend time with their teacher, teaching assistant or another member of staff talking through why it is unkind to call people names and how this might make others feel. This may happen during a break or lunchtime. Illogical consequences are those that have no relation to the behaviour, for example, doing an extra piece of written work because you were disrespectful to a member of staff.

These may include, but are not limited to:

- Completing tasks
- Rehearsing
- Assisting with repairs

- Educational opportunities
- Putting things right
- Research
- Restorative meetings

De-classing to 'small garden'

De-classing is where a pupil, for serious disciplinary and safety reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. Often this is to our 'small garden' intended as a therapeutic setting. The use of declassing allows for the continuation of the pupil's education in a supervised setting. The time spent away from class is limited, and restorative/reflective work will take place to ensure the pupil can reintegrate into the rest of their lessons that day where possible.

Consideration is also given as to whether the behaviour is a sign of something wider, such as a safeguarding concern, which needs to be considered as part of our Child Protection Policy or Keeping Children Safe in Education. It may also indicate the need for further support to be put in place either for the pupil or for the family and the need for referrals to external agencies e.g. CAMHS, Family Solutions.

Suspensions and permanent exclusions

We are committed to following all statutory exclusions procedures to ensure that every pupil receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help Local Governing Board, staff, parents and pupils understand the exclusions process
- Ensure that pupil in school are safe and happy
- Prevent pupil from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully
- Support pupil to reintegrate successfully into school life and full-time education following a suspension.

We recognise the negative impact that suspensions and exclusions can have on individuals and therefore seek to avoid these wherever possible.

Sometimes it will be necessary to suspend or exclude to ensure the safety and wellbeing of the overwhelming majority of members of our school community.

Consideration of developmental stage, SEND, trauma and ACEs

We understand that developmentally, pupils will reach different capacities for self-regulation at different ages to their peers. Younger children in particular may display more harmful behaviours in the absence of alternative skills to self-regulate when they become angry. This may also be true of children who have a special educational need or who have experienced trauma or Adverse Childhood Experiences (ACEs)*. These factors will be taken into consideration when decisions to suspend or exclude are made. We will ensure that appropriate steps have been taken to support the development of self-regulation prior to, wherever possible, or alongside the consideration of a suspension or exclusion.

However, this will also always need to be balanced with the level of harm to pupil, staff and the school environment. The safety and wellbeing of the overwhelming majority of the school community must ultimately take precedence.

Investigation of incidents that lead to a suspension or exclusion:

When a serious incident has taken place which we believe may lead to a suspension or permanent exclusion, the following actions will be taken:

- A member of the Senior Leadership Team will lead an investigation
- Statements will be taken from the pupil and witnesses to the incident
- CCTV will be viewed where available
- The incident will be recorded on CPOMS supporting the reason for suspension or exclusion will be written

Suspensions may be used in any of the following circumstances:

- When behaviour used on the school premises intentionally causes physical or emotional harm to any individual where the level of harm caused is higher than 'low'. (Note that unintentional harm caused would usually not result in a suspension or exclusion. Whether harm caused was intentional or unintentional will be determined on a case-by-case basis following collection of the facts.)
- When intentional low-level harm is repeatedly attempted or caused to an individual.
- Where moderate to high level harm is intentionally caused to the school environment.
- When the repeated or prolonged actions of an individual compromise their own safety or the safety of others or compromise the ability of staff to protect the individual or others from harm.

School staff will discuss the level of harm with the Headteacher, to agree how it will be categorised. This discussion will consider the age of the pupil, context, duration of the incident, what and who has been affected and the impact that this has had on other individuals.

Fixed-term suspension – will only be used if time is needed to allow professionals to put a plan in place to enable the pupil to access school in a safe manner.

Permanent exclusion – this is only ever used if all other options to keep everybody safe and allow the pupil to access the curriculum have been exhausted.

Fixed Term Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential tool to support with behaviour.

A suspension may be used to provide a clear signal of what is detrimental behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Only the headteacher can authorise a suspension. The only other person who can suspend pupil is someone appointed as acting Headteacher by the Headteacher during their absence.

The school will support pupil to reintegrate successfully into school life and full-time education following a suspension.

The period following a suspension will be used to plan the strategies and next steps needed to avoid further reoccurrences of such behaviour. The Therapeutic Thinking toolkit (see appendices) may be used to support the planning and this will be shared with parents/carers and all staff involved in the pupil support. This constitutes a formal risk assessment for the pupil that is regularly reviewed.

Parents/family will be expected to attend a re-integration meeting at an agreed time, commonly on the morning of the pupil's first day of return to school, following a suspension. A re-integration meeting is a key part of the process in preventing future suspensions and in supporting any needs that may be present and it therefore must take place before the pupil can return to school.

Permanent Exclusion

A permanent exclusion is sometimes a necessary part of a behaviour system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. Only the headteacher can permanently exclude a pupil on disciplinary grounds.

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Permanent exclusion may be used in any of the following circumstances:

- Serious pre-meditated acts of harm to individuals or the school environment which cause significant, high-level and/or permanent damage.
- When repeatedly violent and harmful behaviours are displayed towards individuals or the school environment, if the school has exhausted all possible routes of internal and external professional support and remains unable to provide an environment in which the individual is able to avoid such behaviours.
- A one-off serious threatening behaviour incident which may potentially put lives at risk, such as bringing an offensive weapon onto school property, especially where threats are made in association with this.
- When suspensions reach 15 in one term or 45 in one academic year.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil, decisions will be made alongside a school's duty to safeguard and support pupil and their duty to provide an education. Decisions are made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

For further information please see separate Exclusions Policy

For more information on suspensions and permanent exclusions, the statutory guidance can be found [here](#).

Recording and reporting pupil's behaviour

If a pupil's behaviour continually disrupts their own and other pupils' learning, behaves in a manner that causes or is likely to cause harm to themselves or others or damages property, staff will:

- Record the behaviour on the electronic recording system - CPOMs
- Tier 2 and 3 behaviours to be recorded
- Tier 3 - Recorded on CPOMs and referred to Deputy Head and Assistant Head (Pastoral)
- Tier 2 - Recorded on CPOMs and referred to Phase Leads (possible actions: parents contacted/internal specialist support e.g. SALT/OT/additional planning and resources)

- Describe what happened in the incident in non-judgemental, factual and unemotive language
- To support analysis, where possible, staff should use the headings Before: During: After, together with Actions that have been taken
- Revisit the pupil's universal supports document and pen portrait to ensure all appropriate strategies are in place and make amendments where necessary
- Contact the parent or carer and inform them of the behaviour and how we are going to help the pupil learn how to behave appropriately
- If frequent and significant, assess using the Therapeutic Thinking analysis tool - this may then lead to a 'Roots and Fruits' meeting with parents and the writing or amending of a Therapeutic Plan (RMP)
- Ensure copies of the previous, current and new Therapeutic Plans are kept and saved in the pupil's folder on the staff shared drive
- If a pupil targets or continually causes offence or upset to another pupil, record this on CPOMS under bullying
- If a pupil racial or homophobically abuses another pupil, record this on CPOMS under discrimination

Working in partnership with parents and carers

Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Parents can expect:

- Their pupil to be in a safe environment when in School
- That their pupil will be treated in a manner that reflects the behaviour for learning policy of the School
- To be informed of instances where their pupil's behaviour has deserved congratulations
- To be informed of the significant issues or difficulties that may be affecting their pupil
- To be informed when a Restrictive Physical Intervention has had to be used for their pupil and when a new behaviour requires a Restrictive Physical Intervention

The School asks parents/carers:

- To support the School in enabling pupil to develop and progress
- To support and encourage their pupil to be a positive member of the School community
- Attend relevant meetings throughout the year
- Communicate with staff about issues that might affect the learning of their pupil, such as a change in family or living arrangements
- Reinforce positive behaviours at home

Where dangerous behaviour has occurred, staff will contact the parents of pupils involved, including both the victim and perpetrator

Anti-bullying

Pupils have the right to learn in an atmosphere that is free from bullying, harassment and discrimination.

While there is no universally accepted definition of bullying, Essex County Council defines bullying as ... *"any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless."*

Relational Conflict vs. Bullying

There can sometimes be misunderstanding or confusion between what is bullying and what is a friendship fallout or relational conflict between pupil. The following provides a very simplistic guide to some of the differences between bullying and relational conflict.

Relational Conflict:	Bullying:
Happens occasionally Accidental Equal Power Remorseful Efforts to solve the problem	Repeated hurtful behaviour Deliberate Imbalance of power No remorse No effort to solve the problem

Types of Bullying

Bullying can take many forms and includes:

- **Physical bullying** - Examples of physical bullying include punching, kicking or hitting. It could also include damage to schoolwork or another person's belongings.
- **Emotional bullying** - This includes the deliberate isolation and rejection of an individual - often by taking their friends away. Emotional bullying can also include looks and stares.
- **Verbal** - Verbal bullying will include name calling, put-downs and may include sexual or racial comments.
- **Prejudiced-based bullying** - This form of bullying is generally driven by negative attitudes towards another group of people, or because the selected victim is seen as 'different' in some way. This can include homophobic bullying, racist bullying and the bullying of pupils with SEN.
- **Cyberbullying** - This is the use of electronic communication to deliberately hurt someone. This includes the intentional sending of hurtful messages and inappropriate images.

Prevention and response

Bullying is something we take very seriously and we want to work in partnership with schools, parents/carers, young people and the wider community to tackle this issue.

At Castledon School our approach to prevention and response is underpinned by our aims and code of conduct outlined within this policy. We apply a trauma-informed approach, which focuses on creating and sustaining positive relationships and practises that support the process of regulate, relate and reason. We aim to support and teach skills to increase pro-social behaviours through the curriculum (which incorporates the personal and social aspects of the PSHE curriculum) and the development of individual Personal Learning Intentions (PLIs)

Staff are trained and feel confident to respond and effectively deal with all incidents of bullying. Staff are proactive and act upon early warning signs. If they are concerned that a pupil is being bullied or is the instigator they inform a Phase Leads, a member of the Family Inclusion Team or SLT. Suspected incidents of bullying should be recorded on CPOMs and logged appropriately.

Where a suspected incident of bullying has been identified, further investigation will take place. This investigation will then be used to identify appropriate strategies and interventions to support the development of expected behaviours for any bullying incidents.

Where there has been an incident of Child on Child sexual abuse this will be viewed as a safeguarding concern and the Child on Child Harmful Sexual Abuse policy will be followed. This may include contacting social care or the police. A risk assessment may also be deemed necessary.

Parents and Carers will be informed of the incidents and the steps that the school will be putting into place to support all pupil involved.

We recognise the importance of listening to the voice of the pupil. It is important to support the pupil who is the victim of the bullying behaviour, particularly as they may have difficulty communicating about their experiences. Opportunities will be created for the pupil to communicate with adults about how they may be feeling.

Mobile Phones (KS1-4)

We do not allow mobile phones in school (KS1-4) due to the increased complexity and risks, including distraction, disruption, bullying and abuse, and we know they can be a detriment to learning. Should mobile phones be seen whilst on the school premises, these will be confiscated to be collected at the end of the school day; should there have been multiple confiscations in a term, a parent will be asked to come and collect the phone on the second offence and thereafter. Mobile phones brought for use on transport should be handed in at the beginning of the day and collected at the end of the day. Failure to do so will result in a request to parents and carers for phones to be left at home at all times.

Searching, screening and confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item

The prohibited items that can be searched for under this power are knives, or weapons, alcohol, illegal drugs, tobacco, fireworks, stolen items or anything that may be seen as a risk to themselves or others. Pornographic imagery is also prohibited, and searches, including on devices, can be undertaken for the purposes of safeguarding pupils. We also may carry out searches for electronic cigarettes and vapes.

For more information on school procedures for safeguarding, please see the Child Protection and Safeguarding Policy.

Parents will always be informed of searches conducted for prohibited items. Our school will also conduct searches if it is suspected a pupil has an e-cigarette or vape.

Should the school have reason to suspect a pupil has a phone on their person that a staff member has unsuccessfully attempted to confiscate, a search could be undertaken, or

screening could take place at this point. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupil;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence. These items will not be returned to pupils.

Certain items may be given to the police or disposed of; other items may be able to be returned to parents. Sanctions will be applied to the pupil where prohibited items are found. If a pupil refuses to cooperate with a search, the authorised member of staff may sanction the pupil in line with the school's behaviour policy. If the pupil still refuses to cooperate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search (only for prohibited items).

Screening

The school can require a pupil to undergo screening by a walk-through or hand-held metal detector without the consent of the pupil and may carry out spot checks from time to time. Confiscation will apply as per arrangements for searching. If a pupil refuses to be screened, the member of staff will consider why the pupil is not cooperating, and assess whether it is necessary to conduct a search. Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes but is not limited to, indecent images of pupil, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so. Staff will consider the guidance as to whether there is good reason to examine and/or erase any content found on an electronic device, and will consider the guiding principles in the pupil Protection and Safeguarding Policy should there be reason to suspect there are indecent images on the device.

Behaviour outside the school premises

Schools have the power to impose consequences for pupil for antisocial behaviour outside of the school premises to such an extent as is reasonable. For non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, sanctions can be imposed. The same standards of behaviour are expected online as apply offline; where necessary, staff will refer to the Child Protection or Child on Child Abuse policy. This includes any actions (including online) where the pupil is identified as a member of the school community, behaving in a way that could adversely affect the reputation of the school, that could have repercussions for the orderly running of the school, or that poses a threat to another pupil. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Suspected Criminal Behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Should the incident be reported to the police, the school will then ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police actions.

Complaints and concerns about the conduct of school staff

Should school staff be accused of misusing their powers in regards to any of the procedures in this policy, the headteacher will draw on advice in 'Dealing with Allegations of Abuse'

Monitoring and evaluating the policy

This policy will be reviewed at least annually in consultation with parents, pupils and staff. It will be sent out annually to parents and carers and will be available on our school website.

The school's process for using Restrictive Physical Intervention is also reviewed annually and is externally moderated by Therapeutic Thinking.

Appendices

Documentation to support the Behaviour for Learning Policy

Appendix Number	Document
A	The 'Tiered' approach to behaviour
B	Therapeutic Thinking Graduated Response

C	Regulate, Relate, Reason from Beacon House
D	De-escalation Script
E	Learning consequences
F	Chat Cartoon/Reflective Chat/ABC
G	Therapeutic Tree
H	Therapeutic Plans
I	Statement on Restrictive Physical Intervention
J	Restrictive Physical Intervention Record
K	Non restrictive physical intervention

KS1/2

Safeguarding (Seek immediate advice from the safeguarding team)
- Child-on-child abuse where a child sexually abuses another child (safeguarding concern) - Sexualised behaviour or inappropriate touching (perceived or accidental) (safeguarding concern) - Misuse of the internet and computer systems relating to radicalisation or sexually inappropriate content (safeguarding concern)
Tier 3 - Recorded on CPOMs and referred to SLT (possible actions: parents contacted/additional reporting/external support)
- Child-on-child abuse where a pupil racially or homophobically abuses another pupil (discrimination) - Racial abuse of an adult (discrimination)

- Behaviour resulting in physical harm to a pupil or adult e.g. punching, hitting, scratching, biting or spitting - Behaviour that results in the risk of significant harm to self or others - Restrictive Physical Intervention (RPI) - Significant damage to property - Leaving the site
Tier 2 - Recorded on CPOMs and referred to Phase Leads (possible actions: parents contacted/internal specialist support e.g. SALT/OT/additional planning and resources)
- Disruption resulting in significant loss of learning - Verbally aggressive behaviour e.g. threats, swearing at a member of staff, - Spitting at another person - Aggressive minor physical altercation with another pupil e.g. pushing - Damage to school property and the property of others - Refusing to get out of the swimming pool impacting on other learns - Racist, sexist, homophobic or other offensive language not directed at others - Throwing objects towards a member of staff or other pupil - Offensive behaviour, including the use of foul language - Repeated Tier 1 behaviours that do not improve with appropriate strategies - Misuse of the internet (e.g. search terms)
Tier 1 - Not recorded on CPOMs (unless repeated behaviours) and managed in class teams (possible actions: conversations with learners, adaptations, additional resources)
- Disruptive behaviour in classes or other learning situations. - Disagreements between pupil - Attempting or threatening to hit or kick - Refusing to work - Refusal to follow instructions - Rough play - Loud disruption such as screaming/shouting - Leaving lesson without agreement but returning - Swearing (non-discriminatory) - Refusal to follow instructions, - Angry outbursts, - Unkindness to peers (not bullying) - Failure to complete work set in the time allotted, - Minor damage to property e.g. broken ruler, ripped paper - Throwing objects without aiming e.g. throwing equipment or resources on the floor - Kicking/hitting doors, tables - Leaving lessons without permission - Misuse of the internet and computer systems (not following adult instructions)

Please note: Tier 1 behaviours that are recurring and have been unable to be managed in class teams, please escalate to Tier 2, outlining what has already been put in place to support. Medical/First aid and contact to still be recorded but will not be picked up by Phase leads.

KS3

Safeguarding (Seek immediate advice from the safeguarding team)
- Child-on-child abuse where a child sexually abuses another child (safeguarding concern) - Sexualised behaviour or inappropriate touching (safeguarding concern) - Misuse of the internet and computer systems relating to radicalisation or sexually inappropriate content (safeguarding concern)
Tier 3 - Recorded on CPOMs and referred to SLT (possible actions: parents contacted/additional reporting/external support)

- Child-on-child abuse where a pupil racially or homophobically abuses another pupil (**discrimination**)
- Racial abuse of an adult (**discrimination**)
- Behaviour resulting in physical harm to a child or adult e.g. punching, hitting, scratching, biting or spitting
- Behaviour that results in the risk of significant harm to self or others
- Restrictive Physical Intervention (RPI)
- Significant damage to property
- Leaving the site

Tier 2 - Recorded on CPOMs and referred to Phase Leads (possible actions: parents contacted/internal specialist support e.g. SALT/OT/additional planning and resources)

- Verbally aggressive behaviour e.g. threats, swearing at a member of staff or pupil
- Disobedience, disrespect and defiance towards teachers and other members of staff.
- Damage to school property and the property of others
- Overturning furniture
- Racist, sexist, homophobic or other offensive language not directed at others
- Kicking/hitting doors, tables
- Minor physical altercation with another pupil e.g. pushing/shoving
- Attempting or threatening to hit or kick (context)
- Refusing to get out of the swimming pool impacting on other learns
- Offensive behaviour, including the use of foul language
- Misuse of the internet (e.g. search terms)

Tier 1 - Not recorded on CPOMs (unless repeated behaviours) and managed in class teams (possible actions: conversations with learners, adaptations, additional resources)

- Disruptive behaviour in classes or other learning situations.
- Disagreements between pupil
- Refusing to work
- Rough play
- Leaving lesson without agreement but returning
- Swearing (not directed and non-discriminatory)
- Loud disruptions such as shouting/screaming
- Unkindness to peers (not bullying)
- Failure to complete work set in the time allotted
- Throwing objects without aiming e.g. throwing equipment or resources on the floor
- Barging/pushing without intent
- Angry outbursts
- Minor damage to property e.g. broken ruler, ripped paper
- Leaving lessons without permission but returning to lesson
- Misuse of the internet and computer systems (not following adult instructions)

Please note: Tier 1 behaviours that are recurring and have been unable to be managed in class teams, please escalate to Tier 2, outlining what has already been put in place to support.

Medical/First aid and contact to still be recorded but will not be picked up by Phase leads.

KS4/5

Safeguarding (Seek immediate advice from the safeguarding team)

- Child-on-child abuse where a child sexually, abuses another child (**safeguarding concern**)
- Sexualised behaviour or language or inappropriate touching (**safeguarding concern**)
- Misuse of the internet and computer systems relating to radicalisation or sexually inappropriate content (**safeguarding concern**)

Tier 3 - Recorded on CPOMs and referred to SLT (possible actions: parents contacted/additional reporting/external support)

- Child-on-child abuse where a pupil racially or homophobically abuses another pupil (**discrimination**)
- Racial abuse of an adult (**discrimination**)
- Behaviour resulting in physical harm to a pupil or adult e.g. punching, hitting, scratching, biting or spitting
- Behaviour that results in the risk of significant harm to self or others
- Restrictive Physical Intervention (RPI)
- Significant damage to property
- Leaving the site (KS4)

Tier 2 - Recorded on CPOMs and referred to Phase Leads (possible actions: parents contacted/internal specialist support e.g. SALT/OT/additional planning and resources)

- Verbally aggressive behaviour e.g. threats, swearing at a member of staff or students
- Repeated overt refusal to follow instructions,
- Repeated openly argumentative or disrespectful towards a staff member,
- Refusing to get out of the swimming pool impacting on other learners
- Overturning furniture
- Aggressive minor physical altercation with another pupil e.g. pushing
- Minor damage to school property and the property of others
- Repeated failure to follow reasonable instructions from teachers and other members of staff.
- Attempting or threatening to hit or kick
- Repeated kicking/hitting doors, tables
- Leaving lessons without permission and not returning
- Leaving the site without permission or pupils who do not have consent (KS5)
- Unsafe behaviour off-site
- Misuse of the internet (e.g. search terms)

Tier 1 - Not recorded on CPOMs (unless repeated behaviours) and managed in class teams
(possible actions: conversations with learners, adaptations, additional resources)

- Disruptive behaviour in classes or other learning situations.
- Disagreements between pupil
- Refusing to work
- Rough play
- Loud disruption such as screaming/shouting
- Leaving lesson without agreement but returning
- Swearing (non-discriminatory)
- Refusal to follow instructions,
- Angry outbursts undirected
- Unkindness to peers (not bullying)
- Failure to complete work set in the time allotted,
- Minor damage to property e.g. broken ruler, ripped paper
- Throwing objects without aiming e.g. throwing equipment or resources on the floor
- Misuse of the internet and computer systems (not following adult instructions)

Please note: Tier 1 behaviours that are recurring and have been unable to be managed in class teams, please escalate to Tier 2, outlining what has already been put in place to support.
Medical/First aid and contact to still be recorded but will not be picked up by Phase leads.

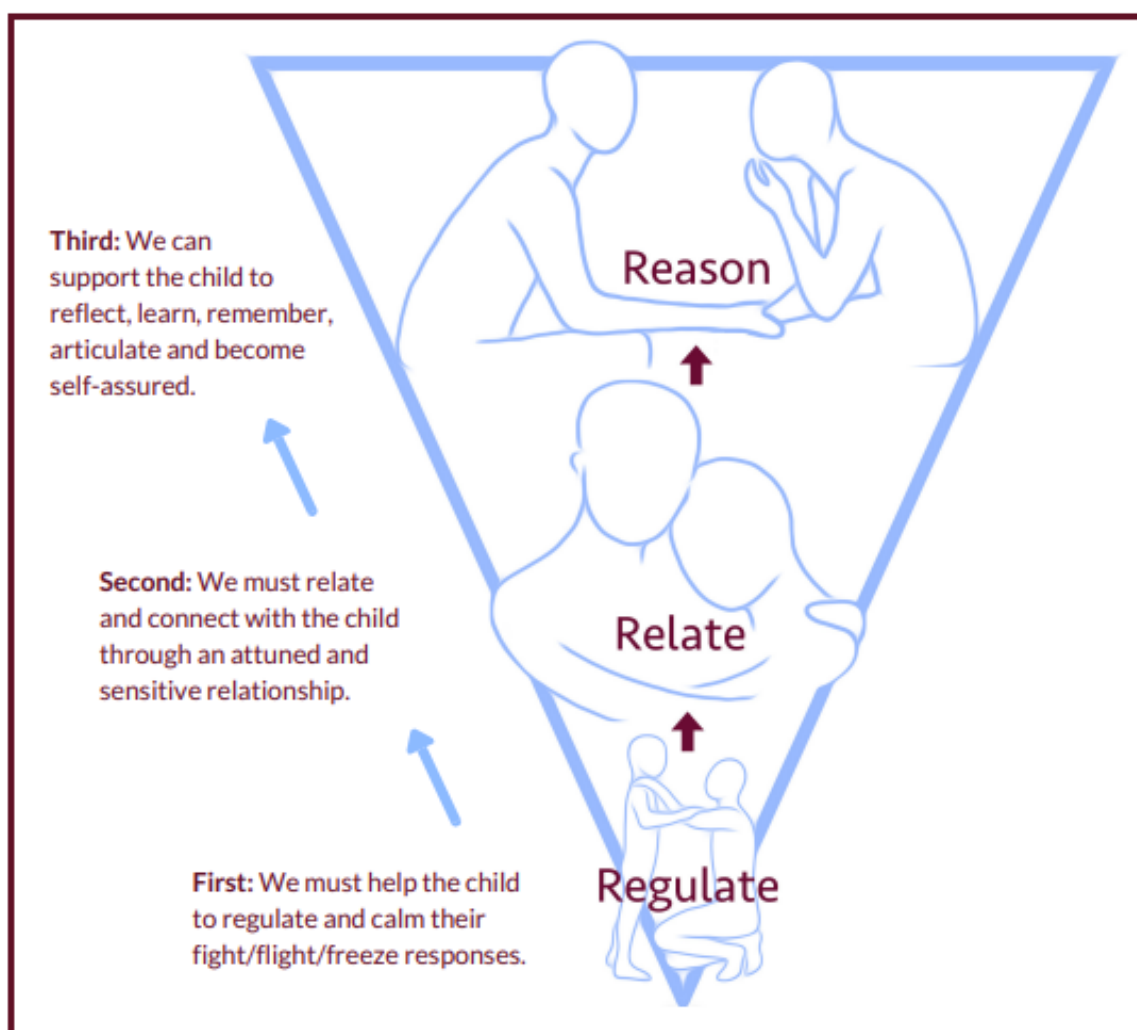
Appendix B - Therapeutic Thinking Graduated Response

Therapeutic Thinking Graduated Response

Universal Behaviour Curriculum	☐ Establish routines and identify valued behaviours. ☐ Include the above within pupil induction. ☐ Create and monitor staff code of conduct. ☐ Identify content of behaviour curriculum. ☐ Identify opportunities for learning and create supporting plans. ☐ Identify children not making expected progress and refer to Behaviour Policy.
Targeted Behaviour Policy	☐ Policy reflects DfE guidance. ☐ Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Where policy is not progressing the behaviour of most children, review the policy. ☐ Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from all relevant parties, including multi-agency colleagues. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.
Specialist Predict, Prevent & Progress	☐ Review all information within Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify protective and educational consequences. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis for relevant variables. ☐ Use all analysis to create a Predict, Prevent & Progress plan. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Where further intervention is needed move to the analysis and planning within Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are reviewed. ☐ Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. ☐ Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Consider group dynamic options. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

www.beaconhouse.org.uk

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Appendix D - De-escalation Script

De-escalation Script

Name

I can see something's happened

I'm here to help

Talk and I'll listen

Come with me and

Appendix E - Learning Consequences

Setting high expectations for behaviour throughout the School means that learning consequences will be used to allow pupils to learn how to meet the behaviour expectations which are set.

Wherever possible 'logical' consequences for behaviours will be employed. This will support and encourage pupils to learn how to behave in a prosocial manner and reflect on how a more positive approach can be sustained.

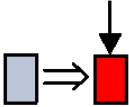
Learning consequences used in School may include:

- Logical consequences linked to the behaviour displayed e.g. tidying up, working with members of staff using parts of break times/lunchtimes for learning
- Reporting to parents/guardians
- Removal of pupils from peers
- Removal from own class for learning and then return
- Time out
- 'Small Garden'

Small Garden Guidelines:

- If a pupil needs time, staff members to take the pupil to a designated area for a set time and monitor. Exclusion from the classroom needs to be supervised by relevant adults or staff members and should only occur if the safety of others is at risk.
- If a pupil is finding it hard to engage with their differentiated learning and continues to become anxious, disrupt others and not able to focus then a small garden approach should be adopted and written into their Therapeutic Plan or pen portrait.
 - *Identify a quiet area where they can work independently*
 - *Set a learning task for the pupil to do and monitor their progress*
 - *Use a social story or a learning strategy that is appropriate to their ability to help them learn how to re-engage with their peers*

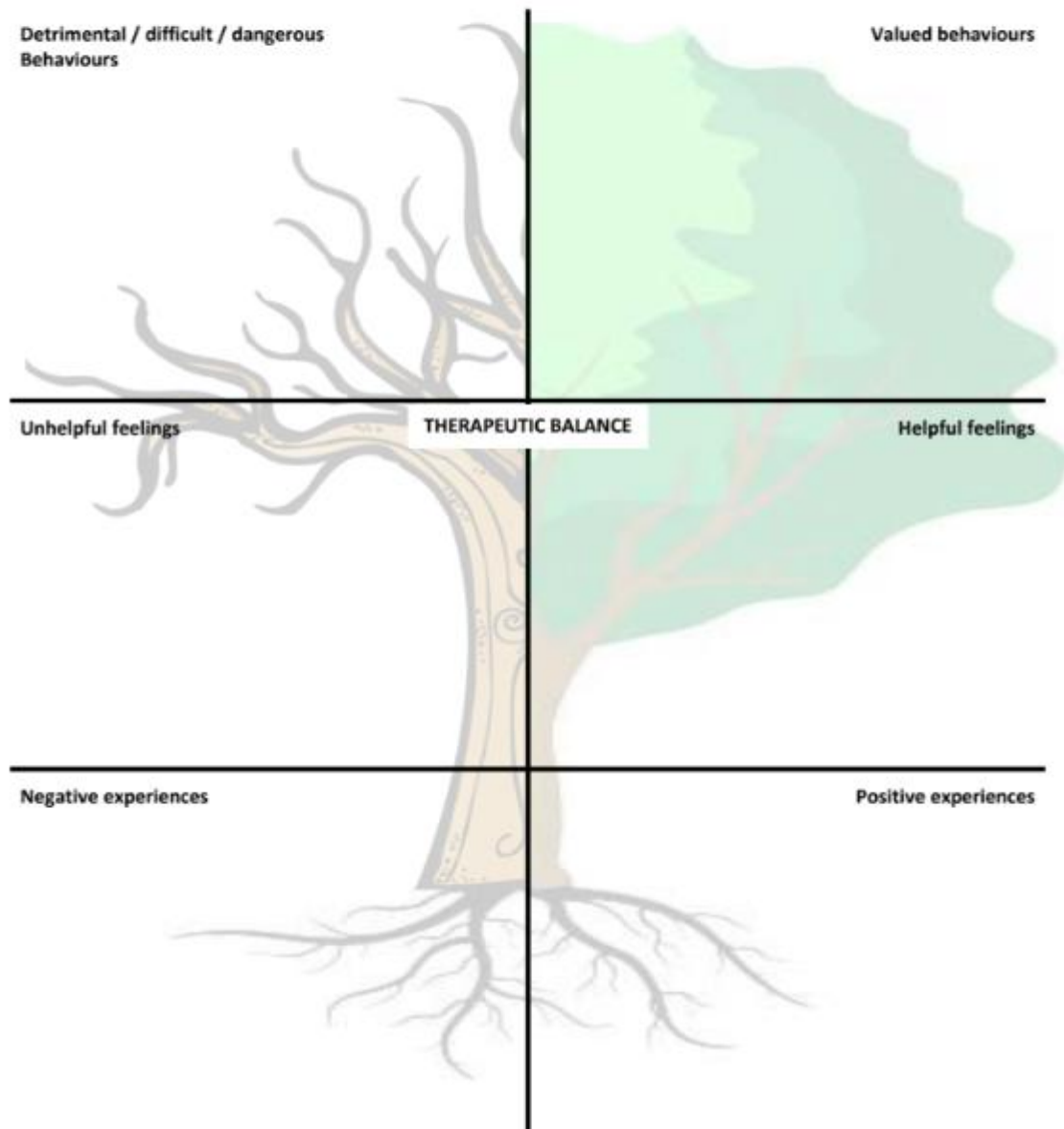
Should behaviours be deemed to be more serious then more formal sanctions will be used.

Trigger 	Behaviour 
Consequence  consequence	Next Time 

Appendix G - Therapeutic Tree - (Roots and Fruits)

Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	



Appendix H - Therapeutic Plan

Therapeutic Plan

Name:	DOB:	Date:	Review Date:
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	Risk reduction measures and differentiated measures (to respond to triggers)
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Valued behaviours	Strategies to respond
DIFFICULT detrimental behaviours	Strategies to respond
DANGEROUS detrimental behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator: Date:

Signature of Parent / Carer: Date:

Signature of Young Person: Date:

Appendix I - Statement on the use of physical interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- ❑ to comfort a pupil in distress (so long as this is appropriate to their age);
- ❑ to gently direct a pupil;
- ❑ for curricular reasons (for example in PE, Drama etc.);
- ❑ in an emergency to avert danger to the pupil;

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- ❑ the pupil's age and level of understanding;
- ❑ the pupil's individual characteristics and history;
- ❑ the location where the contact takes place (it should not take place in private without others present).

Within Castledon School this means that a member of staff may physically guide, touch or prompt pupil in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with pupil and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to use a physical intervention with pupil for a variety of reasons, but in general terms, we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

Hugging

At Castledon School, we encourage staff that are using touch for comfort or reward to use a 'supportive hug'. This is a sideways-on hug, with the adult putting their hands on the young person's shoulders. This discourages 'front-on' cuddling and the adult's hands on the shoulders limit the ability of the pupil to turn themselves into you.

Hugging can be used either standing or seated, however, this must be used in conjunction with a positive verbal comment about their learning or good behaviour.

Hand-Holding

We recognise that pupil sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the handholding is compliant. However, if handholding is being used by an adult as a method of control to move a pupil, this can become a restraint. Therefore, we encourage the use of the 'offering an arm' at all times. This is done by the adult holding their arm out, and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupil's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our School we actively discourage lap-sitting. Pupil should be taught to seek comfort/attention through other means, explored within Therapeutic Thinking training. If a pupil attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, pupils may be in such crisis or distress that they hold you in a way that is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the number of times the pupil is seeking this support from staff and to analyse the pupil's unmet needs.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the pupil that we care for, this does not mean that you have to use physical interventions with pupil. It should also be realised that some pupil will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the pupils in their care. Therefore, if a pupil is likely to be at risk of harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

We also have within our behaviour policy, a section on restrictive intervention in line with Therapeutic Thinking training.

Parents/carers will be made aware of this statement when their pupil is admitted to this school.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

Incident Reporting

Any incidents which cause concern should be reported and written up by the appropriate member of staff on CPOMS

Training

As a School we train all our staff in Therapeutic Thinking primarily to support with de-escalation techniques. All staff members receive six hours of basic training. Following this, refresher training is carried out every twelve months to ensure that people hold a current, valid certificate. Training provided covers the use of physical intervention and in techniques of behaviour management which help reduce the need for such interventions. Guidance will be given where needed for carrying out physical intervention on an ongoing basis.

The School have a current list of staff who are trained to use physical interventions.

Physical Intervention

Intended Outcomes

To provide an environment:

- that is safe for the whole community

- where we care enough about our pupils to not allow them to be out of control, causing harm to themselves, others or significant damage to property
- where challenging, aggressive and violent behaviour is prevented wherever possible.
- where staff members are clear about when physical intervention is appropriate and are empowered to use it within a clear framework

Responsibilities

The School is committed to providing Therapeutic Thinking training and to endeavour to reduce any situation where staff members encounter violence in the course of their work.

All members of Castledon School are expected to treat people with dignity courtesy and respect. The School also recommend that where possible there are two members of staff either to be involved in physical intervention or to be able to witness any physical intervention that takes place.

Working Realities

All stakeholders must be aware of the working realities and likely consequences when individuals are involved in an incident involving the use of force. The following systems are endorsed by Castledon School:

System

In order to minimise risk to staff and pupils, manage challenging behaviour and help pupils learn it is the policy to:

- Record incidents on CPOMS in line with the tiered approach. Where this is a significant incident, this will be recorded as a Tier 3 behaviour
- Complete a Risk Assessment or begin the Therapeutic Thinking process when a pupil demonstrates behaviour that may or has caused risk to themselves or others. This should happen as soon after the event as possible and ensuring that the Phase Lead and SLT are made aware. Pupils requiring a Risk Assessment may also become identified through incident reporting, staff & SLT will identify which pupils require this. Whenever there is a change to a pupil's behaviour the risk assessment or Therapeutic Plan should be amended (see Appendix A)
- Where a physical intervention has taken place or it is recognised through the Therapeutic Thinking planning process that this is necessary, this should form part of the pupil's plan.

All documentation should be completed as soon as possible after the event has taken place (maximum of 24 hours) but having allowed everyone involved in the situation time to calm down. Wherever possible this should occur before the member of staff goes home. If the written paperwork is not able to be completed staff involved must, **at the very least**, inform a member of SLT what has occurred.

After a serious incident has occurred a pupil must be offered an opportunity to de-brief. It should be remembered that the minimum amount of time for anyone to calm down after an adrenaline rush is deemed to be at least 45 minutes but for some pupils, it could be as long as two hours. This must be taken into account of when planning the time of the de-briefing. Visual systems must be made available for those pupils who require this support to aid understanding and communicate effectively.

Appendix J = Restrictive Physical Intervention Record

Student Name:		Location of Incident:	
D.O.B:		Time and Date of Incident:	
Reporting Member of Staff:			
Justification for physical intervention (tick all that apply): To prevent harm to self ☐ To prevent harm to other pupil ☐ To prevent harm to adults ☐ To prevent damage to property ☐ To prevent loss of learning (see plan) ☐		Predicted harm prevented by physical intervention with predicted levels (see Individual Plan) e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 pupils etc.)	
Incident Form/Book Complete	Y/N		Name(s) of additional staff witness:
Medical Treatment / Injuries	Y/N		Name(s) of additional pupil witness:
Damage to Property	Y/N		
Unresolved Harm/ Details of damage to property (costs and details of harm to property and people including medical intervention:			
Triggers:			
Additional factors:			

Management:	Comments:
How was the incident resolved?	
What were the Consequences? Protective and Educational	
Has pupil reparation/ de-brief taken place?	Y/N
Has staff de-brief taken place?	Y/N
Has the Risk Management plan been reviewed or updated?	Y/N
Was there Police involvement?	Y/N
Has there been Internal Exclusion / FTEX / PEX?	Y/N

Primary de-escalation techniques used (please state order in which they were used)				
Verbal advice and support		Offering services of other staff		Calm talking
Informing of consequences		Distraction		Taking non threatening body position
Reassurance		De-escalation script		Humour
Negotiation		Clear instruction/warning		Withdrawal from activity
Offering choices and options		Diversion		
Number	Description of how technique was employed			
1				
2				
3				

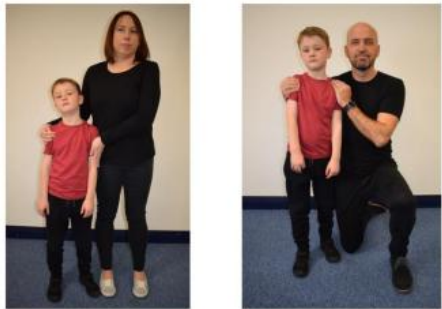
Restraint techniques including sequence of techniques, time and staff involved:			
Time	Technique	Shape	Staff name
Duration of restraint:		Duration of incident:	

Is there any physical mark or harm caused by the use of restraint?	Y/N	Details:
Has the pupil indicated that this was caused by the use of physical intervention?	Y/N	Actions:

Incident reporting and monitoring		Verification of account of incident:		
Incident reported to: Head Teacher by:		Staff name	Staff signature	Date
Parents / Carer informed by:	@			
Pupil wellbeing verified by:	@			
Staff wellbeing verified by:	@			
Incident form completed by:	@			

Reporting staff name:		Signature:	
Incident form coordinator check signature:		Date:	

Appendix K = Physical Intervention techniques - Non restrictive (Therapeutic Thinking)

Closed mitten	Offering an arm (to support guide or escort)
	
Supportive hug (to support guide or escort)	Supportive hug (to support guide or es
	
Supportive hug (to support guide or escort)	Supportive hug (to support guide or escort)



Open mitten escort (to support guide or escort)

Open mitten guide (to support guide or escort)

