



Behaviour Support and Restrictive Intervention Policy (Including policy on bullying/use of reasonable force)

Ratifying Committee	Standards & Curriculum Committee Health, Safety & Safeguarding Committee
Date	March 2026
Review	Annually

Aim

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
- Ensure that all pupils at The Bridge School (all have severe/profound and complex learning needs) are treated with dignity and respect
- Ensure all staff work within the legal framework and understand their duty of care
- Ensure that staff understand and support pupils in a non-confrontational, calm and proactive manner.
- Ensure staff understand the function of behaviours linked to communication, emotion and anxieties.
- Promote all pupils' mental health and wellbeing
- Support pupils to develop positive engagement in learning to self-regulate and express positive behaviour
- Proactively work towards reducing anxiety and behaviours of concern through therapeutic and nurturing approaches
- Summarise the roles and responsibilities of different people in the school community

Legislation, statutory requirements and statutory guidance

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

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

In addition, this policy is based on:

- o Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- o Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- o [DfE guidance](#) explaining that maintained schools must publish their behaviour policy on the school website.

School Context

Pupils at The Bridge School have an EHCP and have severe and profound learning difficulties. Many have additional needs such as autism, sensory impairments, physical disabilities etc. Some pupils have behaviour that can be challenging and this is detailed within their EHCP including required provision.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). The school understands that behaviour can be displayed for a range of reasons but that fundamentally it is communicating something and as adults supporting a pupil, we need to listen to what the behaviour is telling us. It is important that we observe, reflect, evaluate and discuss.

Examples of reasons pupils may display specific behaviours:

- Wanting something but being unable to express it due to limited means of communication or adults around not understanding the communication of the child.
- Wanting something and being able to communicate something but not understanding it is something that cannot be given or accessed at that time.
- Not wanting to do something that is being asked or to end something that a child may be doing.
- Sensory overload or sensory reaction in the environment e.g. reactions to sounds, noise levels, smells, proximity to people
- Maybe copying something they have seen or heard but not understand the impact on others.
- Anxiety that things might happen 'slow triggers'. This can be difficult to see as it may relate to an anxiety about something that isn't happening but the child has learned could happen.
- Reaction to others e.g. a tone of voice
- A means of gaining attention or control.
- A change of routine or something unpredictable.
- A change of person or not having a preferred person.

If the school has a significant concern about the behaviour of a pupil with an EHC plan, the school will make contact with the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. The school will work to engage other agencies to support the pupils and families.

In the context of our school, the following are examples of key principles:

- We listen to pupils and we listen to families and together we work quickly and over time to work out why a behaviour takes place.
- We work to find alternative ways for a pupil to communicate.
- We work to change and adapt the environment to compensate for something that a pupil is finding difficult. Alongside this working on their toleration where possible of things they find difficult.
- Where possible in terms of the understanding of the pupil, help them to understand the consequence and impact of their behaviour.
- We agree and follow planned strategies on how to avoid the behaviour happening, how to deal with it if it does happen, how to de-escalate certain behaviours and how to build up new skills and knowledge that a pupil can use instead.
- We follow agreed plans consistently although have an understanding that because pupils can change behaviours or reactions or due to context staff have to adapt in the short-term. Plans have a balance with sticking to strategies as they need to time to impact and being a fluid process where written plans then get updated to reflect what has been trialled and implemented and evaluated.

4. Definitions

Schools usually define behaviour on a scale from low-level to serious concerns.

Low level concerns may include disruption in lessons, in corridors between lessons or during break and lunchtimes, non-completion of classwork, poor attitude etc.

Serious behaviour concerns usually refer to 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, physical behaviour like interfering with clothes and online sexual harassment including sharing of images.. It can also include vandalism, theft, fighting, smoking, racist, sexist, homophobic or discriminatory behaviour and possession of any prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article a staff member reasonably suspects has been or is likely to be, used to commit an offence or cause personal injury or damage property.

All pupils within The Bridge School have special educational needs with profound/severe learning difficulties and many have additional needs such as autism, sensory impairment, complex medical and physical needs etc. The Bridge School aspires that all pupil behaviour is positive including behaviour for learning and engagement.

We aspire that pupils:

- Have good personal behaviour and respect others
- Have self-discipline and can follow rules and routines
- Engage in their learning and complete planned programmes of work

We have high expectations but also an understanding that that the behaviour (in relation to both conduct and engagement in learning) in the most part is linked to pupils' needs which may include; their developmental level, their understanding and communication needs, their engagement in learning and sometimes sensory needs linked to the environment or specific medical profiles. Please refer to above section on context of the school.

Due to the high expectations, the school aims to be proactive in analysing the reasons for behaviours that may be shown, establishing strategies that will reduce behaviours over time and increase engagement in learning and minimise the impact on others in relation to their learning and to keep staff and pupils safe.

Pupil behaviour is managed by staff following agreed individual Engagement and Behaviour/Autism Support Plans. These plans outline what is expected of a pupil and staff when managing any behaviour that occurs. Alongside this, each pupil has outcomes agreed as part of the annual review process to build positive behaviour skills. The policy of the school is therefore that what is acceptable behaviour is very individual to each pupil. The school also ensures that school and class organisation minimises any impact of behaviours on other pupils in their learning and safety. The plans will usually reflect the current behaviour and strategies. It is understood that behaviours may change or pupil reactions and responses can be different and that teachers may be working with a team on the process of reflecting and working out the strategies or a different strategy and the written plans should not restrict this. Teachers should ensure that the plans are updated as required and at the earliest possible time when a new behaviour is observed.

5. Managing behaviour positively

5.1 Positive behaviour is encouraged and supported by:

- An engaging and appropriate curriculum based on personalised learning- (refer to Engagement Policy)
- The right pedagogical approach to access the curriculum and learning.
- Well planned, sequenced, progressive, broad and balanced curriculum.
- High-quality role models of staff with a consistent approach by all.
- An understanding of the impact of special educational needs on pupils learning and this is supported by:
 - A comprehensive staff training programme to upskill experienced staff and train new staff
 - New staff being supported by experienced staff (coaching)
 - A recognition of the strengths of pupils which are rewarded following a whole school approach
 - ⊖ An Inclusive Communication Approach
 - High-quality facilities and resources
 - High staff: pupil ratios based on individual needs
 - Work in partnership with parents and other professionals
 - In-depth knowledge of every child's strengths and level of development
 - High-quality and sustained staff training for all staff in teaching pupils with SEN
 - Advice and time from the leadership team

5.2 Examples of positive strategies for managing behaviour:

- Using Positive Behaviour Support approaches to understand behaviour and develop proactive strategies.
- Identifying and modelling appropriate behaviour
- Personalising the timetable
- Using clear visual strategies including schedules, timers etc.
- Changing the environment and activity e.g. using sensory rooms, playgrounds, field, halls
- Diverting, distracting or changing adults to diffuse
- Acknowledging the need personal space
- Reducing sensory overload
- Use of social stories
- Using clear, simple language allowing time to process and respond
- One person clearly taking the lead in supporting a pupil
- Rewarding appropriate behaviour following strategies using for example, praise, confirmation, reward charts, stickers.

These are examples only and it is about each pupil and working quickly and over time to support the behaviour and the change of behaviour

6. Pupil Code of Conduct

Many schools have a code of conduct regarding what is acceptable regarding behaviour overall. The policy at The Bridge School is this code of conduct is individual to each pupil. We aspire that all pupils' behaviour is positive. All pupils within The Bridge School have special educational needs. We understand that the behaviour in the most part is linked to the pupil needs. Pupil behaviour is managed by staff in accordance with Engagement individual behaviour or Autism support plans or any live assessment of plans and strategies. Plans outline what is expected for a pupil and also support staff in managing any behaviour that occurs (in addition to their training). Alongside this each pupil has individual outcomes agreed as part of an annual process to build up positive behaviour skills. The policy of the school is therefore that what is

acceptable behaviour is very individual to each pupil. The school also ensure that school and class organisation minimise any impact of behaviour on other pupils in their learning and safety.

7. Bullying

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

Bullying is, therefore:

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

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Behaviour incidents are reported to Phase Leaders including any peer/peer incidents. Staff and lead adults reflect on the behaviour including the potential reasons and work on strategies to reduce any behaviour and minimise impact. There are high staffing ratios and supervision which supports positive behaviour and reduces the risks of bullying or behaviour. Lead adults and senior staff reflect on any patterns of behaviour- their purpose and the best way to manage and reduce the behaviour alongside building other skills e.g. positive communication.

Staff will always remain vigilant and report immediately to senior staff (in the same way as behaviour reporting) any bullying concerns, including cyber-bullying. If a parent/carers has a concern that they feel relates to bullying (with intent to harm) or have concerns about any child interaction, then they are asked to contact the class teacher in the first instance and then Head of Phase.

8. Sanctions and Rewards

Under the School Standards and Framework Act 1998 corporal punishment is abolished in all state and private schools. As such, corporal punishment is strictly prohibited at The Bridge School. Staff members, or any individual working on the premises, must not administer or threaten corporal punishment to any pupil. Failure to comply could result in disciplinary action, legal consequences, or safeguarding concerns.

Sanctions reflect the requirements of the Equality Act (2010).

Our philosophy is built upon positive ways of developing behaviour. Any behaviour strategies that are used need to be understood by the pupil.

At The Bridge we do not remove routine drinks or food. The removal of any normal routine activities within the school must be agreed with the Senior Leadership Team and parents and can only be considered if understood by the pupil.

Each Key Stage has an appropriate reward system. (See Appendix 1 for each phase reward system).

Regarding suspension and permanent exclusions, The Bridge adheres to the DfE statutory guidance and Telford & Wrekin Council guidance.

9. Supporting Pupils with Challenging Behaviour

9.1 Definition of Challenging Behaviour

“Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which will seriously limit or deny access to the use of ordinary facilities” (Emmerson et al 1987).

9.2 Processes

PBS principles will underpin assessment, strategy development and ongoing review of behaviour support.

Pupils who present with challenging behaviour (which will be updated and outlined in their EHCP) will be supported by:

- The range of support and strategies detailed in this policy
- Analysing the functions of the behaviour
- Assessment of why the behaviour is challenging
- Liaison with parents and any relevant professionals
- Referrals made to other professionals with parent agreement if they meet threshold of service.
- An agreed strategy plan shared and disseminated with all key people and pupil – Individual Engagement Behaviour Support Plan or Engagement Autism Plan
- Ongoing monitoring of the impact of the plan
- Ongoing review and evaluation and formal review within the annual review and at six monthly outcomes
- Meetings set with parents/carers as necessary and discussed at Annual Review and Outcomes meetings
- A Positive Handling Plan if needed
- A Behaviour form being completed for behaviours, including self-harm
- Detailed procedures followed by staff (Appendix 2)

- Strategies detailed in Engagement Policy
- On-going assessment and revision of strategies.
- Advice from Senior Leadership or PBS trained staff as appropriate

9.3 Individual Engagement Behaviour Support Plan or Engagement Autism Plan

A pupil who presents challenging behaviour will have a support plan as above. The process will involve:

- An on-going functional analysis of the behaviour
- Seeking the views of the pupil as possible.
- Parental knowledge, views and agreement.
- Advice from Senior Leadership or PBS trained school staff as appropriate
- Involvement of relevant professionals in the assessment and identification of strategies or integration of advice into plan.
- Reviewed on an ongoing basis and formally in line with school annual review and Annual Outcome meetings or as necessary.

The plan may detail known information including:

- Any known reasons including self-harm
- Any early stages of a sequence of behaviour that is likely to develop into challenging behaviour and 'diffusion techniques' to avert any further escalation
- Incident forms will be completed and monitored. Detailed procedures are to be followed

(See Appendix 2)

9.4 Environmental Resources

- The school has extensive resources to support and engage pupils in positive learning opportunities. These include; multi-sensory rooms, gyms, extensive outdoor play resources, music and technology facilities, swimming and hydrotherapy pools.
- All resources must be used in accordance with the (2002) Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders with particular reference to guidance on timeout and seclusion. They are also used in accordance with (2026) Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England'.
- The following are specifically highlighted:
 - Within school, most of the doors of rooms that pupils access have either mag locks with swipe card access or where younger children are present, high/ double handles. These doors include external boundary doors, class bases, support bases and phase areas. These are used to prevent the risk of harm, keep pupils safe and to maintain the school's duty of care based on a risk assessment of factors. This includes reducing the risk of finger entrapment, doors accidentally swinging back, loss of pupil etc. Pupils are supervised at all times due to their level of severe and profound learning difficulties and lack of awareness of danger or ability to make safe choices. Swipe cards can be set up for individual pupils to give safe/ independent (supervised) access around the school to agreed areas as appropriate. A specific risk assessment has been completed

in relation to civil liberties. Pupils have the choice to leave an environment and will communicate this through their own preferred method of communication (known by staff working with them).

- A small number of pupils have own individual work rooms linked to their educational programme and provision. This is to support positive and well-regulated behaviour and listen to the pupil. It provides a base to access wider school and classes. Any pupils working in an individual pupil room will have a specific risk assessment in place in for 1-1/2-1 working. Relevant school risk assessments are followed including lone working and checks made as per this process. Pupils have the choice to leave their individual work rooms and will communicate this through their own preferred method of communication that it known by staff working with them (see individual risk assessments).
- Each class has an outside area to support positive engagement. This area is designed to allow a pupil to access an environment with reduced multi-sensory input. This area is generally kept clear of resources or has resources that are known to support a pupil within it. These areas are supervised by staff at all times. All use must follow the DfE Guidelines (April 2026). Teacher MUST ensure that the use of these areas is in the pupil's Individual Behaviour/Autism Support Plan and that they are clear on the guidance of the law for time-out and seclusion.
- Examples (all would be within Engagement IBSP or Autism plan) of use may include:
 - Pupils asking to move away from a busy environment to avoid possible triggers that they know may lead to their behaviour escalating e.g. sensory overload. (Pupils may use other areas in school in a similar way e.g. a quiet area of the classroom, Soft Play, sensory room, library or calm room).
 - Staff may ask a pupil if they want to transition into the outside area (or other area see above) if they recognise a sequence of behaviours that may lead to an aggressive incident.
 - Support bases with open calm rooms. These rooms are used for a variety of purposes including teaching pupils in small groups or individually based on their needs. The resource can provide pupils with a less busy environment for parts of their educational programme. The calm rooms within the support base have soft padding and have been designed with calming colours and have resources within them as appropriate to the pupil's educational programme. They are open spaces but provide an area for safe relaxation and reduced sensory information which pupils often choose to access. Pupils are supervised. Any such use must be within a pupils Engagement and IBSP/ Autism Support Plan/risk assessments.
- The school has access to range of resources some of which are advised by other professionals working with the pupil e.g. weighted jackets etc. Equipment used and how it is used should be detailed in EIBSP/Autism support plans. Similarly, if specialist seating or buggies are used linked to sensory needs these will be noted in the plans.

10. Roles and responsibilities

10.1 The Governing Body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 3)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

10.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board.
- Giving due consideration to the school's statement of behaviour principles (Appendix 3)
- Approving this policy with the governing body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviour including challenging behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour so staff 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
- 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

10.3 Head of Phase

The Head of Phase (or senior teacher if delegated) will ensure that:

- New pupils are supported as they start school through liaison with class teacher and that provision in EHCP is reviewed and implemented.
- New pupils will have an engagement behaviour/Autism plan if needed with agreed strategies in place. The Head of Phase will agree strategies and support plans.
- These support plans will be reviewed based on monitoring of behaviour by teacher and head of phase including necessary resources
- Behaviour monitoring may lead to a child having an engagement behaviour/Autism plan to document strategies to support consistency.
- Review Engagement behaviour/ Autism plans in line with annual review report which summarises behaviour.
- Support teachers by carrying out observations or supporting staff if they request support.

10.4 Behaviour Lead

The Behaviour Lead will:

- Lead on Positive Behaviour Support approaches across the school
- Provide specialist guidance and support to staff in understanding and managing behaviour, including challenging behaviour
- Respond to requests for support following discussion with Phase SLT
- Work alongside Phase SLT to review strategies, analyse incidents and advise on adaptations to Engagement Behaviour Support Plans or Autism Support Plans
- Carry out observations of pupils where behaviour is a concern completing functional analysis and creating enhanced support plans that include indicators of behaviours escalating, ensuring staff can recognise early signs and implement agreed de-escalation strategies.
- Support staff in developing proactive, non-confrontational approaches and therapeutic/nurturing strategies
- Liaise with parents/carers when behaviour concerns escalate or when additional support is required
- Contribute to staff training relating to behaviour, SEND-related behaviour needs and de-escalation
- Work collaboratively with PBS practitioners, therapists and external professionals
- Ensure behaviour support aligns with safeguarding procedures and statutory guidance

10.5 Positive Behaviour Support Practitioner

The PBS Practitioner will:

- Carry out detailed functional behaviour assessments to understand the purpose of behaviours
- Work with teachers, Phase SLT and the Behaviour Lead to develop PBS-informed strategies
- Support staff in implementing proactive, preventative approaches that reduce behaviours of concern
- Provide modelling, coaching and guidance to staff on PBS principles
- Contribute to the development and review of Engagement Behaviour Support Plans and Autism Support Plans
- Monitor the impact of PBS strategies and contribute to ongoing evaluation
- Support the school in embedding a culture of understanding behaviour as communication

10.7 Training Co-ordinator

Training Co-ordinator should

- Ensure that staff have pre-induction and this covers behaviour policy and safer positioning training
- Ensure that staff have full Safety Intervention training as soon as possible
- Ensure that training records are kept
- Ensure that Safer Intervention Trainers records are up to date

10.8 Safety Intervention Trainer

- Will deliver training to staff in accordance with the guidelines of their training and local ATC.
- Will support staff in observations or if support requested.

10.9 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils,
- Establishing and maintaining clear boundaries of acceptable pupil behaviour for pupils on an individual basis.
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour on an individual basis 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 2)
- Challenging pupils to meet the school's expectations where appropriate to the individual pupil
- Attending training in induction and Safer Intervention Training

Teacher should liaise with parents over their child's behaviour. For pupils new to the school, this will be an on-going regular liaison as necessary. For pupils who have behaviour documented in EHCP, then the liaison will focus on any significant changes or significant improvements.

Teachers will inform parents carers of a child if there has been a pupil-pupil interaction and their child has been known to be hurt in anyway. It is hoped this is not something that would happen, but parents should be informed.

Any known pupil-pupil interactions linked to behaviour (behaviour communication) will be a priority for teachers or lead adult to liaise with Head of Phase over.

Staff should seek support and guidance for strategies in supporting pupil behaviour initially from their Phase SLT, who will advise on strategies and immediate actions. If further support is required, the Phase SLT will request involvement from the Behaviour Lead, or staff may request this directly following discussion with Phase SLT.

10.10 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy, Engagement Autism and Engagement Behaviour Support Plans when pupils have them, pupils EHCP/ 12-month outcomes and strategies and reinforce it at home where appropriate
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Work in partnership with school speaking to them rather than using social media or other means.
- Take part in the life of the school and its culture
- Engage with other agencies who may support behaviour at school or at home.

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 support behavioural issues.

The school will update parents/carers if there is a significant change in a pupil's behaviour that has not been discussed with the parent/carer.

Parents/carers seeking support regarding their child's behaviour should contact the class teacher in the first instance. The class teacher will liaise with the Phase SLT to review strategies and provision. Where additional support is required, the Phase SLT will request involvement from the Behaviour Lead, or parents may be directed to the Behaviour Lead following discussion with Phase SLT.

Parents and carers and school would be informed of any known injury related to a pupil-pupil interaction.

10.11 Pupils

All pupils at the Bridge will have different needs, knowledge and skills. Pupils will be supported through the culture of the school and the curriculum to increase their knowledge and skills over time. Pupils will be supported through the implementation of this policy with the aim to:

- Behave and interact in a positive way
- To reduce any behaviour that is challenging
- To increase engagement in learning including the development of attention and co-operation and widening interests.
- To be supported through the provision to reduce triggers and de-escalate any behaviour.
- To develop as much as possible self-regulation and self-management of emotions and behaviour
- To as much as possible understand and follow common rules and routines
- Seek pupil voice where possible on views of behaviour in school.

11. School Behaviour Curriculum

Staff in school will model appropriate behaviour to the pupils and there is an expectation that staff behaviour to each other will be professional.

Staff will understand that each pupil's behaviour may be based on many things e.g. their individual needs, their communication and understanding, their developmental level, their responses to the environment and their life experiences etc.

Staff will work with the lead adult in a class to establish the function of a behaviour and what it is communicating, possible triggers and things reinforcing the behaviour. Staff training will cover slow triggers-things that may affect behaviours that are not always in the immediate environment e.g. if a child is noise sensitive, the trigger might be that a noise may happen not the noise itself.

The aspiration for all pupils is that they behave and interact in a positive way and can communicate positively. For pupils who have behaviour that is a low level or highly challenging their Engagement IBSP/Autism Support Plans will outline the response to staff to behaviour and the impact will be reported on through the annual review of EHCP.

The aspiration is that pupils should:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

11 Mobile Phones

Pupils are not allowed to have mobile phones with them on-site unless there is an exceptional reason and it has been agreed with the Head and arrangements and risk assessments put in place. (See Mobile Phone policy)

12. Responding to Behaviour

12.1 Classroom Management

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Interacting positively with pupils and in line with their understanding and communication system
 - Establishing clear routines
 - Communicate expectations of behaviour in their own modelling
- Following the strategies in Engagement IBSP/Autism Support plans and outcomes consistently and liaising with lead adult for class in terms of observations.
- Follow the Behaviour Policy

12.2 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 behaviour 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.

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

12.3 Responding to Behaviours of Concern

Staff will follow the principles from their behaviour training delivered through Safety Intervention training. Staff will observe behaviour carefully and will prioritise:

- Safety of pupil, staff and other pupils in the first instance
- Discuss the purpose of the behaviour including the possible triggers, reasons and reinforcements
- Will discuss behaviour of new pupils with Head of Phase and agree ways to support and manage and monitor and devise an Engagement IBSP/Autism Support Plan if necessary and this includes low level behaviour as well as behaviour that can be challenging.
- Strategies will be put in place based on what we learn that the pupil is telling us through their behaviour e.g. linked to sensory overload, noise, demand, proximity of others etc
- Provision support which would be agreed and would be in EHCP amendments if the provision is sustained over time.
- De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases, social stories, visuals, use of other environments, staff change over etc
- All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Sanctions would only be used if agreed as part of a support plan and in line with policy including a pupils understanding.

12.4 Confiscation, Searches and Screening

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

Confiscation

Any prohibited items (listed in section 3) 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 safety. These items will be returned to pupils or parent after discussion with senior leaders and parents, if appropriate.

Due to the nature of the pupils' needs within The Bridge School it is unlikely that such action would need to be taken, however the law and guidance covers all schools.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or authorised by their representative if not head teacher is not available

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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral 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 if appropriate to their needs
- Seek the pupil's co-operation

If a search is not possible, then senior leadership team member will risk assess and make decisions based on risk assessment.

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 from 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, desks or lockers.

Outer clothing includes:

- Searching pupils- any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Possessions

Possessions means any items that the pupil has or appears to have control of, including 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 (listed in section 3) 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 in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if 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, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if 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, 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 the role of the appropriate adult).

The pupil's parents 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, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- 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 if, 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.

12.5 Power to Discipline Beyond the School Gate

12.5.1 Key points from Legislation (DFE Behaviour and Discipline in Schools)

Disciplining beyond the school gate covers the school's response to all non-criminal behaviour which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school e.g.

Any difficult behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school.

12.5.2 Interpretation for The Bridge.

All pupils at this school are supervised in any school-related activity, including home to school transport, (by transport staff) at all times. Staff supervising school trips etc. will follow guidance appropriate to pupil plans and risk assessments. The Bridge works in close partnership with Transport and/or parents to support management of pupil behaviour. Importantly we wish to make what can be a challenging experience for some pupils as positive as possible. Referrals are made to other services where necessary to further support this area.

12.6 Online Behaviour

Pupils in school access online activities with supervision and with the school network safeguards.

In all schools, schools 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.

In the context of the Bridge, any such incident would be considered in the context of the pupils understanding, intent and support.

12.7 Suspected Criminal Behaviour

In the context of the Bridge, criminal behaviour is highly unlikely due to the special educational needs of the pupils, their capacity to understand their actions and the consequences.

In schools. Is 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 Head Teacher will make the report or delegate to senior member of staff.

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.

If a staff member feels that there has been criminal action by a pupil, the policy is to discuss this with the Head Teacher or if Head Teacher is not available then senior member of staff so that if appropriate the above actions within this policy are followed. In all cases, confidentiality within the process must be maintained.

12.8 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.

Staff and 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

Staff would report any behaviour and it is looked at in relation to the pupils understanding, special educational need and developmental stage. It is also looked at in relation to any other pupils and staff and the impact on then of the policy. The process linked to behaviour plans would be followed and the guidance in

this policy

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:

- Behaviour reporting
- Responding to a report
- The school 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 and section on criminal behaviour

If a pupil or staff were subject to such behaviour, then support should be provided.

12.9 Malicious Allegations

In all schools, pupils may make an allegation against a member of staff or a pupil and this will be considered in relation to this policy and the safeguarding policy.

The school will look into allegations and will consider them in the context of the knowledge of the pupils developmental understanding and special educational needs, the behaviour policy and the safeguarding policy.

All schools 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 or sanctions. In the context of the Bridge School, this will consider the knowledge of the pupils developmental understanding and special educational needs, the behaviour policy and the safeguarding policy

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding of abuse against staff or more information on responding to allegations of abuse against staff or other pupils.

13. Serious Sanctions

13.1 Detention

Schools may use detention during break, after school or on weekends during term time. Schools imposing a detention, would consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

In the context of the Bridge School, detention is not something that is anticipated would be used unless there was an exceptional reason and was agreed as part of an Engagement IBSP/Autism Support Plan that

would support the pupil and be understood. The Head Teacher would authorise any use of detentions as a planned strategy if it was to be used.

13.2 Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

The Bridge would follow the Local Authority processes (Rarely Exclusion guidance) linked to the national guidance.

13.3 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Restrictive physical intervention out of anger or as a punishment.

We define restrictive physical intervention as follows: Restrictive physical intervention is the use of force by a member of staff to restrict a child's movement against his or her will and must be in accordance with the law and the guidance in this policy. Due to the nature of the pupils' needs, physical support is sometimes given that is not considered as restraint e.g. to support movement, to steady a pupil, to steer gently away with pupils co-operation from harm.

The DFE guidance recognises that special schools cater for children with severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the serious disruption of a learning environment. The **Education and Inspections Act 2006** clarifies the position about use of restrictive physical interventions by teachers and others authorised by the head teacher to control or restrain pupils.

(See DFE 2026 Use of Reasonable Force)

13.4 The Law

It is only likely to be legally defensible when it is required to prevent:

- committing an offence or engaging in conduct that could be an offence
- causing injury to themselves
- causing injury to others [pupils or staff]
- damaging property
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.
- Restrictive physical intervention may also be appropriate where, although none of the above has yet happened, they are judged as highly likely to be about to happen *by the members of staff present*.

Teachers and other authorised school staff are reminded that use of physical force must be '*Reasonable in the circumstances*' and comply with guidance mentioned below; which means using no more force than is needed. 'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.' DfE's 'Use of reasonable force Guidance' – July 2013.

All staff have a duty of care and may use restrictive physical intervention within the law using advice and support materials to schools about each of the areas above, and is based on more detailed guidance such as:

- Department for Education and Skills/Department of Health (2002) *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders* LEA 0242/2002
- Department for Education and Skills (2003) *Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties* LEA 0264/2003
- Department for Children, Schools and Families (2007) *The Use of Force to Control or Restrain pupils which refers to Section 93 of the Education and Inspections Act 2006*
- Department for Children, Schools and Families (2010) *The Use of Force to Control or restrain pupils. Guidance for schools in England*
- Ofsted *Positive Environments where children flourish*
- Department for Education (April 2026) *Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England*

This policy is also consistent with our Safeguarding and Equal Opportunities policies, and with national and local guidance for schools on safeguarding children.

13.5 Principles for the Use of Restrictive Physical Intervention in the Context of Positive Approaches

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. We aim to do all we can in order to avoid using restrictive physical intervention. We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative. However, there may be rare situations of such concern where we judge that we would need to use restrictive physical intervention immediately. We would use restrictive physical intervention at the same time as using other approaches. The approaches would be personal. For example, use of symbols, verbal instructions such as "Stop!" (but being aware for some pupils this might not be appropriate and might escalate) and giving a warning of what might happen next. Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves at risk. All staff are trained in safer positioning through Safety Intervention and most staff are trained in Safer Intervention including physical intervention techniques. If an intervention has been used, continued efforts will continue to be made to support the

understanding of the pupils behaviour and how their provision and plans can support them in positive behaviour.

Seclusion is defined by The Challenging Behaviour Society as supervised containment or isolation away from others in a room or the child is prevented from leaving the room. Seclusion is not a planned strategy in our school and is a non-physical restricted intervention. It would never be used at the Bridge as a disciplinary intervention or consequence. It would only be in response to the most extreme aggression impacting on the safety of the child and others. In the event of this ever happening a member of senior leadership team should be called. Parents would be informed and other agencies and a meeting called at the earliest opportunity.

Ofsted , Positive Environments where children flourish states 'Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others'.

Restrictive Interventions, including use of Reasonable Force in schools Guidance for schools in England (April 2026) describes seclusion as a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving, it should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

There are times when pupils want to be alone and may communicate this, the adult may move away and supervise in the room or out of the room. This may de-escalate a behaviour or situation and should be part of the pupils Engagement IBSP/Autism Support Plans. This should be for the minimum time so that the pupils can re-engage socially and with their learning. It will be when it is a positive intervention at times of distress. This is not defined as seclusion.

Some pupils have access to quiet rooms within the class base, outside areas and some have their own rooms e.g. support bases or work rooms. These are positive supports for pupils. For example, to aid attention and concentration. For pupils who have their own work room, this maybe because the usual class environment has triggered challenging behaviour because of e.g. response to sensory environment or sensory overload or proximity or unpredictability of peers etc. Pupils may communicate with challenging behaviour that they want to escape. Strategies to communicate this are worked on and for some pupils their own workspace or work room enables time in class when they can cope to be positive. The aspiration would always be that pupils were in the main class bases. Graduated strategies might include pupils joining pupil in a work room.

The school has a risk assessment on restriction of civil liberties linked to the magna control locks and some rooms with high handles which are there for safety.

13.6 Other Forms of Restrictions

Pupils at the Bridge are supervised and any pupil who does move to an area independently e.g. to the toilet or another class base will have had risk assessment. Pupils who are in a wheelchair would not be left alone as part of a behaviour strategy to leave them as they may not be able to move.

Equipment is used by pupils such as standing frames, wheelchairs etc. If a pupil is upset in a piece of equipment such as a standing frame then parental and professional advice needs to guide strategies.

Pupils will have straps e.g. in wheelchairs that need to be used to be safe. Specialist seating and equipment is recorded in pupil risk assessments.

Pupils have supportive chairs due to posture but also have chairs that may have been recommended due to behaviour that could be unstable in a chair or the need for sensory input. If a pupil is using a chair and indicates they want to get out of the chair it may be possible to re-engage and distract but if the child is upset or persists then they should be allowed to move from the chair. Staff must monitor pupils' responses for any sign of early upset.

Environments such as sensory tents could be restrictive if a pupil was not able to leave the area and therefore should follow the guidance in this policy.

Equipment prescribed such as buggies, wheelchairs or splints should not be used restrictively.

13.6 Use of Restrictive Physical Interventions in Unforeseen and Emergency Situations

Schools should acknowledge that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- before using force – staff attempt to use diversion or diffusion to manage the situation
- when using force – staff must use techniques and methods with which they are familiar, confident and are permitted by the school
- in exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with Section 550A of the Education Act 1996.

Staff must contact a Senior Leader immediately and records will be completed.

13.7 Planned Interventions- Positive Handling Plans

Any planned strategies will be recorded in a pupil's individual Positive Handling Plan. The positive handling plan will be in the context of DFE (April 2026) Use of reasonable force guidance.

The process will involve:

- A formal risk assessment and plan will be completed and agreed with parents and relevant multi-disciplinary team members who may work with the pupil (e.g. OT, BEE U, SALT) in the context of the above guidance and on site Safer Intervention trainers.
- The plan will be part of the pupil's Engagement IBSP or Autism Support Plan
- If any additional techniques are taught that are not part of the generic training for Safer Intervention, staff working with a pupil with a positive handling plan will be taught the intervention and authorised use of the intervention. These staff will be named on the plan.

The positive handling plan will be attached to the Engagement Behaviour/Autism Support plan and kept in the class teaching file. A copy of the positive handling plan will also be kept in a file in School Business Managers Office with access to Senior Leadership Team.

The positive handling plan must be agreed with the head, parents, phase assistant head and Safer Intervention ATC coordinator. The positive handling plan should be updated as necessary but always at the end of the academic year with the names of the staff working with the pupils in the following academic year and will be reviewed within the Annual Review and outcomes meeting.

Reporting processed should be followed- see below.

13.8 If a Restricted Intervention is used and it may not meet the criteria of the law or if a pupil was hurt

The senior leader on site will notify Head or Deputy Head if Head not available. A number of things should be followed:

- Priority to pupil health and well-being
- Support for all staff
- Appointment of someone to investigate.
- Reminder of confidentiality to enable investigation to take place staff and parents.
- Process linked to LADO and liaison as advised by LADO to any other services including if a pupil was hurt.

13.9 Duty of Care

We all have a duty of care towards the children in our setting. This duty of care applies as much to what we *do* but also what we *don't* do. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction along with a distraction to what may be happening next. However, if we judge that it is necessary, we may use restrictive physical intervention.

14. Action Following an Incident

14.1 Post Incident Support

- Line Managers must check that anyone involved is physically and emotionally fine e.g. a teacher checking on support staff.
- Staff should be offered opportunity to take a break if upset by the incident.
- Line Manager should offer the opportunity to talk through the incident further and request support from senior leader if necessary. Staff have access to LA counselling Service.

14.2 Recording RPI's

The Phase Head must be informed as soon as possible after any incident in which restraint is used or if not available member of senior leadership team. If the Phase head is directly involved in the incident the Head teacher should be informed and if the head teacher is directly involved in the incident, the Chairman of the Governors must also be informed. Restraint incidents must be recorded as soon as possible in '*Restrictive physical intervention individual pupil record book*'. These books are kept in the School Business Managers office. The circumstances that led to restraint being used will be recorded through behaviour form. It will be further investigated if necessary, by person designated by Head or Deputy.

When a restrictive physical intervention is used staff must immediately contact a senior leader to go through the incident/ complete an incident form prior to completing the pupil's physical intervention book with the senior leader. The incident review will ensure that the intervention was within the agreement of the plans. The record will question whether further actions need to be taken to support the pupil. Parents **MUST** be informed and a record of how they were informed made in the pupil's restrictive physical intervention book. If a Child in Care then the LA Social Worker must be informed.

The expectation is that recording of RPI book is within 2 working days of an incident.

14.3 Involvement of Parents

The Head teacher (or appointed representative) will contact parents as soon as possible after any an RPI.

14.4 Complaint About Staff Using Force

14.4.1 Key points from legislation (DFE 2026 Use of Reasonable Force):

- All complaints about the use of force should be thoroughly, speedily and appropriately investigate.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employees, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Monitoring and Evaluation Process

- Termly confidential reporting to governors with key data including restraints/ any injuries/ any pupil or adult RIDDORS.
- Case study examples
- Key data on specific behaviours/criteria agreed with governors
- Data linked to individual provision rooms/ risk assessment and any change of provision.
- Any parental or staff professional concern
- Any emerging themes or patterns.

15. Success Criteria

- Positive ethos and climate that supports ALL pupils is always demonstrated.
- High expectations evident throughout school with behaviour well-managed.
- Behaviour is consistently managed with planned strategies.
- All work within the school meets legal requirements.
- The environment and staff interactions (e.g. tone of voice, body language used etc) are carefully planned to reduce the need for the pupil’s behaviour to be challenging.
- Staff are able to demonstrate competency.
- All guidelines within policy are consistently followed and if strategies are being reviewed or trialled the Engagement Autism or Behaviour Plans are updated as soon as possible.
- New staff are supported to develop their skills to support pupils and to follow plan quickly

17. Monitoring and Evaluation of Policy

- The Policy will be reviewed each year in the light of school self- review, or as necessary in light of legal changes and advice from BILD accredited training provider for Safer Positioning.
- The Policy will be reviewed and approved by Governors annually.
- Monitoring responsibilities
 - Teachers monitor incidents and review strategies and liaise with their team on on-going basis and contact Head of Phase if any concerns or if staff need support. They update plans including after any live trial.
 - Head of Phase or designated person review each incident and offer further support or advice if necessary.
 - SLT and Safer Positioning trainers monitor the Policy through:
 - classroom observations
 - monitoring of planning
 - signing all incident forms and agreeing any necessary actions post- incident support or actions
 - evaluating all restrictive physical interventions.
 - chairing annual reviews (involving formal review of plans with parents)
 - making referrals to other professionals.
 - Agreeing the Engagement IBSP/ Autism plans in line with policy.
- Head teacher through discussion at Leadership team meeting and sampling of processes/ monitoring walks
- Termly confidential reporting to governors with key data including:
 - Restraints/ any injuries/ any pupil or adult riddors.
 - Case study examples
 - Key data on specific behaviours/criteria agreed with governors.
 - Data linked to individual provision rooms/ risk assessment and any change of provision.
 - Any parental or staff professional concern
 - Any emerging themes or patterns.

18. ASSOCIATED RESOURCES

a. Education and Inspections Act 2006.

b. DfE Guidance Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England (April 2026)

c. Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display d. Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

e. Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

f. DfE Guidance: 'Screening, Searching and Confiscation' (2022)

g. DfE Guidance: 'Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies'

h. DfE Guidance: 'Cyberbullying: Advice for headteachers and school staff'

i. DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England'

j. Equality Act 2010

k. Behaviour in schools: advice for headteachers and school staff 2024

l. Keeping Children Safe in Education

m. DFE Guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2024)

n DFE Guidance Supporting pupils with medical conditions at school (Dec 2015)

o. Special Educational Needs and Disability (SEND) Code of Practice

19. Rewards

See Appendix 1

20. Pupil transition

- New teachers have access to reports and Engagement Behaviour/Autism support plans.
- Where possible new teachers will observe prior to a class move
- Where possible, a familiar TA will be able to also transition
- Teachers can speak to senior leadership team who can provide information and support
- Teachers can speak to previous staff within the school.

21. Training

New staff have a pre-start induction and Behaviour Policy is covered. In the pre-start induction, staff receive safer positioning training from on-site Safer Intervention Trainer.

New staff access full Safer Intervention Training at the earliest opportunity through the on-site Safer Intervention Trainer and the local ATC.

Staff employed are fully aware of the needs of the pupils and the School's Personal and Social Development Policy particularly in treating children with dignity and respect. Supply staff are offered opportunities to attend further training.

Staff receive more training during their induction year.

Behaviour management will also form part of continuing professional development.

The school has Safety Intervention Trainers who are part of a local ATC

Staff have access to a professional development library.

22. Monitoring Arrangements

22.1 Monitoring and Evaluating School Behaviour

The school monitors the behaviour of pupils on an individual level. This includes behaviour incidents, attendance, any restraints, any exclusions and suspensions, searching and confiscation.

Data is reported to governors each term on key elements including if any restraints were to have been used.

Parents are asked usually annually about their views on behaviour and safety in school.

22.2 Monitoring this Policy

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

23. Links with Other Policies

This behaviour policy is linked to the following policies

- Child protection and Safeguarding Policy
- Mobile Phone Policy
- Engagement Policy

Appendix 1:

REWARDS IN EACH PHASE

EYFS

In the Early Years Foundation Stage all effort and achievement is recognised, respected and rewarded.

Staff use a wide range of different rewards dependent upon the child's level of understanding, motivation and age appropriateness:

- Effort is immediately rewarded with a verbal response and/or social praise e.g. cheers, good boy/girl, clapping, singing
- Major goals (e.g. using potty, sitting in circle) receive certificates or stickers chosen by the child and placed wherever the child chooses i.e. on their clothing or in home/school diary. When certificates are given a copy is kept in pupil's file.
- Work reward strategies implemented with parental consent with a range of motivating activities/toys/environments used as rewards.

Staff record all pupil's achievements on observation sheets as part of the assessment process.

Each child's achievements are shared with parent/carers through the home/school diary, telephone calls, meetings.

Primary Phase

Pupils are rewarded for positive behaviour, good work and achievements with any of the following, depending on motivator for individual child:

- Stars, stickers and smiley faces are instant and ongoing throughout the day
- Dependant on individual, a given number of stars or stickers will lead to:
 - a certificate
 - time at a favourite activity or time in a favoured location e.g. computer, toy, white room, soft play etc

For students with PMLD the nature of reward will be adapted to suit individual need/preference e.g. music / songs, sensory massage, relaxation time in sensory room.

Sometimes rewards are used as a motivator:

The pupil is rewarded immediately to strengthen the association of 'good' behaviour or work with a reward. Some pupils have reward boxes that are based on motivators for the pupils in a particular class. This box is only accessed via staff.

Notes or stickers to send home or visits to the Head teacher are also used to reinforce achievement for some pupils.

Secondary Phase

It is recognised that students are growing into young adults within this phase:

- Students are rewarded with stickers which are collected on a card. The number of stickers for completion of the card will vary according to student need. As part of a behaviour plan it may be appropriate for a student to collect 3 or 5 stickers. For others it may be 10 stickers.
- A student who has done something exceptional either in work or behaviour may be given a pupil of the week award

For students with PMLD the nature of reward will be adapted to suit individual need/preference e.g. music / songs, sensory massage, relaxation time in sensory room.

At the Pupil Presentation evening a Student of the Year award will be presented to the student considered by staff to have made exceptional progress and/or contribution to the school community.

All students are rewarded according to individual needs and for something that is exceptional for that individual. This may differ depending on the subject, targets for the lesson. Stickers may also be awarded for social behaviour, in leisure and lunchtime periods. In some instances, the pupils' class base teacher may need to be consulted before stickers are given.

APPENDIX 2: Forms

Please note there will be an enhanced format for pupils who can have significant incidents and require specific de-escalation. Heads of Phase can agree modification for recording e.g. to a tally chart.

ENGAGEMENT INDIVIDUAL BEHAVIOUR SUPPORT PLAN



Name of Pupil: _____

Date of plan: _____

Plan must reflect current strategies agreed. Any amendment teacher to inform parents on ongoing basis. Formal evaluation at Educational Outcomes/Annual review meetings.

Behaviour Shown	Identified Reason	

Are any Restrictive Physical Intervention Strategies agreed? Yes ☐ No ☐ If YES signed Positive Handling Plan to be attached
 Has any equipment been agreed Yes ☐ No ☐ (A Positive Handling Plan may be required)
 Confirm over page has been completed by ticking box Yes ☐ Confirm on- going recording sheet is attached Yes ☐

Behaviour Support Plans are routinely discussed with Parents at Educational Outcomes/Annual Review meetings

ENGAGEMENT AUTISM SUPPORT PLAN



Name of Pupil: Date of plan:

Plan must reflect current strategies agreed. Any amendment teacher to inform parents on ongoing basis.
Formal evaluation at Educational Outcomes/Annual review meetings.

Behaviour Shown	Identified Reason	Strategy

Are any Restrictive Physical Intervention Strategies agreed? Yes ☐ No ☐ If YES signed Positive Handling Plan to be attached
Has any equipment been agreed Yes ☐ No ☐ (A Positive Handling Plan may be required)
Confirm over page has been completed by ticking box Yes ☐ Confirm on- going recording sheet is attached Yes ☐ **Behaviour Support**
Plans are routinely discussed with Parents at Educational Outcomes/Annual Review meetings

Guidelines for Completing ENGAGEMENT IBSP and Autism support Plans

The School Engagement Policy and Safeguarding Policy should be read with this policy and documents.

1. First Engagemnt IBSP and Austism Plans

- Concerns regarding behaviour should be fully discussed with Head of Phase.
- Functional analysis of behaviour is -on-going.
- Concerns should be discussed with parent to share information and gain their valuable contribution.
- Parents should be asked if there is any other medical information that may need to be considered that is not known or other factors that may be affecting the child.
- An IBSP / Autism plan should be put together- agreed/ signed by parent, Head of Phase, ATC Coordinator Safer Positioning.
- Teachers should get the appropriate signatures to validate each form.
- This will be reviewed with parents at Annual review and Educational Outcomes meetings.
- Advice from all professionals working with pupil should be considered.
- Pupil views about their own behaviour and how it is managed should be sought whenever possible
- Consideration should be given as to whether other professional referrals are needed

Guidelines for completing Autism plan (This also includes behaviour related to teaching and learning)

1. Assessment of learning need.

- Pupils who have a written diagnosis of ASD must have an Autism plan. If they have behaviour issues, then this will be included on the Autism plan. They **do not** need an IBSP as well as an Autism plan.
- Staff team must analyse and assess the pupil's behaviour. Within the assessment staff, should consider the actions of staff, environment and medication information.
- The Autism plan should state the learning need for each different learning need (see also SEN Policy).
- The learning need must state what the pupil finds it difficult to do e.g. sit in their chair and/or what behaviour they exhibit e.g. hand flapping
- Strategies: Staff team should agree the strategy to be implemented. It should be written clearly in precise language. It should be specific including any consistent language to be used etc. The team must gather evidence from observations to evaluate.
- The assessment and strategies **should** always be current. It is understood that teachers may be trialling an amended strategy and this should be included in the support plan as soon as possible. It is understood that as pupils can react in different ways and staff need to take account of context, that whilst consistency is required variation may be needed. This should always be then discussed with the teacher and way forward agreed.

- If a pupil has an Autism plan with the strategies to reduce challenging behaviour and/or encourage appropriate learning behaviour, then the teacher should ensure that the **Educational Outcomes focus on the building up of positive skills and behaviour.**
- The Engagement Autism plan should recognise any patterns of behavioural sequence and ensure a range of **diffusion techniques** to avert escalation are planned.
- Further reading material in the CPD Library will support staff in exploring a range of strategies.

2. Assessment of behaviour

- Any pupil who requires strategies to support their behaviour in school should have an **Engagement IBSP / Autism SP*, not just those exhibiting challenging behaviour.**
- Staff team must analyse and assess the pupil's behaviour. Within the assessment staff, should consider the actions of staff, environment and known medical information.
- The Engagement IBSP / Autism Support Plan should state each different behaviour.
- -The identified reason or the possible reasons for the behaviour exhibited.
- Strategies: strategies to be implemented must be agreed and checked against the legal guidance. It should be written clearly in precise language. It should be specific including any consistent language to be used etc. The team must gather evidence from observations to evaluate.
- The plan should be kept in the class teaching file so is accessible to all staff.
- The assessment and strategies **MUST** always be **current**. It is a working document so plan should be annotated on. Observation/evaluative comments should **be recorded on a record sheet attached to plan.**
- If a pupil has an Engagement IBSP / Autism SP * with the aim of reducing challenging behaviour, the teacher should ensure that the **Educational Outcomes focus on the building up of positive skills and behaviour.**
- The Engagement IBSP / Autism SP * should recognise any patterns of behavioural sequence and ensure a range **diffusion techniques** to avert escalation are planned.
- Further reading material in the CPD Library will support staff in exploring a range of strategies.

Teachers must ensure that they refer to the guidance to ensure that advice is met.



Positive Handling Plan

(This must be read with the pupil's IBSP. It must be within the guidelines of the School Behaviour Support Policy and within the DCSF 2002 guidance on use of restrictive physical intervention with children and adults)

Name of Pupil:	Date of Plan:
Circumstances in which Restrictive Physical Intervention can be used.	Name/ description of agreed intervention:
Staff trained and authorised to implement: <i>In the event of an emergency other staff may be involved based on risk assessment/ duty of care.</i>	
Agreement of plan and plan meets current guidance on restrictive physical interventions	
Agreement of Head of Phase	Date:
Agreement of Teacher	Date:
Agreement of Safer Positioning Trainer	Date:
Agreement of Headteacher	Date:
Agreement of Parent	Date:

Copy of Positive Handling Plan kept in SBM office and copy in class MNP and on system. Head of Phase will be contacted if it has been necessary to use an RPI or if not available member of senior leadership team. The book will be counter signed by a Safer Positioning Trainer and Head should be informed. Parent will be informed and this will be recorded. If the pupil is a CIC then the Social Worker should be informed.



Behaviour Incident Report Form

EYFS			
Staff Member Completing Form:	Pupil Presenting Challenge:	Location of Incident:	Time: Date:
Staff present during incident:		Pre-Incident Activity:	Duration of Incident:
Other pupils present during incident:			
Possible triggers:	Behaviours:	Management of Behaviour (Brief details)	
Was the pupil seen by a First Aider? Yes ☐ No ☐		Was the staff member seen by a First Aider? Yes ☐ No ☐	
Was First Aid Treatment given/administered? Yes ☐ No ☐		Was First Aid Treatment given/administered? Yes ☐ No ☐	
NOTE: ALL PUPILS AND STAFF <u>MUST</u> HAVE BITES & HEAD BUMPS CHECKED BY A FIRST AID AT WORK MEMBER OF STAFF			
Was a Restrictive Physical Intervention Used: Yes ☐ No ☐ (If yes inform Head of Phase and complete RPI Book)			
Have you received Safer Positioning Training? Yes ☐ No ☐			
Do you want any post incident support or further training or advice? Yes ☐ No ☐ (Please speak to Head of Phase if Y)			
Any known injuries?		To whom?	
Staff Name:		Staff Signature:	

To be completed by teacher or HLTA or if absent Head of Phase. Are there any further actions that need to be taken? Consider the following:				
Potential Action	Yes		Potential Action	Yes
New behaviour will monitor to see if repeats.			Need to speak to Head of Phase about behaviour and/or safety of pupils or staff	
Recent repeated behaviour and needs to be added to Engagement Support Plan			Need to contact parent due to new behaviour, escalation, reduction or change in behaviour	
Strategies updated in Support Plan (email Head of Phase)			Request PPE e.g. Pro-bite	
Does the RA of a pupil need to be updated?			Request resources to distract or engage of for sensory needs	
Action to speak to team to reinforce or support strategies			Speak to a therapist if on case load for updated advice	
Action to speak to team to reinforce strategies with an individual			Ask for consideration for referral to a therapist – discuss with Head of Phase	
Positional training refresh requested and will be carried out			Requested post incident support from Head of Phase (email)	
Training needs identified for team or individual – please give details			Do other staff in phase need to be informed?	
Re-discussed behaviour and strategies with team			Potential post incident support for staff member of team identified by teacher	
Teacher or HLTA Name:		Teacher or HLTA Signature:		

To be completed by Head of Phase or delegated person

Is there a requirement for an accident, near miss or violent incident report form to be completed? **(Please tick)**

1. Accident ☐2. Violent Incident ☐3. Near Miss ☐

If YES, then please complete relevant form and return to the Health & Safety Manager

Potential Action	Yes	Comments if necessary:
Is positive handling plan required?	☐	
Referral made to other agency?	☐	
Is there a need to raise concern with Head Teacher?	☐	

Head of Phase's/delegated Person's Signature:

Date:

Incident Type (Completed by Head of Phase or delegated person):

PM ☐ CM ☐PPI ☐ PAI ☐ PPNI ☐ PANI ☐ PE ☐ SH ☐ BPE ☐ BPEO ☐**AOL:**

1 CR

2

LIOE

3 T

4 LT

5 E

Head Teacher: Head Teacher will quality assure random behaviour sample.



Behaviour Incident Report Form- Chart

EYFS

Pupil Presenting Challenge:

Behaviour:

Date:

Please note for peer on peer behaviour please use full behaviour report form.

Time	Adult	Location	Pre incident	Trigger	Tally

Management of Behaviour (Brief details)

Was the pupil seen by a First Aider?

Yes ☐ No ☐

Was First Aid Treatment given/administered?

Yes ☐ No ☐

Was the staff member seen by a First Aider?

Yes ☐ No ☐

Was First Aid Treatment given/administered?

Yes ☐ No ☐

NOTE: ALL PUPILS AND STAFF MUST HAVE BITES & HEAD BUMPS CHECKED BY A FIRST AID AT WORK MEMBER OF STAFF

Was a Restrictive Physical Intervention Used: Yes ☐ No ☐ (If yes inform Head of Phase and complete RPI Book)

Have you received Safer Positioning Training? Yes ☐ No ☐

Do you want any post incident support or further training or advice? Yes ☐ No ☐ (Please speak to Head of Phase if Y)

Any known injuries?

To whom?

Staff Name:

Staff Signature:

To be completed by teacher or HLTA or if absent Head of Phase. Are there any further actions that need to be taken? Consider the following:

Potential Action	Yes		Potential Action	Yes
New behaviour will monitor to see if repeats.			Need to speak to Head of Phase about behaviour and/or safety of pupils or staff	
Recent repeated behaviour and needs to be added to Engagement Support Plan			Need to contact parent due to new behaviour, escalation, reduction or change in behaviour	
Strategies updated in Support Plan (email Head of Phase)			Request PPE e.g. Pro-bite	
Does the RA of a pupil need to be updated?			Request resources to distract or engage of for sensory needs	
Action to speak to team to reinforce or support strategies			Speak to a therapist if on case load for updated advice	
Action to speak to team to reinforce strategies with an individual			Ask for consideration for referral to a therapist – discuss with Head of Phase	
Positional training refresh requested and will be carried out			Requested post incident support from Head of Phase (email)	
Training needs identified for team or individual – please give details			Do other staff in phase need to be informed?	
Re-discussed behaviour and strategies with team			Potential post incident support for staff member of team identified by teacher	

Teacher or HLTA Signature:

Date:

This section is to be completed by Head of Phase or delegated person.

Is there a requirement for an accident, near miss or violent incident report form to be completed? **(Please tick)**

1. Accident ☐

2. Violent Incident ☐

3. Near Miss ☐

If YES, then please complete relevant form and return to the Health & Safety Manager

Potential Action	Yes	Comments if necessary:
Is positive handling plan required?		
Referral made to other agency?		
Is there a need to raise concern with Head Teacher?		

Head of Phase's/delegated Person's Signature:

Date:

Incident Type (Completed by Head of Phase or delegated person):

PM ☐ CM ☐
PPI ☐ PAI ☐ PPNI ☐ PANI ☐ PE ☐ SH ☐ BPE ☐ BPEO ☐

AOL:
1 CR
2 LIOE
3 T
4 LT
5 E

Head Teacher: Head Teacher will quality assure random behaviour sample.



Behaviour Incident Report Form

PRIMARY			
Staff Member Completing Form:	Pupil Presenting Challenge:	Location of Incident:	Time: Date:
Staff present during incident:		Pre-Incident Activity:	Duration of Incident:
Other pupils present during incident:			
Possible triggers:	Behaviours:	Management of Behaviour (Brief details)	
Was the pupil seen by a First Aider? Yes ☐ No ☐		Was the staff member seen by a First Aider? Yes ☐ No ☐	
Was First Aid Treatment given/administered? Yes ☐ No ☐		Was First Aid Treatment given/administered? Yes ☐ No ☐	
NOTE: ALL PUPILS AND STAFF <u>MUST</u> HAVE BITES & HEAD BUMPS CHECKED BY A FIRST AID AT WORK MEMBER OF STAFF			
Was a Restrictive Physical Intervention Used: Yes ☐ No ☐ (If yes inform Head of Phase and complete RPI Book)			
Have you received Safer Positioning Training? Yes ☐ No ☐			
Do you want any post incident support or further training or advice? Yes ☐ No ☐ (Please speak to Head of Phase if Y)			
Any known injuries?		To whom?	
Staff Name:		Staff Signature:	

To be completed by teacher or HLTA or if absent Head of Phase. Are there any further actions that need to be taken? Consider the following:				
Potential Action	Yes		Potential Action	Yes
New behaviour will monitor to see if repeats.	☐		Need to speak to Head of Phase about behaviour and/or safety of pupils or staff	☐
Recent repeated behaviour and needs to be added to Engagement Support Plan	☐		Need to contact parent due to new behaviour, escalation, reduction or change in behaviour	☐
Strategies updated in Support Plan (email Head of Phase)	☐		Request PPE e.g. Pro-bite	☐
Does the RA of a pupil need to be updated?	☐		Request resources to distract or engage of for sensory needs	☐
Action to speak to team to reinforce or support strategies	☐		Speak to a therapist if on case load for updated advice	☐
Action to speak to team to reinforce strategies with an individual	☐		Ask for consideration for referral to a therapist – discuss with Head of Phase	☐
Positional training refresh requested and will be carried out	☐		Requested post incident support from Head of Phase (email)	☐
Training needs identified for team or individual – please give details	☐		Do other staff in phase need to be informed?	☐
Re-discussed behaviour and strategies with team	☐		Potential post incident support for staff member of team identified by teacher	☐
Teacher or HLTA Name:		Teacher or HLTA Signature:		

To be completed by Head of Phase or delegated person

Is there a requirement for an accident, near miss or violent incident report form to be completed? **(Please tick)**

1. Accident ☐2. Violent Incident ☐3. Near Miss ☐

If YES, then please complete relevant form and return to the Health & Safety Manager

Potential Action	Yes	Comments if necessary:
Is positive handling plan required?	☐	
Referral made to other agency?	☐	
Is there a need to raise concern with Head Teacher?	☐	

Head of Phase's/delegated Person's Signature:

Date:

Incident Type (Completed by Head of Phase or delegated person):

PM ☐ CM ☐PPI ☐ PAI ☐ PPNI ☐ PANI ☐ PE ☐ SH ☐ BPE ☐ BPEO ☐**AOL:**

1 CR

2

LIOE

3 T

4 LT

5 E

Head Teacher: Head Teacher will quality assure random behaviour sample.



Behaviour Incident Report Form- Chart

PRIMARY

Pupil Presenting Challenge:

Behaviour:

Date:

Please note for peer on peer behaviour please use full behaviour report form.

Time	Adult	Location	Pre incident	Trigger	Tally

Management of Behaviour (Brief details)

Was the pupil seen by a First Aider?

Yes ☐ No ☐

Was First Aid Treatment given/administered?

Yes ☐ No ☐

Was the staff member seen by a First Aider?

Yes ☐ No ☐

Was First Aid Treatment given/administered?

Yes ☐ No ☐

NOTE: ALL PUPILS AND STAFF MUST HAVE BITES & HEAD BUMPS CHECKED BY A FIRST AID AT WORK MEMBER OF STAFF

Was a Restrictive Physical Intervention Used: Yes ☐ No ☐ (If yes inform Head of Phase and complete RPI Book)

Have you received Safer Positioning Training? Yes ☐ No ☐

Do you want any post incident support or further training or advice? Yes ☐ No ☐ (Please speak to Head of Phase if Y)

Any known injuries?

To whom?

Staff Name:

Staff Signature:

To be completed by teacher or HLTA or if absent Head of Phase. Are there any further actions that need to be taken? Consider the following:

Potential Action	Yes		Potential Action	Yes
New behaviour will monitor to see if repeats.			Need to speak to Head of Phase about behaviour and/or safety of pupils or staff	
Recent repeated behaviour and needs to be added to Engagement Support Plan			Need to contact parent due to new behaviour, escalation, reduction or change in behaviour	
Strategies updated in Support Plan (email Head of Phase)			Request PPE e.g. Pro-bite	
Does the RA of a pupil need to be updated?			Request resources to distract or engage of for sensory needs	
Action to speak to team to reinforce or support strategies			Speak to a therapist if on case load for updated advice	
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Training needs identified for team or individual – please give details			Do other staff in phase need to be informed?	
Re-discussed behaviour and strategies with team			Potential post incident support for staff member of team identified by teacher	

Teacher or HLTA Signature:

Date:

This section is to be completed by Head of Phase or delegated person.

Is there a requirement for an accident, near miss or violent incident report form to be completed? **(Please tick)**

1. Accident ☐

2. Violent Incident ☐

3. Near Miss ☐

If YES, then please complete relevant form and return to the Health & Safety Manager

Potential Action	Yes	Comments if necessary:
Is positive handling plan required?		
Referral made to other agency?		
Is there a need to raise concern with Head Teacher?		

Head of Phase's/delegated Person's Signature:

Date:

Incident Type (Completed by Head of Phase or delegated person):

PM ☐ CM ☐
PPI ☐ PAI ☐ PPNI ☐ PANI ☐ PE ☐ SH ☐ BPE ☐ BPEO ☐

AOL:
1 CR
2 LIOE
3 T
4 LT
5 E

Head Teacher: Head Teacher will quality assure random behaviour sample.



Behaviour Incident Report Form

SECONDARY			
Staff Member Completing Form:	Pupil Presenting Challenge:	Location of Incident:	Time: Date:
Staff present during incident:		Pre-Incident Activity:	Duration of Incident:
Other pupils present during incident:			
Possible triggers:	Behaviours:	Management of Behaviour (Brief details)	
Was the pupil seen by a First Aider? Yes ☐ No ☐		Was the staff member seen by a First Aider? Yes ☐ No ☐	
Was First Aid Treatment given/administered? Yes ☐ No ☐		Was First Aid Treatment given/administered? Yes ☐ No ☐	
NOTE: ALL PUPILS AND STAFF <u>MUST</u> HAVE BITES & HEAD BUMPS CHECKED BY A FIRST AID AT WORK MEMBER OF STAFF			
Was a Restrictive Physical Intervention Used: Yes ☐ No ☐ (If yes inform Head of Phase and complete RPI Book)			
Have you received Safer Positioning Training? Yes ☐ No ☐			
Do you want any post incident support or further training or advice? Yes ☐ No ☐ (Please speak to Head of Phase if Y)			
Any known injuries?		To whom?	
Staff Name:		Staff Signature:	

To be completed by teacher or HLTA or if absent Head of Phase. Are there any further actions that need to be taken? Consider the following:				
Potential Action	Yes		Potential Action	Yes
New behaviour will monitor to see if repeats.			Need to speak to Head of Phase about behaviour and/or safety of pupils or staff	
Recent repeated behaviour and needs to be added to Engagement Support Plan			Need to contact parent due to new behaviour, escalation, reduction or change in behaviour	
Strategies updated in Support Plan (email Head of Phase)			Request PPE e.g. Pro-bite	
Does the RA of a pupil need to be updated?			Request resources to distract or engage of for sensory needs	
Action to speak to team to reinforce or support strategies			Speak to a therapist if on case load for updated advice	
Action to speak to team to reinforce strategies with an individual			Ask for consideration for referral to a therapist – discuss with Head of Phase	
Positional training refresh requested and will be carried out			Requested post incident support from Head of Phase (email)	
Training needs identified for team or individual – please give details			Do other staff in phase need to be informed?	
Re-discussed behaviour and strategies with team			Potential post incident support for staff member of team identified by teacher	
Teacher or HLTA Name:		Teacher or HLTA Signature:		

To be completed by Head of Phase or delegated person

Is there a requirement for an accident, near miss or violent incident report form to be completed? **(Please tick)**

1. Accident ☐2. Violent Incident ☐3. Near Miss ☐

If YES, then please complete relevant form and return to the Health & Safety Manager

Potential Action	Yes	Comments if necessary:
Is positive handling plan required?	☐	
Referral made to other agency?	☐	
Is there a need to raise concern with Head Teacher?	☐	

Head of Phase's/delegated Person's Signature:

Date:

Incident Type (Completed by Head of Phase or delegated person):

PM ☐ CM ☐PPI ☐ PAI ☐ PPNI ☐ PANI ☐ PE ☐ SH ☐ BPE ☐ BPEO ☐**AOL:**

1 CR

2

LIOE

3 T

4 LT

5 E

Head Teacher: Head Teacher will quality assure random behaviour sample.



Behaviour Incident Report Form- Chart

SECONDARY

Pupil Presenting Challenge:

Behaviour:

Date:

Please note for peer on peer behaviour please use full behaviour report form.

Time	Adult	Location	Pre incident	Trigger	Tally

Management of Behaviour (Brief details)

Was the pupil seen by a First Aider?

Yes ☐ No ☐

Was First Aid Treatment given/administered?

Yes ☐ No ☐

Was the staff member seen by a First Aider?

Yes ☐ No ☐

Was First Aid Treatment given/administered?

Yes ☐ No ☐

NOTE: ALL PUPILS AND STAFF MUST HAVE BITES & HEAD BUMPS CHECKED BY A FIRST AID AT WORK MEMBER OF STAFF

Was a Restrictive Physical Intervention Used: Yes ☐ No ☐ (If yes inform Head of Phase and complete RPI Book)

Have you received Safer Positioning Training? Yes ☐ No ☐

Do you want any post incident support or further training or advice? Yes ☐ No ☐ (Please speak to Head of Phase if Y)

Any known injuries?

To whom?

Staff Name:

Staff Signature:

To be completed by teacher or HLTA or if absent Head of Phase. Are there any further actions that need to be taken? Consider the following:

Potential Action	Yes		Potential Action	Yes
New behaviour will monitor to see if repeats.			Need to speak to Head of Phase about behaviour and/or safety of pupils or staff	
Recent repeated behaviour and needs to be added to Engagement Support Plan			Need to contact parent due to new behaviour, escalation, reduction or change in behaviour	
Strategies updated in Support Plan (email Head of Phase)			Request PPE e.g. Pro-bite	
Does the RA of a pupil need to be updated?			Request resources to distract or engage of for sensory needs	
Action to speak to team to reinforce or support strategies			Speak to a therapist if on case load for updated advice	
Action to speak to team to reinforce strategies with an individual			Ask for consideration for referral to a therapist – discuss with Head of Phase	
Positional training refresh requested and will be carried out			Requested post incident support from Head of Phase (email)	
Training needs identified for team or individual – please give details			Do other staff in phase need to be informed?	
Re-discussed behaviour and strategies with team			Potential post incident support for staff member of team identified by teacher	

Teacher or HLTA Signature:

Date:

This section is to be completed by Head of Phase or delegated person.

Is there a requirement for an accident, near miss or violent incident report form to be completed? **(Please tick)**

1. Accident ☐

2. Violent Incident ☐

3. Near Miss ☐

If YES, then please complete relevant form and return to the Health & Safety Manager

Potential Action	Yes	Comments if necessary:
Is positive handling plan required?		
Referral made to other agency?		
Is there a need to raise concern with Head Teacher?		

Head of Phase's/delegated Person's Signature:

Date:

Incident Type (Completed by Head of Phase or delegated person):

PM ☐ CM ☐
PPI ☐ PAI ☐ PPNI ☐ PANI ☐ PE ☐ SH ☐ BPE ☐ BPEO ☐

AOL:
1 CR
2 LIOE
3 T
4 LT
5 E

Head Teacher: Head Teacher will quality assure random behaviour sample.

Restrictive Physical Intervention Record

Name of pupil:

**This physical intervention record will be reviewed with
The Engagement IBSP/Autism/Positive Handling Plan
and School**

Behaviour Support Policy.

**If it is the first incident, consideration must be given to
if the pupil requires a Positive Handling Plan.**



RPI Record Sheet

Name of pupil:		Date:	
Base No:			
Reason for intervention. Please tick as appropriate:			
1. Personal safety of pupils			
2. Safety of peers			
3. Safety of adults			
4. Disruption to the learning environment			
Name of restrictive intervention used:			
Duration of intervention:			
Name(s) of staff carrying out intervention:			
Name(s) of any other adults present:			
Any injury to pupil, staff during restrictive intervention? Please circle.			
YES Detail of who: Injury(ies) sustained:			
NO			
Parents informed		Method (i.e. Phone call, in person)	If CiC then LA SW informed
Person completing form:			
NAME:		SIGNATURE:	
Job Role:			
Head of Phase signature:		PRINT NAME:	
Date:			
Headteacher Signature:		PRINT NAME:	

Date:

Safer Intervention Trainer

PRINT NAME



RISK ASSESSMENT PROFORMA FOR ASSESSING AND MANAGING FORESEEABLE RISKS FOR CHILDREN WHO PRESENT CHALLENGING BEHAVIOURS

SPECIMEN PROFORMA FOR ASSESSING AND MANAGING FORESEEABLE RISKS FOR CHILDREN WHO PRESENT CHALLENGING BEHAVIOURS

Name of Pupil:

Class group:

Name of teacher:

School:

IDENTIFICATION OF RISK	
Describe the foreseeable risk.	
Is the risk potential or actual?	
List who is affected by the risk.	

ASSESSMENT OF RISK	
In which situation does the risk usually occur?	
How likely it is that the risk will arise?	

If the risk arises who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

.....

Signature:..... Date:.....

RISK REDUCTION OPTIONS			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Relationship to Pupil:

Date:

COMMUNICATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY		
Plans and strategies shared with:	Communication method	Date actioned

STAFF TRAINING ISSUES		
Identified training needs	Training provided to meet needs	Date training completed

EVALUATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY		
Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Effectiveness in supporting the child

Impact on risk

Proactive
interventions to
prevent risks

Early interventions to manage risks

Reactive
interventions to
respond to
adverse outcomes

ACTIONS FOR THE FUTURE

Plans and strategies evaluated by:

Relationship to child:

Date:

APPENDIX 3:

The Bridge School written statement of behaviour principles

Section 88 of the Education and Inspections Act 2006 and the DfE Behaviour and Discipline in Schools 2016 requires governing boards of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing a written statement of behaviour. The purpose of this statement is to provide guidance for the Headteacher whilst she draws up the Behaviour and Discipline Policy for The Bridge School so that it reflects the shared aspirations and beliefs of governors, staff and parents as well as taking full account of the law and guidance on behaviour matters.

All pupils at The Bridge School have severe and complex learning needs and therefore it is understood that behaviours can form part of their expression/ communication of their thoughts/feelings.

It is intended that this statement will help all school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Governors' support when following this guidance.

Principles

The Governors at The Bridge School believe that pupils should be at the heart of everything that we do.

The school ethos should be clearly set out in the Behaviour Policy and displayed around school and consistently applied by all.

Staff and volunteers should set an excellent example to pupils at all times.

All pupils, staff and visitors should be free from any form of discrimination and treated with dignity and respect as determined by the Equality Act 2010.

The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding.

The development of positive behaviour should be part of all pupils work and this should be supported by collaborative working with pupils' family and other professionals.

Staff should understand and support pupils in a non-confrontational, calm, proactive and supportive manner.

All behaviour should be managed in a planned and co-ordinated manner.

Due to the complex needs of our pupils there are times when staff have to work in particularly challenging circumstances. We support the staff team by providing a range of training which gives them the skills to support

- challenging behaviour,
- manual handling,

- medical needs, health
- safety and safeguarding.

Rewards, sanctions and reasonable force should be used consistently by staff, in line with the behaviour policy.

The emphasis of the behaviour policy will be on encouraging positive behaviour through high expectations with a focus on learning; appropriate praise and celebration of outcomes.

In regards to exclusions we ask the headteacher to adhere to advice from the DfE and Telford & Wrekin Council.

The Governors wish to emphasise that violence, threatening behaviour or abuse by parents/visitors towards the school's staff or on school premises will not be tolerated. If a parent/visitor does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

The Governors ask the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy. A definition of 'physical intervention' should be included which should also explain how and under what circumstances pupils may be restrained. The Governors expect that appropriate and 'authorised' staff are appropriately trained in the use of physical intervention and that all staff are given advice on de-escalation and behaviour management techniques.

The Policy should include the school's response to any bad behaviour that occurs beyond the school gate for example when a pupil is taking part in any school-organised or school-related activity as required by current government guidance.

Due to the nature of pupils' needs it is unlikely that staff will need to search pupils for prohibited items but if this is deemed necessary the governing body would expect the Headteacher to inform the relevant authorities when items prohibited by law, weapons, non prescription drugs etc are brought onto the school premises.

Conclusions

The Statement of Behaviour Principles will be reviewed by the Board of Governors of The Bridge School annually to take account of any legislative or other changes which may affect the content or relevance of this document.

The Behaviour Support and Restrictive Intervention Policy and Discipline Policy (including anti-bullying) must be publicised, in writing to staff, parents/carers and individuals who work within the school building (even in an unpaid capacity). It must also appear on the school's website.