



# Behaviour and Relationship Policy

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## Introduction

Brunel School is a nurturing and empowering secondary SEMH (Social, Emotional, and Mental Health) school. Our mission is to cultivate an environment where every student can flourish academically, emotionally, and socially, guided by the values of Integrity, Love, Availability, Inclusion, Compassion, Safeguarding, and Aspiration.

At Brunel School our **Behaviour and Relationship Policy** reflects our understanding of the complex needs of all our learners and how this affects their ability to self – regulate and manage their behaviour positively in order to engage with their learning.

We believe that all behaviour is a form of communication and the expression of underlying needs. It is not possible to support pupil's behaviour without identifying, understanding, and addressing these needs, breaking down their barriers to learning – not just academically but emotionally and socially.

We aim to take a holistic, whole person approach to behaviour that encompasses; sensory processing, trauma informed approaches, positive behaviour support strategies and appropriate environments. At Brunel School we endeavour to build relationships founded upon mutual trust, care and respect with all members of the school community. We want all learners to be proud of belonging to our special school family, for young people to feel safe at school, to develop meaningful relationships, make positive behaviour choices and learn how to self –regulate their emotions and feelings. This policy will commit to educational practices which Protect, Relate, Regulate and Reflect for all.

## Aims

At Brunel School we have high expectations for all our learners in terms of their ability to learn and every day is viewed as an opportunity to extend knowledge and skills. However, one of the biggest barriers to achieving this may be the learners' difficulty to self- regulate. Access to the curriculum can be severely hindered for a learner who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated learner is more inclined to make progress when they are settled and able to engage in learning.

We aim to:

- To provide a supportive setting in which learners feel secure and where good behaviour and effort are celebrated.
- To celebrate all positive behaviours and achievements in line with our PSHE Policy.
- To embed strong working relationships with parents/carers and multi agency professionals to ensure the best outcomes for learners.
- To provide strategies which encourage learners to communicate their feelings in more appropriate ways:
  - To ensure that our school environment is calm and informed which improves the quality learning.
  - For the learners to develop an awareness and consideration of others.
  - To underpin the SPT offer within Spiritual, Moral, Social and Cultural education and through the informed delivery of Promoting British Values.
  - To provide consistency of approach to dealing with positive behaviour support through staff training.
  - To use reflective and restorative practice to support behaviour challenges.

- To plan for the use of primary prevention strategies to manage challenging behaviour, in line with the Restraint Reduction Standards (2019).
- To provide a means of securing data associated with positive behaviour management strategies adopted across the SPT, using this to accurately report to Governors/Trustees each term for their scrutiny and challenge.
- To provide a means for multi-agency support for our schools, parents and learners with respect to complex behaviour particularly in relation to be-spoke provision which may include for example sensory profiling or specific diets which informs practice.
- To determine the most suitable learning environment for any learner within a school following close consultation with parents and carers and multi-agency professionals.
- To ensure the safety of all learners/staff within the school.
- To ensure the school remains compliant within its statutory duty under Section 175 or 157 of the Education Act 2002 for safeguarding in promoting the welfare of children.

## Roles and Responsibilities

### Role of the Trustees

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

### The Governing Board

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

### The Headteacher

The Trustees and Headteachers of the SPT are responsible for reviewing and approving this Behaviour and Relationship Policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils.

The Headteacher will ensure that this Behaviour and Relationships Policy works alongside the Safeguarding Policy to offer pupils both consequences and support where necessary. The Headteacher will ensure that the data from is reviewed on a regular basis to make sure that no groups of pupils are being disproportionately impacted by this policy.

### Role of the Behaviour and Engagement Lead

The designated Behaviour and Engagement Lead for Brunel School will scrutinise behaviour and rewards/celebration information collated for the school through data collection to benchmark our pupils to determine reasons/ patterns and devise intervention strategies to support behaviour for learning.

The Behaviour and Engagement Lead will also ensure that all staff are implementing the Behaviour and Relationship Policy consistently. The Behaviour and Engagement Lead will provide information for the Headteacher as required for the Headteacher reports to LGB, CEO

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

### **Brunel School Staff**

Staff are responsible for:

- Implementing the Behaviour and Relationship Policy consistently.
- Modelling positive behaviour following TIS/Team Teach dysregulation strategies and support in line with our school values.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on Classcharts/CPOMS or in the serious incident Team Teach log (Bound and numbered book).
- Act upon the advice and guidance received from members of multi-agency teams who may support individual children (e.g. – implementation of OT recommendations) The Senior Leadership Team/Behaviour and Engagement Lead in each school will support staff in responding to behaviour incidents.

### **Parents /carers**

Parents/carers are expected to:

- Support their child in adhering to appropriate behaviour within the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the Pastoral Team or Tutor promptly.

### **Pupils**

Pupils are expected to:

- Behave in a way that allows learning to take place
- Treat the school buildings, school property and each other with respect and kindness in line with our school values.

### **Trauma Informed Approach**

Brunel School's aim is to fully understand the learners past life experiences, triggers that affect their lives, emotional situations that they find challenging to self-regulate in and support them through this. We will implement strategies guided by our specialist Trauma and Mental Health Informed Practitioners to support learners who are identified as requiring this additional support. Research suggests that children and young people with Severe Learning Disabilities are more likely to experience a Mental Health need. Our aim is to identify these needs quickly, support the learners in making sense of their experiences, manage emotions and feelings and ensure they maintain the capacity to build relationships despite these difficult events that may have happened to them.

Due to the provision Brunel School offers, the varying age of learners and their differing needs, we look to use a Trauma Informed style language to support learners through the school day.

This will underpin all communication and interactions that staff have with learners across the school will naturally understand the impact of trauma, past and present, on our learners lives.

A **Trauma Informed Approach** acknowledges evidence-based research within health and the neurosciences that demonstrate a clear correlation between the adversities a learner experiences in childhood and its potentially damaging effects on their later physical health, emotional health and social outcomes. Trauma-informed practice is not designed to treat trauma related difficulties. Instead, it seeks to address the barriers that those affected by trauma can experience when accessing education.

Our Trauma Informed approach will be delivered through staff interactions that are based on the Protect/Relate/Regulate/Reflect model.

### **Protect**

- Ensure that all students are greeted warmly in all areas of the school.
- Staff trained in 'PACE' modes of interaction: warm, empathetic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging, warm and inviting.
- Focused interventions that help staff to get to know learners better on an individual basis. These relationships are key to enabling children to feel safe whilst in school ensuring all learners have access to an emotionally available adult.
- School staff adjust expectations around all learners to correspond with their developmental capabilities and experience of traumatic stress. This includes removing traumatised learners away from situations they are not managing well, providing a calmer, smaller area with an emotionally available regulated adult.
- Staff to provide a voice for our learners and advocate on their behalf.

### **Relate**

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively.
- Provide learners with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.
- Staff trained in empathic and playful modes of interaction.
- Relating with the learner means we can show we are listening and seeing their feelings, supporting and recognising the emotions they are experiencing.

### **Regulate**

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) through in class experiences and interventions enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-learner interactions. The emotional well-being and regulating of staff is treated as a priority to prevent burn out and stress related absence, debrief sessions are in place to support post incident. Our Therapeutic Lead is also available to support staff, parents/carers and pupils.

### **Reflect**

- Staff are trained in the art of good listening, dialogue, empathy and understanding.

- Time to reflect post incident, to talk about alternatives to their behaviours while still acknowledging the emotion behind them. You can reassure them that you care about them but the behaviour they are exhibiting is not acceptable.
- Provide learners with other options, give choices. If you feel like this again you can.....
- Provide time to discuss events and situations, this can be done through a social story, books or story sack.
- Discuss feelings within the classroom as a daily experience. Talk about experiences others have had.
- Identify how it feels to be calm/relaxed, provide learners with opportunities and reflect on the differences they may feel in these moments.
- Avoid putting the learner back in the same situation and reliving a trauma. What can I do differently?
- Staff to reflect on what was the learner trying to tell me in that moment, what is the behaviour telling me?
- Our Trauma Informed approach identifies a way of relating to pupils that support them to feel safe, this can reduce the need for pupils to enter the fight or flight mode therefore supporting a reduction in anxiety within school. This will be supported by using **PACE** and **WINE** strategies.

#### PACE

- **Play** – Playfulness, light, open, hopeful and spontaneous.
- **Acceptance** – Unconditionally accepting of all of the experiences of the learners, so they trust staff not to be judgmental.
- **Curiosity** – Non-judgmental active interest in how learners experience what happens to them in their lives.
- **Empathy** – Felt sense of the pupil’s feelings and needs which is actively communicated to the pupils.



## **WINE** (I wonder, I imagine, I notice, empathy)

Through regular CPD sessions, staff are trained to engage in using sentence stems for Reflective Conversations with Children and Teenagers.

- I **Wonder** if... (e.g. it felt like no one understood you)
- I **Imagine**... (e.g. that was horrible when that happened)
- I **Notice**... (e.g. how you perked up when you said you felt close to your brother)

Once a reflective conversation is in process, staff will broaden the curiosity. Staff will voice their curiosity and then always follow up with **Empathy**.

### **Behaviour is managed positively through providing:**

- An appropriate curriculum and learning programmes and fully inclusive communication systems
- A supportive setting where learners feel secure and where good behaviour and effort are celebrated
- Strong working relationships with parents/carers and outside agencies to ensure the best outcomes for pupils.
- Provide positive behaviour systems to promote self-esteem
- Provide appropriate social, emotional, mental health support through clearly identified needs identified through our Social and Emotional Growth Profile
- Provide Personalised Curriculums and where appropriate individual / bespoke timetables
- Use of positive scripts as outlined in Team teach and TIS practice
- Social stories, self-resilience / self-regulation and safe spaces to which pupils can remove themselves
- Monitor and track individual behaviour data supported by qualitative and quantitative assessment to ensure learners individual needs are met and that learners are safe
- Provide termly reports to the LGB's and Trustees outlining the agreed behaviour data we collate
- Bespoke and reviewed IEP targets and Individual Support Plans

### **Responses from staff**

#### **Affect Attunement**

Meet the learner's emotional intensity (positive or negative) on an energetic level, to connect with the pupil in their pain or joy. Mirroring the same level of energy to build a connection around the trauma and help the pupil understand the feelings and emotion. The pupil will hopefully see this as positive connection with staff helping to build the trusting and emotional available relationship.

#### **Empathy**

Recognition of how the learner is experiencing the event, even if this is very different to how you are experiencing it. Staff won't dismiss the feeling, they will help affirm, understand and recognise what the learner is feeling.

#### **Containment**

Staff will be able to be in the moment with a learner's intense feelings without absorbing the emotion and acting upon it. At times this will mean being able to bear the learners pain.

Containment is also supported through clear structures to the day, boundaries and actions that are followed through on.

### **Emotional Regulation**

Bringing down toxic stress to tolerable stress and the moving to states of calm. Soothing and calming the learner's emotional dysregulated state, will over time, develop effective stress regulating systems in the brain and a more positive feeling through the learner's body. This can be done through calming conversations and sensory support/items but in each case will be bespoke to the learner in question.

### **Use of Voice and Body Language**

In most cases, staff will use a calm and lowered tone of voice when managing behaviour to communicate calmness, safety and empathy to a learner. All staff ensure that their body language is always open and non-confrontational.

### **De-escalation strategies**

Staff are trained in a range of de-escalation strategies through Team Teach and TIS approach. These include – distraction, re-direction, change of face, use of humour, offering reflection or calming space and time 95%. Only 5% requires physical Interventions (Prompts, Guides, Escorts and Restraints).

### **Terminology that is accepted at Brunel School:**

- Dysregulated
- Unsettled
- Emotional
- Distressed
- Displaying behaviours that are challenging
- Unhappy
- Anxious

### **Language that Cares**

Brunel School are an active part of the Language that cares campaign and are working closely with professionals to embed this culture in our everyday practice.

This policy is based on good restorative and recording principles which state that our writing and recording needs to be:

- **Person Centred** – The most important person to think about when you are writing records is the person you are writing about.
- **Participatory** – The aim is for the voice, opinions and needs of every child and young person (including non-verbal children) to be included in their records.
- **Language Aware** – Describe behaviour but don't blame or shame.
- **Purposeful** – Ensure the record properly reflects a child's experiences and progress.
- **Clear** – Avoid jargon, vague language, acronyms and unfounded assumptions.
- **Analytical** – A well-crafted child's record should be able to show what's happening for a child at any given time.
- **Include strengths** – Include strength and hope-based language.

We are ensuring that all staff use words and terminology that are easy to understand, compassionate and non-judgemental.

## Reset, Regulate, Recover Room – The Lion’s Den

The Reset, Regulate, Recover Room exists to protect learning, dignity and relationships. It is a planned, purposeful provision designed to support pupils who need a quieter, lower-stimulation environment to continue engaging with learning.

The room is not a ‘consequence/sanction and not a withdrawal from education. It is a temporary, structured space where pupils can regulate, reflect and continue their academic work with support from a trusted adult. The intention is always reintegration. The provision supports inclusion by removing barriers to learning while maintaining high expectations.

The room reflects our commitment to trauma-informed practice and relational approaches. We recognise that some pupils may become overwhelmed by noise, peer dynamics or cognitive load. Providing a calm, supported space enables them to remain successful learners without escalating dysregulation or disrupting the wider group.

### **Purpose**

The Reset, Regulate, Recover Room is designed to:

- Maintain access to learning when a pupil cannot currently manage the main classroom environment
- Provide a calm, predictable space to reduce cognitive and sensory overload
- Support self-regulation through co-regulation with a key adult
- Prevent escalation and preserve relationships
- Enable a supported return to the main class as soon as the pupil is ready

Provision is supported by staff, who can assist with academic tasks and regulation strategies. If more than one pupil is present, a teaching assistant will remain in the room to ensure appropriate supervision and support.

Adults in the space will:

- Maintain calm, consistent and relational communication
- Support pupils to organise and complete learning tasks
- Offer co-regulation strategies where needed
- Monitor readiness to return to class
- Liaise with the class teacher regarding progress and reintegration

## The Prosper Programme

The Prosper Programme is the therapeutic intervention service that Brunel School have devised to meet the social, emotional and mental health needs of our pupils.

There are a variety of different types of intervention available, incorporating Sand Tray work, Emotional Literacy Support Assistants (ELSA), Lego Therapy, Draw and Talk, Therapeutic/Wellness Cooking and individual 1-1 sessions with the Therapeutic Lead in The Prosper Café.

Staff are trained appropriately and are skilled in delivering the therapies available. The Prosper Café itself is a location away from the main building in our vocational block and provides a nurturing environment for pupils to engage in therapy. The Prosper Café can facilitate both

individual and group work and it is also a space where families/carers can benefit from therapeutic intervention and support as and when required.

The therapeutic approaches described are intended to support pupils who may have been exposed to traumatic life events, have attachment difficulties, where there may be a history of family breakdown, have experiences of self-harm or experiencing anxiety and/or depression. The approaches will also support students with ADHD, ASC, PTSD and other emerging conditions.

The Prosper Programme is flexible in that any pupil may be referred into the program at any time, due to need and/or events that are causing distress and/or changes in behaviour. Pupils already receiving support in the program may require different types of intervention at any point due to changes in need or circumstances.

There are three categories within the programme, 'Roots', 'Branches' and 'Leaves', modelled around a tree of growth, hence Prosper. The **Roots** are those pupils who have been identified as having the greatest need and 1-1 intervention is required, the **Branches** are those with moderate need and can be met by working with the ELSA team and through art interventions and Draw andTalk. The **Leaves** are those pupils who have some need and would benefit from Sand Tray work, Lego Therapy, and wellness/cooking. All pupils who are referred into the program have intended outcomes which link to the Social, Emotional, Growth Profile used by the school and are regularly reviewed. All referrals are considered by the Therapeutic Lead and SLT.

### Social and Emotional Growth Profile

The Social and Emotional Growth profile is a tool to identify key areas of need within a child's social and emotional development. Brunel School have identified key targets within four key areas - **Relationships, Positive Behaviour and Learning, Health and Wellbeing and Skills for Learning**. Brunel School staff are able to identify key areas/targets for pupils and monitor progress. The SEGP targets are reviewed half termly and progress is identified through activities in school, interventions via the Pastoral Team or Therapeutic Lead and any outside agencies including bespoke packages supported by an alternative provision. Brunel School recognise that the progress and growth of our pupils social and emotional and mental health is celebrated and recognised as being equally important to our pupil's academic progress.

<b>Relationships</b>
is able to make eye contact
is able to engage verbally
is able to engage in conversation
is able to work with new staff
is able to engage with peers
is able to start conversations with others
is able to participate in activities
is able to accept praise and celebrations
is able to discuss feelings and views
is able to work as part of a team
is able to share with others
is respectful of other people's needs
is able to show empathy and is sensitive to others feelings
is able to engage in restorative justice sessions
is able to repair harm caused when in conflict with others
is able to show acts of kindness

is able to be a good friend to others
is able to recognise healthy and unhealthy relationships
is able to use and recognise appropriate physical contact with others
<b>Total Score for Relationships</b>

<b>Positive Behaviour and Learning</b>
is able to identify and name feelings and emotions
is able to recognise feelings and emotions within themselves
is able to use strategies to support self regulation
is able to ask a trusted adult for help
is able to ask before leaving the learning space
is able to engage in learning or sensory activity
is able to stay on task
is able to wait for a short period of time
is able to work on assessment tasks
is able to work independently
is able to transition sensibly and safely to their next activity or lesson
is able to use language appropriately
is able to draw on experiences when making future choices
is able to accept mistakes
is able to communicate needs or concerns
is able to follow trusted adult direction and instructions
is able to show resilience
is able to show curiosity in learning
is able to make positive choices when enticed by others
is able to manage change with support
is able to behave appropriately in all areas of the school eg hall, catering
is able to engage with their individual timetable
is able to understand the meaning of bullying - will not bully or encourage others to bully
is able to understand the meaning of diversity
is able to recognise and accept others' differences
is able to understand the meaning of racism - discrimination and prejudice towards others
is able to respect the school building and property
is able to behave appropriately when offsite eg during travel and activities
<b>Total Score for Positive Behaviour and Learning</b>

<b>Mental Health and Wellbeing</b>
is able to identify/vocalise personal interests or views
is able to develop ability to manage own personal hygiene
is able to identify own personal health needs with support
is able to understand how to maintain a healthy lifestyle
is able to recognise the dangers and effects of alcohol, drugs and harmful substances
Has a good sleep hygiene
has a good sleep pattern
is able to recognise when they are feeling angry or stressed
is able to recognise and understand online safety
is not known for vaping or smoking

is not known for substance/drug misuse
Is not known for abusing alcohol
is able to develop trusting relationships with appropriate adults
is aware of what to do if they need support, help or are in danger
has a developed and/or secure concept of self
is able to talk positively about themselves
is able to accept help from services
is able to accept help from adults
<b>Total Score for Health and Wellbeing</b>

<b>Skills for Learning</b>	
is able to read for purpose and pleasure	
is able to pick up a pen and write using a pen or pencil	
is able to accept task guidance and support from staff	
is able to ask for or accept help or support	
is able to accept ending/transition	
regularly attends sessions	
is often punctual	
is able to develop respect for possessions	
is able to respect leaning environment	
is able to follow direction	
is able to accept decisions	
is able to be aware of appropriate dress for situations or activity	
is able to accept feedback	
is able to revisit activities/learning	
is able to proof read their work	
<b>Total Score for Skills for Learning</b>	

### Motivators, Consequences and Celebrations

Capturing positive behaviours and reinforcing appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person’s life. Rewards or motivators are those that are given to a learner as a form of celebration after he/she has behaved in a way that gains an adult’s or peers approval. At Brunel School, we capture positive behaviours and celebrate success by collecting Prosper Points.

Pupil voice has been integral when building our response to rewards and motivators. Our pupils are given meaningful opportunities to share their experiences, views and hopes about their school, what success looks like and how we can celebrate positive behaviours. Pupils at Brunel School have chosen to celebrate by collecting Prosper Points and earning either objects (e.g. a preferred toy, toiletries or stationary), an experience (e.g. certificate, food item) or a WOWcher to spend in a selection of high street shops. If a pupil earns a significant amount of Prosper Points they are able to celebrate via a school trip (e.g. climbing centre, bowling) or a choice of takeaway. Pupils need to know that what they say is valued and will be listened to and considered.

The practice of removing Prosper Points or rewards that have already been earned bears a strong resemblance to punishment, and is therefore incompatible with Brunel School’s stance on Positive Behaviour Support. It is not acceptable practise for rewards to be revoked. At Brunel School we believe that it is important for our children and young people to clearly link a specific behaviour with its consequences. Therefore, the consequences we use are linked to the presented behaviour’s function and make sense to the young person. For example, if a young

person presents with a behaviour of concern because he/she is trying to avoid a request the adults would wait until the young person is calm and will reinstate the request. (An example of this could be the reluctance to transition or complete a set work task.) At the same time, consideration will be given on the reason the young person is reluctant to follow this request and appropriate proactive strategies will be implemented in order to reduce the likelihood of this happening again. In addition, the class team will focus on teaching the young person appropriate functional skills that will enable the young person to achieve the same outcome without having to use a behaviour of concern.

Consequences may vary for different pupils in line with their individual needs and the function of their behaviour. Consequences for behaviours of concern will only be used with students who are at a stage emotionally where they can exercise some control or choice over their behaviour. It is not appropriate to hold a student to account for their behaviour, by implementing a consequence, when they are at an emotional development stage where they operate from the reptilian brain or brainstem when they experience heightened emotions and revert to fight/flight or freeze at these times. Brunel School recognises the importance of offering and supporting a fresh start for all our pupils following incidents or behaviours of concern.

### Behaviour Support

At Brunel School we define behaviours of concern as any behaviour which:

- reduces the quality of an individual's life.
- reduces access to learning.
- puts a child or young person at risk (physically or emotionally).
- puts the people around a child or young person at risk (physically or emotionally).
- Causes damage to our environment

Behaviours of concern may show that:

- the child or young person has needs or wants which they are not able to communicate through other means.
- the child or young person's medical needs are not being met – they may feel ill or in pain.
- the child or young person is experiencing demands which are too much for them.
- the child or young person may have SEND needs which are overstimulated or unmet.
- the child or young person is experiencing feelings such as frustration, anxiety, depression or anger.
- the child or young person is overwhelmed by their environment or others around them.
- the child or young person needs more help to understand what is expected of them.
- The child or young person has experienced Adverse Childhood Experiences (ACEs) that could impact on their physical and mental health.

Low-level disruption is addressed quickly to ensure learners' behaviours do not disrupt lessons or the day-to-day life of the school. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively.

In judging whether a particular behaviour is a cause for concern adults consider the child or young person’s age and level of development.

PSHE (including Relationships and Sex Education) at Brunel School forms an integral part of our whole school curriculum offer that aims to provide our learners with the necessary knowledge, skills and attitudes to lead healthy, happy and safe lives. It is important that young people are taught and understand the ‘rules’ around appropriate behaviour including recognising healthy and unhealthy relationships. We recognise that our pupils have unique needs and challenges and we aim to address these through a tailored, inclusive and well-organised Relationship and Sex Education (RSE) Curriculum. There are also opportunities built into the curriculum for responsive RSE. Within classes or phases that are concerning or sexualised in nature, teachers have the opportunity to plan RSE sessions to support learners with these issues.

### Individual Support Plans

Each pupil at Brunel School holds an **Individual Support Plan (ISP)** which are individually tailored to the pupil’s need and level of risk. They outline proactive and reactive strategies, in addition to teaching contextually appropriate skills, developing communication systems and suggestions on modifying the environment to support the young person to learn the necessary skills that will enable them to self-regulate and manage their own behaviour.

Individual Support Plans (ISP’s) are reviewed regularly and are ‘live’ document. The class teachers in consultation with the Pastoral and Behavioural Engagement Lead must regularly update them if the behaviours presented change/evolve to ensure a consistent, pro-active approach.

Name		Date of Birth		Year Group		Medical conditions/allergies	
Completed by		Review date		Other			

Primary Need	•
Context	•

Risk	Triggers	Behaviours witnessed	Who may be harmed	Level of risk (L/M/H)	Mitigation	Level of risk after mitigation (L/M/H)
	•	•			•	
	•	•			•	
	•	•			•	

<b>Low</b>	<ul style="list-style-type: none"> <li>• Student is unlikely to be a risk to themselves or others within the school community.</li> </ul>
<b>Medium</b>	<ul style="list-style-type: none"> <li>• Student may place themselves or others within the school community at moderate risk.</li> <li>• Student will need to be closely monitored and staff aware of triggers and interventions.</li> <li>•</li> </ul>
<b>High</b>	<ul style="list-style-type: none"> <li>• Student may place themselves or others within the school community at substantial risk.</li> </ul>

	<ul style="list-style-type: none"> <li>• Student will need to be closely monitored and staff aware of triggers and interventions.</li> <li>• Student presents extreme risk to themselves or others within the school community.</li> <li>• Staff ratio to be considered to support.</li> </ul>
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List of potential Risks	Absconding Biting Bullying Climbing Damage to property Disruptive behaviour Fire equipment misuse Homophobia Illegal substances	Inciting others Physical aggression Racism Refusal to follow instructions Risk offsite Self injurious behaviour Spitting Theft Verbal abuse
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### Positive Handling/ Restrictive Physical Intervention (RPI)

At Brunel School excellent relationships between staff and learners are vital. It must be recognised that due to the nature of the learning difficulties presented by some of the learners who attend Brunel School that the use of physical interventions are, on occasions, necessary. However, no intervention is used unless it demonstrably considers the welfare of the pupil, it is in their best interest, is proportionate and balances the rights of both staff and learners. We believe there is a clear distinction between physical contact, restrictive and non-restrictive physical intervention. None of these methods are used as sanctions or punishment or as a response to staff shortages.

Physical Interventions may include:

- Prompts – This is the lowest form of using force to control a person behaviour.
- Guide – Moving someone forward but they have the ability to leave.
- Escort – The person is unable to leave you because you are holding them. The person is complying. It may be moving a person from point A to point B to keep them safe.
- Restraint – Physical control with the application of reasonable force with the intent of overpowering the person.

As the safety and wellbeing of all staff and learners is paramount, staff should always first give consideration to both their own safety and that of others as well as remember that we only ever use the minimum level of force needed to restore safety and care. The guiding principles relating to the use of reasonable force are as follows:

- It is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff must take steps in advance (proactive and reactive strategies) to avoid the need for the use of reasonable force through dialogue and diversion and at the level of understanding of the child or young person in a person centred approach.
- To prevent severe distress, injury, or damage, only the minimum force for the shortest amount of time will be used.
- After an incident, staff will be able to show that the intervention used was in keeping with the learner’s individual Well-being Plan and Individual Risk Assessment or the Trust’s Behaviour Policy.
- Every effort would have been made to secure the presence of other staff, and these staff may act as assistants and/or witnesses.

- As soon as it is safe, the restrictive physical intervention will be relaxed to allow the pupil to regain self-control.
- Procedures are in place for supporting and debriefing pupils and staff after every incident as it is essential to safeguard the emotional well-being of all parties involved.
- A distinction will be maintained between the use of an emergency intervention, which is appropriate to a particular circumstance, and the use of planned intervention. (See below)
- Senior leaders and staff are aware of Restraint Reduction Network Standards (2019) and understand that any restrictive intervention must be based on an assessment that intervention is likely to cause less harm than not intervening.

**Emergency Restrictive Physical Interventions (RPI)** – An emergency RPI may be employed in response to an incident requiring a rapid physical response (for example a child running on to a road). In such circumstances the ideas of a duty of care and reasonable, proportionate and necessary actions must remain paramount. Staff should use the minimum force for the shortest amount of time to maintain safety.

**Planned Restrictive Physical Interventions (RPI)** – Involves a planned RPI being employed by staff in response to an identified behaviour when all other strategies have been unsuccessful and the learner is posing a significant risk to him/herself and/ or others. The identified strategies are based upon the Individual Support Plan. All incidents of RPI must be recorded on the behaviour monitoring system as soon as possible. A debrief must be completed by a member of the senior team or behaviour support team within 24 hours.

Sometimes, when faced with extreme behaviour, the judgement may be that by becoming physically involved the member of staff will increase the risk of somebody getting hurt. In this case the correct decision may be to support the young person into a safe space and give the learner time and space to regain self-control. At this point, the staff must decide on the most appropriate course of action which is to make the environment safe, remove the audience, take vulnerable children to a safer place, remove all potential hazards and weapons, ensure that colleagues know what is happening or get help. The chosen actions should always be designed to reduce the risk to others and to yourself.

The Education and Inspections Act (2006) states that:

*All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.*

*In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.*

*The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.*

*Schools can use reasonable force to:*

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

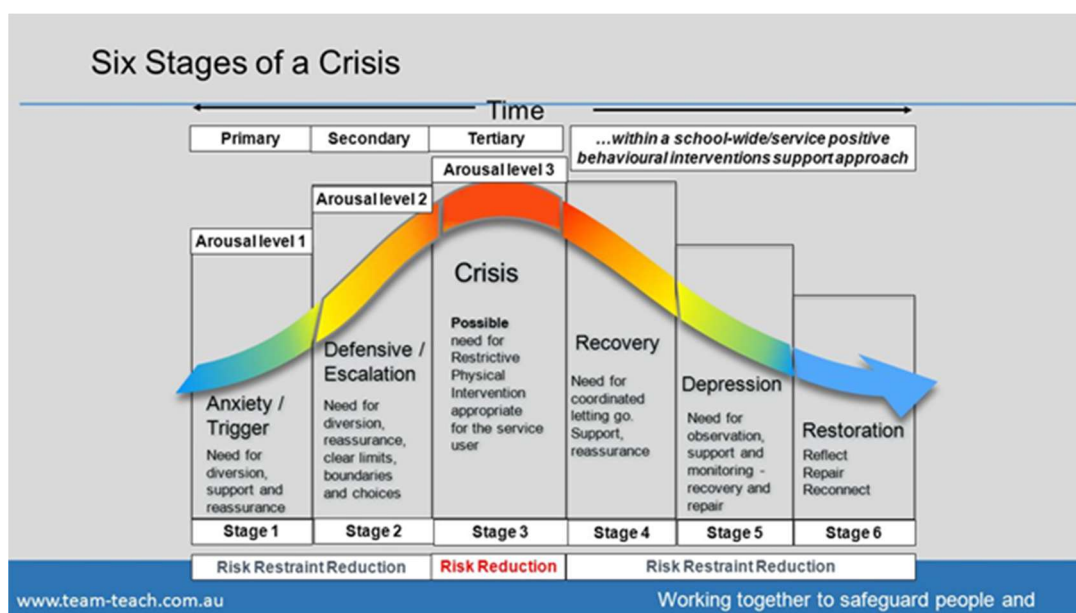
Education and Inspections Act (2006)

Members of staff will not be expected to undertake the use of reasonable force without knowledge of the school's policy. Our current, chosen Accredited Training organisation in Positive Behaviour Management & Physical Interventions is Team Teach Ltd.

Brunel School acknowledges that physical techniques are only a part of a whole school approach to behaviour management and Team Teach emphasises the importance of diversion, de-fusion and de-escalation. It provides a gradual, graded system of response.

Training will be regular (according to evidenced risk assessment, both formal [re-accreditation] & informal, according to need) and in line with the Team Teach Training Principles. Untrained staff are not expected to engage in restrictive physical interventions with learners except in an extreme emergency when the health and safety of others would seriously be put at risk by a failure to do so.

Brunel School acknowledges that restrictive physical techniques are only a very small part of a whole school approach to behaviour management. Team Teach Training Principles state that Physical intervention is only used as part of a wider strategy including 'proactive approaches', 'primary and secondary strategies' and 'restraint reduction strategies' Other areas may include communication approaches, de-escalation and diffusion strategies and/or behaviour risk assessments. Primary prevention strategies always for the greater part of Brunel School's approach to challenging behaviour and physical restraint is always a last resort. Staff recognise and use the six stages of crisis to identify dysregulation, triggers and recovery.



## **Complaints and Allegations**

The availability of a clear policy about the use of reasonable force, should reduce the likelihood of complaints but may not eliminate them. If any staff have experienced another member of staff using 'unacceptable use of force' and banned techniques they must report this to the Headteacher as soon as possible.

Where a complaint or allegation is made, the school will follow the Local Authority protocol. For further information, please refer to the SPT Complaints Policy and the SPT Whistle Blowing Policy.

## **Safe Spaces**

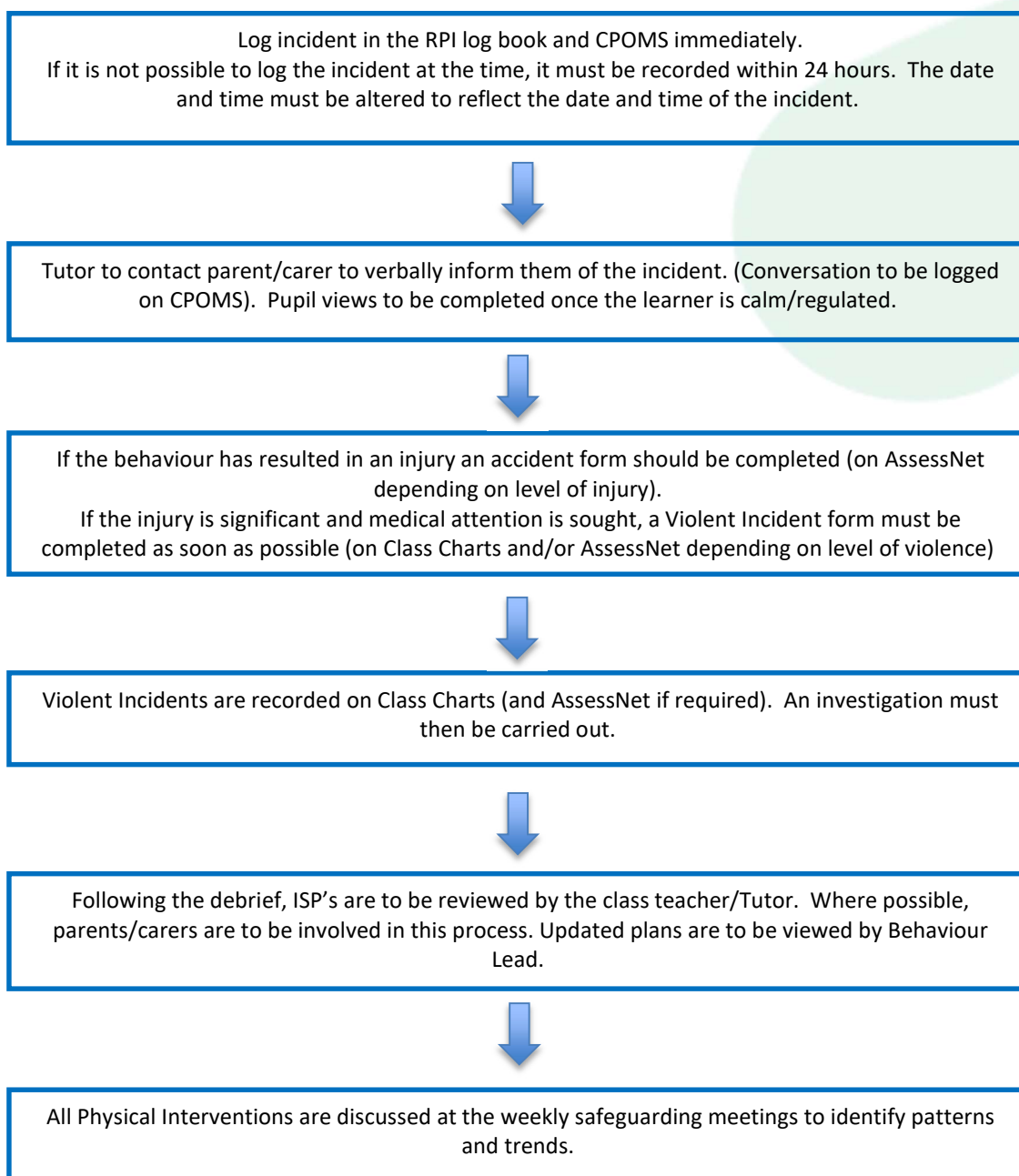
As part of our continuum of provision to help learners develop their skills within managing their own behaviour Brunel School have 'safe spaces'. These include The Prosper cafe, our Outdoor Education Room, Frustration Station, Music room and other allocated areas within the pupil's learning environments. These are spaces designed as a place of retreat for those pupils who require a period of quiet time where they can regulate if they are feeling overwhelmed by the classroom environment. When using the safe spaces the learner is always accompanied by a member of staff. Learners are regularly joined by one or two other learners in these spaces to complete short group activities. The rooms are not used as seclusion rooms.

If, in the event a learners' behaviour is becoming particularly complex and they are starting to pose a risk to themselves or others within the school, they may be re-directed to one of the safe space rooms. Brunel School acknowledges that any use of a safe space could be viewed as seclusion if a pupil is taken or directed there for this reason. Any learner who requires a safe space due to challenging or disruptive behaviour has an Individual Support Plan in place which states the reason for use. These plans are checked by the SLT for compliance according to the protocol and DfE guidance in using safe spaces. Safe spaces are not used within any school as a way of planned confinement of pupils. The pupils are always alongside an emotionally available adult who will remain with them to support them to regulate and calm. Further information can be found in the SPT Behaviour Policy.

## **Debrief**

Following a Restrictive Physical Intervention staff and learners will meet with a member of the Pastoral Team, SLT or Therapeutic Lead, within 24 hours, for a debrief. A record of the debrief will be kept in the RPI (Restrictive Physical Intervention) Bound Book and the incident will be logged on our CPOMS online recording tool. It may not be appropriate for the learner to be involved in the debrief process, post incident. If this is the case a member of staff who knows the learner well, can complete the pupil's views part of the log in the book. If a member of staff has been hurt they will be supported, away from the classroom, for as long as necessary. All injuries, staff or learner, requiring hospital/GP attention are logged on Assess Net. ISP's are reviewed, and updated if necessary, following an incident. Parents/carers are informed on the day that a Restrictive Physical Intervention has taken place.

## Procedure following a Physical Intervention



## Fixed Term Suspensions

We do not believe that exclusion is the most effective way to support our learners and we will always try to adapt and personalise the provision for all of our learners in order to ensure that they are able to access education. However, in extreme and exceptional circumstances, the Headteacher may need to suspend a pupil temporarily or permanently exclude - this will be considered very carefully. Safe conduct by learners is essential to ensure that all pupils can benefit from the opportunities provided by education. This is essential when safeguarding the most vulnerable students. All behaviours incidents that potentially warrant an exclusion are discussed by the Headteacher with the CEO of the Special Partnership Trust before finalising this decision and informing parents, as per the Special Partnership Trust Behaviour and Exclusion Policies.

In line with our values of inclusion, a decision to exclude a learner permanently from Brunel School is only be used as a last resort and will be taken only if:

- there is a significant risk to themselves or others or
- allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.
- allowing the learner to remain in school would put employees at risk.
- in response to a serious breach or persistent breaches of the school's behaviour policy;

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's Behaviour and Relationship Policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistent breach of Law
- Physical assault against a pupil or an adult

Where learners are at serious risk of exclusion, the Local Authority and all relevant external agencies will be involved and an urgent meeting will be called. Exclusion will be the last resort after all other steps have been exhausted. For further information, please see the Special Partnership Trust Behaviour Policy; Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion.

## Procedure following a fixed term suspension

### Fixed Term Suspension Flowchart

Pupil concerns discussed at debrief



Fixed term suspension confirmed



Tutor to call to parent/carers (unless SLT/Pastoral Team confirmed to call)

- Incident explained to parent/carer – include if pupil was supported by RPI
- Agree a Return to Success date and time with parent/carer – **a pupil is still able to return following a suspension without a Return to Success meeting**



#### **Tutor Actions**

- Learning pack collated by tutor – emailed/sent to parent/carers
- Phone call details logged on CPOMS under **communication** – **phone call**
- Return to Success Meeting date and time added to school online calendar – invite SLT and Pastoral Team
- ISP – Individual Support Plan updated

#### **SLT/Pastoral Team Actions**

- Pastoral Team - RD to update exclusion log
- Pastoral Team to inform social worker if pupil is open to social care
- Designated Teacher – CK to inform Virtual School for Cared for Children
- Admin to inform transport – SLT - EJ if after 4.30pm
- Admin to code Attendance – E
- Admin to send suspension letters to both parent/carer and LA



#### **Next steps**

- **Provision plan and intervention support agreed in response to suspension – identified next steps agreed at debrief by team**
- Provision/interventions to be discussed/shared at Return to Success Meeting with parent/carers and pupil if appropriate
- Return to Success Meeting – paperwork completed, signed and handed to admin

**Please remember to add any relevant incidents to reporting formats such as Behaviour, Safeguarding, Injuries/First Aid Log etc...**

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

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate, considered, supportive and decided on a case-by-case basis.
- Consequences for sexual harassment and violence will be developed on a case by case basis in line with the specific situation and pupil needs and understanding.
- The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for responding to a report and 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.

## School Transport

Where misbehaviour occurs on school buses or taxis, drivers should report this misbehaviour to a member of the SLT who will investigate the incident and manage the incident in an appropriate manner; this may mean a review of the Transport Request Form may be necessary to identify any future risks/adjustments to the transport arrangements organised by county.

Where any learner acts in an unsafe way on county transport, this must be reported to the county transport team who will investigate the incident and manage it in an appropriate manner.

For additional information please see County Transport Policy.

## School Device Loan Agreement

All issued equipment shall remain the sole property of the school and is governed by the school's policies. Brunel School provides an agreement for parent/carers which sets the conditions for pupils taking Brunel School equipment home for the purpose of doing school work from home/special project etc.

See Appendix A

## Legislation

This policy takes into account relevant legislation, regulations and guidance including the most recent publications from the Department for Education, Department of Health and the Health and Safety Executive. This policy is also based on the special educational needs and disability (SEND) Code of Practice and the Safeguarding and Child Protection Policy/Keeping Children Safe in Education).

The principal legislation to which this guidance relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006; • the Education Act 1996; and 7
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulation
- Suspension and Exclusion Guidance: changes September 2023
- Sexual Offences Act 2003

## Appendix A: School Device Loan Agreement

This agreement is between:

- 1) Brunel School
- 2) Parent/Carer named below

And governs the use and care of devices assigned to the parent/carer's child (the "pupil"). This agreement covers the period from the date the device is issued through to the return date of the device to the school.

All issued equipment shall remain the sole property of the school and is governed by the school's policies.

1. The school is lending the pupil [a laptop/tablet, etc.] ("the equipment") for the purpose of doing schoolwork from home/special project, etc.
2. This agreement sets the conditions for taking a Brunel School "the equipment" home.

**I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the pupil will adhere to the terms of loan.**

### Damage/loss

By signing this agreement I agree to take full responsibility for the loan equipment issued to the pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that I and the pupil are responsible for the equipment at all times whether on the school's property or not.

If the equipment is damaged, lost or stolen, I will immediately inform the school, and I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the equipment (current cost to replace as of 2024 is £400). If the equipment is stolen, I will also immediately inform the police.

Under no circumstances will I, or anyone other than school ICT staff, attempt to fix suspected hardware or software faults.

I agree to keep the equipment in good condition and to return it to the school on their demand from the school in the same condition.

I will not leave the equipment unsupervised in unsecured areas.

I will make sure my child takes the following measures to protect the device:

- Keep the device in a secure place when not in use
- Don't leave the device in a car or on show at home
- Don't eat or drink around the device

- Don't lend the device to siblings or friends
- Don't leave the equipment unsupervised in unsecured areas

### Unacceptable use

I am aware that the school monitors the pupil's activity on this device.

I agree that my child will not carry out any activity that constitutes 'unacceptable use'.

This includes, but is not limited to the following:

- Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
- Any illegal conduct, or statements which are deemed to be advocating illegal activity
- Activity which defames or disparages the school, or risks bringing the school into disrepute
- Causing intentional damage to ICT facilities or materials
- Using inappropriate or offensive language

I accept that the school will sanction the pupil, in line with our behaviour policy, if the pupil engages in any of the above at **any time**.

### Personal use

I agree that the pupil will only use this device for educational purposes and will not loan the equipment to any other person.

I understand that it is not permitted to use the laptop to store non-school related documents, photographs, videos or media files under any circumstances.

### Data protection

I agree to take the following measures to keep the data on the device protected.

- Keep the equipment password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Make sure my child locks the equipment if it's left inactive for a period of time
- Do not share the equipment among family or friends
- Leave the current antivirus and anti-spyware software installed
- Only use software licensed by the school, authorised by the school's ICT Staff
- Do not insert pen drives into the device. This is the easiest way to transmit computer viruses.
- Close the device down and restart regularly to ensure it is fully patched and receives virus updates automatically.

If I need help doing any of the above, I will contact the school office and ask to be put in touch with the ICT staff.

## Return date

I will return the device in its original condition to the school office within 2 days of being requested to do so.

I will ensure the return of the equipment to the school if the pupil no longer attends the school.

## Consent

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

PUPIL'S FULL NAME	
PARENT'S FULL NAME	
PARENT'S SIGNATURE	

## 8. Device details

MAKE		
MODEL		
SERIAL NUMBER		
DATE ISSUED		
ISSUED BY		
SIGNED		DATE

DATE RETURNED		
RECEIVED BY		
SIGNED		DATE