KINGSLAND SCHOOL

BEHAVIOUR POLICY

The policy has been updated (September 2026) to reflect current practice and Department for Education guidelines. It will be subject to regular review and evaluation. It is intended to be a working document, providing guidance to all staff.

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Purpose of the Policy

Kingsland School recognises that in order to meet the aims of the behaviour policy, school staff must work to meet the complex and profound needs of the school pupil population. All of our pupils have an Education Health Care Plan.

Maintaining high standards of behaviour is not only vital in ensuring teachers can deliver the curriculum, but also plays a critical role in ensuring that school is a safe environment for all pupils. All school staff have a responsibility to provide a safe environment in which children can learn; and all pupils deserve to learn in an environment that is calm, safe, and supportive and where they are treated with dignity.

Kingsland School recognises that all behaviours are functional and communicative acts. Behaviour that challenges serves a purpose for individual children as a result of their complex or profound needs. A single behaviour may be maintained by more than one outcome, and a group of behaviours may be used to achieve a single outcome.

The behaviour policy aims to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils, both at home and at school
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- Regulate the conduct of pupils
- Work alongside the attendance policy to have a strong focus on school attendance and punctuality so that disruption is minimised
- Develop pupils' motivation and positive attitudes to learning
- Foster a positive and respectful school culture
- Create an environment where pupils feel safe and secure, whilst accessing enriching and enjoyable learning opportunities
- Teach socially appropriate communication skills in place of behaviours
- Promote self-esteem, emotional wellbeing and support pupils to form positive and satisfying relationships with others

Leadership and Management of the Policy

The member of staff with responsibility for behaviour is:

- Kirsty Rowlands – Deputy Headteacher

The members of staff responsible for collating behaviour data are:

- Castleford Site: Samantha MacLeod (Regulation & Engagement Support Assistant – RESA) and Sarah Barker (Assistant Headteacher)
- Stanley Site: Donna Whyte (Regulation & Engagement Support Assistant – RESA), Emma Ogden (Deputy Headteacher) and Karen Lilley (Assistant Headteacher)

The Governing Body, Headteacher and Senior Management Team remain responsible for monitoring the behaviour policy.
All staff working within the school play an important role in the successful implementation of the behaviour policy.

School systems and social norms

Kingsland School implement the following guiding principles, when setting social norms in everyday school life:

- Modelling of appropriate behaviours
- Teaching expected behaviour

- Establish and implement consistent routines and expectations
- Uphold school rules and expectations within their own interactions and behaviours
- In class reward systems, praise, celebrating successes
- Communicating praise to parents/carers through phone calls, home school books and sharing of photos displaying achievements
- Certificates and special assemblies at the end of each summer term

At Kingsland School, our pupil-friendly code of conduct is communicated using key words, phrases, signs and symbols which are implemented into classroom practice and teaching:

- Make good choices
- Do our best learning in all lessons
- Be a good friend
- Be kind to others

Whilst this policy outlines a whole school approach to behaviour, the varying needs of our pupils require differing approaches and strategies across class groups (see Pupil Support and Transition below for further information on specific school systems).

Kingsland School maintains a robust system of reporting behaviour to ensure the Senior Management Team are able to analyse patterns and behaviours of concern, in order to implement positive supports in a timely manner. The reporting structure is as follows:

1	Staff member to report behaviour incidents to RESA and/or Senior Management Team
2	Senior Management Team to advise on appropriate recording format, and ensure all parts of recording are complete
3	RESA to collate behaviour records and upload to Integris
4	Senior Management Team to review data overview and identify specific pupils or class groups where support may be needed
5	Senior Management Team to discuss supports with RESA, class teacher and teaching assistants, and finalise most appropriate, supportive intervention
6	Senior Management Team and RESA to continue to review behaviour incidents on weekly behaviour data to review impact of intervention. Senior Management Team to discuss behaviour concerns at half termly Senior Management Team meetings
7	Senior Management Team member for behaviour to submit termly impact report to the Headteacher to monitor patterns and trends in behaviour and review impact of interventions. Termly impact report to be shared with the Governing Body.

This reporting structure enables us to follow the graduated approach of:

Assess
Plan
Deliver
Review

Staff induction, development and support

Kingsland School recognises that consistent and fair implementation of the behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a consistent environment.

Our school mission, ‘Children at the heart of all we do’, is reflected daily through consistent and proactive approaches to behaviour. At Kingsland School, a non-confrontational, ‘hands-off’ approach is adopted. In exceptional circumstances, staff may use planned physical intervention as part of a dynamic risk assessment during situations and circumstances which may be unsafe for the pupil, other children and staff members (see ‘The use of reasonable force’ section for more information).

All staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. This approach will help to ensure that early and preventative intervention is the norm, and staff are becoming increasingly confident in using positive approaches to behaviour, which come from having a sound understanding of the needs of the pupils.

New members of staff to school take part in a formal induction process involving face to face meetings with a member of the Senior Management Team. Induction meetings involve discussions and sharing policies relating to Safeguarding, Health and Safety, Access to School Policies, Behaviour and the use of Physical Intervention.

All members of staff access an ongoing programme of continuing professional development consisting of staff meeting programmes, inset day training, twilight training, bi-annual TA support and development meeting, ongoing advice and support from colleagues, and an open-door policy from all members of Senior Management Team. At Kingsland School, all staff receive training on 'Understanding and Managing Behaviour that Challenges' during school inset days and twilights. Key staff, including SMT, are trained in the use of Team Teach.

A half-termly 'whole school behaviour bulletin' is shared with all staff (teaching and non-teaching) across the school via email. This bulletin highlights key aspects of the behaviour policy for staff to reinforce in their practice.

Class teachers and teaching assistants may require interim training between periods of training that has been arranged for whole school input by RESAs. These groups of staff will be identified collectively by the Senior Management Team. The interim training may consist of directing staff to read further information on behaviour management, as well as the coaching and modelling of de-escalation techniques and/or formal training sessions delivered by a RESA and/or a member of the Senior Management Team.

Staff will be supported through the induction process and through ongoing support/training to:

- Manage behaviour positively, consistently and whilst clearly communicating expectations
- Contribute to a calm, orderly and supportive learning environment
- Deliver an interesting, stimulating and rewarding curriculum
- Provide an excellent role model, seeking positive and effective relationships with all pupils
- Deliver effective PSED teaching and learning into daily classroom routines
- Confidently support children who display behaviours that challenge through ongoing professional development
- Implement child-specific programmes and plans
- Supervise children at all times to ensure the pupils and the environment are safe
- Teach appropriate behaviours, replacement behaviours and communication strategies to reduce behavioural acts of communication

Where ongoing serious incidents of behaviour have been reported, staff may be allocated radios for pupils in order for staff to request additional support in the event of a crisis or serious incident of behaviour.

Pupil support and transition

Although the aims within this policy are school-wide, approaches to behaviour need to be flexible according to specific class groupings and individual pupils where appropriate. Due to the differing needs of the pupils at Kingsland School, support systems may differ across class groups and pupils according to individual need.

Examples of how pupils are supported to demonstrate positive behaviours include:

- Displaying good examples of learning
- Celebrating positive behaviour within class group, other staff members and parents/carers

- Certificates
- Reward charts
- Free choice of reward activity
- Positive reinforcement – either verbally or visually
- Tangible rewards where appropriate
- Star of the class/day/week

The school's behaviour curriculum is delivered to all classes across all curriculum pathways at an 'age' and 'stage' appropriate level. This learning is delivered through the school's PSED curriculum, weekly assemblies (in class or a larger group in the hall), daily in-class routines (circle times) and the specific teaching of behaviour and regulation through regulation support plans and targeted intervention programmes.

Before the start of each new school year, the senior management team will carry out an individual initial risk assessment of each new child starting Kingsland School, and review existing plans in place for children across the school. This will take into account previous behavioural patterns to decide whether one or more of the following needs to be implemented:

- Individual pupil risk assessment
- Whole class risk assessment with specific reference to behaviour patterns of a specific child
- Whole class behaviour support plan
- Regulation support plan

These documents will be completed, in line with needs outlined in the pupil's EHCP to inform and influence appropriate strategies and/or additional measures needed in class at the start of each school year.

Adjustments made to routines for children with complex, profound needs need to be appropriate and reasonable, to ensure the child is able to meet behavioural expectations and engage in learning. Any adjustments are to be considered only to further meet the needs of pupils.
All class teachers and teaching assistants are trained in the importance of having clear, consistent routines in place throughout the year. Transition planning for the end and start of school years allow for children to prepare for upcoming changes to their learning environment and familiar staff, and are supported using appropriate communication systems to aid understanding. This transition period allows for class teachers and teaching assistants to share consistent approaches and key information to reduce inconsistency following transitions.

Responding to an incident of behaviour
When supporting a pupil during an incident of behaviour that challenges, all staff are to respond predictably and promptly following the same consistent guidelines, as well as ensuring they are following strategies in accordance with child-specific Regulation Support Plans:

- Keep verbal language to a minimum
- Use visual supports to support the recovery and regulation of the pupil
- Allow time to recover, time and space to process
- Have relevant support items available for the pupil (motivators, calming supports)
- Offer and model alternatives to support regulation (breathing, counting, rocking, sensory supports)
- Enable the pupil to re-join teaching and learning when they are ready

Staff should ensure that all incidents of behaviour are reported to the Senior Management Team in line with school reporting procedures and Part 1 of Keeping Children Safe in Education.

Serious incidents of behaviour
Serious incidents of behaviour in school can be upsetting for both pupils and staff involved. Immediate action will be taken to provide first aid for any injuries and to ensure that pupils and staff are given emotional support. All injuries should be recorded and reported in accordance with school procedures. School will report injuries in accordance with RIDDOR.

A specific behaviour follow up will happen once the pupil has recovered. This follow up can consist of the use of comic strip conversations, 5 point scales, social stories, appropriate communication supports and/or child-friendly discussion. The focus of the follow up will be on supporting the pupils' social and emotional understanding in relation to the incident.
Parents/carers will be informed once information relating to the incident has been collated by the Senior Management Team, where appropriate, and where there has been the use of physical intervention.

School will work with, and engage in ongoing collaborative working with external agencies including:

- CAMHS/NIST
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Community Leaning Disability Nurses
- Health Professional
- Complex Care Needs Team and Social Care (where appropriate)
- Short breaks and Respite Carers
- Affinity Trust PBS (where identified for individual pupils)
- Education Welfare Officer
- Parent, carers and families

Collaborative working with these external support agencies helps Kingsland School to effectively implement behaviour approaches following specialist advice to ensure school are working to meet the needs of children.

Parents/carers are encouraged to familiarise themselves with the behaviour policy. The policy is displayed in full on the school website, along with a condensed version). Parents/carers are also encouraged to attend in-school events throughout the school year including coffee mornings, parent training workshops, annual EHCP meetings, parent/carer evenings, in-class parent visits and 1:1 meetings with parents/carers for Regulation Support Plans where appropriate; these are all displayed on the school events calendar, which is also available to view on the school website. Parents/carers are also invited to a range of pastoral school events including off-site forest school trips, sports days, Christmas events and end of year celebration assemblies. This helps parents/carers to reinforce the policy at home, and implement child-specific strategies and approaches to aid consistency.

Regulation and Engagement Support Assistant

Kingsland School employs a Regulation and Engagement Support Assistant (RESA) on each school site. The role of the RESA is to attend to and address the needs of pupils who require targeted support with their regulation and behavioural needs in order to reduce barriers to learning for these pupils and positively engage them in school life.
RESAs provide this support through:

- responding to behaviour support radio calls from individual staff members and class teams
- supporting the consistent implementation of Regulation Support Plans
- taking the lead in high-risk situations, in liaison with the SMT, drawing upon de-escalation strategies and individual pupil support plans
- taking the lead in high-risk situations, in liaison with the SMT, competently and safely using Team Teach physical intervention strategies when all other options have been exhausted
- de-briefing with the SMT and class teams/individual staff members after high-risk incidents
- attending to the individual pastoral needs of pupils as directed by the SMT and promote the wellbeing of pupils at all times
- supporting all pupils to engage in activities and appropriate interactions over play/break times
- challenging and motivating pupils, promoting and reinforcing self-esteem

- supporting pupils to develop self-regulation strategies and skills, encouraging self-evaluation and reflection where appropriate.

Trauma informed and attachment aware behaviour regulation

Kingsland School is an attachment aware, trauma informed school. Due to the complex, profound needs of our pupil population, our approach to behaviour is in line with attachment and trauma informed practice with a priority on humanist, relational and universal approach which is universal for all.

We understand that having trauma and attachment needs can:

- Impact relationships, behaviour and self-esteem
- Replace social engagement with defensive behaviour
- Halt capacity to learn
- Be reinforced by schools who do not follow trauma informed and attachment aware behaviour regulation guidance.

Our approach aims to:

- Ensure pupils receive the individual support that they need
- Understand that behaviour is a form of communication
- Take a non-judgmental, curious and empathic attitude towards behaviour
- Develop relationships that foster connection, inclusion, respect and value for all members of the school community
- Maintain clear boundaries and expectations
- Promote understanding that not all behaviours are a matter of 'choice'
- View behaviour within the context of important relationships (i.e. relational communication patter rather than an internal problem)
- Encourage parent/carer involvement
- Ensure pupils have access to emotionally available adults to coach emotional understanding and support resilience building
- Implement the 'Relate to Educate' guidance as part of our approach to responding to behaviour, in order to place importance on building secure and trusting relationships between pupils and staff in school.

Staff receive training on trauma informed and attachment aware practice as part of their ongoing continuous professional development.

Regulation Support Plans

Where behaviours are consistent, frequent or concerning for a child's health, wellbeing, safety and/or the safety of others a Regulation Support Plan will be implemented. The plan should highlight what strategies and supports the pupil need to remain at a regulated state in order to engage in learning, and teach emotional and sensory regulation skills.

Behaviours will be analysed using the school reporting system (see above), alongside information collated by class team on early warning escalation signs, calming strategies and triggers and/or patterns for behaviour. The plan will be completed and implemented with class teams, alongside support from the Senior Management Team. The plan will be shared with all staff who work with the child to ensure a consistent approach. Plans will be reviewed and monitored by the Senior Management Team termly.

Sanctions

The pupil population at Kingsland School consists of children with severe learning difficulties and accompanying complex, profound needs. Due to this reason, sanctions are not used with pupils. All staff members are to work to identify the trigger and/or pattern for behaviour and address by implementing reasonable adjustments which may consist of personalised strategies, support and individual approaches where appropriate and necessary.

The Education Act 1986 outlawed corporal punishment in maintained schools in England and Wales. It is illegal and is defined as the intentional application of force as a punishment. It includes any form of physical chastisement such as slapping, pushing, punching, prodding, throwing missiles and other forms of rough handling. Other prohibited sanctions include

withholding of sustenance and force feeding, withholding of basic comforts such as warmth and appropriate clothing, locking a pupil in a room (at any time, even if an adult is present), withholding of medication, inappropriate use of voice and tone, use of language which demeans or intimidates the pupil, and putting children out of the classroom unsupervised.

The aim of all pupil supports and interventions listed above is to reduce incidents of behaviour, teach children strategies to understand behavioural expectations and enable pupils to access a calm, safe learning environment.

Positive touch at Kingsland School

At Kingsland School, we believe that the use of touch is a vital aspect of our role as education professionals for children with complex needs.

Touch not only promotes a child's social and emotional development but is also a highly effective and powerful method of non-verbal communication, is key to the development of healthy relationships and a method of stress relief. It can be used to:

- Show acceptance
- Provide reassurance
- Demonstrate affection
- Calm and provide comfort
- Emphasise the spoken word
- Provide sensory stimulation
- Engage in personal care routines
- Deliver various therapy programmes
- Offer an alternative to spoken communication
- Remove a child from danger or keep a child safe.

Kingsland School pupils will engage in learning that aims to teach them how to distinguish between appropriate and inappropriate touch. This learning is delivered through the school's PSED curriculum, RSE curriculum, Literacy and Communication curriculum, and through implementing a range of individual therapy programmes and support plans.

Research has shown that positive touch is beneficial for early bonding, stress reduction and state regulation (Harrison, 2001); it also can improve attentiveness and sleep problems in some children with autism (Escalona, Field, Singer-Strunck, Cullen & Hartshorn, 2001; Cullen, Barlow & Cushway, 2005). For children with disabilities, positive touch has been used effectively to enhance caregiver-child interactions and increase the child's comfort (Pardew & Bunse, 2005). Field (2010) explored the importance of 'Touch for socioemotional and physical well-being'.

Members of staff at Kingsland School recognise physical contact as an important part of child development and guidance. They understand that physical contact may be communication and they recognise the importance and significance of non-verbal communication and respond appropriately. This should always be done in a developmentally appropriate way and should a child reject the comfort offered through touch, the child's wishes will be respected by the member of staff dealing with the situation.

Examples of appropriate touch may include the following (this list is not exhaustive):

- Respecting the personal privacy and personal space of pupils
- Responses affecting the safety and wellbeing of the child (e.g. holding the hand of a child while crossing the street)
- Responses supporting social and emotional development such as side-hugs (when initiated by pupils), reassuring touches on the shoulder, deep pressure massage (according to individual regulation and/or OT plans) and 'high fives' as a praise response
- Touch for health, hygiene and personal care
- Touch cues for pupils with profound and multiple learning difficulties.

Whilst some children seek positive touch from adults, other children can find it distressing due to their individual needs. Individual approaches to appropriate touch will be detailed within individual regulation support plans and/or individual risk assessments. Where a pupil requires intimate personal care, staff should ensure that the pupil is comfortable with the staff member attending to their needs. A pupil's privacy and dignity should always be preserved (see Intimate Care Policy).

Examples of inappropriate touch include:

- Satisfaction of adult needs rather than that of the pupil
- Coercion or other forms of exploitation of the pupil's lack of knowledge
- Full body hugs
- Physical intervention that is not in line with the school behaviour policy
- Picking pupils up to offer affection
- Seeking for pupils to sit on the laps of adults
- Violation of laws against sexual contact between adults and children
- Kissing a pupil, or displaying other inappropriate means of affection outside of professional expectations.

It is vital that staff should always consider the pupil's gender, race, disability, and age when using touch as individuals may be used to experiencing different levels or types of touch. An individual's history may also influence who represents a 'safe' adult to them. In addition, some individuals may be used to differing levels of touch as part of their cultural upbringing. All staff have a responsibility to ensure that all practice at Kingsland School is safe, sensitive and appropriate.

Child-on-child abuse

Child-on-child sexual violence and sexual harassment

In the event staff are made aware of any child-on-child sexual violence online or online, they are to report in line with school safeguarding procedures and safeguarding principles set out in Keeping Children Safe in Education.

Kingsland School does not tolerate any sexual violence and sexual harassment between peers. Kingsland School are aware that children with SEND are three times more likely to be abused than their peers.

Staff will be familiar with the following definition and advice outlined in the DfE document 'Sexual Violence and Sexual Harassment between children in schools and colleges guidance' (September 2021):

'Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part One of Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here' (page 6).

All staff are to challenge inappropriate language and behaviour between pupils in line with this behaviour policy and the school safeguarding policy. Staff will advocate for high standards of conduct between pupils and staff at all times, demonstrate and model manners and positive interactions, manners, courtesy and respectful relationships.

DSLs will decide on action to respond assertively to sexually inappropriate behaviour, access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour, and plan for implementation of individual Relationships and Sex Education programme in consultation with the school SENCO and PSED lead. DSLs will also take into account SEND, additional needs and developmental levels of children when deciding on appropriate action. DSLs will also make referrals into support services where appropriate.

Victims of child-on-child abuse will be supported, kept safe and will be taken seriously, regardless of how long it has taken them to come forward.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, school will consider whether any action is appropriate for the individual who made it as per the behaviour policy.

Behaviour incidents online

Kingsland School acknowledges that behaviour issues online can be difficult to manage given issues of anonymity, and online incidents occurring both on and off the school premises.

Inappropriate online behaviour can include bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images, and sexual harassment. Any staff members who have been aware of behaviour incidents online are to report to a DSL in line with the school safeguarding policy. DSLs will then follow the principles outlined in Keeping Children Safe in Education.

Behaviour incidents that occur amongst pupils outside of the school day and off the premises are the responsibility of the parents/carers. However, Kingsland School recognises the impact that this behaviour will have on the school culture and will address incidents when their behaviour online poses a threat, causes harm to another pupil and/or could have repercussions for the orderly running of the school.

Suspected criminal behaviour

Where staff or the Headteacher suspects criminal behaviour, the school will make an initial assessment of whether the incident should be reported to the police by gathering information to establish facts of the case. The initial investigation should be fully documented with relevant evidence preserved. When making a report to the police, a DSL will make a report in tandem to Social Care Direct following instruction from the Headteacher.

Banned items

The Headteacher can authorise the use of force to conduct a search without consent for illegal item or those which may cause offence or harm. The items include:

- Knives and weapons
- Alcohol
- Medication and illegal drugs (see Medication Policy for medication protocols in school)
- Stolen items
- Tobacco and cigarette papers (including vapes)
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used causing personal injury or damage to property
- Mobile phones, smart watches and handheld devices.

Searching and screening pupils where the school have reason to believe a pupil has one of the above items in line with the DfE's latest guidance on searching, screening and confiscation.

Kingsland School also uphold a banned items list within the Food/Choking Policy to safeguard children against the most common causes of choking.

The use of reasonable force and physical intervention

The term 'reasonable force' covers the broad range of actions used by school staff that involve a degree of physical contact with pupils. Force can range from guiding a pupil to safety by the arm through to more extreme circumstances. There are circumstances when it is appropriate for staff

in school to use reasonable force to safeguard children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils' committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline at school among pupils. When considering using reasonable force staff should consider the risk whilst recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

At Kingsland School, the use of reasonable force or restrictive physical interventions will only be considered to prevent a pupil from causing injury to any person (including themselves), to prevent them from damaging the property of another pupil or to prevent the pupil damaging valuable items of school equipment. It must not be used for any other reason. On these occasions, a physical intervention can only be used when absolutely necessary and when all other de-escalation strategies that do not involve force have been exhausted. The use of physical intervention is a last resort to maintaining a safe environment. When a physical intervention is necessary, the degree of force used should be the minimum required for the shortest amount of time. The intervention used should be the minimum required for the shortest amount of time. The intervention should be used in order to move the pupil to a safe environment as quickly as possible in order to disengage from the intervention. A pupil who is on the floor is not presenting a danger and should not be lifted/pulled up. If a staff member is holding a pupil's hand whilst moving through school and the pupil drops to the floor (i.e. because they are refusing to move), staff should let go of their hand immediately in order to minimise physical intervention and to avoid injury to themselves and the pupil.

On occasion, staff may find themselves in unforeseen or emergency situations when they have no option and a duty of care to use reasonable force to manage a crisis situation:

1. Before the use of reasonable force or physical intervention, staff members will attempt to use diversion or diffusion to manage the situation
2. Where possible, a member of staff trained in Team Teach will be deployed to the situation; staff should make use of a radio if one is available on themselves or other staff nearby
3. Staff must ensure they are using techniques and methods in line with the behaviour policy
4. Where de-escalation techniques are not successful in diffusing the situation in exceptional circumstances, staff are to use their own professional judgement in line with the school's Behaviour Policy to manage the crisis situation
5. Staff are to report the crisis situation to a member of the Senior Management Team as soon as it is safe to do so.

Recording and reporting the use of reasonable force and/or physical intervention

Staff will report and record the use of physical intervention on a Serious Incident Form involving Physical Intervention whilst informing a member of the Senior Management Team. The Serious Incident Form will ensure that there is a written record of:

- The names of the staff and pupil/pupils involved
- The date, time and duration of the intervention
- The reason for using a physical intervention, rather than using an alternative strategy
- The nature of any de-escalation used, seeking to prevent the need to intervene physically
- The type of physical intervention used
- Whether or not anyone was hurt; if so the action taken
- Whether or not anyone was distressed; if so the action taken
- The views of the pupil where appropriate.

This will then be recorded and monitored as per monitoring protocols detailed above (page 3).

Staff training on use of reasonable force and physical intervention

Kingsland School have three Intermediate Team Teach trainers. These trainers will train staff in, as well as model and support the below agreed responses and guides for staff groups identified by SMT. They will also train SMT. Identified staff groups will be trained in the below agreed

responses and guides, as Level 1. When being supported by a RESA, staff can be directed and supported to use agreed Level 2 responses below.

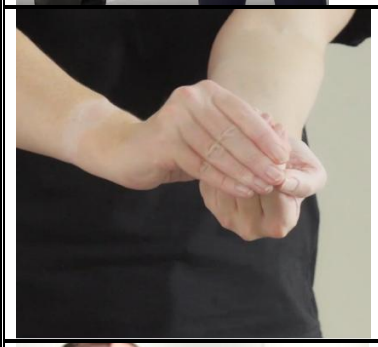
All responses and guides should be reported on the appropriate whole school reporting form – Serious Incident with Physical Intervention. Parents/carers will always be informed, without delay, if physical intervention has been used with their child. The class teacher or a member of SMT will inform them.

Kingsland School do not use physical intervention (including Team Teach responses and guides) for behaviour and regulation support. The below responses and guides will only be used as a last resort, for the shortest amount of time, when a high-risk behaviour is posing an immediate health and safety risk.

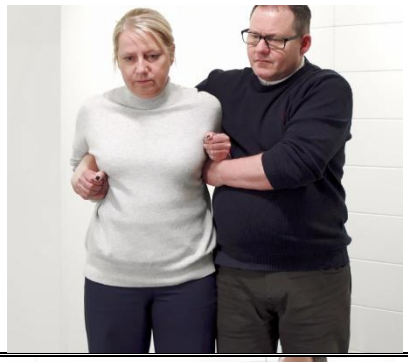
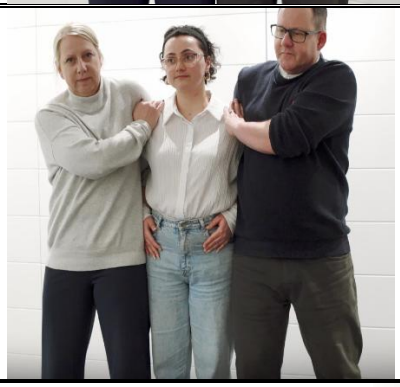
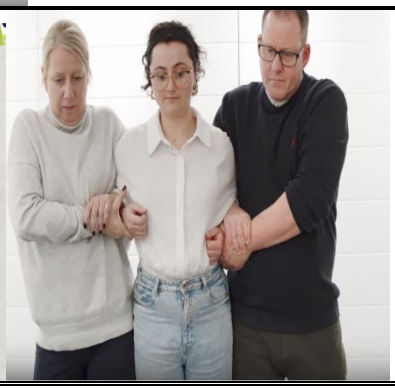
Where a Team Teach response or guide has been required with a pupil in response to high-risk behaviour that posed an immediate health and safety risk, SMT and the RESAs will review whether the use of this response or guide may be required again in future. If this is deemed the case, the relevant response(s) and guide(s) will then be included in a pupil's individual risk assessment and discussed with the pupil's parents/carers so that they are fully informed.

SMT may direct RESAs to support individual staff in further responses or guides in response to behaviour that challenges. This will be considered following analysis of behaviour reporting and review of individual risk assessment.

Kingsland School: agreed responses

Clothing Response	Tube Grip	
Hair Response	Oyster	
Hair Response	One Handed Hold	

Kingsland School: agreed guides

Caring C Guide	
Help Hug *same as caring c apart from your furthest hand would be wrapped around the arm, fingers together*	
Single Person Double Elbow	
Two Person Single Elbow *Level 2 – under direction of RESA only*	
Two Person Double Elbow *Level 2 – under direction of RESA only*	 

Staff members receive extensive training on behaviours, as well as pupil needs through staff meetings, induction training, inset training and in-class coaching. Rigorous, up to date records of staff training are kept in line with the CPD policy.

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

Kingsland School follows statutory guidance when informing parents/carers about serious incidents involving the use of restrictive intervention. Serious incidents where restrictive

intervention has been used will be communicated to parents/carers on the same day verbally and in writing, either by the class teacher or a member of the Senior Management Team.

Removal from classrooms, including the use of individual learning spaces

At Kingsland School, specific children may require access to an individual learning space. This is not a sanction as a result of behaviour. This is a supportive strategy in response to children being unable to remain regulated in a classroom environment alongside staff and a number of pupils. This strategy is constantly reviewed between the class teacher and the Senior Management Team through discussions, behaviour data decreasing and overall impact on pupil regulation and wellbeing throughout the day. This specific approach is to be included on individual regulation support plans, with the focus and aim being on positive and successful integration back into the main classroom. The use of individual learning spaces at Kingsland School is to enable continuation of the pupil's education in a supervised setting and allow the child to regain calm and remain regulated without added sensory stimulation and social demands. Pupils will always be supervised, supported and engaged by a member of the class team and never left on their own in a learning space.

Whilst Kingsland School do not use individual learning spaces as 'seclusion rooms', we continue to monitor and reflect on our practice in line with current legislation and guidance detailed below:

The use of seclusion rooms is a complex and problematic area of our practice and merits continuous revision and re-appraisal as we develop our knowledge and understanding of pupils. Whilst guidance in this area can be complicated and at times confusing, one simple principle is abundantly clear, the use of seclusion rooms constitutes a **deprivation of liberty** and is therefore **illegal** other than for the most extreme of circumstances.

Therefore, we must be absolutely confident when using any rooms for behaviour management and/or supporting children through extreme dysregulation or crisis behaviours in a way that may be perceived as seclusion that there is no alternative and that our actions would withstand the most intense scrutiny in law. The following guidance represents our school's policy in this area and must be adhered to at all times. This guidance must be read in conjunction with the school's Behaviour Policy and Safeguarding and Child Protection Policy.

Seclusion is defined as 'The supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving.' Department of Health, Para 87 P and P 2014

Ofsted Training (April 2013) stated:-

It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance.

This provides a clear starting point for the consideration of our actions under the law. Other Governmental guidance is available such as the *'Use of Reasonable Force'* and the *'Deprivation of Liberty Safeguards'* (DOLS) and it is around this framework of information that the protocol and procedures outlined below is based.

A recent publication from HM Government (Reducing the Need for Restraint and Restrictive Intervention: Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings Published: 27 June 2019) details further guidance:

Withdrawal (Imposed and Autonomous) and seclusion
5.15 This section refers to withdrawal and isolation as a method of removing a child or young person from a situation which causes them anxiety or distress and taking them to a safer place

where they have a better chance of composing themselves. It does not refer to actions which are intended as a disciplinary penalty. Such practice is outside the scope of this guidance.38

5.16 Where withdrawal is against the individual's will ('imposed withdrawal'), it is a form of restraint carried out under a setting's duty of care to protect the child from harm, or risk of harm, to themselves and/or others. Any use of force by staff in those circumstances must be reasonable.

5.17 In some cases, because of the effects of their impairment or condition, a child or young person may actively choose to move to a quiet space for a period, for example when their anxiety levels rise and they become agitated, in order to calm down and 'self-regulate' their behaviour, averting the need for restraint. We describe this practice as 'autonomous withdrawal'. Staff should take steps to support them and monitor their progress. Where this is the case, appropriate provision should be made for this in the child or young person's support plan and kept under review with the child, parents and/or young person. This would not constitute restraint as the child or young person is free to leave the quiet space. Settings and services should take care to ensure that their use of language is clear regarding when withdrawal is autonomous or imposed.

5.18 Seclusion (which may be described alternatively in different settings, for example single separation in secure children's homes) is a form of restraint referring to the supervised containment and isolation of a child or young person away from others, in a room/area from which they are prevented from leaving. It should only be used to contain severely disturbed behaviour, including which is likely to cause harm to others, and for the minimum time necessary. Staff would normally stay with the individual to support them and monitor their progress until they are ready to resume their usual activities.

5.19 Seclusion should never be used solely as a means of managing self-harming behaviour. It should only be used when the professionals involved are satisfied that the need to protect other people outweighs any increased risk to the individual's health or safety arising from their own self-harm and that any such risk can be properly managed.

5.20 All settings should adopt consistent, transparent, and fair procedures for the use of such measures. They should publish rules or policies setting out when measures will be used, what they consist of, and what will happen in case of non-compliance. Schools in particular should also consider whether parents and children could be given the opportunity to express views about these measures.

5.21 Schools could also ask parents to state explicitly that they are aware of these rules or policies, and to accept that sending their children to the school means their children will be subject to them, and that they have granted consent.

5.22 Parents can make decisions about their children's lives within certain bounds. This includes the power, within certain limits, to consent to their child being confined by others. This consent must be reasonable. Schools should note that if a child or young person is being treated to greater levels of restriction than their peers, especially without parental consent, that is likely to be a deprivation of liberty. As a rule of thumb, case law suggests that from about age 12 onwards, extensive or total confinement is increasingly likely to be a deprivation of liberty and therefore unlawful (see Annex A of the published guidance for further detail).

5.23 If staff anticipate that withdrawal and seclusion are likely to be necessary, the circumstances and methods used should be discussed with the child or young person, their parents and other relevant adults as appropriate, and should be noted in the individual's support plan.

5.24 Any use of force to get the child or young person into, or prevent them leaving, a place must comply with the requirements of section 93 of the Education and Inspections Act 2006.

Protocol

The following protocol must be followed on all occasions in which a pupil is moved to, kept within or denied egress from any area against their will. Within school this will apply generally, but not

only, to individual learning spaces and safe spaces. When pupils are working off site, this protocol applies to any area in which a pupil is being detained.

Failure to comply with this protocol in full will result in disciplinary action being taken and may constitute a criminal offence.

1. The use of any room or area for seclusion can only occur in the most **extreme** of circumstances in which there is a clear and imminent threat of harm to people or of significant damage to property.
2. During any period of seclusion there must be a minimum of two members of staff present throughout the entire period of the seclusion (in school, this can be a class teacher and teaching assistant, two teaching assistants, a RESA, a member of class team and Senior Management Team member).
3. Throughout the period of seclusion, there must be continuous monitoring and evaluation of the situation in order to secure a safe and positive resolution as quickly as possible.
4. A member of staff should be in the room with the pupil (unless the pupil communicates that he/she wants to be alone), with another member of staff observing.
5. At the earliest possible opportunity a member of the Senior Management Team must be informed of the seclusion.
6. On receiving this information, the member of the Senior Management Team must attend the site of the seclusion if this is within school. In extreme circumstances whereby the safety of the member of staff is at risk due to the level of violence and aggression by the pupil the Senior Manager may direct all staff to withdraw from the room. If the pupil attempts to leave the room and it is clear that he/she is going to pose a risk to members of staff or pupils the door may be closed with staff monitoring the pupil constantly from the viewing window.
7. If the seclusion is off site, the member of the Senior Management Team must monitor the situation via regular telephone calls.
8. The use of any room or area for seclusion is only permissible if the pupil has a current **risk assessment** which clearly demonstrates that such action may be necessary. A current Regulation Support Plan must be in place which stipulates that the use of a seclusion room or area may be necessary.
9. Parents or carers must be made aware of the pupil's risk assessment and their Regulation Support Plan. The pupil's class teacher is responsible for ensuring this information is shared with all staff involved with the pupil's day to day education.
10. Parents or carers must be informed on each occasion in which a seclusion has taken place on the day in which it occurred. This information must be shared by either the home-school diary or telephone call. The member of the Senior Management Team who attended the incident is responsible for ensuring this information is shared.
11. On very rare occasions, because of unforeseen circumstances, the use of seclusion may be necessary for a pupil who does not have a risk assessment which indicates this. On these occasions an immediate risk assessment must be completed by a member of the Senior Management Team in conjunction with the pupil's teacher. A full written incident report of the circumstances leading to the use of seclusion must be submitted to the Senior Management Team by the person making the decision to detain the pupil within one working day. If the Headteacher makes this decision, the report must be submitted to the Chair of Governors.
12. On those very rare occasions when seclusion has been used for a pupil without a clear and authorised plan in place, the Senior Management Team must inform the parents or carers directly, immediately after the incident by a telephone call.
13. Where staff are having to withdraw from a room a child is in as part of exceptional circumstances (as detailed in risk assessments, regulation support plans and has been agreed by parents) staff must record the withdrawal in writing, ensuring details are kept relating to the date, the amount of time, the reason for withdrawal, whether the child requested to be secluded or whether staff made the decision, and strategies that supported the child to re-engage. This must always be reported to parents.

Monitoring and reporting

The use of any seclusion in school will be monitored regularly by the Headteacher or the Deputy Headteacher. A decision as to whether the use of seclusion may be referred to the LADO will be made by the member of the Senior Management Team who attended the incident in conjunction with the Headteacher.

The Headteacher will report to the Governing Body the use of seclusion as part of the termly Headteacher's Report to Governors under the Health and Safety section.

This complex and problematic area continues to challenge practitioners in the field of SEND and it is critical that we continuously critique our practice in order to ensure the best possible outcomes are achieved for our pupils. Members of staff are actively encouraged to challenge and question the approach of the school in a professional discourse which serves the best interests of the school community.

Suspension and permanent exclusion

All pupils are entitled to an education where they can learn in a calm, safe and supportive environment. Where a child continues to display serious incidents of behaviour following implementation of pupil supports (see above) which may be deemed unsafe for pupils and staff, the Headteacher can use own professional judgement based on individual circumstances. Kingsland School consistently seek to develop alternative strategies and approaches to meet the needs of pupils in school, and reduce behavioural incidents (see information above on pupil support).

Where there are concerns about the risk of suspension or permanent exclusion for a pupil, the Headteacher and Senior Management Team will work in partnership with other services and multi-agency organisations to consider what additional support may be needed.

Suspension and permanent exclusion will only be considered by the headteacher if all pathways and avenues have been exhausted alongside parents and local support services, without positive impact; and the persisting behaviour breaches the behaviour policy whilst posing a risk to the education and welfare of the pupil and other pupils in school.

The Headteacher and Senior Management Team will discuss strategies based on individual circumstances for reintegrating a pupil who is returning to school following a suspension. The reintegration strategy will be communicated before, or at the beginning of the pupil's return to school in collaboration with the pupil, parents and other relevant parties.

The Headteacher will inform parents, the local authority, social worker and virtual school (where in place) and the governing body in line with current DfE guidance.

Further information

Behaviour documents linked and referenced to within this policy:

- Class behaviour support plans
- Class risk assessments
- Individual risk assessments
- Regulation support plans
- Minor behaviour form
- Serious incident form not involving physical intervention
- Serious incident form involving physical intervention
- Alternative recording forms as deemed appropriate by the Senior Management Team (STAR behaviour analysis, daily behaviour tally chart)

Other policies linked and referenced to within this policy:

- Anti-bullying policy
- Attendance policy
- Code of conduct policy

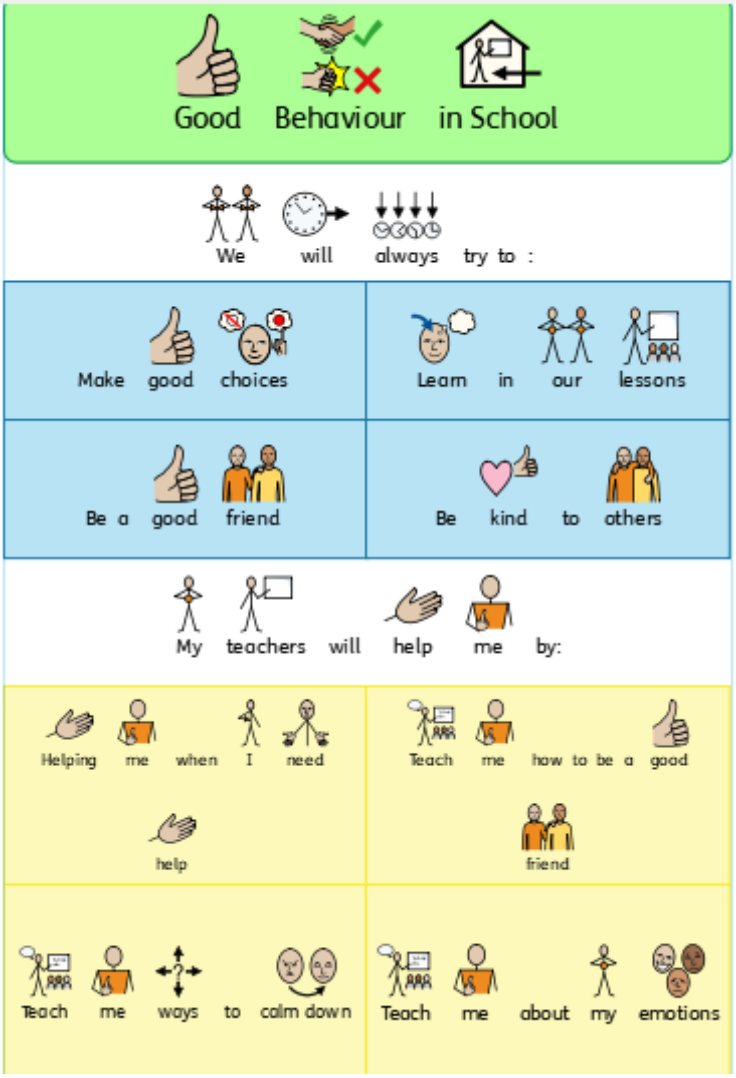
- Food/Choking policy
- Health and safety policy
- Induction policy
- Medication policy
- Relationships and Sex Education policy
- Safeguarding and Child Protection policy
- Teaching and Learning policy

References:

- DFE Behaviour in schools: Advise for Headteachers and school staff Sep 2022
- DFE Use of Reasonable Force: Advice for Headteachers, staff and governing bodies July 2013
- DFE Keeping Children Safe In Education 2022
- DFE Sexual Violence and Sexual Harassment between children in schools and colleges guidance September 2021
- EEF Improving Behaviours in Schools Guidance 2021
- OFSTED School Inspection Handbook July 2022
- HM Government: Reducing the need for restraint and restrictive intervention. 27 June 2019
- ADCS A Protocol for Local Children's Services Authorities on Restrictive Physical Interventions in Schools, Residential and Other Care Settings for Children and Young People.
- DFE Restrictive Interventions, Including the Use of Reasonable Force, In Schools: Guidance for schools in England April 2026
- DFE Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement: Statutory guidance for maintained schools, academies and pupil referral units in England July 2026

Appendix 1

Child-Friendly Behaviour Policy



Parent/Carer Version - Behaviour Policy

A condensed version of this policy will be sent out to parents/carers annually. They will also receive information on how to access the full policy via the school website.