

## NANCEALVERNE SCHOOL: BEHAVIOUR & RELATIONSHIPS POLICY



**2026/2027**

**Date Reviewed:** April 2026 **Reviewed by:** Senior Leadership Team **Approved by:** Governing Body **Next Review Date:** April 2027

*(This policy must be read in conjunction with the Special Partnership Trust (SPT) Safeguarding and Child Protection Policy, Whistleblowing Policy, and Complaints Policy.)*

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## 1. Aims, Ethos, and Statutory Context

### 1.1. Aims of the Policy

This policy reflects our understanding of the complex needs of all learners at Nancealverne School and how this affects their ability to self-regulate and manage their behaviour positively to engage with learning. We aim to take a holistic approach to behaviour that encompasses sensory processing, trauma-informed approaches, positive behaviour strategies, and appropriate environments.

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members, and parents involved. Therefore, our priority is to ensure that pupils are safe and to **proactively minimise the need to use restrictive interventions** through early support, prevention, and de-escalation strategies.

The aims of this policy are:

- To provide a supportive, secure setting where good behaviour and effort are celebrated, and learners feel safe.
- To build relationships founded upon mutual trust, care, and respect with all members of the school community.
- To provide strategies that encourage learners to communicate their feelings and needs in appropriate ways.
- To ensure our school environment is calm and informed, thereby improving the quality of learning.
- To foster an awareness and consideration of others.
- To provide a consistent approach to positive behaviour support through whole-school staff training in **Team Teach** and Trauma-Informed approaches.
- To provide a means for systematic recording, monitoring, and analysis of all behaviour data via the school's **Trackit** system and the **Bound and Numbered RPI Book**, ensuring the safety of all, identifying patterns, and informing interventions.
- To embed strong working relationships with parents, carers, and multi-agency professionals to ensure the best outcomes for learners.
- To ensure the school remains compliant with its statutory duties effective from **April 2026** regarding the use of force, restraint, and seclusion.

## 1.2. Relational Ethos and Core Principles (Team Teach)

This policy, and all practice at Nancealverne School, is built on a foundation of relational practice, as articulated in the **Team Teach** framework. Our philosophy puts relationships at the heart of all support, focusing on building connection, trust, and understanding.

Our core principles are:

- **Connection Before Correction:** We reframe behaviour as the communication of an unmet need. Our first priority is always to establish relational safety and connection, rather than focusing on correction or compliance.
- **Behaviour as Communication:** We recognise that all behaviour, particularly in our complex learners, is a form of communication. It may show that a pupil has unmet needs, is in pain, is experiencing overwhelming demands, or is feeling frustrated, anxious, or angry. Our role is to act as "detectives" to understand what a pupil's behaviour is communicating.
- **Support, Not Management:** Our focus is on "behaviour support" (a person-centred, proactive approach) rather than "behaviour management" (a control-focused, reactive approach).
- **Person-Centred Language:** We use non-judgemental, person-centred language that recognises individual needs. We avoid punitive or clinical wording, for example, preferring "distressed" or "dysregulated" behaviour over "challenging" behaviour.

## 1.3. Statutory and Legal Framework

This policy is written to ensure Nancealverne School meets all its legal duties and adheres to all relevant statutory guidance. This policy is based on the Department for Education's guidance: ***Restrictive interventions, including use of reasonable force, in schools (April 2026)***.

Key legislation includes:

- **The Education and Inspections Act 2006**, specifically:
  - **Section 93**, which provides the power for staff to use reasonable force.
  - **Section 93A**, which (from September 2025) places a **statutory duty** on schools to record and report all significant incidents involving the use of force.
- **The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025**, which places a statutory duty to record and report incidents of seclusion and restraint effective from April 2026.

- **The Equality Act 2010**, which requires schools to make reasonable adjustments for pupils with disabilities and not to discriminate against them. This includes pupils whose disability may affect their behaviour.
- **The Children Act 1989** and **Section 175 of the Education Act 2002**, which set out our overarching duty to safeguard and promote the welfare of children.
- **The Health and Safety at Work etc. Act 1974**, which requires us to protect the health, safety, and welfare of our staff and pupils.



## 2. Roles and Responsibilities

### 2.1. The Governing Body

The Governing Body is responsible for monitoring the effectiveness of this policy and holding the Headteacher to account for its implementation. Specifically, under the 2026 guidance, they must:

- Ensure that the school has a procedure in place for recording each significant incident of force (Section 93A) and seclusion/restraint (2025 Regulations).
- Regularly review and interrogate data on restrictive interventions to identify patterns and ensure school leaders identify and implement improvements to policies and practices .
- Ensure they identify any **disproportionate use** of restrictive interventions in relation to pupils who share protected characteristics or have SEND.

### 2.2. The Headteacher and Senior Leadership Team (SLT)

The SLT is responsible for the day-to-day implementation of this policy. They must:

- Ensure all staff are trained in **Team Teach** and understand the **Six Stages of Crisis** model.
- Ensure the school environment supports the needs of all pupils to minimise the need for restraint.
- Ensure that all significant incidents are recorded in the **Bound Book** and **Trackit** system in a timely manner.
- Ensure that parents are informed of incidents **no later than the same day** where practicable.

### 2.3. The Behaviour Team and Safeguarding Team

- **The Behaviour Team** (SLT, SENCO, Behaviour Lead) reviews behaviour incidents (logged on Trackit/Bound Book) **fortnightly**. They analyse trends, effectiveness of support plans, and staff training needs.
- **The Safeguarding Team** (SLT, SENCO) monitors the system **weekly**. As Trackit reports automatically sync to **CPOMS**, they ensure that any behaviour incidents meeting the threshold for safeguarding are addressed immediately.

### 2.4. School Staff

All staff are responsible for:

- Building positive relationships with pupils using the '5 Ways'!

- Using early intervention and de-escalation strategies (Stages 1-3) to prevent crisis.
- Recording all incidents accurately and promptly in **Trackit** and the **Bound Book**.
- Treating all pupils with dignity and respect at all times.



### 3. A Trauma-Informed and Relational Approach

Our Trauma-Informed Approach acknowledges the clear correlation between childhood adversities and their potential effects on emotional and physical health. It seeks to address the barriers that those affected by trauma can experience when accessing education.

#### 3.1. The Protect/Relate/Regulate/Reflect Model

Our trauma-informed approach is delivered through staff interactions based on the **Protect/Relate/Regulate/Reflect** model.

- **Protect:** We ensure all pupils feel safe. Staff greet pupils warmly, provide access to an "emotionally available adult," and adjust expectations to correspond with developmental capabilities. This includes providing a calmer, smaller area with a regulated adult when a pupil is not managing. This practice establishes the "relational safety" that is the foundation of the Team Teach ethos.
- **Relate:** We provide repeated relational opportunities (with emotionally available adults) to help pupils move from "blocked trust" to trust, and from "self-help" (using distressed behaviour to communicate) to "help-seeking".
- **Regulate:** We use relational interventions specifically designed to bring down stress hormone levels (e.g., from toxic to tolerable), enabling pupils to feel calm, soothed, and safe. This aligns with the 2026 guidance requirement to "give pupils time, space and strategies to calm down".
- **Reflect:** We provide time for pupils to reflect post-incident. This is a restorative process to talk about alternatives to their behaviours while acknowledging the emotion behind them. Staff reflect on "What is the behaviour telling me?" .

#### 3.2. The PACE Approach

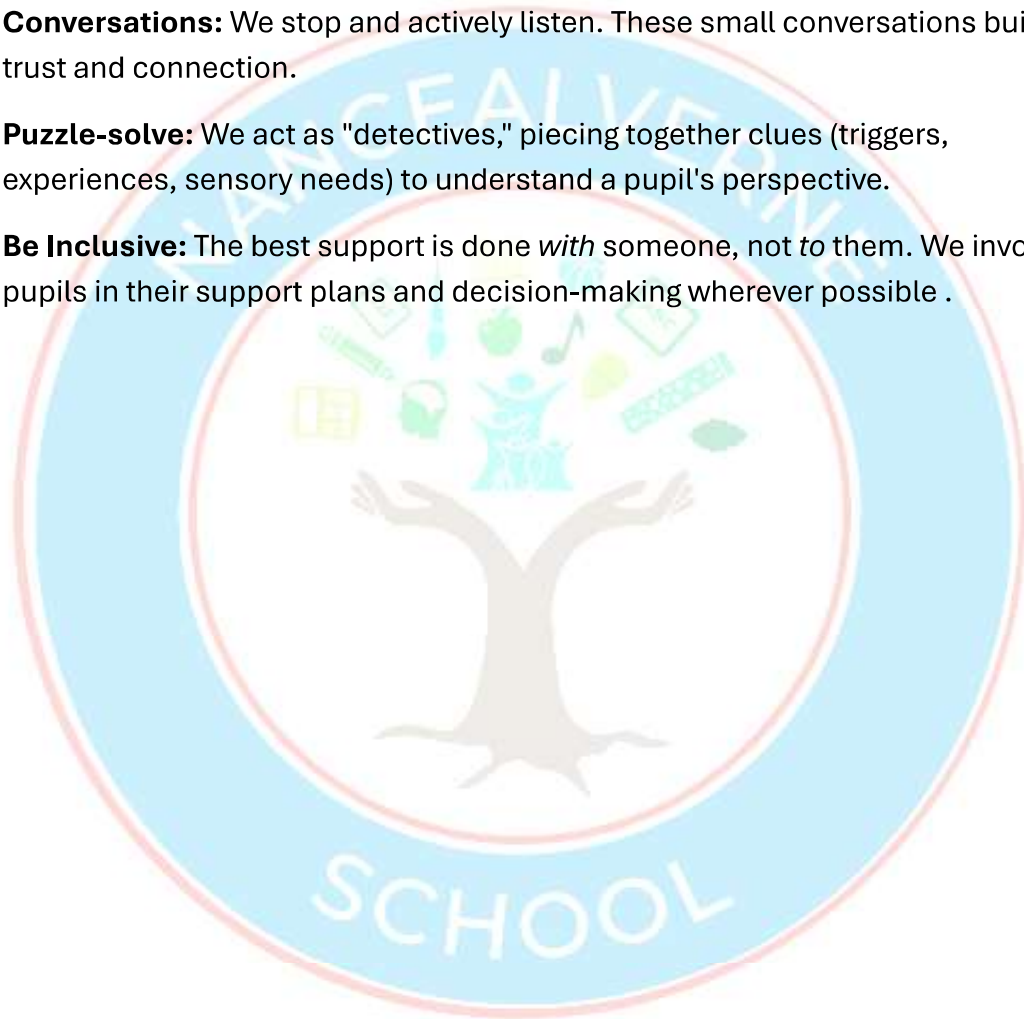
The PACE approach is the interpersonal method we use to implement this model:

- **Play:** Using playfulness, lightness, and spontaneity to create a non-threatening atmosphere.
- **Acceptance:** Unconditionally accepting the pupil's experiences and emotions, so they trust staff not to be judgemental.
- **Curiosity:** A non-judgemental, active interest in understanding how pupils experience what happens to them.
- **Empathy:** A felt sense of the pupil's feelings, which is actively communicated to them.

### 3.3. Building Strong Relationships (Team Teach)

The principles of Team Teach are embedded in our daily practice. All staff are expected to build strong relationships with pupils by actively using the '5 Ways':

1. **Patience:** We show pupils we are there in their best interest, even if it takes a long time for them to believe it.
2. **Body Language:** Our body language reflects the care we have and shows we want to be with them.
3. **Conversations:** We stop and actively listen. These small conversations build trust and connection.
4. **Puzzle-solve:** We act as "detectives," piecing together clues (triggers, experiences, sensory needs) to understand a pupil's perspective.
5. **Be Inclusive:** The best support is done *with* someone, not *to* them. We involve pupils in their support plans and decision-making wherever possible .



## 4. Behaviour Support: The Six Stages of a Crisis Framework

### 4.1. Our Whole-School Model

To ensure a consistent, supportive, and proactive approach, Nancealverne School's model for understanding and supporting behaviour is the **Six Stages of a Crisis**.

This model replaces our previous static "Level 1-3" classifications. It provides staff with a shared language to describe a pupil's level of emotional arousal and distress, helping them to intervene at the **earliest possible stage** with the most appropriate support. It moves our practice from being **reactive** (responding to Level 3) to being **proactive** (supporting pupils at Stages 2 and 3 to prevent escalation).

### 4.2. Detailed Guidance: The Six Stages

Our staff are trained to identify each stage and apply the correct support.

#### Stage 1: Calm (Baseline)

The pupil is at their baseline, feeling calm and regulated.

- **Staff Support: Proactive (Protect & Relate).**
- **Action:** Build relationships using the '5 Ways', teach skills, and maintain a positive environment. Provide positive reinforcement.

#### Stage 2: Trigger (Sensory/Environmental)

The pupil experiences an event (internal or external) that causes stress or anxiety. The pupil is still in control but is being challenged.

- **Triggers:** Sensory overload (noise, light, texture), a difficult demand, social anxiety, or an unexpected change in routine.
- **Staff Support: Proactive (Curiosity & Puzzle-solve).**
- **Action:** Identify the trigger and remove or reduce it where possible. Offer support, diversion, or a sensory break.

#### Stage 3: Agitation (Formerly "Level 1 Behaviours")

The pupil is observably distressed, anxious, or unsettled. Behaviour becomes less focused and more heightened.

- **Observable Behaviours:** Task avoidance, refusal to work, not following instructions, walking away from learning, shouting out, screaming, climbing on furniture, going to ground.
- **Staff Support: Active De-escalation.**

- **Action:** "Respond, don't react". Use Co-regulation strategies (see Section 5.3), active listening, and empathy. Give the pupil space and time.

#### **Stage 4: Acceleration (Formerly "Level 2 Behaviours")**

Distress escalates significantly. Behaviour becomes more overt as the pupil moves towards a loss of control.

- **Observable Behaviours:** Swearing at staff/learners, destroying own work, throwing items (not at others), purposefully invading space, pulling down displays.
  - *Escalated Level 2:* Destroying work of others, throwing items *at* others, grabbing, hitting/punching (single incident), spitting, kicking (single incident), hair pulling, barging/pushing, running away (on site), vandalism, scratching/pinching.
- **Staff Support: Active De-escalation & Safety.**
- **Action:** Use clear, calm, firm, and brief instructions. Set boundaries. Make the environment safe (e.g., remove others from the area, remove potential weapons). Re-direct the pupil to a safe space.

#### **Stage 5: Peak (Crisis) (Formerly "Level 3 Behaviours")**

The pupil is at the height of distress and/or dysregulation. Behaviour is risk-bearing. They are not in rational control.

- **Observable Behaviours:** Throwing items *with intent* to harm, continuous slapping/twisting skin, biting *with intent* to hurt, kicking *continuous and with intent*, punching repeatedly, hair pulling *to the ground*, running off school site, suffocating, hitting others with equipment.
- **Staff Support: Reactive & Safety-Focused.**
- **Action:** This is **not** a teaching moment. The **only** priority is safety. Use Restrictive Interventions (Force or Seclusion) **only as a last resort** to prevent imminent harm. Use the minimum RPI necessary (as per the pupil's PHP) for the shortest possible time.

#### **Stage 6: De-escalation & Recovery**

The distress subsides, and the pupil begins to return to their baseline. They may be tired, confused, crying, or remorseful.

- **Staff Support: Supportive (Regulate)** followed by **Restorative (Reflect)**.
- **Action 1 (Regulate):** Support the pupil to become calm (co-regulation, comfort, reassurance).

- **Action 2 (Reflect):** *After* the pupil is fully calm and recovered, hold a restorative conversation to "rebuild relationships" and reflect on what happened.



## 5. Proactive Support, Motivators, and Consequences

### 5.1. Proactive and Preventative Support (Minimising Restraint)

Our primary goal is to support pupils in **Stage 1 (Calm)** to prevent escalation. In line with the 2026 guidance, we emphasise the importance of minimising the need to use restrictive interventions. This is achieved through:

- **Environment Management:** Creating and maintaining stimulating, calm, and informed learning environments that are "total communication" friendly. This includes the use of visual timetables, safe spaces, and sensory areas.
- **Clear Routines:** Establishing predictable routines to create environmental and relational safety.
- **Positive Relationships:** Using the strategies in Section 3 to build trust, so that pupils feel safe to "help-seek".

### 5.2. Sensory Processing Difficulties and 'Sensory Diets'

We recognise that sensory processing difficulties are a significant factor for many of our learners and can act as a **Stage 2: Trigger**. Triggers may include pain, sensory overload, unfamiliar situations, or feelings of fear and anxiety.

Staff are trained to use differentiated strategies to support pupils. This includes seeking multi-agency advice (e.g., from OTs) and implementing sensory profiling to create individualised "**Sensory Diets**" as a key proactive strategy. Strategies may include:

- Removing stimuli that may be causing distress.
- Changing body language, facial expression, and/or tone of voice.
- Supporting the pupil to express their emotions before getting overwhelmed.
- Engaging the pupil in an activity which can help them manage their feelings of anxiety.
- Distracting the pupil by introducing familiar objects and activities to redirect their attention.

### 5.3. Supporting Co-regulation (The Team Teach '4 Ways')

Co-regulation is the active support we provide to help a pupil move from a state of distress back to calm. This is our primary intervention during **Stage 3: Agitation** and **Stage 6: Recovery**. We follow the Team Teach '4 Ways' to support co-regulation:

1. **Self-Reflection:** Staff must check their own emotional state. We cannot co-regulate a pupil if we are not regulated ourselves.

2. **Interactions:** Using respectful and responsive verbal and non-verbal communication.
3. **Environment:** Maintaining a physically and emotionally safe environment with predictable routines.
4. **Activities:** Working *with* the pupil to recognise their emotions and develop personalised strategies to support their regulation.

#### 5.4. Motivators and Positive Reinforcement

Reinforcing appropriate behaviours is an essential component of the learning process. Rewards (motivators) are given to learners who show positive or desired behaviour to provide positive reinforcement. These are always individualised, such as a preferred object or experience.

A core principle of our school is: **The practice of removing stars or rewards that have already been earned is not acceptable practice.** Rewards are not revoked; pupils must always be given every opportunity to succeed .

#### 5.5. Consequences vs. Punishment

In line with our relational, trauma-informed ethos, and acknowledging the specific needs of our learners, **Nancealverne School does not use punitive sanctions or punishments.** The 2026 guidance is clear: it is illegal to use force on a pupil for the purpose of punishment. It is not appropriate to hold a pupil to account for behaviour when they are in a "fight/flight or freeze" state and operating from their brainstem.

Instead of sanctions, we use **Functional Consequences.** We clearly link a specific behaviour with its *function*. For example, if a pupil presents with behaviour to avoid a demand, "the adults would wait until the young person is calm and will reinstate the demand". This teaches the functional skill that the demand remains, while proactive strategies are implemented to support them with that demand in the future.

#### 5.6. Restorative Practice

Our response to misbehaviour is restorative, not punitive. We "employ a restorative approach to rebuild relationships". This is the central purpose of the **Stage 6: Recovery** and the **Reflect** model, where we support the pupil to understand the impact of their actions and repair relationships.

## 6. Individual Behaviour Support

### 6.1. The Graduated Response

For pupils who require support beyond our universal (proactive) offer, we follow the SEND Code of Practice's graduated response: **Assess, Plan, Do, Review**. This allows us to assess the underlying causes of a pupil's behaviour, plan appropriate support, implement it, and review its impact.

### 6.2. Wellbeing and Positive Handling Plans (PHP)

When a pupil's behaviour indicates a need for targeted or specialist support (e.g., they are persistently reaching Stages 4 or 5 of the Crisis Model), a **Wellbeing Plan** is created.

- **Co-production:** The plan is co-produced with the pupil, parents, and staff ("Be inclusive"; "Encourage participation").
- **Contents:** It details the pupil's triggers (Stage 2), signs of agitation (Stage 3), and agreed de-escalation and co-regulation strategies (Stages 3, 4, 6).
- **Agreement on Restraint:** Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact or use restrictive interventions. Parameters around its use must be stated clearly in the plan and agreed with relevant people (parents, pupil, professionals) .
- **PHP:** For pupils whose behaviour at Stage 5 (Peak) may pose such an imminent risk of harm that physical intervention is likely, a **Positive Handling Plan (PHP)** will be created detailing the *planned* RPIs agreed as a last resort.
- **Review:** Any behaviour support plans should be reviewed with the pupil and their parent periodically and following any significant incident.

### 6.3. Behaviour Risk Assessments

In line with our Health and Safety duties, where a pupil's behaviour poses a significant risk of harm to themselves or others, a formal **Behaviour Risk Assessment** will be completed. This assesses the hazards, the likelihood of harm, and the control measures in place (e.g., environmental changes, support strategies, Wellbeing Plan).

## 7. Restrictive Interventions (Force, Seclusion, and Restraint)

### 7.1. Meaningful De-escalation (Team Teach)

Our staff are trained to "respond rather than react". When supporting a pupil in **Stage 3 (Agitation)** or **Stage 4 (Acceleration)**, staff use the '5 Strategies for Meaningful De-escalation':

1. Understand when to **respond** (a calm, professional choice) rather than **react** (an emotional, instinctive choice).
2. Practise **effective de-escalation strategies** until they become automatic.
3. **Be evaluative** and consider what worked and what did not, to inform future support.
4. Practise **active listening** and respond with **empathy**.
5. Employ a **restorative approach** to rebuild relationships post-incident.

### 7.2. Definitions: Physical Interventions vs. Statutory Definitions

To ensure clarity and compliance with the 2026 guidance, we use the following definitions.

Team Teach Definitions (Physical Contact):

- **Prompts:** The lowest level of physical contact (e.g., a touch on the arm to gain attention).
- **Guides:** Moving a person who is complying (e.g., light hand on the back). The person can leave.
- **Escorts:** The person is unable to leave due to the hold, but they are complying and not resisting. Used to move a person to safety .
- **Restraint:** Physical control with the application of reasonable force with the intent of overpowering the person. This is used when a person is resisting .

Statutory Definitions (2026 Guidance):

- **Restrictive Intervention:** An umbrella term for any means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.
- **Reasonable Force:** A legal term including physical restrictive interventions. "Reasonable" means using no more force than is necessary for the least amount of time.

- **Restraint:** A non-disciplinary intervention which immobilises a pupil or limits their movement. **Important:** This includes **non-physical** acts, such as removing a pupil's crutches or walking aid .
- **Seclusion:** A non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

### 7.3. The Legal Power to Use Reasonable Force

All members of school staff have a legal power to use reasonable force. This power is derived from **Section 93 of the Education and Inspections Act 2006**. Staff can use reasonable force to prevent pupils from:

1. Causing injury to themselves or others.
2. Committing a criminal offence.
3. Damaging property.
4. Causing disorder among pupils.

The decision on whether to use force depends on the individual circumstances. Staff must consider:

- **Is it Necessary?** Are there other effective, less restrictive ways to manage the situation? .
- **Is it Proportionate?** Is this the least amount of force for the least amount of time required to reduce the risk?.

### 7.4. Policy and Practice on Seclusion

Seclusion is distinct from "time-out" or "withdrawal." Seclusion—involving keeping a pupil confined and preventing them from leaving—should **only** be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

- **Not Disciplinary:** Seclusion is **never** used as a punishment or disciplinary response.
- **Supervision:** The pupil must be supervised at all times.
- **Environment:** The place must be safe and not feel threatening to the pupil.
- **Duration:** As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave.

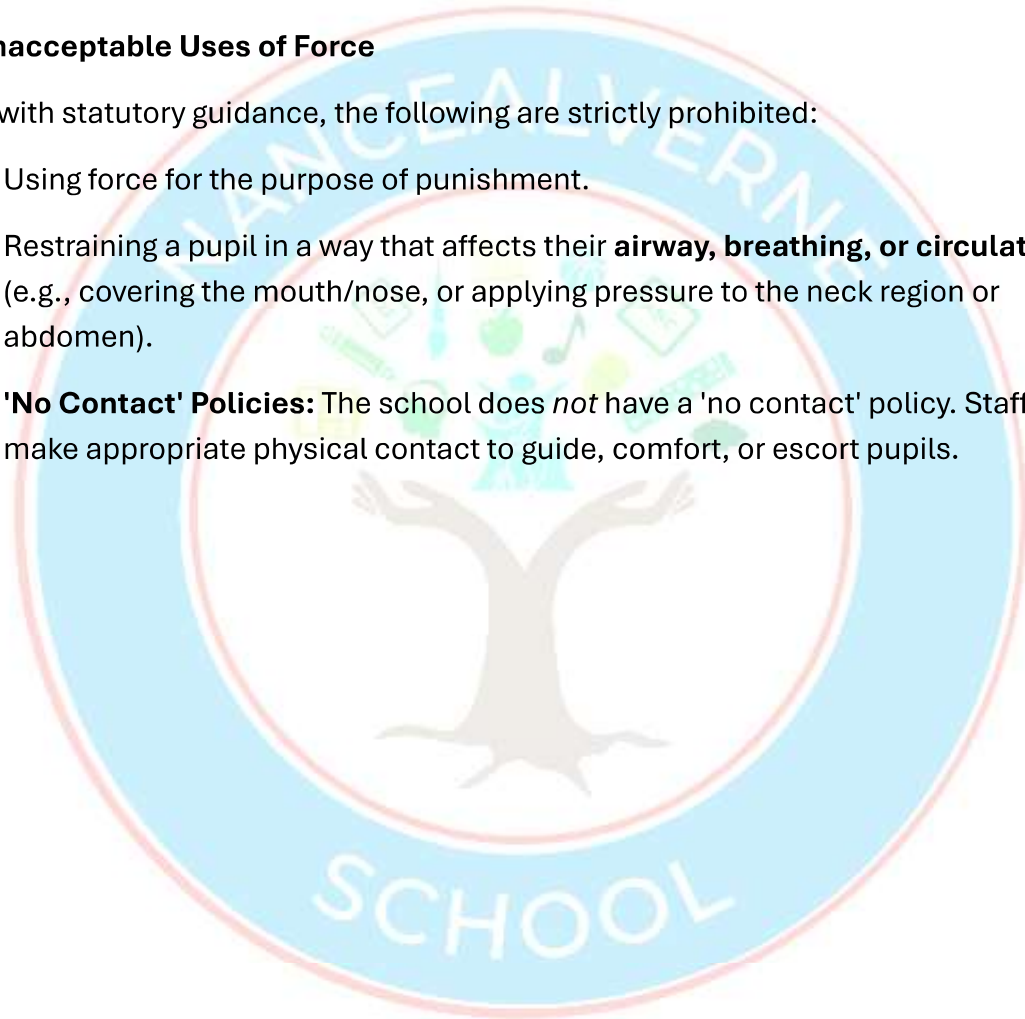
## 7.5. Planned vs. Emergency Restrictive Physical Intervention (RPI)

- **Planned RPI:** An RPI that has been identified as likely to be necessary for a pupil at **Stage 5 (Peak)**. This **must** be described in writing in the pupil's **Wellbeing Plan / PHP** and agreed with parents/carers .
- **Emergency RPI:** An RPI used in response to an unforeseen incident requiring a rapid physical response (e.g., a pupil running onto a road). In such cases, the principles of duty of care and reasonable, proportionate, and necessary action are paramount .

## 7.6. Unacceptable Uses of Force

In line with statutory guidance, the following are strictly prohibited:

- Using force for the purpose of punishment.
- Restraining a pupil in a way that affects their **airway, breathing, or circulation** (e.g., covering the mouth/nose, or applying pressure to the neck region or abdomen).
- **'No Contact' Policies:** The school does *not* have a 'no contact' policy. Staff may make appropriate physical contact to guide, comfort, or escort pupils.



## 8. Statutory Recording, Reporting, and Post-Incident Support

This section outlines the school's mandatory procedures for recording, reporting, and debriefing following an incident. We utilise the **Trackit** system (which syncs to CPOMS) and the **Bound and Numbered RPI Book**.

### 8.1. Statutory Duty to Record Force (S93A) – The Bound Book & Trackit

The school **must** record each "significant incident" where a member of staff uses force on a pupil. A "significant incident" is any use of force beyond appropriate physical contact (e.g., guiding/comforting). This includes all **Escorts** and **Restrictive Physical Interventions (RPIs)**, whether planned or in an emergency.

#### The Procedure:

1. **Timeline:** Incidents must be recorded as soon as practicable, endeavouring to do this **no later than the same day**.
2. **The Bound Book:** To ensure a secure, immutable legal record, significant incidents of RPI must be recorded in the school's **Bound and Numbered RPI Book**.
3. **Trackit:** The incident must also be logged on **Trackit**. This ensures the data is digitized for analysis and automatically synced to **CPOMS** for safeguarding oversight.
4. **Content:** The record must include: names, time/date/location, pupil needs (SEN status), brief account of incident/triggers, type/degree of force, **why it was necessary**, and details of any injuries .

### 8.2. Statutory Duty to Record Seclusion and Restraint (2025 Regulations)

Under the *Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025*, the school **must** record each incident of seclusion or restraint.

- **Scope:** This includes restraint that occurs **without** direct physical contact (e.g., removal of a walking aid).
- **Procedure:** These incidents must be recorded on **Trackit** (syncing to CPOMS) as soon as practicable, ideally the same day.
- **Duplication:** If an incident involves both force (S93A) and restraint, it only needs to be recorded once under the S93A procedure, provided all details are captured.

### 8.3. Statutory Duty to Report to Parents

The school values transparency and partnership with parents.

- **Use of Force:** We must report each significant use of force to the pupil's parents as soon as practicable, endeavouring to do this **no later than the same day**.
- **Seclusion/Restraint:** We must provide information about any seclusion or restraint incident to parents in **writing** (e.g., via email or Trackit notification), ideally the same day .
- **Content of Report:** The report must include: time/date/location, brief account of why it was necessary, type of force/intervention applied, and details of any injuries . An overview of the information to parents and a copy of the letter in Appendix E.
- **Safeguarding Exception:** Reporting to parents is **not** required if it appears that doing so would likely result in **serious harm** to the pupil. In this instance, the staff member must report the incident to the **Safeguarding Team**, who must report it to the **Local Authority** .

### 8.4. Post-Incident Support (Debrief and Repair)

- **Medical Assessment:** If appropriate, the pupil and staff member should receive a medical assessment for any injuries.
- **Staff Debrief:** A follow-up conversation is held to support staff wellbeing and evaluate the incident. This should ideally be facilitated by a staff member not involved in the incident .
- **Pupil Restoration:** A restorative conversation is held when the pupil is calm (Stage 6) to understand what happened and repair the relationship.

## 9. Governance, Monitoring, and Data Review

Consistent monitoring is vital to ensure the safety of pupils and to identify patterns to improve practice.

### 9.1. Operational Monitoring (Weekly/Fortnightly Cycles)

- **Fortnightly Behaviour Review:** Behaviour incidents (logged on Trackit/Bound Book) are reviewed **fortnightly** by the **Behaviour Team** (comprising the **Senior Leadership Team (SLT)**, **SENCO**, and **Behaviour Lead**). This review looks for patterns, triggers, and effectiveness of support plans.
- **Weekly Safeguarding Review:** As Trackit reports automatically sync to CPOMS, safeguarding concerns are monitored **weekly** by the **Safeguarding Team** (including the **SLT** and **SENCO**). This ensures that any behaviour incidents that meet the threshold for safeguarding are addressed immediately.

### 9.2. Governance and Strategic Review

The Governing Body will regularly review and interrogate data on restrictive interventions to :

- Identify and implement improvements to policies.
- Identify areas for staff training.
- Understand pupils' repeat patterns and triggers.
- Identify any **disproportionate use** of restrictive interventions regarding pupils with SEND or protected characteristics.

## 10. Related Procedures and Safeguarding

### 10.1. Bullying and Child-on-Child Abuse

This policy explicitly adheres to the requirements of *Keeping Children Safe in Education*. Bullying is defined as "the repetitive, intentional harming of one person or group by another... where the relationship involves an imbalance of power".

All incidents of bullying, aggression, discrimination, child-on-child abuse, and derogatory language are dealt with quickly and effectively. They are treated as **safeguarding concerns**, recorded on **CPOMS**, and managed in line with the **SPT Safeguarding and Child Protection Policy**.

### 10.2. Searching, Screening, and Confiscation

School staff have the power to search, screen, and confiscate items in line with DfE guidance.

- **Prohibited Items:** Staff can use reasonable force to search for legally prohibited items (e.g., knives, weapons, illegal drugs).
- **School Rules:** Staff **cannot** use force to search for items banned only under school rules (e.g., mobile phones).

### 10.3. Complaints and Allegations

Any complaint from a parent regarding the use of restrictive interventions will be managed through the **SPT Complaints Policy**. Any allegation that a member of staff has used inappropriate force must be reported to the Headteacher immediately and will be managed in line with the **SPT Safeguarding and Child Protection Policy (Allegations Against Staff)** and *KCSIE Part Four*.

### **Appendices (Referenced in School Documents)**

- **Appendix A:** Wellbeing Plan / Positive Handling Plan (PHP) Template
- **Appendix B:** Behaviour Risk Assessment Template
- **Appendix C:** The Six Stages of a Crisis Model (Diagram)
- **Appendix D:** Mapping Nancealverne Behaviour Levels to the Crisis Model (Table)
- **Appendix E:** Copy of letter home in the event of an RPI
- **Appendix F:** List of References and Related Guidance



**Appendix A: Wellbeing Plan / Positive Handling Plan (PHP) Template**

**Positive Handling Plan for:**

**Date of Plan:**

**Review Date of Plan: as required**

<p><b>Stage 3 Crisis Behaviours taken from wellbeing plan</b></p>	<p><b>Common triggers (if known)</b></p> <p>.</p>	<p><b>Any medical conditions to be taken into account before using RPI?</b></p>
---	---	---

**Preferred method Physical intervention?**

**Intermediate**

- Friendly escort
- Single elbow
- Figure of four
- Double elbow
- Single elbow in seats
- Half shield
- Supporting hug
- Small person help hug
- Sitting in bean bags

**Try**

**Avoid**

**Disengagements (please list):** None

**Checklist if RPI used:**

- Inform SLT
- Inform parents
- Record on Trackit
- Record in Bound and Numbered
- Amend wellbeing plan and RA

How do you talk to the child about the incident?

Teacher Name:  
Headteacher Name:

Signature:  
Signature:

Parent/Carer Name:  
Child Name:

Signature:  
Signature:



Date Plan written: Oct '24

Date Plan to be reviewed: As needed

## Positive Behaviour Support Plan

**Positive Behaviours displayed — What I can do, enjoy doing when I am settled**

**What you can do to keep me positive:**

**Rewards/activities I enjoy:**

**Possible Triggers which affect my wellbeing:**



## Individual Support and Wellbeing

### Positive Behaviour Support Plan

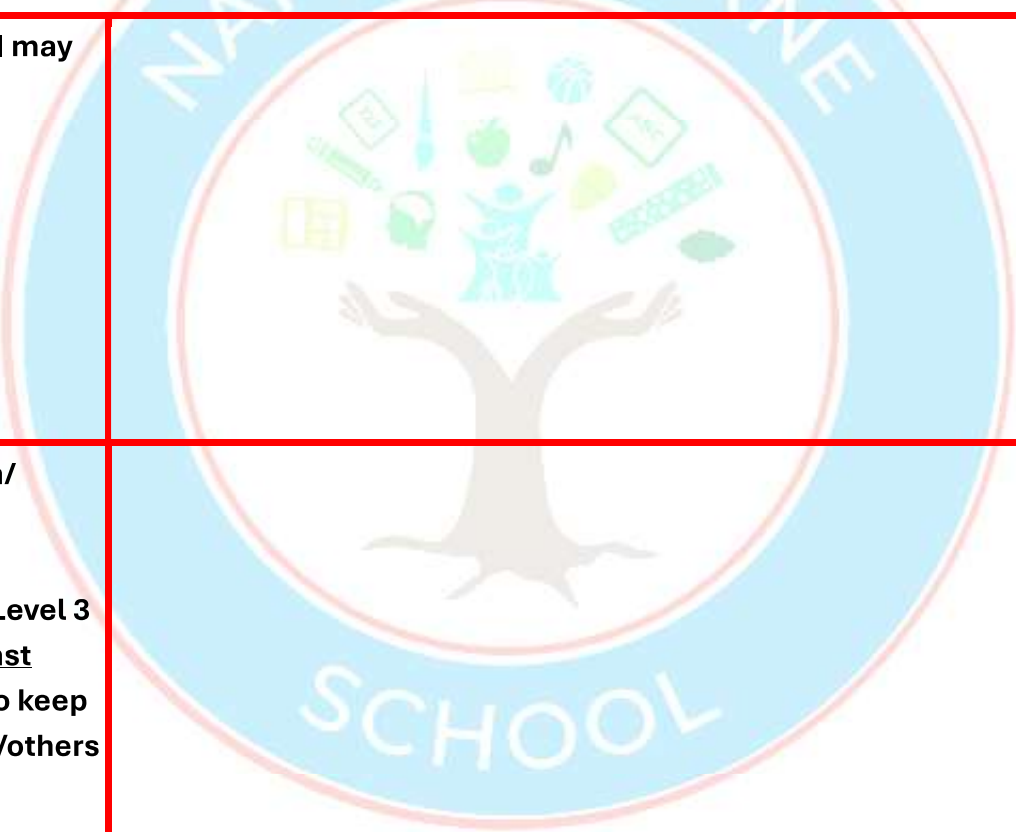
**Behaviours I may display:**

**Stage 1**

**Early intervention**

**Stage 1**

<b>Behaviours I may display:</b> <b>Stage 2</b>	
<b>Early Intervention</b> <b>Stage 2</b>	

<b>Behaviours I may display:</b>  <b>Stage 3</b>	
<b>Intervention/ Preferred Handling Strategies: Level 3</b> <b>As a <u>VERY</u> last resort and to keep themselves/others safe</b>  <b>See attached PHP if needed</b> <b>Date:</b>  <b>See attached Risk assessment</b> <b>Date</b>	

**Behaviours I may display post incident:**

**Support Needed Post Incident:**



## Appendix B: Behaviour Risk Assessment Template

### Risk Assessment Template

**Internal Reference:** [Insert Reference Number]

**Date:** [DD/MM/YYYY]

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#### 1. General Details

Ref:

Field	Entry
Assessor	[Name]
Assessment Date	[DD/MM/YYYY]
Assigned Reviewer	[Name]
Next Review Date	[DD/MM/YYYY]
School/Location	[e.g., Nancealverne School / Trust Name]
Operation Assessed	[Title of Assessment, e.g., Specific support for Student X]
Description of Area/Activity	[Details of the activity, e.g., Support in class and wider community]
Reason for Risk Assessment	[e.g., To support student during dysregulation]
Overall Current Risk	[Low / Medium / High]

#### Persons Affected:

- Children / Students
- Employees
- Members of the Public
- Visitors / Contractors

#### 2. Hazard Logs

##### Hazard Entry #1

Ref:

<b>Category</b>	<b>Details</b>
<b>Hazard Category</b>	[e.g., Behaviour / Environmental / Physical]
<b>Hazard Information</b>	[Description of risk, e.g., Student becoming dysregulated]
<b>Current Risk Rating</b>	[Low / Medium / High]

**Measures Currently in Place:**

*(List all preventative and reactive strategies currently active)*

- **Preventative Strategies:**
  - [e.g., Staff knowledge of triggers/anxieties]
  - [e.g., Diversion or distraction techniques]
  - [e.g., Access to wellbeing/profile forms]
- **Reactive Strategies:**
  - [e.g., Making the environment safe (moving objects/people)]
  - [e.g., Use of RPI (Restrictive Physical Intervention) by trained staff]
  - [e.g., Staff Personal Safety protocols (PPE, biting response)]
- **Post-Incident Protocols:**
  - [e.g., Recording in accident book/behaviour software]
  - [e.g., Communication with family/safeguarding logs]
  - [e.g., Debriefing for staff and students]

**Remedial Actions:**

<b>Potential Rating</b>	<b>Additional Controls Required</b>
[Residual Risk Level]	[Enter any new actions required to reduce risk further. If none, state "No Remedial Actions Entered"]

**Hazard Entry #2**

Ref:

<b>Category</b>	<b>Details</b>
<b>Hazard Category</b>	[e.g., Behaviour - Risk to Others]
<b>Hazard Information</b>	[e.g., Risk of injury to another child/staff member]
<b>Current Risk Rating</b>	[Low / Medium / High]

**Measures Currently in Place:**

- **Preventative Strategies:**
  - [e.g., Staffing ratios / 1:1 support]
  - [e.g., Seating plans / Evacuation routes]
- **Reactive Strategies:**
  - [e.g., Dynamic risk assessment to separate peers]
  - [e.g., First Aid procedures]
- **Post-Incident Protocols:**
  - [e.g., Wellbeing checks for peers]
  - [e.g., SLT involvement for severe incidents]

**Remedial Actions:**

<b>Potential Rating</b>	<b>Additional Controls Required</b>
[Residual Risk Level]	[Enter additional controls or "No Remedial Actions Entered"]

**Hazard Entry #3**

Ref:

<b>Category</b>	<b>Details</b>
<b>Hazard Category</b>	[e.g., Community / Off-site]
<b>Hazard Information</b>	[e.g., Dysregulation in community, absconding, swimming]
<b>Current Risk Rating</b>	[Low / Medium / High]

**Measures Currently in Place:**

- **Preparation:**

- [e.g., Warning/Notice given to student]
- [e.g., Clear behaviour expectations and rewards]
- **During Activity:**
  - [e.g., Assigned familiar/trained adult (Blue form identification)]
  - [e.g., Extra capacity in staffing ratios]
  - [e.g., Dynamic assessment of safe spaces]
- **Emergency Protocol:**
  - [e.g., Contacting EVC (Educational Visits Coordinator) for advice]
  - [e.g., Transport arrangements for early return]

**Remedial Actions:**

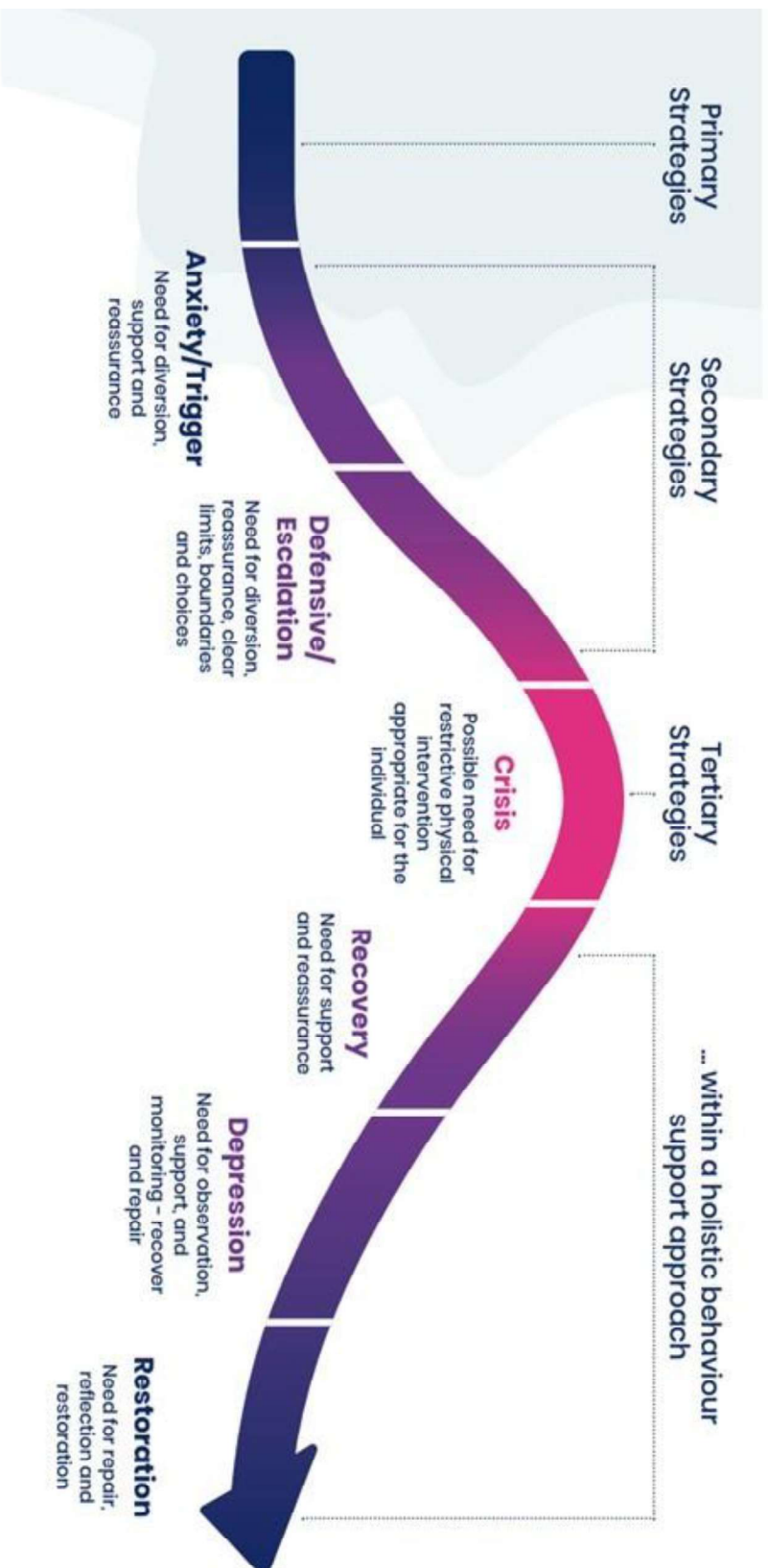
Potential Rating	Additional Controls Required
[Residual Risk Level]	[Enter additional controls or "No Remedial Actions Entered"]

**3. Assessment Acceptance**

Ref:

Name	Job Title	Signature	Date
[Name]	[Title]		[Date]
[Name]	[Title]		[Date]
[Name]	[Title]		[Date]

# Stages of Distress and Support



**Appendix D: Mapping Nancealverne Behaviour Levels to the Crisis Model**

Trackit Category	Crisis Stage	Specific Behaviours (as listed on Trackit)	Required Staff Support (Team Teach)	Recording & Reporting Duties
<p><b>GREEN</b></p> <p><i>(Positive Points)</i></p>	<p>Stage 1:</p> <p><b>CALM</b></p>	<ul style="list-style-type: none"> <li>• Excellent effort in class</li> <li>• Listening to other people (British Value)</li> <li>• Positive contribution</li> <li>• Respecting and tolerating other people (British Value)</li> </ul>	<p><b>Proactive (Protect &amp; Relate):</b></p> <ul style="list-style-type: none"> <li>• Focus on building relationships.</li> <li>• Use positive reinforcement and specific praise.</li> <li>• Model appropriate behaviours.</li> <li>• Maintain a calm, consistent</li> </ul>	<p><b>Record on Trackit:</b></p> <ul style="list-style-type: none"> <li>• Award positive points to reinforce desired behaviours.</li> <li>• No further reporting required.</li> </ul>

Trackit Category	Crisis Stage	Specific Behaviours (as listed on Trackit)	Required Staff Support (Team Teach)	Recording & Reporting Duties
		<ul style="list-style-type: none"> <li>• Following rules (British Value)</li> <li>• Being healthy</li> <li>• Showing independence</li> <li>• Showing resilience</li> <li>• Skills builder (monthly focus)</li> </ul>	environment.	
<p><b>ORANGE</b></p> <p><i>(Low-Level)</i></p>	<p>Stage 2:</p> <p><b>TRIGGER</b></p>	<ul style="list-style-type: none"> <li>• Intentional refusal to follow instruction</li> </ul>	<p><b>Proactive &amp; Active De-escalation:</b></p>	<p><b>Record on Trackit:</b></p>

Trackit Category	Crisis Stage	Specific Behaviours (as listed on Trackit)	Required Staff Support (Team Teach)	Recording & Reporting Duties
	<p>to</p> <p>Stage 3:</p> <p><b>AGITATION</b></p>	<ul style="list-style-type: none"> <li>• Damaging work / property</li> <li>• Distracting others</li> <li>• Being confrontational</li> <li>• Inappropriate language</li> <li>• Misuse of equipment / throwing (low level)</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity: "I wonder if..." (Identify the trigger).</li> <li>• Distraction: Redirect to a preferred activity.</li> <li>• Puzzle-solve: Is this sensory? Is it a demand avoidance?</li> <li>• Co-regulation: Use a calm voice and open body language.</li> </ul>	<ul style="list-style-type: none"> <li>• Log the behaviour to track patterns/triggers.</li> <li>• Used for internal behaviour tracking reviews.</li> </ul>

Trackit Category	Crisis Stage	Specific Behaviours (as listed on Trackit)	Required Staff Support (Team Teach)	Recording & Reporting Duties
			<ul style="list-style-type: none"> <li>• Give take-up time.</li> </ul>	
<p><b>YELLOW</b></p> <p><i>(Moderate)</i></p>	<p>Stage 4:</p> <p><b>ACCELERATION</b></p>	<ul style="list-style-type: none"> <li>• Destroying other people's work</li> <li>• Grabbing / Hair Pulling</li> <li>• Spitting</li> <li>• Vandalism / flooding / breaking</li> </ul>	<p><b>Active De-escalation &amp; Safety:</b></p> <ul style="list-style-type: none"> <li>• Boundaries: Set clear, simple, and enforced boundaries.</li> <li>• Environment: Make the area safe (remove audience, remove dangerous objects).</li> </ul>	<p><b>Record on Trackit:</b></p> <ul style="list-style-type: none"> <li>• Log immediately.</li> <li>• Alert Behaviour Team if support is required.</li> </ul> <p><b>CPOMS:</b></p> <ul style="list-style-type: none"> <li>• If the incident involves a safeguarding concern (e.g.</li> </ul>

Trackit Category	Crisis Stage	Specific Behaviours (as listed on Trackit)	Required Staff Support (Team Teach)	Recording & Reporting Duties
		<ul style="list-style-type: none"> <li>• <b>Scratching / Pinching</b></li> <li>• <b>Screaming / Intentional noise distraction</b></li> <li>• <b>Climbing on equipment</b></li> <li>• <b>Hitting / Kicking / Throwing (with intent towards others)</b></li> <li>• <b>Biting (self)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communication: Reduce language load. Use visual prompts.</b></li> <li>• <b>Support: Guide pupil to a safe space / sensory diet.</b></li> </ul>	<p><b>peer-on-peer abuse), manually duplicate to CPOMS.</b></p>

Trackit Category	Crisis Stage	Specific Behaviours (as listed on Trackit)	Required Staff Support (Team Teach)	Recording & Reporting Duties
<p><b>RED</b></p> <p><i>(Significant/Crisis)</i></p>	<p>Stage 5:</p> <p><b>PEAK (CRISIS)</b></p>	<ul style="list-style-type: none"> <li>• Absconding / running off site (including attempts)</li> <li>• Sexualised behaviour</li> <li>• Difficulty with transition resulting in significant dysregulation</li> <li>• RPI used: to protect staff and learner</li> <li>• Gone into crisis</li> </ul>	<p><b>Reactive &amp; Safety-Focused:</b></p> <ul style="list-style-type: none"> <li>• <b>Safety First:</b> This is <i>not</i> a teaching moment.</li> <li>• <b>RPI:</b> Use Restrictive Physical Intervention <i>only</i> as a last resort to prevent harm (as per PHP).</li> <li>• <b>Seclusion:</b> Use <i>only</i> if necessary for safety.</li> </ul>	<p><b>MANDATORY RECORDING :</b></p> <ol style="list-style-type: none"> <li>1. <b>Trackit:</b> Log immediately (Auto-syncs to CPOMS).</li> <li>2. <b>Bound Book:</b> If <i>any</i> RPI or Seclusion was used, it <b>MUST</b> be recorded in the Bound Book (S93A duty).</li> <li>3. <b>Parents:</b> Must be informed same day (unless</li> </ol>

Trackit Category	Crisis Stage	Specific Behaviours (as listed on Trackit)	Required Staff Support (Team Teach)	Recording & Reporting Duties
		<p>(significant dysregulation)</p> <ul style="list-style-type: none"> <li>• Other - significant dysregulation</li> <li>• Bullying</li> <li>• Biting (others)</li> <li>• Absconding from classroom (remains in school)</li> <li>• Urinating / Defecating</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork: Call for support immediately</li> </ul>	<p>safeguarding risk).</p>

Trackit Category	Crisis Stage	Specific Behaviours (as listed on Trackit)	Required Staff Support (Team Teach)	Recording & Reporting Duties
		(with purpose)		
RECOVERY	Stage 6:  RECOVERY	<i>(Behaviours typically lessen as pupil returns to baseline)</i>	<b>Restorative (Regulate &amp; Reflect):</b> <ul style="list-style-type: none"> <li>• Regulate: Support pupil to calm.</li> <li>• Reflect: Once fully calm, hold a restorative conversation to repair the relationship.</li> </ul>	<b>Update Log:</b> <ul style="list-style-type: none"> <li>• Update the Trackit/CPO MS log with details of the restorative conversation and any injuries sustained.</li> </ul>

## Appendix E: Copy of letter home in the event of an RPI



Date **01 April 2026**

Dear Parent/carers of **(Learner's name)**,

I am writing to inform you that (learners name) has had to be supported today at school by means of Restrictive Physical Intervention (RPI). Please be assured that (learners name) is safe and has returned to a calm regulated state.

**(Learner's name)** was supported **(insert number of times here)** using a **(high-level)** restrictive physical intervention (RPI) as shared in the PHP. Staff were able to respond in a way to minimise distress and risk of harm of:

- Causing, or significant risk of causing, injury to themselves or others
- Committing a criminal offence
- Significant damage to property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

The total duration of the RPI was **(insert time here)**.

At Nancealverne school we are deeply committed to a trauma informed relational approach to behaviour support. We view all behaviour as communication, and our primary goal is always to help our learners regulate their emotions using the proactive strategies outlined in their individual wellbeing plan and Positive Handling Plan (PHP)

Restrictive interventions, including the use of reasonable force, are safety responses of the last resort. They are not a behaviour management strategy and are never a substitute for good relational practice, inclusive environments, and proactive support.

Following the incident today, we supported **(Learner's Name)** through a recovery process, giving them the time, space, and reassurance they needed to feel safe again. In line with statutory requirements, the details of this incident have been formally recorded on our school systems and in the Bound and Numbered RPI book. Post incident support and staff debriefing are recognised as important elements of any incident, and we use them to prompt learning and not merely for documentation.

Our post incident support includes structured follow up conversations to facilitate reflection, rebuild relationships, and support both pupil and staff wellbeing. Staff will, as appropriate, amend risk assessments and well-being plans.

We value our partnership with you. If you would like to discuss this incident or to review their Positive Handling Plan, please don't hesitate to get in contact by phoning the school office on the number below.

Thank you for your continued partnership and support.

Yours Sincerely,



**Ruth Carpenter**  
**Headteacher**

Madron Road, Penzance, Cornwall, TR20 8TP

01736 365 039    enquiries@nancealverne.org.uk    nancealverne.org.uk

## Appendix F: List of References and Related Guidance

### 1. Primary Statutory Guidance

- Department for Education (2026). *Restrictive interventions, including use of reasonable force, in schools: Guidance for schools in England*. London: Department for Education.

### 2. Key Legislation

- *Education and Inspections Act 2006*. c. 40. London: The Stationery Office.
- *Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025*. London: The Stationery Office.
- *Equality Act 2010*. c. 15. London: The Stationery Office.
- *Health and Safety at Work etc. Act 1974*. c. 37. London: The Stationery Office.
- *Human Rights Act 1998*. c. 42. London: The Stationery Office.
- *Children Act 1989*. c. 41. London: The Stationery Office.
- *Education Act 2002*. c. 32. London: The Stationery Office.

### 3. Related Department for Education (DfE) Guidance

- Department for Education (2025). *Keeping children safe in education: Statutory guidance for schools and colleges*. London: Department for Education.
- Department for Education (2024). *Behaviour in schools: Advice for headteachers and school staff*. London: Department for Education.
- Department for Education (2015). *Special educational needs and disability (SEND) code of practice: 0 to 25 years*. London: Department for Education.
- Department for Education (2022). *Searching, Screening and Confiscation: Advice for schools*. London: Department for Education.
- Department for Education (2023). *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*. London: Department for Education.
- Department for Education (2018). *Mental Health and Behaviour in Schools*. London: Department for Education.
- Department for Education (2024). *Mobile Phones in Schools*. London: Department for Education.

### 4. School and Trust Specific Documents

- Special Partnership Trust (Current Academic Year). *Safeguarding and Child Protection Policy*.
- Special Partnership Trust (Current Academic Year). *Whistleblowing Policy*.
- Special Partnership Trust (Current Academic Year). *Complaints Policy*.
- Special Partnership Trust (Current Academic Year). *Anti-bullying Policy*.
- Team Teach (Current Edition). *Team Teach Workbook and Training Manuals*.

## 5. Internal Systems and Reporting

- **Trackit:** School behaviour tracking system (syncs to CPOMS).
- **CPOMS:** Child Protection Online Management System.
- **Bound and Numbered RPI Book:** Physical log for Section 93A statutory compliance.

