



Riverside Community Special School

Positive Behaviour Policy

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To be reviewed annually.

Admin/current Policies/2024

This policy is available on our school website and is available on request from the school office. We also inform parents/carers about this policy when their children join our school.

This policy will be reviewed in full (by the Governing Body) on at least an annual basis.

1. Aims

This policy aims to create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.

At Riverside, we believe positive behaviour is central to pupils' education and we strive to create a learning environment in which everyone feels safe, happy and secure. We have high expectations of behaviour and work hard to create a school all our pupils want to attend and where they can learn and thrive. We work together to continually maintain high standards of behaviour that ensure all pupils learn, over time, to behave appropriately and achieve personally, managing consequences for their behaviour where this is appropriate. Being supported to communicate their needs both verbally and non-verbally within the context they're in is vital for providing a safe pathway through the curriculum that allows individuals to progress in all aspects of their learning. Our values and culture encompass a sense of belonging for all staff and pupils to make the most of vital learning time in school and to flourish with safety and dignity. Positive behaviour is evident through every aspect of school life and our high expectations of pupil behaviour are understood by all staff. All teaching and support staff receive ongoing positive behaviour support training that includes recognising and meeting sensory needs and understanding how need might be communicated by pupils across our Curiosity, Discovery and Builder pathways. Training equips staff to collectively embody the school's culture and respond to behaviour consistently, fairly and in a way that reflects our values and that is appropriate for everyone.

We recognise that some behaviours can result from a lack of understanding and empathy but that often they may be attributed to the environment in which they occur, and we prioritise building skills and improving our environmental context. At times, a pupil may need interventions or approaches that support a specific behaviour and that aim to increase their ability to self-regulate and targeted support is in place for many pupils. Pupils are supported to overcome and achieve personal difficulties, including respect for personal space and belongings. Many of our pupils find it difficult to empathise with others and it is hard for them to be mindful of the physical and emotional wellbeing of others. We support pupils to learn strategies that contribute to building and contributing to a safe environment that creates a sense of belonging in school and helps them achieve in life. They know adults have high expectations of them and they are supported to achieve these and understand why this is important. Behaviour expectations are communicated clearly to all pupils in a way they can personally understand and where helpful, praise, recognition and reward are given. For some pupils, the reward is intrinsic, and they learn, over time, they can communicate in a way that helps them achieve their wants and needs in a calm and socially appropriate way.

The purpose of this policy is to foster a respectful, supportive and inclusive learning environment that encourages the development of positive attitudes, behaviours and relationships. It outlines the expectations for behaviour, promotes a sense of responsibility and ensures that everyone feels valued, safe and a sense of belonging.

2. Legislation, statutory requirements and statutory guidance

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

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

In addition, this policy is based on:

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

3. Definitions

We take a positive approach to pupil behaviour with an emphasis on rewarding positive behaviour and individual achievement rather than consistently sanctioning inappropriate or unacceptable behaviour. We use proactive behaviour support as a positive approach to help improve behaviour and work towards individual targets rather than using reactive strategies. We work hard to prepare pupils to engage in learning and being prepared for living in the wider community to the best of their ability.

- Embedded, positive strategies and routines mean classes are generally calm and that pupils are ready to access learning. Pupils follow the structure of the day and transition purposefully to different lessons and activities. They show they are happy and settled in school.
- Pupils can talk about the targets they are working towards and reflect on how they have managed each day and over time. Pupils communicate their feelings and views in increasingly appropriate ways.
- The atmosphere of the school is generally calm and orderly. Pupils learn simple routines such as lining up, waiting and taking turns where this is appropriate for their cognitive stage of development and within their cognitive ability.
- Breaktimes are successful and many pupils form friendships and can demonstrate skills such as playing together and following the rules of simple games. Pupils learn to resolve simple disagreements and conflicts, and some can show empathy and kindness to their peers.

- By Year 6 many pupils take responsibility for helping others and taking on additional responsibilities around school.
- Pupils celebrate their achievements and the achievements of others. They feel happy and safe to come into school in the morning and leave happily.

We consider and respond to behaviour in a holistic way and may evaluate behaviours within different categories, including trauma or demand avoidance, and always within a pupil's profile of need. There may be instances where we take a more serious approach to responding to behaviours and these may involve discussions with parents and other services and agencies. These instances may include, for example, peer on peer abuse, sexual aggression, bullying or harassment, discriminatory behaviour, possession of prohibited items, or where a pupil is reasonably suspected to have committed an offence.

4. Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power. We recognise there may be instances of bullying in school, however, we are wary of attributing intent to behaviour and are careful when using words such as 'deliberate' to describe the actions of our pupils. Any incidents of bullying, including emotional or physical, are managed in the same way as all other inappropriate behaviours, that is, once a behaviour is recognised, it will be observed, assessed and often managed on an individual basis.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Any measures taken to respond to bullying will consider a pupil’s level of understanding and intent behind the behaviour and supportive measures taken will reflect a pupil’s profile of need.

5. Roles and responsibilities

5.1 The governing board

The governors are responsible for:

- Reviewing and approving the written statement of behaviour principles (see appendix 1: Understanding Behaviour Approaches at Riverside School)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy’s effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The Headteacher acts in accordance with the current statement of behaviour principles (see appendix 1: Understanding Behaviour Approaches at Riverside School) made by the governing body and has regard for any guidance provided by the governing body on promoting good behaviour at the school. All members of the school community have responsibility for supporting pupil behaviour, including teaching and support staff, governors, and parents and carers. Leaders ensure resources are allocated to support all pupils to be successful, including ensuring designated staff with responsibility for supporting pupil wellbeing are available for additional individual and group programmes and interventions. Whole school strategies such as Golden Time and Reward Token systems are built on positive behaviour.

Our staff induction programme and whole-school training ensures staff feel confident supporting pupils in a positive and consistent way in line with whole-class and individual supports systems.

The headteacher is responsible for:

- Approving and reviewing this policy in conjunction with the governors.
- Giving due consideration to the school’s statement of behaviour principles (see appendix 1: Understanding Behaviour Approaches at Riverside School)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with less desirable or inappropriate behaviour

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them in the most appropriate way for all pupils according to their profile of need
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour support, and the impact of special educational needs and disabilities and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour log is reviewed termly (or sooner if required), to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

This policy aligns with our legal duties and standards relating to the welfare of children. Through regular training and updates, all staff are made aware of the measures within this policy and how they should implement these measures. All staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE) and as outlined in our Safeguarding Policy. This policy must be read alongside other policies, including our Child Protection Policy, our Safeguarding Policy, our Restrictive Physical Intervention Policy, and our Staff Code of Conduct. Staff know how to report concerns of a safeguarding nature and do so promptly to ensure they reduce threats to safety and the reoccurrence of those threats.

Positive behaviour should be consistently and appropriately reinforced and it is important that all staff continually evaluate their own behaviour and attitudes so they can be mindful of positive and negative messages we give to pupils. Teaching and support staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Reporting and recording behaviour incidents promptly either to class teachers, DSL and DDSLs, on CPOMS or as a restrictive physical intervention as appropriate

The senior leadership team (SLT) supports staff in responding to behaviour incidents and encourages an atmosphere in which staff feel able to discuss issues or concerns regarding

behaviour support. Supporting behaviour can be stressful and staff rely on and support each other with honesty, openness and discussion.

5.4 Parents and carers

Parents are vital for helping us understand behaviour and for supporting specific challenges faced by pupils and we value their expertise in finding positive ways forward. We build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to support behavioural issues.

We ensure parents are updated on their child's behaviour in school and we work in partnership with parents to discuss concerns. Parents are encouraged to discuss behavioural concerns promptly with the class teacher and to inform the school of any changes that may affect their child's behaviour. We encourage all parents to know the school's behaviour policy and to support and reinforce its values at home where appropriate and to support their child to adhere to our high expectations of behaviour. Parents are expected to attend meetings when requested to support behaviour or pastoral work following incidents. We encourage parents to take part in the life of the school and to raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

Ongoing patterns of behaviour causing concern for pupil wellbeing are recorded on CPOMS and are monitored to ensure all relevant members of leadership and pastoral staff are aware of individual circumstances. We engage with local partners and agencies to support pupils and families and our Home School Link Manager works closely with parents to support with specific challenges.

5.5 Pupils

Pupils are expected to follow behaviour routines and are supported to do so. Over time, many pupils learn and can talk about expected standards of behaviour, and some show a level of understanding of why it is important to behave well and with regard for others and the environment. Pupils contribute to the creation of and follow class rules and routines and enjoy adult praise and rewards for doing so. Many pupils show a change in their behaviour over time and employ more socially acceptable ways of communicating when they need or want something or when something is not right. Pupils in Year 6 become members of the Pupil Council and they contribute to the wider behaviour culture of the school by helping others and setting a good example to other pupils.

6. Recognising the impact of SEND on behaviour

We recognise our pupils' behaviour is often impacted by their special educational need or disability and whilst we recognise not every incident of behaviour will be connected to this, when incidents of behaviour arise, we consider them in relation to a pupil's profile of need. Decisions on whether a pupil's special educational needs and disabilities had an impact on a behaviour incident will be made on an individual basis.

We value the importance of knowing our pupils' profiles of need and this enables us to respond to individuals with strategies and approaches that reflect these and reduce the likelihood of disruption to teaching, learning, and school routines.

We recognise that some behaviours can result from a lack of understanding and empathy but that often they may be attributed to the environment in which they occur, and we prioritise building skills and improving our environmental context. At times, a pupil may need interventions or approaches that support a specific behaviour and that aim to increase their ability to self-regulate and targeted support is in place for many pupils. Pupils are supported to overcome and achieve personal difficulties, including respect for personal space and belongings. Many of our pupils find it difficult to empathise and it is hard for them to be mindful of the physical and emotional wellbeing of others. We support pupils to learn strategies that contribute to creating and contributing to a safe environment that creates a sense of belonging in school and helps them achieve in life. Pupils know adults have high expectations of them and feel supported to achieve these and understand why this is important. Behaviour expectations are communicated clearly to all pupils in a way they can personally understand and where helpful, praise, recognition and reward are given. For some pupils, the reward is intrinsic, and they learn, over time, they can communicate in a way that helps them achieve their wants and needs in a calm and socially appropriate way.

When supporting behaviour, especially where a pupil's special educational needs and disabilities has affected their behaviour, we take our legal duties into account when making decisions about enforcing our behaviour policy. These duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers for behaviours of concern and put in place support to prevent these from occurring and any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

We have high expectations of behaviour from all our pupils and support everyone to know what good behaviour looks like. All staff receive ongoing training and feel confident to apply approaches to behaviour in a consistent and fair way that ensures a calm atmosphere and learning environment is created and maintained. School leaders consistently support all staff, in line with this policy, to ensure pupil behaviour does not normally disrupt teaching and learning and that routines and structures allow all pupils to continue within a productive and purposeful learning environment. Whole-school and targeted interventions support all pupils to learn successfully, and class teams work hard to foster an environment where positive behaviour can thrive.

Where appropriate, and in line with their levels of understanding, pupils are taught they can sometimes exert a level of control over their behaviour and are supported to reflect on their actions in a constructive manner. Some pupils can learn the impact of their actions on others and that some behaviours may have consequences for their friendships and relationships and that this can impact their sense of wellbeing. Pupils are supported to gain insight into how their actions affect others and to develop the ability to put themselves in other's shoes. Pupils are taught, over time, to become aware of their emotions so they can

recognise how they feel in different situations and are supported to build upon the skills needed to regulate in more challenging situations. All pupils are supported to connect with their environment and to connect their actions to the effects these have on others, and some can start to learn why certain behaviours are inappropriate. We consistently support pupils to develop a deeper understanding of how their behaviour affects those around them, learn to make better choices and ultimately contribute to a more respectful and supportive environment. Any incidents of bullying, discrimination, intimidation, threats, and aggression, and derogatory or offensive language, including name calling, are dealt with quickly and resolved effectively to support pupils to know some behaviours are not tolerated and to maintain a learning environment in which everyone feels safe and is treated with respect. We are very careful in our use of sanctions. Whilst it might appear that a pupil is exerting a level of control over their behaviour, we cannot always be sure this is the case. Our pupils may also make threats towards others, however, we will always assess the level of understanding of behaviour on an individual basis.

6.2 Adapting sanctions for pupils with SEND

All pupils are entitled to learn in a calm, safe, and supportive environment that protects them from disruption. Whilst we use a range of interventions to support pupils to manage their behaviour, at times, it may be appropriate to consider disciplinary action including sanctions. This is rare, however, and would always be considered on an individual basis according to need with appropriate pathways to support sought at the same time. When considering a behavioural sanction for a pupil, we know it may be unlawful for us to sanction a pupil for a specific behaviour, and we will carefully consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time because of their special educational needs or disabilities
- The pupil was likely to behave aggressively due to their needs or disabilities.

If we assess it is appropriate to use a sanction, we will also consider whether any reasonable adjustments need to be made to the sanction.

6.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

We will always evaluate a pupil who exhibits behaviours of concern to determine whether the pupil has any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from colleagues in other agencies to identify or support specific needs. When acute needs are identified, we will liaise with external agencies and plan additional support programmes for a pupil and will work with parents/carers to create the plan and review it on a regular basis.

6.4 Pupils with an education, health and care (EHC) plan

We co-operate with the local authority and other bodies regarding pupils' EHCPs. If we have significant concerns about the behaviour of a pupil, we will liaise with the local authority. If appropriate, we may request an emergency review of the EHCP.

7. School behaviour curriculum (see appendix 1: Understanding Behaviour Approaches at Riverside School)

We believe there is always communicative intent that drives behaviour, and that behaviour is often communication of an unmet need. We work with and value the expertise offered by our colleagues in health and other agencies to support us to understand and meet the needs of all our pupils. Some pupils have Individual Support Plans in place to ensure they receive a consistent approach and continued support to achieve personal goals. These aim to reduce incidents of less acceptable, unsafe, or unhealthy behaviour occurring and ensure a positive and consistent approach from staff working with and supporting pupils. Individual Support Plans always include information about what a pupil is good at and what helps them feel regulated and happy, and ensure a consistent, individualised response to their behaviour from all adults.

Pupils are supported to behave in ways that are positive and safe and that enable all pupils to learn, and empathy and respect for others is encouraged where this is appropriate to a pupil's level of understanding. With support, and over time, pupils learn social norms and acceptable ways of behaving, for example, moving around the school in a safe and quiet manner, and treating their environment with respect.

Appropriate, reasonable adjustments are made on an individual basis to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. Where appropriate, sanctions are applied, and some pupils are able to accept these as consequences for less desirable behaviour. Pupils develop a sense of belonging to Riverside School and they behave positively both in school and when taking part in educational visits.

7.1 Supporting and responding to behaviour (see appendix 1: Understanding Behaviour Approaches at Riverside School)

When supporting behaviour, adults use a shared understanding of the best use of verbal and non-verbal support. This helps everyone to remember and benefit from strategies that are kind and that aim to calm and confidently ensure a safe learning environment, free from disruption is regained and maintained.

7.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within classes. Classrooms provide stimulating learning environments that encourage all pupils to feel engaged and create a sense of belonging. The school and classroom environments are highly organised and structured to increase predictability and independence and to lower pupil anxiety over understanding of expectations. Systems and signposting within the classroom and across the school, support all pupils to navigate their environment with confidence and whole class systems are in place to reduce cognitive load and support pupils to learn to follow simple routines with a level of independence that is right for them. Each class has established routines that are appropriate for their pupils, and these might look different for pupils following our Curiosity, Discovery and Builder pathways. Staff always greet pupils with kindness and enthusiasm in the mornings and welcome them back to the classroom throughout the day. Clear routines help pupils feel safe within the classroom and behaviour expectations are positively reinforced. Positive

behaviour is effectively communicated and modelled, and Individual Support Plans are consistently followed by all staff.

Language is adjusted between all pupils and reduced to key words where appropriate, and adults use clear verbal instructions supported by visuals for key commands as needed to support pupils to understand expectations. Processing time is given to ensure all pupils have time to understand and respond successfully to expectations, requests and demands and use of appropriate Blank Language supports understanding of simple questions and demands and gives pupils best chance of responding to these.

All pupils have regular access to sensory activities and outside time throughout the day.

7.3 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection and will consider whether these may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policies, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.4 Responding to positive behaviour

Staff respond to positive behaviour with recognition and reward where this is appropriate. This provides an opportunity for all staff to reinforce Riverside School's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

For some pupils, the reward for positive behaviour is intrinsic and makes them feel good, however, where it is appropriate and meaningful, positive behaviour may be rewarded with:

- stickers
- certificates
- verbal praise
- written comments in home-school books, or on work etc.
- postcards home linked to achievement or good progress towards individual targets
- assemblies
- tangible rewards e.g. small treats
- phone call home to parents/ carers
- whole class rewards such as a popular activity

7.5 Responding to behaviours of concern (see Appendix 2: Individual Support Plans)

When a pupil's behaviour is concerning, staff respond to restore a calm and safe learning environment, and to support pupils moving forwards.

Staff will endeavour to create a predictable environment by always supporting behaviour and by responding in a consistent, fair and proportionate manner that is appropriate to the individual pupil.

Some pupils have an Individual Support Plan (ISP) that ensure all adults use a consistent approach to support them. These are written by class teachers and provide strategies that support a pupil to be and feel safe. De-escalation techniques, including the use of pre-arranged scripts and phrases, are used to support pupils moving forwards.

When responding to behaviour, staff consider what support could be offered to a pupil.

We may use the following sanctions in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Referring a pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be considered when implementing support, and decisions will be made on a case-by-case basis.

7.6 Reasonable force (see Restrictive Physical Intervention Policy)

We work hard to support pupils to regulate, learn to manage and where appropriate, take responsibility for their own behaviour through a combination of approaches including positive role modelling, setting and reinforcing appropriate and safe boundaries and expectations and by teaching an interesting, meaningful, relevant and challenging curriculum. At times, our pupils may still become distressed or dysregulated and pose a risk either to themselves or to others. In these circumstances, we may use restrictive physical intervention to keep them and others safe. Restrictive physical intervention is when a member of staff uses force to intentionally restrict a pupil's movements against their will. This is only used in specific circumstances and always with the aim of restoring calm and safety. The decision on whether a pupil needs physical support to keep them and others safe is dependent on a number of factors that will be part of a wider support plan around the pupil and the dynamic risk assessment and professional judgement of the staff concerned. This will always depend on individual circumstances.

Reasonable force covers a range of interventions that involve physical contact with pupils. Where necessary, reasonable force is applied using the minimum amount of force and for the minimum amount of time possible. It is always used in a way that maintains the safety and dignity of all concerned and is never used as a form of punishment. Any restrictive physical interventions are recorded and reported to parents / carers unless it is felt that to do so may cause harm to the pupil. In those circumstances, we may report the incident to Children's Services or seek further advice from team Teach. We always consider any risks involved in using reasonable force, including any specific vulnerabilities of a pupil, including their special educational needs and disabilities, mental health needs, or medical conditions. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must be considered in line with Team Teach best practice and training.

7.7 Supporting pupils following a sanction

Following a sanction that involved a pupil spending time away from their peers, we consider strategies to help a pupil reintegrate back into the school or classroom and to understand how to improve their behaviour and meet expectations. This may be done through meetings with parents or carers and may include regular contact with wellbeing leads assigned to individual classes. Strategies may also include the setting of individual goals or targets a pupil can work towards and additional support they may need to achieve these.

7.8 Off-site behaviour of concern

All educational visits are risk-assessed to make sure pupils are safe off-site and our approach to supporting behaviour is the same whether pupils are in school or off-site.

7.9 Online behaviour of concern

We teach our pupils about online safety and work hard to ensure parents and families are also supported to keep their children safe online. Parents are signposted to support, and we contact parents on an individual basis if there are concerns about a pupil's behaviour online so we can work together to keep them safe.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or Assistant Headteacher in their absence, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if this does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate, and we will always inform parents.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

We ensure any incidents of sexual harassment and/or violence are met with a suitable response and never ignored and pupils are encouraged to report anything that makes them uncomfortable.

Our response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

We have clear procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information. and the Hampshire Safeguarding Children Partnership (HSCP) for more information.

8. Serious sanctions

8.1 Removal from classrooms (see Restrictive Physical Intervention Policy)

In response to serious incidents of unsafe behaviours of concern, we may remove a pupil from the classroom for a limited time. If this happens, pupils will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal will only be used in response to serious, unsafe behaviours of concern. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme or unsafe as to warrant immediate removal.

Removal may be used to:

- Restore order and calm if the pupil is being highly disruptive
- Maintain the safety of all pupils
- Allow the dysregulated pupil to continue their learning in a managed environment
- Allow the dysregulated pupil to regain calm in a safe manner

Pupils who have been removed from the classroom are always supervised and monitored by staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils are reintegrated into the classroom as soon as it is appropriate and safe to do so. We always consider what support is needed to help a pupil successfully reintegrate into the classroom.

Parents/carers will be informed on the same day that their child is removed from the classroom.

We use a range of approaches to support pupils access the classroom successfully, including carefully providing the most meaningful learning environment for pupils according to the pathway they are currently following, i.e. Curiosity, Discovery, or Builder. Individual Support Plans ensure pupils have access to the things that help them to be and feel

successful and pupils may access additional support for their wellbeing through our higher-grade teaching assistants. We seek advice from colleagues in other agencies where appropriate to ensure we are considering a holistic approach for pupils who can find the classroom environment difficult.

8.2 Suspension and permanent exclusion

Whilst suspension and permanent exclusion may be used in response to serious incidents or in response to persistent, unsafe behaviour which has not improved over time despite school interventions and a multi-agency, therapeutic approach to supporting a pupil, such decisions are rare and pupil wellbeing and safety is paramount. Where we have serious concerns about a pupil's behaviour, we always consider a multi-agency approach and may seek to access pathways of support including assessment at early help. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Mobile phones

Pupils do not have access to mobile phones during the school day. Some pupils may have access to electronic devices such as mobile phones or tablets whilst travelling to school and these are collected by transport escorts and handed to the school office staff on arrival. These are stored in the Resources Room, a secure location which pupils do not have access to during the school day. Staff model good practice during the school day regarding their use of mobile phones. Parents are made aware of the school's policy on mobile phone use and the reasons for this and are requested not to use mobile phones whilst on the school site. On occasion, if appropriate, we may facilitate a closely monitored phone call between a pupil and their parent using a school phone.

10. Searching, screening and confiscation (see appendix 3: Searching, Screening and Confiscation)

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

11. Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been invented, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been invented, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant), will consider whether the pupil who made the allegation needs help, or if the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

12. Pupil transition

12.1 Inducting incoming pupils

We liaise with previous settings and with parents to support incoming pupils to successfully transition to our school.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year and that behaviour is continually supported, staff hold transition meetings with other schools and we ensure we send all relevant, useful information about a pupil in advance of them starting a new school.

13 Training

As part of their induction process, our staff are provided with information about the varying needs of our pupils and how their special educational needs and disabilities and their mental health needs can impact behaviour and how we support them at Riverside. To continually improve practice, all staff receive regular, ongoing training on supporting behaviour. For some staff, this may include Team Teach positive behaviour support training that includes the use of safe physical support and restrictive physical intervention to keep pupils safe. All staff training is logged and recorded.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site provisions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed termly by the Assistant Headteacher

The data may be analysed from a variety of perspectives including:

- At school level
- At class level
- At the level of individual members of staff

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

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

The written statement of behaviour principles (Appendix 1: Supporting Behaviour at Riverside School) will be reviewed and approved by the full governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Restrictive Physical Intervention Policy
- Attendance Policy

Appendix 1: Written Statement of Behaviour Principles: Understanding Behaviour Approaches at Riverside School

This statement outlines the core principles that guide the continued development of a safe, positive, and nurturing environment. It reflects our commitment to meeting the diverse needs of all our pupils, recognising the importance of different approaches to support individual pupils. These principles underpin our Positive Behaviour Policy and aim to promote respect, emotional wellbeing and learning for everyone. They serve as a foundation for promoting a safe, respectful, and inclusive environment where everyone is valued and supported to thrive.

At Riverside School, we know our pupils can find everyday experiences, very hard to tolerate. When our pupils are unsettled by their individual responses to the way experiences make them feel, they may communicate in ways that can sometimes be difficult for others to understand. When we place expectations on our pupils, they may not always respond in positive ways and at times, may become aggressive or withdraw and find it hard to convey what they are experiencing. These behaviours can look or feel deliberate, but we know our pupils may be experiencing difficulty communicating how they are feeling. Our pupils experience a range of emotions, often for complex reasons. Pupils may feel frustrated or discomfort when asked to complete an adult-directed activity or may appear resistant to tasks that help them progress with their learning and their responses might appear out of proportion to the situation.

We take time to know and understand our pupils and to support them in ways that help them to grow and flourish as individuals. This can require sustained and consistent effort, and we work alongside pupils to help them learn new skills as they go through school.

Working memory

We know many of our pupils have a limited capacity for working memory and that this can impact their ability to learn new content and skills. Many pupils find it difficult to remember what they have been taught and to retrieve prior learning. This makes it hard for them to understand and take in new information and can impact their confidence and feelings of safety when learning. When our pupils feel emotionally threatened, they can react in ways that might be disruptive to their learning and the learning of others. For example, they may go into fight or flight mode to protect themselves and become dysregulated. Because of this, we are careful not to overload our pupils' working memory capacity. We present new information in small achievable chunks and give lots of opportunities to practise and make connections between prior learning and new content. This supports our pupils' self-esteem and enables them to achieve with confidence. Due to their sensory differences, our pupils can find it hard to process information they see and hear and learning in this way can use up their working memory, leaving less capacity for the task in hand. We carefully consider how we present learning to ensure tasks and activities are free from unnecessary distractions and our expectations are supported by visuals so pupils can work their way through simple task. This supports behaviour for learning and builds self-esteem.

Parents

We know many of our pupils experience healthy relationships. We know they are cared for both at home and at school and that they might feel this in individual ways. Sensory differences can sometimes make it hard for our pupils to experience care and nurture in the way it is intended. Many of our pupils have sensory differences and this can impact how they respond to positive touch as well as to kind words and nurture and this can affect their ability to form positive attachments with those around them, including their families. We work hard with parents to support them to remember these differences are not down to parenting or to their child's lack of effort, but to sensory preferences and the way their child is able to communicate these.

We know our pupils often present differently at home and at school and we work closely with parents to build their confidence in supporting their children. We know our pupils handle information from their senses in different ways and that this can be for many reasons. We share our skills and expertise to help parents support their child's struggles with everyday tasks they find challenging and to support them to consider their child's behaviour and preferences from a sensory point of view. Our Home School Link Manager and Family Support Team work hard to support and signpost parents to online and face to face support to help them meet their child's sensory needs more effectively at home. We value discussions with parents and these often help us significantly to support pupils in the most effective way when they are at school.

Sensory Differences

It is widely accepted that the brain can handle information from the senses in different ways. The way the brain and nervous system work together can impact how pupils manage themselves and their ability to take appropriate control over their responses and behaviour. For some of our pupils, their sensory processing differences make everyday activities harder and this can be difficult for them to communicate.

At times, a pupil's sensory processing differences can make it hard for them to make sense of information they receive from their environment and to react or respond appropriately. Sensory processing challenges can affect how our pupils feel, and this can impact what they prefer or feel able to do. Sometimes, the way a pupil manages themselves can feel deliberate or purposeful. We know this is not the case and we work hard to ensure all staff understand behaviour is an attempt to communicate.

Some sensory processing differences can make everyday life difficult for our pupils because they may not be able to filter out the information from their environment they do not need or to make sense of the information that is helpful for participating in learning tasks. We respond kindly and with respect in a way that reflects our understanding of this when pupils do not respond to us in the expected or most socially appropriate way.

Sensory processing differences can lead to difficulty taking in and making sense of information received from the senses of touch, movement, position, sound, smell, and oral and visual inputs, and can have a significant impact on how our pupils function, form relationships, behave, regulate their emotions, and, ultimately, learn.

For example, we know that pupils who have over-responsivity may react intensely to sensory input. They may have heightened reactions and respond strongly to sound or be sensitive to touch. They may avoid learning activities we encourage in the classroom or outside on the playground or react strongly when we offer them new foods or textures. We

know this is because a request is making them feel uncomfortable or leading to them feeling overwhelmed and that their reactions and resulting behaviours are not planned or deliberate.

We know that pupils with under-responsivity may show behaviours that can appear disruptive. Pupils may not appear to show attention to what they are learning or may fidget, climb and run around when this is not the expectation. They may appear aggressive or as though they are not listening. They may crash into objects without appearing to care if they or others get hurt, or push and handle things so hard they break. We are compassionate in our understanding of these behaviours, and we know they are often not intentional, deliberate or intended to cause frustration.

At times, our pupils appear not to be listening to what we are saying. They may look away or cover their ears and not respond to verbal cues. We understand this is because of differences in the way pupils receive auditory information, not because they are 'refusing' to pay attention.

We know that when our pupils feel overwhelmed by or intolerant of their environment, this creates anxiety for them that can present in different ways, including ways that are unsafe or aggressive and hurtful towards themselves or others. At times, our pupils may have intense reactions or meltdowns. We know these are often triggered by sensory overload and that they are feeling overwhelmed. We try hard to understand what is causing their anxiety and work together to unpick what pupils are telling us through their behaviour. Class teams are passionate about 'getting it right' for their pupils and respond with patience and compassion to all behavioural communications.

We have very high expectations of all our pupils. We work hard to pitch learning at a level that offers challenge whilst also considering individual sensory processing, communication, wellbeing, and other additional needs. We provide opportunities that challenge and extend our pupils' ability to interact with their peers and find ways for them to manage social situations with success. We know some of our pupils need a highly individualised approach and we challenge them in a safe and caring way to build on their skills.

Pupils have regular access to sensory activities and outside time throughout the day to support their sensory regulation.

Shared Language

There are many different reasons for the behaviours we see. We know all behaviour is communication and it is our responsibility to look beyond the behaviour we see and work out what is driving it. If we understand why an individual is behaving in a certain way, we can take a more understanding and compassionate approach to support.

We know the language we use to describe behaviour can influence our response and that when we are intentional about our language, we are able to transform our approach to help pupils. We know that the use of some words and phrases used to talk about behaviour can be problematic and we use shared language to describe behaviour. Using positive language to talk to and about our pupils helps everyone remember what we know about behaviour as a communication. For example, when we use words like 'violent' or 'disruptive', we might feel fearful and apprehensive about responding. However, when we use words like 'anxious', 'distressed' or 'dysregulated', we remember our pupils are trying to tell us something is wrong and that they need our help and support. We avoid terms such as 'kicking off' or 'challenging behaviour' and prefer to use language that helps everyone

remember there is an unmet need behind the behaviour. We use terms such as 'unsafe behaviours', or 'behaviours of concern' as these remind everyone pupils need to be supported in a positive and caring way.

Trauma

We know some of our pupils can find everyday life very difficult due to their individual needs and experiences and that sometimes, this can be because they find everyday expectations highly challenging, or even traumatic. We know our pupils may experience a level of personal trauma on a day-to-day basis because of the everyday things they find very difficult.

Trauma is often the result of an event, series of repeated events, or set of circumstances that is experienced as distressing, harmful or life-threatening. There are three well recognised types of trauma, including Acute Trauma, which results from a single incident, Chronic Trauma, which is repeated and prolonged, and Complex Trauma, which is exposure to varied and multiple traumatic events. The effects of trauma can be felt immediately and for a long time after.

We know some of our pupils experience feelings of trauma if they feel unsafe within or threatened by their environment. This can be because they feel overwhelmed by what is happening around them and because of the way they experience the feeling this creates within them. Individual pupils may respond differently to their experiences, and we are careful to remember that their experiences affect the way they think, feel and respond. Our pupils may use a range of behaviours to communicate how they feel and we understand how previous experiences might affect their thoughts and feelings and trigger their individual responses.

Understanding this helps us to respond with compassion to behaviour and enables us to decide on the best, most effective support. Trauma is highly personal, and we know pupils may respond in a range of ways to their own experiences. This may include ways that do not show regard for their own safety or for the safety of others. Our pupils may engage in 'risk' behaviours or in ways that appear to attempt to 'sabotage' healthy relationships with their friends or trusted adults. We know that nervous system dysregulation can result in our pupils going into 'fight', 'flight', or 'freeze' mode and we respond with patience, curiosity and kindness. We know the value of building strong relationships with our pupils to support them to develop secure attachments that help them to trust we will help them and continue to build upon healthy relationships with them. We ensure that through training and continuous professional development, staff have an understanding and a shared belief that due to its personal nature, responses to trauma need to be individualised and that a 'one size fits all' approach to supporting behaviour is not appropriate within our context.

We use shared language to support pupils who experience or who have experienced trauma, moving away from language such as 'attention-seeking' and preferring to use terms such as 'connection-seeking'. This reminds us a pupil is trying to sustain an interaction and maintain a connection to the best of their ability. Some of our pupils have low self-esteem and this negative core belief can lead to them making undesirable responses towards others or their environment. We teach pupils coping strategies but understand that at times, their strong emotional state may impact their ability to use these. We know that for some pupils, we need to build relationships over time, increase self-worth and support them to

want to make changes for themselves. Our structured, predictable learning environment goes further to reduce anxiety and supports pupils to feel more secure.

There are many other reasons pupils may find it difficult to form positive attachments and this can sometimes be a result of a pupil not being able to get their needs in the usual way and getting the response they are seeking from the adults around them. This can be for a variety of reasons, including necessary separation due to hospital admissions or parents experiencing difficulty connecting with their child due to social and communication differences, as well as needs not being fulfilled due to neglect or abuse.

A pupil who experiences attachment difficulties due to neglect or abuse, may be more comfortable with negative attention because it fits with their negative core belief and over time, we seek to change a pupil's view of themselves. Building healthy, secure attachments supports pupils to know we want good things for them and for them to be successful.

We know our pupils may misinterpret our nonverbal cues and we are careful to use shared body language too. Adopting a neutral stance when supporting a pupil can help reduce incidents of them inaccurately reading our intentions or our feelings towards them.

Demand Avoidance

Many of our pupils find it hard to follow instructions or to carry out simple demands and we know there are different reasons for this, including a pupil's level of understanding or need for processing time. For some pupils, their motivation to avoid demands is sustained and there may be no boundaries to their avoidance. We understand this demand-avoidance is driven by a need to feel in control and by an anxiety and fear of what others expect from them. We understand resulting behaviour is a coping mechanism and not a deliberate or controlled attempt to hurt or upset others. Pupils may feel so anxious about following requests and routines that they are not able to carry out simple, everyday tasks. This anxiety may present as controlling and dominating and often results in significant behavioural responses. We understand there is a high level of demand in school and respond to extreme anxiety with reassurance, calming strategies and de-escalation techniques. We help pupils progress in their learning whilst trying to avoid feelings of demand or confrontation for them, including adjusting our language when presenting tasks and making demands more indirect. For example, instead of asking a pupil to complete a puzzle, we might present the puzzle as something we are having difficulty with. We offer choices to help pupils feel at ease, often making the 'easier' option, the one we would like the pupil to complete. We use variety in our learning environment and in the way we present activities, including, where appropriate, humour and challenge, often disguising our expectations to reduce anxiety and increase a sense of control for a pupil. For pupils who are demand-avoidant, we use a highly individualised approach supportive of the pupil's personality and tolerances that also aims to build a strong sense of identity and self-esteem whilst recognising the value and rights of others (*Hampshire Guidelines: Supporting Children with Pathological Demand Avoidance, 2012*).

Autism best practice

Many of our pupils are autistic or have significant social and communication differences and this can impact their ability to manage within different environments and to apply the skills they have learned. Many of our pupils experience feelings of overwhelm or intolerance to their environment and can feel anxious around or near others. They may also experience difficulties with executive functioning skills that are vital for learning and for managing

simple, everyday tasks. Executive functioning is needed for following routines and our pupils can feel anxious if they do not understand expectations. When our pupils feel anxious, they can communicate this through their behaviour. Our learning environment increases predictability and independence and aims to lower pupils' anxiety over the understanding of expectations. Systems and signposting within classrooms and across the school, support all pupils to navigate their environment with confidence and purpose. Whole class systems are in place to reduce cognitive load and to help pupils learn to follow simple routines with a level of independence.

We know many of our pupils need time to process information to enable them to respond appropriately to expectations, requests, and demands. Adults use verbal instructions supported by visuals for key commands as appropriate to support pupils to understand what they need to do, and language is adjusted between pupils and reduced to key words where appropriate. We may use known motivators to encourage pupils to attend to learning and are mindful that if pupils react strongly to new tasks, this is likely to be because they find some things more difficult, for example finding certain textures or getting messy intolerable, and that they may communicate these difficulties through their behaviour.

Communication

We know our pupils need to feel safe to communicate in different ways and to know that we will respond and be there for them. We build strong relationships with our pupils that are built on respect and appreciation of their individual needs.

Pupils with autism and communication differences often need additional time to process verbal information, including instructions and directions. We allow our pupils time to respond to what we are saying and do not always expect them to do so immediately. Some pupils need a significant amount of time to process expectations and verbal language, even when these are supported by appropriate visuals and auditory cues. Allowing processing time supports our pupils to make sense of information and respond successfully and to feel a sense of achievement when they do.

Many of our pupils experience a significant impact on their ability to communicate or to understand the communication of others and this presents diverse challenges for both verbal and nonverbal language and expression. Pupils can find it difficult to interpret and respond to social cues such as facial expressions, gestures and the body language of others and this can lead to social and friendship difficulties. Pupils may find it hard to make and sustain friendships and this can lead to increased behaviour incidents and have an impact on pupil wellbeing. We respond with patience when pupils fall out with their friends and understand social expectations can cause tiredness and fatigue for many of our pupils.

We use a range of strategies to make sure we are considering all aspects of a pupil's communication, including those advised by the Hampshire Specialist Teacher Advisory Service, for example, Intensive Interaction, understanding of Gestalt Language Processing and what this might look like for individual pupils, as well as the use of Blank Language to support pupils' understanding of simple questions, demands and requests. Our support strategies aim to reduce frustration and anxiety and to give pupils best chance of responding positively and successfully to social situations. Adults use appropriate visuals and signing to support communications with pupils to help their understanding and to ensure they have opportunities to make their needs known.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2

Individual Support Plans

A working document

Individual Support Plans (ISPs) are working documents that provide key information about a pupil. They support us to predict and use proactive strategies to prevent as far as possible, potential scenarios. ISPs provide background and context around pupils and offer insights into key strategies we can use to support them effectively.

As ISPs are working documents, they are readily available to all staff working with a pupil. This enables staff to equip themselves with the knowledge and understanding they need to offer appropriate, timely support. Class teachers ensure ISPs are reviewed and updated termly or sooner as needed and class teams support with the content of these.

What do our Individual Support Plans include?

Individual Support Plan always start with information about what a pupil likes and what their strengths are. This information is important because it enables us to make connections with the pupil and identify ways to engage with them and develop trust. If a pupil likes cars, for example, we could use this as a conversation starter to open further dialogue and get to know them better, or as a distraction or diversion technique when a pupil is becoming heightened.

ISPs also include what the pupil finds difficult and how they currently communicate or their communication preference.

Triggers

Triggers include things we know a pupil finds difficult to cope with, and that can cause heightened arousal and behaviours of concern. Triggers might include certain noises, a particular environment, or a specific person. It may be that making certain demands on a pupil causes them to feel increasingly stressed and anxious.

If we are aware of a pupil's triggers, we can pre-empt these, plan for them, and make appropriate adaptations where necessary when offering support to help them feel safe.

Presentation

It is important to understand what a pupil's behaviour can look and sound like when they're feeling regulated, and when they're becoming dysregulated. These behaviours can give a valuable insight into how the pupil is feeling at different points in time. This needs to be specific to an individual pupil as one individual's distressed behaviour, may be another pupil's usual presentation. Flapping hands, for example, may indicate increased stress for a pupil, prompting us to respond with an appropriate support strategy to reduce arousal, whereas for another pupil, this might be a helpful behaviour that does not require support

Different behaviours can be cues for us, helping us to pre-empt what might happen next. Sharing experiences and scenarios with colleagues can help us spot patterns of behaviour and make decisions around how best to respond in a joined-up, coherent way and staff teams meet regularly within team meetings to ensure all staff are aware of any changes to the way a pupil might communicate their needs or how they are feeling.

Support Strategies

We use a range of very different support strategies that are carefully thought out to support individual pupils. We consider what we know has worked well previously and what we

currently know about a pupil and we are highly reflective in our approach to getting it right for individuals. We may use both proactive and reactive strategies as appropriate to meet a current need. For example, we may work proactively to anticipate triggers or make adjustments to the environment and other times, employ reactive strategies such as redirection or bringing in a 'change of face' to defuse, de-escalate and divert behaviour.

When we feel it is right to introduce a new strategy, we document this on the current ISP and evaluate its effectiveness. If a new strategy is successful in supporting a pupil, this is shared and added to their current plan. Relevant staff, and where appropriate, parents, are made aware when a strategy has or has not been successful.

Risk Assessment

Some pupils may have a Positive Handling Plan, Vulnerable Person Risk Assessment or an Aggressive Behaviour Risk Assessment in addition to their ISP to keep them and others safe. These may provide further details around changing the environment, altering routines, or providing additional supports, to reduce heightened stress and anxiety. It is important to acknowledge, that risk assessments can be limited in a quickly-evolving situation and that a dynamic risk assessment always needs to be made in real time to keep everyone safe. Following an incident where this is the case, necessary adjustments may be made to risk assessments as appropriate.

Physical Interventions (see Restrictive Physical Intervention Policy)

Individual Support Plans should always include whether a pupil sometimes needs physical intervention to keep them and others safe. Restrictive practices are only ever used when it is in the best interest of the individual. They must be reasonable, proportionate and necessary, and should involve the minimum force for the shortest time. A pupil needing restrictive physical intervention will have a Positive Handling Plan in place.

If physical interventions are referenced on an Individual Support Plan, this does not mean they should be used automatically when an individual is showing behaviours of communication. We focus our efforts on defusing and de-escalating situations to reduce or eliminate the need for them.

Communication and Consistency

Effective communication and consistency are key to ensuring pupils always receive the most appropriate support and we work closely with colleagues in health and other agencies to help us provide this.

Pupil Voice is crucial to the success of our Individual Support Plans, and this is included as fully as possible when creating and amending them. We work hard to support pupils to understand their plan and how this helps them and by including individuals in their own plans, we can help to involve them in creating the best supports for their needs. For some pupils, including preverbal or non-speaking pupils, we seek advice from parents and colleagues in other agencies to help us understand nonverbal communications where appropriate.

We work carefully with pupils to reflect on their behaviour at a time we feel they are ready to do this. This is a careful process of working together and building trust and sessions with pupils may be facilitated by our wellbeing staff team as well as by our Team Teach team.

Summary

Individual Support Plans:

- are an important working document

- should be readily available to anyone working with a pupil
- should be kept regularly updated to ensure they are relevant and used

Individual Support Plans help us feel confident to support and understand our pupils and gain valuable insights into the strategies that best meet their needs.

Recovery

We always carefully consider the feelings a pupil may have experienced during the different stages of escalation or dysregulation and how these feelings may continue to impact them following support. Pupils often experience feelings of crisis even when they appear to be returning to their 'baseline' and we are careful to remember self-regulation can take longer to achieve than it may appear on the surface. There is always a risk of a pupil looping back into crisis if the right support is not continually offered.

Repair and Reflection

We use Team Teach' Listening and Learning approach to help everyone recover, rebuild, and restore positive relationships. Some individuals will be able to discuss and reflect using restorative questions, however individuals with language and communication differences and other additional needs may find it more difficult to explore what happened or link behaviour to an experience or a feeling. This does not mean they are not considered during this process and we reflect carefully on how we can ensure relationships remain positive through ongoing evaluation of the support in place.

Appendix 3

Searching, screening and confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession during a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to the school community.

Searching a pupil

- Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves (see appendix 1: Understanding Behaviour Approaches at Riverside School)

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. This will be a DSL or DDSL and at least one parent.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched (or what they are looking for if the pupil does not understand the concept of 'why')
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the [Headteacher or Assistant Headteacher in their absence to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Care after a strip search

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Examples of shared language and alternative ways of describing or talking about behaviour

<p>Refuses or ignores adult requests Doesn't listen Is defiant Is naughty</p>	<p>Struggles to shift attention between tasks Finds it difficult to transition attention away from special interest tasks towards less-favoured tasks or to pay Needs time to process what is being requested Does not understand what is being asked Does not feel regulated and ready to... Has difficulty regulating his / her emotions Demands can trigger a stress response, including shutting down Gets scared or anxious when requests are made and communicates this through their behaviour Needs processing time to respond to requests and expectations</p>
<p>...is on one today ... has been a nightmare today ...Is having a tantrum ...Is kicking off</p>	<p>Is finding things overwhelming Is emotionally dysregulated Is seeking sensory input Is highly distracted and active Is distressed today</p>
<p>Is destructive</p>	<p>Finds it hard to regulate Is sensory-seeking May communicate distress or anxiety through physical or verbal aggression Is not able to communicate how they feel when anxious, scared or when there is a perceived threat</p>

<p>Is rude</p> <p>Is offensive</p>	<p>May say things or give personal opinions without understanding honesty can be perceived as rude or upsetting</p> <p>opinions or says what they see</p> <p>May make observations without intending these to be rude, critical, or offensive, e.g. of personal appearance</p> <p>States their opinion without regard for social rules</p> <p>Is vulnerable because they may use offensive words without understanding the impact and consequences of</p> <p>Is echolalic and may repeat things they have heard without understanding these words are not appropriate or</p>
<p>Deliberately antagonistic</p>	<p>Finds it hard to read social situations, body language and facial expressions and this can affect his/ her behaviour towards others</p> <p>Has experienced relational trauma and takes a precautionary approach to life and relationships to protect the</p> <p>Shows interest in cause and effect</p> <p>Does not seek positive attention due to past experiences</p> <p>May misinterpret nonverbal cues and spoken language</p>
<p>Deliberately aggressive</p>	<p>Compensates for their feelings of vulnerability and perceived malintent of others towards them by adopting a 'toughness' or aggressiveness to 'warn others off'</p> <p>Is beginning to make connections with others but doesn't know how to</p> <p>Has limited emotional regulation and can quickly become emotionally heightened in response to a wide range</p> <p>Becomes overwhelmed with emotions and finds it hard to use their coping strategies</p>

	Experiences sudden and extreme mood swings
Is malicious Is violent	May react with 'fight', flight, or freeze in response to perceived threats Demonstrates stress responses to feeling overwhelmed that may present as physical aggression
Refuses to share with others	In line with their cognitive development / developmental stage, is not ready / able to share is learning to share
Is attention-seeking	Needs attention Seeks connections
Is obsessed with...	Is highly motivated by... Is fascinated by... Has a strong interest in... Has intense interests
Is very 'clever' or 'sneaky' / knows exactly what s/he is doing Is controlling Is Is manipulative	Has experienced having to take care of themselves in the past and finds it hard to trust or rely upon others Has an anxiety-based need for control Needs to feel a sense of control to feel safe Shows an interest in cause and effect