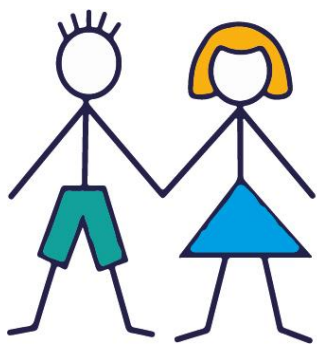




Springwell
School
SMILE • ACHIEVE • BELONG

**Positive Behaviour Policy
(Inc. Anti-Bullying, Suspension and Exclusion
Statement)**

Policy Dated:	Sept 26
Adopted by the governing body:	Jun 26
Date of Next Review:	Sep 28
Reason for Review/Revision:	Updated due to reviewed procedures within school.
Publication Scheme	Springwell School Website
Version	03
Lead	CD

This policy considers the following legislation/guidance:

- Education and Inspections Act 2006
- Education Act 2002
- KCSIE 2025
- Use of reasonable force and other restrictive interventions in school. Updated Apr 2026
- Behaviour in Schools. Guidance Feb 2024

Good behaviour in school is central to a good education.

We believe that:

- all pupils, including those with complex SEND, should be able to develop to their full potential within a supportive and caring environment and that
- all pupils should be valued equally and their individual skills and talents recognised and celebrated.

We aim:

- to support effective teaching and learning;
- to develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- to enable pupils to develop a sense of self worth, respect and tolerance for others and
- to create an environment in which pupils feel safe, secure and respected.

We will deliver our beliefs and aims through:

- high expectations of children and staff within the classroom and the school environment;
- reward for positive actions and behaviour;
- action to manage pupils who are exhibiting challenging behaviours and
- support for pupils who are experiencing difficulty with the demands of school life.

RESPONSIBILITIES

Ultimately the Headteacher is responsible for promoting positive behaviour, self-discipline and respect. The Assistant Headteacher (Belonging) is responsible for analysing behavioural incidents, checking for consistency across Behaviour, Care and Wellbeing Plans (BCW Plans) and updating, implementing and delivering the policy specifics. The Class Teacher is responsible for day to day behaviour within the classroom and wider school premises.

The Assistant Headteacher (Belonging) will report termly to governors.

Leadership – it is very important that leaders:

- know the needs of each class and plan to secure positive behaviour on a whole school level;
- ensure that the school's policy is understood and applied consistently by staff;
- ensure that school policy is communicated to new staff and all relevant stakeholders and
- ensure that they themselves are aware of positive and negative behaviour in the school environment and have appropriate policy-based responses to it.

Staff – it is very important that ALL staff:

- Pro-actively teach pupils how to behave in all contexts;
- ensure they are fair and consistent in the application of behaviour policy principles, as well as specific class and individual pupil rules which relate to the SEND of the pupils in their charge;
- ensure that they are alert to causes of good and poor behaviour and
- ensure that they receive SLT support and relevant training where they feel they need it.

Pupils – it is very important that pupils;

- know and follow class rules and routines (including knowing the reasons for these where possible);
- know the difference between those behaviours which are desirable and those which aren't (for those pupils in ~Glitter Pathway and above);
- feel that the system is fair and firm and that they are rewarded and sanctioned in an appropriate manner (for those pupils in Bronze or higher pathways) and
- know that regardless of their behaviours, Springwell will always support them and that therefore we do not suspend or exclude pupils for any reason.

Families' contribution is acknowledged as an essential part of the effective management of behaviour in school. It is important that families and staff are working towards common goals and through consultation aim to ensure management strategies are agreed and supported.

POSITIVE BEHAVIOUR SUPPORT

Positive behaviour management is an integral part of the curriculum and teaches appropriate and relevant social skills, thus allowing pupils to participate fully in the life of their home, school and local community.

We mean to ensure:

- the safety and well-being of individual pupils;
- the safety and well-being of all other pupils;
- the safety and well-being of staff and visitors to the school;
- pupils are protected from self-inflicted abuse or injury;
- positive abilities and attitudes are developed and demonstrated.

Issues of discipline and control cannot be divorced from systems of good management and the provision of quality care and education. If the individual needs of children are met, incidents of challenging behaviour can be kept to a minimum. Therefore, the quality of relationships between staff and children are a major determinant of good behaviour and a positive ethos in the school. Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour, which are well defined and understood by both staff and pupils.

GUIDANCE TO STAFF

Prevention and De-escalation

Prevention begins with the implementation of a whole school policy and the application of a clearly defined structure for the management of behaviour. The most successful way to deal with any potentially difficult situation is to plan alternative strategies to avoid occurrences of unacceptable behaviour. Individual pupils who present a challenge should have individualised strategies for responding to incidents of violence and aggression and where appropriate should include directions for using physical interventions – Individual Behaviour, Care and Wellbeing Plan and, if necessary, Risk Assessment. Teachers and parents should agree this plan and a copy placed in the pupil's file and sent to parents. It is the class teacher's responsibility to ensure all adults working with the pupil are familiar with their management programme.

The following strategies may be helpful in diffusing potentially difficult situations.

- Avoid confrontation. Maintain a calm manner and speak slowly and quietly. Be aware of your body language, adopt non-threatening posture.
- Keep your distance. If needed, try to maintain a distance of at least one metre between you and the pupil and avoid speedy movements for some pupils.
- Avoid physical contact. This may irritate or annoy the pupil.
- Respond in a non-violent manner. If the pupil grabs your clothing or touches you, a calm response is essential. Simple slow movements can be very effective.

WHOLE SCHOOL REWARDS AND SANCTIONS

In classes where children are cognitively capable of understanding basic classroom rules (Upper Glitter pathway onwards). The rules should be:

- Clear and understandable
- Fair
- Consistent – be applied by all staff
- Appropriate

Rewards

Universally recognized and applied rewards for Springwell School are:

- Verbal praise, smile, body action, (thumbs up, head nod, etc.)
- Good work classroom charts
- Stickers
- Individualised rewards from 'Now/Next' tasks
- 'Dip' in Head Teacher box
- Name in 'Good as Gold' Book
- Celebration Assembly
- Daily 'Golden Time' – additional playtime

Sanctions

Springwell School has a policy of 'NON-EXCLUSION' and 'NON-SUSPENSION' and statutory requirements to publish an exclusion and suspension policy are therefore not applicable to our school. We are here to serve the special needs of ALL of our pupils and we believe that when serious misbehavior occurs it is ALWAYS as a result of those needs. It would therefore be illogical to exclude pupils whose needs have led to this misbehavior and also brought them here to us in the first place.

Universally recognized and applied sanctions and/or consequences for Springwell School are:

- pupil given a verbal warning;
- pupil given a warning with a visual representation;
- loss of 'Golden Time';
- child to sit in a 'reflection' area of the classroom for an appropriate period;

- loss of privilege e.g. 'minutes' of breaktime;
- child taken to Safe Space;
- phone call to parents/message to family in communication book/family spoken to at home time.

PHYSICAL INTERVENTION AS MANUAL HANDLING

Children with complex medical conditions

Some children with complex medical conditions need daily Lifting, Moving and Handling (LMH) to provide for their care and physical development needs. The majority of this LMH is likely to be through the use of slings and hoists. Children who need this level of LMH will have a full risk assessment, written by class staff and physio, before any LMH occurs. At all times the LMH of these children will be undertaken by staff that have been trained in children's individual LMH needs.

Children with impaired physical mobility

Some children with impaired physical mobility may need to use specialised equipment (I.e. ladderback chairs or walkers) and so may also require LMH at times. Children in this category may need LMH:

- To support them in the fulfilment of their OT plans and Physio Plans.
- To help them stand up, sit down and move from place to place (where they have a condition that limits their balance or movement), including aiding in the transition between activities.

Children with severe learning needs

Some mobile children with severe learning needs may display behavioural traits that also necessitate LMH. This LMH is likely to be performed by hand, though may be facilitated by equipment (i.e. a handling belt). The reasons these children may need LMH are as follows.

- To move them if they are in an area or position which could prove to be hazardous in some way.
- To provide appropriate physical contact, play or comfort as is developmentally necessary.
- To move them if there is an unavoidable transition (i.e. it is time to go home).
- To dishabituate them from 'stopping and dropping', where it is used as a habitual avoidance tactic.
- To prevent them missing important educational activities or experiences.

Children who have become dysregulated

Some mobile children with severe learning needs may also need LMH due to being in a state of high dysregulation. Again, this LMH is likely to be performed by hand, though also may be facilitated by equipment like a handling belt. The reasons these children may need LMH are as follows.

- To prevent them injuring themselves.
- To prevent them injuring others.
- To prevent them damaging property.
- To prevent them dysregulating other nearby children.
- To move them with an environment or activities where they can regulate appropriately.

What should be considered before Lifting, Moving and Handling a child?

As LMH can be a risk to both staff and children, the following steps should apply when making a decision as to whether to use LMH in a given situation:

- **Necessary** Is it necessary? i.e. Is there a way the child can be encouraged to move or stand without resorting to LMH? Is it necessary they move right now, or is their potential wait?

If it is necessary:

- **Trained** Do I understand the main principles of safe LMH (particularly Biomechanics and Centre of Gravity)?

If you do understand the main principles of LMH:

- **Risk Assessed** Have I undertaken a 'Dynamic Risk Assessment'?
i.e. How heavy is the child? Are they calm or dysregulated? Have I considered my own physical condition? Can I do this on my own, or do I need help? Is the environment suitable for LMH (i.e. dry floors, clear of obstructions etc.)?, How far do I need to move the child? (this should generally be the shortest distance possible)? Etc.

If LMH is necessary, you are suitably trained, and you have undertaken a dynamic risk assessment, you may LMH the child.

BCWB and Individual Cases

If children are likely to need LMH regularly, this should be stated in their BCWB, including why they might need LMH, and where possible, how this LMH will be accomplished. If regular LMH is necessary, but is likely to put staff or the child at risk of injury, a formal risk assessment should be undertaken of their LMH needs, and further action taken accordingly.

When does LMH become a restrictive intervention?

There is an inevitable grey area/cross-over between LMH and restrictive interventions. This is further blurred by the fact that some Team Teach manoeuvres are also appropriate LMH techniques. In general we have agreed the below boundary, however school staff have been

advised to consult Senior Leaders, LMH Trainers and Team Teach trainers in instances where they are unsure.

Team Teach/Restrictive Intervention Techniques	Lifting and Handling
Children have sufficient grasp of language, and the cognitive capacity, to understand Team Teach de-escalation techniques.	Children do not have sufficient receptive language to understand Team Teach de-escalation techniques.

THE NEED FOR RESTRICTIVE INTERVENTIONS

Restrictive interventions/Team Teach and/or the Safe Space (see below) will only be used with a child, when this is assessed to be an absolute need and included in that child's behaviour, care and wellbeing plan (seen and signed by parents/carers).

In Springwell School we follow the principles of the Team Teach approach to behaviour management. All staff in school are trained in Team Teach Physical Intervention strategies. The Headteacher has authorised all teaching staff (including all Teaching Assistants) who have up-to-date training, to use restrictive interventions. .

Restrictive interventions should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions staff may be required to physically intervene to prevent pupils from threatening the safety of themselves or others, damage to property, pupils from committing a criminal offence and/or to prevent a pupil from causing disorder within a classroom or the wider school (including school premises).

Restrictive interventions should be used rarely and only as a last resort when all other courses of action have failed.

If restrictive intervention is necessary, it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents or Carers –will be informed as soon as practically possible in each and every instance (unless they have requested otherwise).

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then she/he should:

1. give clear instructions, warning the pupil of the consequences of failure to comply and
2. remain calm throughout, explaining to the pupil that they are unable to allow them to damage or hurt others, and once they have calmed down and are no longer posing a threat, they will be able to cease the intervention and
3. summon another member of staff, a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the initial member of staff suffering bodily

harm. There will also be a witness if the pupil or parents/carers subsequently make allegations of assault.

- All incidents requiring restrictive intervention should be reported to the AHT (Belonging) and recorded as soon as possible after the incident on the relevant school's own Incident Report Form/s which are reviewed/updated on a termly basis. Families should be informed the same day.

Team-Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.

Use of 'The Safe Space'

All teaching staff and T.A.'s are trained in the effective use of the Safe Space.

The Safe Space is to support pupil safeguarding. The 'Safe Space' is a place in school which can be used as a quiet location for pupils. Pupils may use this location if they are dysregulated or to avoid a crisis situation.

Review

It is important following any incident that every effort is made to discuss what happened and why. An opportunity for this is included in the Incident Report which will be completed following the use of Team Teach and/or the Safe Space.

Support will be needed to focus on the staff and pupil directly involved, to discuss what provoked the incident and what could we have done differently to try and stop this incident happening again. It is important for staff to reflect on the incident and their own management.

BEHAVIOUR CARE AND WELL-BEING PLANS AND INDIVIDUAL RISK ASSESSMENTS

Most children in school have a Behaviour Care and Well-being plan (BCW plan). This is agreed with families and outlines the motivators and reinforcers of positive behaviour for the child and what should help to keep the child regulated. The plan will also outline any agreed necessary steps that will be taken to address any behavioural needs.

A copy of the plan is kept by the AHT (Belonging). BCW Plans are reviewed continually and amended wherever and whenever necessary.

If it is considered that a pupil is a persistent danger to him/herself, others or property by means of a specific and/or repeated pattern of behavior, then a personal risk assessment (PRA) will be

carried out and recorded appropriately. It is the class teachers' responsibility to bring PRA's to the attention of all staff who work with that pupil. PRA's are then used to inform a pupil's BCW Plan.

CONFISCATION OF INAPPROPRIATE ITEMS (INCLUDING RETENTION AND DISPOSAL)

Springwell School Staff may confiscate items if:

- an item poses a threat to the pupil in possession of it or others;
- an item poses a threat to good order and/or learning;
- an item poses a health or safety threat;
- an item which is counter to the ethos of the school e.g. material which might cause tension between one community and another or
- it is illegal for a child to possess such an item.

What to do with Confiscated Items

Staff should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. A message should be sent home to parents/carers informing them that an item has been confiscated and why as well as how the item may be returned.

Pupils have a right to expect that confiscated items (especially those of monetary or emotional value) will be stored safely until they can be returned. Items of obvious value should be appropriately stored (for example, in a safe, in the school office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several pupils, staff should take care to ensure that they are clear which item belongs to which pupil.

There may be some instances when the school chooses not to return an item to the pupil - a few obvious examples of this would be the following.

1. Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.
2. Items of value which the pupil should not have brought to school or has misused in some way should be stored safely in school until a responsible family adult can come to retrieve them.
3. Other items which the pupil should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

Mobile Phones/Electronic Tablets

Mobile phones and electronic tablets are strongly discouraged from being brought into school. If an item was brought in, it would be placed in the care of SLT/School Office for the day, and parents/carers would be phoned to inform them that it should not come into school with the child again.

Searching Pupils for Weapons, Drugs and Other Dangerous Materials

Legislation allows the Head Teacher and named staff to search pupils for weapons, drugs or other dangerous materials. It is the policy of Springwell School that those nominated to authorise a search are the head teacher and/or the deputy head teacher and/or one of the two assistant head teachers. The person authorising the search must be present during the search along with at least one other member of staff nominated by the Senior Leadership Team (SLT).

Pupils Leaving School Grounds

In the highly unlikely event of a child leaving the school grounds then staff will take immediate steps to ensure that they are brought safely back onto the premises. The family of the child would be informed immediately that this has occurred and the police would be called. BCW plans would be updated accordingly.

Bullying

Statement of Intent

Springwell School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. *Anyone* who knows that bullying is happening is expected to tell the staff.

The nature of the learning needs of our children means that the children with complex needs may not have sufficient understanding that certain behaviours directed towards others may be undesirable or that they might be constructed as bullying. Similarly, some pupils, who are the recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or to tell adults. This means that all staff have a duty to not only be aware of such behaviours and of any child involved, but also to respond appropriately to instances of bullying behaviours.

Proactively, children will be taught through PHSRE sessions what kind and caring behaviour looks like.

Definitions

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time.

Bullying can be:

- Emotional (being unfriendly, excluding, tormenting, threatening gestures);
- Physical (pushing, kicking, hitting, punching or any use of violence);
- Racist (racial taunts, graffiti, gestures);
- Sexual (unwanted physical contact or sexually abusive comments);
- Homophobic (focussing on the issue of sexuality);
- Verbal (name-calling, sarcasm, spreading rumours, teasing) and/or
- Cyber (Internet/E-mail, chat room misuse, mobile threats and misuse of camera/video).

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this School's Policy with Regard to Bullying

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Procedures with Regard to a Report of Bullying

Report perceived bullying incidents to staff.

In cases confirmed to be bullying, the incidents will be recorded on Cpoms by staff and parents should be informed and will be asked to come into school to discuss the problem.

Bullying behaviour will be investigated and an agreed plan of action will be implemented.

A plan of action will always include an attempt to help the bully/bullies change their behaviour.

Role of Families

Families have an important part to play in our anti bullying policy. We ask families to:

- look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill etc;
- Always take an active role in their child's education, enquire how their day has gone, who they have spent time with etc;
- not approach another child with regard to any bullying incident (even if you think that this is the bully);

Child on Child Abuse

The majority of our children have a significant cognitive delay and would not be able to consciously carry out such an act. If an incident was to occur it would be reported to a designated safeguarding lead immediately.

Help Websites:

<http://www.childline.org.uk/Pages/Home.aspx>

<http://www.beatbullying.org/>

<http://www.antibullying.net>