

# POSITIVE BEHAVIOUR POLICY

Positive support to promote good behaviour and outcomes



**November 2025**

**Ratified by the Governing Body on:**

**Chair of Governors Signature:** Wendy Sartain

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### **School vision**

Our vision is to create a safe and happy environment for our children to develop life-long communications skills to become a valued member of modern day society.

<b>Protect</b>	We endeavor to create an atmosphere where our pupils feel safe.
<b>Inspire</b>	We inspire our children to be the best they can
<b>Nurture</b>	We nurture our children's individuality.
<b>Equality</b>	We celebrate our differences and give everyone a chance. Everyone is included in our school.
<b>Succeed</b>	We celebrate all achievements, no matter how big or small!

As a rights respecting school, we uphold the UN Convention on the Rights of the Child. Our behaviour policy is underpinned by article 3: the best interests of the child must be a top priority in all decisions and actions that affect children

## **Introduction**

The Pines School is a designated special school educating young people with Autism. Our young people have a diagnosis of Autism and associated communication and social awareness difficulties. All pupils have an EHCP and benefit from specialist education.

Many of the young people have complex needs and this is taken into account in helping them to behave in a positive way, staff are aware of the need to work with all at the level at which they are operating.

It is essential that this policy is implemented consistently to support all students and maintain physical, social and emotional development. It is important to note that an individual's behaviour at school towards another young person may be rooted in their disability. However, for the individual who is on the receiving end of unwanted behaviour the behaviour is still of concern. The proactive way to manage positive behaviour is to take account of this and put in place appropriate autistic specific approaches and systems of support.

The staff have been trained in the Trauma Informed Attachment Aware Schools (TIAAS) approach and work hard to ensure that its ideas are used to make sure that as young people arrive at school, they are aware they are in a safe and welcoming place

The Pines School is aware that all behaviours are in some way a form of communication, and we try to ensure that students are helped to find and use the most appropriate behaviour to get them what they want within what school and society expects.

## **Aims**

The aims of our Behaviour policy are:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To enable children to communicate their needs, wants and feelings in a way that is appropriate and acceptable to others.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## **1 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 2023](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2025](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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

This policy needs to be read in conjunction with the following policies:

- Safeguarding and Child Protection
- Whistle Blowing and serious misconduct
- Anti-bullying
- Special Educational Needs
- Keeping Children Safe in Education
- Staff Code of Conduct
- Complaints

We are a fully inclusive school and will not tolerate discrimination against an individual based on the race, religion, gender, sexuality or ability of another individual.

## **2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

Where this may be the case, we will follow our Safeguarding and child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Annual staff training will look a potential indicators of abuse and how these may manifest in our young people. Please refer to our Safeguarding and child protection policy for more information

## **3 Definitions**

At The Pines School we monitor and record behaviours according to severity and category, this means that we are able to support and manage behaviours, note any trends or changes in behaviours and identify any interventions. All behavioural concerns are recorded on Behaviourwatch. Staff record incidences of behaviour on Behaviourwatch and this is monitored by a member of SLT with any incidences of Positive Handling, being monitored by the headteacher.

We accept that all behaviours are a form of communication and are driven by a need to express or communicate a need or want. Often these may be socially inappropriate and cause harm or distress to others. The levels below are used as a guide and it is acknowledged that they are "best fit" and not all behaviours are listed.

### **3.1 High Level behaviours**

These behaviours are physical and may hurt others or significantly damage property. There is associated risks with the behaviour that need to be addressed and supported. These behaviours can be the most challenging and often occur when a young person is at crisis point. Behaviours can include:

- Absconding
- Physical aggression
- Fighting peers
- Racist, sexual or homophobic language
- Preventing others from learning
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). Possession of prohibited items weapons, drugs, vapes, cigarettes

### **3.2 Low level behaviours**

The behaviour, whilst undesirable does not pose a risk to others or the pupil. There can be some disruption to learning for the individual and those around them although this is often minimal  
Behaviours include:

- Refusal to work
- Spitting out food
- Behaviours that are sensory driven in their nature
- Opting not to listen or engage with adults
- Deliberately wetting / soiling / smearing
- Attempting physical aggression
- Low level physical contact
- Refusing to transition to teaching spaces

### **3.3 Sexualised behaviours**

These behaviours can have a number of functions and reason. The young person may present with behaviours such as:

- Self-soothing
- Exploration of self
- Inappropriate touch
- Sexualised language
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Many expressions of sexual behaviour are part of healthy development and no cause for concern. It may be misleading to label behaviours displayed by young children as 'sexual'. A child who plays with his or her genitals may or may not be seeking sexual pleasure.

Sexualised behaviours will be recorded as high or low level dependant on the behaviour that is of concern.

If Staff members feel that the behaviour is harmful then they should follow safeguarding procedures and record this on My Concern.

When considering whether the behaviour is harmful please consider the following questions:

- Is the behaviour intended to cause harm?
- Is the behaviour intended to cause distress?
- Is the behaviour excessive?

Where there are ongoing concerns around sexualised behaviours a trained member of staff will use the Brook Traffic Light tool to determine the concern level, and record the outcome and associated actions in line with the Safeguarding Policy.

### **3.4 Self-injurious behaviours.**

Self-injurious behaviours are behaviours that cause or attempt to cause harm to the individual. Often there are no other persons involved in the incident. Behaviours are supported by the class team according to the individual young person's risk assessment. Often these behaviours support Forward Thinking Birmingham and the Pastoral Team in determining any therapeutic support or input that the child may need.

### **3.5 Bullying**

The nature of our pupils disability means that they may show a lack of understanding or awareness that certain behaviours directed towards others may be undesirable or that they might be construed as bullying as social situations and interactions can be challenging. Similarly, our children and young people who are the recipients of such behaviours may be unable to express or communicate this or to tell adults. This means that all staff at our school have a duty to not only be aware of such behaviours and of any pupil involved, but also to respond appropriately to instances of bullying behaviours.

There are different types of bullying, which may include but is not limited to the following headings:

- Racist bullying
- Homophobic bullying
- Transphobic bullying
- Sexist bullying
- Sexual bullying
- Prejudicial bullying, e.g. directed towards an individual's SEND or mental health issues
- Relational bullying, e.g. excluding or isolating an individual

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more people involved as people forward on content.

### **3.6 Child-on-child abuse:**

Any response to any child-on-child abuse concerns or incidents at The Pines School are managed in line with our Safeguarding and child protection policy. All staff should adopt an attitude of 'it could happen here'. They should address inappropriate behaviour, as this can help prevent abusive/violent behaviour further down the line. This is explained further in KCSIE 2025.

Staff should understand:

- The school's safeguarding policy and procedures
- Their role in preventing child-on-child abuse and how to respond if they believe a child may be at risk.
- The indicators of child-on-child abuse, how to identify it and respond to reports.

The importance of challenging inappropriate behaviour between peers. Any child-on-child concerns or disclosures should be referred to the DSL or Deputy DSL immediately and should be recorded. A response will be decided on a case-by-case basis.

### **3.7 Online behaviour**

We endeavour to teach pupils about online safety and the need to interact positively with those around them in person and online. This includes game platforms, social media sites and messages.

We will manage online behaviour concerns in line with this policy and will ensure that parents are fully informed.

#### **4 Roles and responsibilities**

Supporting our young people with communication and behaviour is a shared responsibility and we take a holistic approach to this ensuring that their SEND needs are met and taken into consideration. We try to achieve these aims by establishing good habits of attendance and behaviour as early as possible, and by involving parents/carers as partners. We work closely with students, parents and carers to share expectations and work in collaboration with them.

##### **4.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher and SLT to account for its implementation.

They will receive termly behaviour reports and updates as part of the headteachers report to governors and will scrutinise this.

##### **4.2 The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Pastoral Team.
- Ensuring that the school environment encourages positive behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring this policy works alongside the Safeguarding and child protection policy
- Ensuring that the data from Behaviourwatch is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

##### **4.3 Staff**

All staff will read the Behaviour Policy and the Risk Assessments and Behaviour Plans of children in their class. Staff will be shown how to use Behaviourwatch as part of their induction process and will also be able to update at any time with the behaviour lead, as well as ask questions and look for ideas.

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
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly using Behaviourwatch as a recording mechanism
- Contribute fully to positive handling plans and individual risk assessments
- Seeking support as necessary

As all of our young people have an EHCP, if we have a concern about the behaviour of a pupil we will make contact with the parents or carers in the first instance. The school may request an emergency review of the EHC plan if behaviours continue to raise concern.

##### **4.4 Parents and carers**

The Pines School will endeavour to build a positive relationship 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 tackle behavioural issues

In order to promote and support positive behaviour enabling our young people to achieve positive outcomes and learn most effectively, The Pines School actively collaborates with, and supports parents to try to ensure young people receive consistent messages about how to behave both in and out of school. We do this in a number of ways, including, but not limited to, the use of Class Dojo (a web based system of communication), Home School diaries where appropriate, phone calls and support from the Home School Liaison Team, as well as via personal contact with those who come into school. Parents are informed of concerns about their child's behaviour and encouraged to share their own concerns with staff to develop strategies to increase more appropriate behaviours.

Parents and carers will:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

#### **4.5 Pupils at The Pines School**

Our young people will be fully supported to make the right choices and modify their behaviours accordingly. We will support them with their communication needs and help to build their emotional resilience through a supported curriculum and positive learning environment with clear boundaries and routines in place.

Pupils will be supported to

- Contribute to class charters to ensure that school is a calm and happy place
- Understand the need for rules and boundaries.
- Look at different ways of communicating wants and needs
- Respond positively to each other

The ultimate aim is for the pupils to develop their full potential by taking responsibility for their own behaviour and to enable them to develop as high a standard of self-awareness as they can.

#### **5. School behaviour curriculum**

At The Pines School our behaviour curriculum is embedded in the relationships and interactions with our young people. There is a strong emphasis on social communication and engagement and there are numerous opportunities during the school day to develop this.

At The Pines School, PSHE, through the Jigsaw system, is used to promote an understanding of the positive attitudes necessary to live and work together at a level appropriate to the young person's understanding. Mindfulness is practiced in some classrooms as a way of promoting calm within school. All staff are responsible for the behaviour of all young people within sight or sound of them always encouraging appropriate behaviour and discipline.

Pupils are expected to:

- Show respect to members of staff and each other
- Be safe in school
- Be kind
- Treat the school buildings and school property with respect

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

#### **6. Promoting positive behaviour:**

All staff will do their best to ensure young people display good behaviour. We create a positive ethos within school and strive to meet the schools vision and aims. We ensure that there is a structure in place where pupils feel valued and feel safe. Pupils are greeted off the bus every morning and are supported in starting the school day positively. There are a number of ways we do this.

### **6.1 Total communication environment:**

Behaviour is often a form of communication and we realise that we need to ensure that strategies are in place to encourage meaningful communication. We understand that when at crisis point all pupils can lose the ability to communicate verbally and we rely on a range of strategies to give them a voice.

- All classes have a visual timetable to ensure that pupils can anticipate the school day
- ALD boards are in situ across the school and children are familiar with these
- Now and next boards are in place to support transitions
- Staff use personal symbols on lanyards
- Children are encouraged to utilise PECs folders, AACs as appropriate

Staff are skilled in using reduced language to enable pupils to interact positively. At The Pines School we use positive language to reinforce the desirable behaviours rather than labelling the behaviours that challenge.

### **6.2 Autism specific strategies**

Staff are aware of particular behaviours that may be evident in young people with autism spectrum conditions which may include:

- self-injurious behaviour
- aggression towards others
- ritualistic or obsessive behaviour
- socially unacceptable behaviours, such as spitting
- behaviours that meet sensory needs

Generally, accepted systems of censure may be not appropriate for young people with autism, since their lack of social understanding may preclude an awareness of responsibility. We must specifically teach desirable behaviours, to appreciate the possible function of inappropriate behaviour, and, where possible minimise them by modifying the young person's environment or by reducing frustrations caused by communication or sensory processing difficulties. Positive approaches are taught where possible to enable young people to self-regulate their behaviour.

In addition to the communication strategies we use a range of Autism specific strategies to promote positive behaviours and social awareness, this may include:

- Social stories
- Comic strips
- Emotional coaching
- Circle time / attention autism session
- Learning breaks and walk
- The use of sensory and fidget toys
- Reasonable adjustments to the timetable and day

### **6.3 Consistency**

Young people benefit from clear boundaries and routines, but there is a continual process of evaluation and reflection to ensure that flexibility is used to ensure individual needs are met while consistency is achieved. They need to see that rewards and sanctions are used consistently and

are fairly administered by all staff. These positive strategies for behaviour management are shared with lunchtime supervisors.

#### **6.4 The team around the child**

Staff are aware of the need to check for various reasons why a young person might display behaviours and may consult agencies such as the school occupational therapist, mental health mentor, educational psychologist, dentist, optician or GP

We will speak to parents and carers and those who know the young person to be able to support them effectively and we will build in time to talk to parents and carers, inform them of behavioural changes and work together to be able to manage these appropriately.

Staff are responsible for individual pastoral welfare for those in their care. Staff try to ensure that all young people form a stable relationship with one or more members of staff, preferably in their own class or year group, but many will continue to be especially aware of certain staff throughout the school and this may be used to promote desired behaviours.

#### **6.5 The Use of Quiet Rooms**

The majority of classes have access to a quiet room or space. These rooms are for 1 to 1 work, and provide opportunities for pupils to self-regulate in a low arousal environment with access to a variety of resources which support pupil regulation.

Quiet rooms are not used as a consequence to behaviour. When using quiet rooms pupils should be supervised by staff at all times, and they should have the ability to leave the quiet room at any time without restriction.

Quiet Rooms should be set up to provide a low arousal environment. They should be free from excessive equipment. Quiet rooms should not be used for storage.

#### **7. Responding to positive behaviour**

Because of the different levels of understanding of our young people it is hard to organise rewards based on age or Key Stage. Rewards may involve some of the following, but will often be tailored to the specific requirements of the young person and whatever gives them the most joy:

- Verbal praise
- Non-verbal praise i.e. Thumbs Up or High 5
- Written comment
- Stickers, stamps, star charts
- Certificates, praise postcards sent home
- Comment to parent/carer on Class Dojo
- Dojo points
- Class collective reward system
- Phone call to parent/carer sharing good news stories
- Visit to SLT to show work or have behaviour commented on
- Whole school dojo showing why they and staff are pleased with them
- Visit to member of staff the child is particularly happy to be praised in front of
- Contributing to a collective class reward system (points / stars in the jar)
- Golden time

#### **8. Responding behaviour that may challenge.**

Staff will endeavour to create a predictable environment in which the young person feels safe. Pupils are aware that behaviours that challenge will be supported by a familiar member of staff in a fair and consistent way.

At The Pines School we believe that de-escalation techniques are paramount and can prevent behaviours escalating and challenging, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

No one approach will fit all situations and all young people, and there are many ways of de-escalating situations and regulating our young people. Staff know those in their care well and work hard to support and reinforce positive behaviours. They do this by using various strategies which may include:

- Reducing language
- Using symbols and sign to aid understanding
- Increasing processing time given
- Removing potential audiences (both young person and adult)
- Using emotional coaching

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

If a situation is becoming difficult then try using the following ideas, dependent on the age and understanding of the child:

- use the strategies in the young person's Behaviour Plan to inform of what to do next.
- think about WHY they may be behaving in this way – are they hurt / hot etc.
- think about HOW they are feeling and their emotions – are they unhappy or confused?
- try labelling the feeling for them
- give space, both emotionally and physically
- distract
- try humour
- give alternative ideas for actions, but use "do this" rather than "don't do that"
- give a simple clear comment "You need to stop 'behaviour' because 'reason'".
- say once and give processing time – don't over talk
- use change of face

Any young person who has a Behaviour Plan will have strategies and support mechanisms to enable them to modify behaviours and to defuse the situation within their Plan.

## **8.1 Consequences and actions**

Staff try to use positive rewards rather than consequences and sanctions wherever possible and are aware that some young people find it hard to see the relation between an action and a consequence, however throughout school young people will be helped to understand the connection between actions and consequences.

In all disciplinary actions it is essential that the young person understands fully that it is the behaviour which is not acceptable and not them as a person. Although with very young children and those with more complex learning difficulties this is sometimes difficult to convey, every attempt is made to help the young person realise why the behaviour is unacceptable.

Consequences and Sanctions must:

- fit the behaviour
- be seen to be fair
- be used for a limited time
- be used with thought and consideration
- be reasonable and proportionate

- be applied as soon as possible after an event, but when everything is calm

Consequences should not be carried over to the next day or over a weekend unless deemed appropriate for that young person's individual level of understanding. In such circumstances this will be discussed with the behaviour lead or SLT.

However, throughout the school, young people will be enabled to understand that actions do have consequences.

A range of sanctions are available to staff. These may include:

- Verbal comment
- Non-verbal gesture
- Quiet Time – (Time within the classroom)
- Time out – (Time outside the classroom in a safe place with adult supervision)
- Repeated work i.e. when the young person has not worked to the best of their ability
- Visit to SLT
- Withdrawal of part of playtime / dinnertime play, although this is used sparingly as young people need time to regulate away from the class.
- The withdrawal from any curriculum visit would only be sanctioned if after consultation with SLT it was decided that the visit could not be safely undertaken even with appropriate risk assessments in place.

It must be remembered that all sanctions are for the behaviour and not for the young person.

## **8.2 Time away from the classroom**

At The Pines School we do not use seclusion as a method of behaviour management. If a young person needs quiet time alone from others to manage their behaviour they are able to access this themselves or will be offered it by an adult to help them regulate appropriately and in a safe way. At times of crisis we may need to move other pupils to a safe space, all pupils are supported in full by adults and supervised at all times.

## **8.3 Aggressive behaviour**

Physical aggression, targeted to adults or young persons is not condoned. We acknowledge that some of our young people reach crisis point and may lash out or hurt those around them. Often the intent is not to hurt but is to communicate. The Pines School will seek support for young persons who display aggressive behaviour and will:

- Ensure that there is a risk assessment and clear behaviour plan in place
- Enlist help from relevant professionals
- Consider sensory needs
- Communicate with parents and carers
- Ensure staff are trained, equipped and supported to manage behaviours
- Look at whether PPE is required.

If this is directed towards a young person by a young person, or a young person towards a member of staff, then participants are separated as quickly as possible using the appropriate minimum amount of force necessary (see physical intervention, section 9). If there is any physical injury, then medical attention is sought from a qualified first aid member of staff. This applies to pupils and staff.

Where young people are emotionally distressed, rather than physically injured, every effort is made to ensure that a cooling off period is available under the careful supervision of a member of staff. Follow up work - individual counselling - by a member of staff they trust is crucial.

## **8.4 Off site behaviours**

Off-site activities form a significant part of our curriculum and provide opportunities for social enrichment. Staff will risk assess the visit and will ensure that they have considered the impact of the visit on the pupils. Pupils will be informed of the visit and of the expectations.

Prior to the visit, the visit lead will identify any possible behaviours and put measures in place to minimise these including but not limited to:

- Staffing arrangements
- Medical needs of the children
- Sensory considerations
- Whether additional resources may be needed
- Social stories around expectations

Behaviours will be managed in the same way as they are in school. Staff will have symbols and now and next boards and all staff on the trip will be aware of the needs of the pupils in the group. At times it may be necessary for a child to access a quiet space away from the group.

Following an off-site visit and evaluation is recorded that discusses suitability of the visits and any behavioural incidents.

## **8.5 On Call Behaviour Support**

Classes can call for support via the radio or calling the school office where additional support is required. This could be for a range of reasons including change of face, risk of injury, removal of other pupils to a place of safety, offering additional supervision to allow class team to provide support to pupils.

The class team remain responsible for recording the initial behaviours. The On-call member of staff may provide advice and guidance, and this will be recorded on the Intervention tab on Behaviourwatch.

On Call support is not for routine classroom support, covering breaks and routine transition.

## **9. Physical intervention**

Physical intervention covers a range of interventions that involve physical contact with pupils. 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 physical intervention this must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

At The Pines School we are trained in the Team-Teach approach to behaviour management.

## **9.1 Physical Contact**

This refers to appropriate physical contact between staff and young people, e.g.: in games/P.E.; to comfort them (e.g. hand on a young person's arm), social rewards, encouragement and gentle 'shepherding' to encourage them to move in a certain direction, administering first aid. This may also involve personal care in the case of some of our young people.

## **9.2 Physical Intervention**

This may be used to divert a young person from a destructive or disruptive action, for example guiding or leading them by the hand, elbow, or shoulder with little or no force. (Team Teach techniques).

## **9.3 Physical Control/Restraint**

This will involve the use of a specific physical intervention when there is an immediate risk to self, other pupils, staff or property. **"Reasonable force" will only be used as a last resort when all other behaviour management strategies have failed.**

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

The physical restriction of a young person's liberty does not form part of any sanctions at The Pines School. Staff who are appropriately trained in Team Teach and authorised by the headteacher to use positive handling strategies with a young person will always be reasonable and proportionate. Positive handling strategies are used to prevent:

- harm to the young person or to others
- serious damage to property
- a criminal offence from being committed

The Team Teach approach to behaviour management is used which enables staff to use non-physical interventions to calm undesired behaviours so that physical restraint may not be required. If, however, it is necessary to physically restrain a young person, the incident is recorded as soon as possible on Behaviourwatch and this is then approved and commented upon by the headteacher. Only staff who have received Team Teach training are authorised to restrain, however, in an emergency where there is a risk of injury occurring, any member of school staff may intervene. Parents / carers must be informed of the incident as soon as possible.

## **10. Exclusions**

We do not wish to exclude any young person from school, but sometimes this may be necessary. Only the headteacher (or the deputy headteacher in their absence) has the power to exclude a young person from school. The headteacher may exclude a young person for one or more fixed periods, for up to 45 days in any school year.

We view exclusion as a last resort and one that we hope to avoid as instead we work hard to understand challenging behaviours and teach our students a better way. However where absolutely necessary we may need to consider suspensions or permanent exclusions where student or staff safety is at risk and we will follow the DfE statutory guidance:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023

available on the DfE website: [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/suspension-and-permanent-exclusion-guidance-september-2023). We will liaise with the exclusions team within Birmingham City Council and keep parents fully informed of any decision and process involved.

## **11. Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to manage the behaviour 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 deliberately invented or malicious, the school will consider whether to manage the behaviour 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 is in need of help, or the allegation may have been a cry for help or social misunderstanding. If so, a referral to external agencies may be appropriate. We will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and child protection policy.

## **12. Pupil transition**

At transition points, internally, information will be passed on to the class team through scheduled handover meetings and accurate paperwork including risk assessments and behaviour plans as appropriate. The pastoral team will support the transition plans for any pupils that have significant challenges. To ensure a smooth transition to the next year, pupils have transition sessions with their new classes and parents and carers are invited to meet the new class team.

When a young person joins The Pines School they will be part of the class charter which make up the rules for the class. Behaviour expectations will be reinforced by all staff, verbally and visually as appropriate.

The Pines School staff will ensure that parents are part of this process at induction and will contribute to a profile that shares their child's preferences to help staff engage positively.

## **13. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (Team Teach training)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Who to go to for help in school
- How to use Behaviourwatch to record incidents

Behaviour management will also form part of continuing professional development.

## **14. Monitoring and evaluating behaviour at The Pines School**

Behaviourwatch is a system that is used to record all behaviours. All staff have access to the system. Behaviourwatch is not only a tool for recording information but can also be interrogated to see how best to proceed to benefit each young person individually.

## **14.1 Recording behaviours**

Staff all hold responsibility for the appropriate recording of incidents **and must**

- report any behaviours on Behaviourwatch within 24 hours of the incident
- speak to a member of SLT if there is any problem with filing Behaviourwatch or they have any difficulties filling it in.
- be aware of the need for appropriate recording, paying attention to terminology and factual accuracy of incidents, avoiding emotive language.

## **14.2 Monitoring behaviours**

The Pines School will monitor and collect data on the following, using Behaviourwatch logs:

- Behavioural incidents including
  - High and low level behaviours
  - Self injurious behaviours
  - Bullying behaviours
  - Physical interventions
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

This data will be analysed and shared with the leadership team on a regular basis

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.

## **14.3 Monitoring this policy**

This policy will be reviewed by SLT, the headteacher and the full governing board annually or more frequently if needed, to address findings from the regular monitoring of behaviours in school.