HumberEducationTrust
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Cambridge Park Academy

Positive Behaviour Policy

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Introduction

"Our vision is to provide a learning journey that enables our pupils to flourish, thrive and belong as unique individuals. We want all of our pupils to develop the knowledge, skills and character to lead an exceptional life"

At Cambridge Park Academy we believe that all pupils, staff and stakeholders should work in a positive and restorative manner. We believe in a positive behaviour support approach that is; person centred, values based, promotes quality of life, understands behaviours and uses systems that work for the person.

We believe that good behaviour and discipline have a positive effect on pupils and staff. All stakeholders have a responsibility for behaviour, and everyone should follow procedures consistently which facilitates a safe environment for all, maximising the potential for high-quality teaching and learning.

1. Aims and Objectives

- To promote a culture of positive behaviour support and inclusive values based on mutual respect and meaningful collaboration, to ensure that all pupils can achieve their potential.
- To provide guidance on the implementation of a consistent approach to positive behaviour support
- To define behaviours of concern including bullying
- To promote a positive environment enabling pupils to enjoy coming to school where they can thrive whilst enjoying the learning opportunities presented
- To foster positive personal and social development and support good physical and mental health
- To outline the system for rewards and sanctions

2. Policy, Legislation &Statutory Guidance

1.1 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

1.1.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

1.1.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or School.

This policy is based on guidance from the Department for Education on:

- KCSIE 2025
- Behaviour and discipline in schools 2016
- Searching, screening and confiscation at school 2018
- The Equality Act 2014
- The use of reasonable force in schools 2025
- Supporting pupils with medical conditions at school 2017
- Mental health and behaviour advice for schools 2016
- Preventing and tackling bullying 2017
- Positive environments where children can flourish 2018
- Special Educational needs and disability code of practice 2015
- Working together to improve school attendance 2024
- Restrictive interventions, including use of reasonable force in schools April 2026

The policy should be read in conjunction with the following Cambridge Park Academy policies.

- Code of conduct Policy
- Anti-bullying Policy
- Equality and Diversity Policy
- Safeguarding Policy
- On-line Safety Policy
- Suspensions and Exclusions Policy

3. Application of Policy

This policy applies to all members of the school community. The school uses a combination of the class dojo, home schoolbook, emails and phone calls which are used to inform parents and carers about pupil behaviour. The school will apply sanctions within this policy for behaviour that takes place outside of school's premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school. We use a range of systems and strategies alongside a graduated approach to support track and monitor behaviour.

4. Roles and responsibilities:

All members of the school community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the school community are set out in details below.

Trustees

The Humber Education Trust's Trust Board will work with the CEO to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools.

The Scheme of Delegation, approved by the Trust Board, delegates the following responsibility to each school's Local Governing Body – 'to establish and keep under review school Behaviour Policy for pupils, monitoring the impact.

The Chief Executive Officer (CEO)

The CEO will ensure that all schools use the Trust's model policy to establish and keep under review school a Behaviour Policy for pupils (adapted as appropriate), monitoring the impact. The CEO will report back to the Trustees on educational outcomes, behaviour management and support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

Local Governing Body

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school Principal on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Principal. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

Principal

The Principal with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour.

The Principal is responsible for:

- The implementation of the Behaviour Policy
- Monitoring for compliance

- Ensuring Governors are updated with the implementation of policy including its impact.
- Collating and reporting incidents of racism and bullying (to include all forms of prejudiced behaviour).
- Ensuring that information from analysis informs curriculum developments and/or whole school learning opportunities, e.g. anti-bullying, e-safety.

Senior Leaders are responsible for:

- Ensuring staff training needs are identified and are met
- Supporting pupils and staff with behavioural strategies
- Promoting positive behaviour across school, ensuring consistency of approach
- Monitoring data and the tracking of trends and patterns and providing feeding back to SLT, the Trust and governors.
- Overseeing the quality, accuracy and timely recording of behaviour logs, risk assessments, behaviour plans, bound book etc.
- Challenging misconceptions
- Planning and supporting de-brief sessions.
- Holding staff to account for following policy
- Monitoring and evaluating the quality of recording and reporting physical interventions (RPI)
- Monitoring and reporting the link between RPI and BSP
- The Assistant Principal to oversee and monitor behaviour on a day-to-day basis. Also responsible for planning and delivery of Positive Behaviour Support Training
- Responsible for monitoring persistent lateness and persistent absence of pupils

Team Teach Tutors are responsible for:

- The monitoring and development of Team Teach training
- Monitoring and evaluating the quality in the use of Team Teach

Teachers are responsible for:

- Accurately recording pupils' behaviour (please see ABC chart in appendix E)
- Analysing behaviour and drafting behaviour support plans
- Ensuring correct support is in place for each pupil e.g. visual support and sensory support
- Maintaining honest and open communication with parents and carers
- Seeking advice / support for senior staff where needed

Staff are responsible for:

- Following the school's Behaviour Policy and Guidelines
- Modelling positive behaviour and keeping pupil's safe
- All staff use de-escalation training received by team teach tutors or positive behaviour support training.
- All staff model expected positive behaviour, class teacher and class support remind pupils of behaviour expectations as part of the curriculum and by using Behaviour Support Plans (BSP's)
- All staff promote positive relationships to support student's needs.

Assessing the needs of pupils that display behaviours of concern (please refer to contextualised annex at the rear of the policy)

It is not always possible to know or understand the reasons why pupils behave in the way that they do, sometimes it is as a result of their diagnosis, home background, social difficulties or factors that are currently unidentified. We always assess the behaviours in context with a pupil's cognitive development and understanding. Behaviour is a communication, and staff should take time to consider what the pupil may be communicating through their behaviour. For these reasons, it is important to carefully monitor and record patterns of behaviour throughout the day, over a period

of time, incorporating different types of prevention strategies. This can be done using ABC charts and formulating a Behaviour Support Plan (BSP). BSPs are formulated in collaboration with parents and multiagency partners, where appropriate, so that all involved have a clear understanding of the behaviours of concern. The BSP helps us to understand what causes the behaviour to occur (Trigger) and why the pupil is presenting the behaviour (Function). The Function will often be a communication.

An example may be that a pupil presents with a behaviour such as tipping his table. The 'Trigger' may be an external noise that the child cannot control. The 'Function' may be that the pupil is communicating dis-pleasure with the noise and communicating that he wants the noise to stop.

Familiar adults and routines are key to supporting children and when routine is broken or inconsistent, pupils may communicate their anxiety through a behaviour of concern. Examples of this can be; if a pupil has been off school, returned from a holiday or suffered news that would affect their mood. In this circumstance, collecting information by use of the ABC charts and reviewing the pupil's BSP's will allow us to assess the issues and the specific behaviour, (including its frequency, duration, and the intensity), allowing adaptations to be made to support the pupil to move forward.

At Cambridge Park Academy we use the pupils Education Health and Care Plan (EHCP) in conjunction with a BSP to ensure that their needs are being met and behaviours of concern are discussed. Where behaviours become extreme, we use an individual risk assessment to attempt to ensure safety of all. Details of the BSP form and ABC charts are attached as an appendix to this policy.

We work collaboratively with Educational Psychologists and North East Lincolnshire's CAHMS service - (Young Minds Matters) and Compass Go to ensure we are able to support our pupils and meet their specific needs using a positive approach to reducing behaviours of concern.

5. Rewards

At Cambridge Park Academy we value achievement and celebrate our pupils' success via the use of verbal praise, sharing success in class, certificates, celebration assemblies, class celebrations and end of term activities. This is now further underpinned through the use of our whole-school Reward Coin System. Sharing positive work and behaviours with parents is also used where appropriate. Due to the nature of our pupils' needs, staff can use discretion as to how rewards are shared with the pupils as on occasion positive praise can trigger behaviours of concern.

6. Facilitating Positive Behaviour

All staff are expected to follow the Code of Conduct Policy and model positive behaviour ensuring that they are a positive role model for pupils. Staff should work in partnership with pupils and parents/carers to foster an environment of trust allowing for misconceptions to be challenged and resolutions found, in a respectful manner. Positive behaviour is a collaborative task that requires all staff, pupils and families to work together.

Positive relationships are key to understanding and building trust so that positive behaviours flourish, pre cursors (early signs or pre behaviours) are spotted and calmed at the earliest opportunity. This will enable behaviours of concern to be minimal.

The use of self-regulation/co-regulation to baseline

We recognise that there may be occasions when pupils need time and space to 'calm' and return to their baseline in a safe manner. Pupils will always be under the supervision of a member of staff who must be able to see and hear them at all times. This may include being outside a classroom on play areas, using small group rooms, or using sensory areas.

Some of our pupils would be able to verbalise their request for time out, however the more severe the crisis the less likely this would be the case. Where pupils are non-verbal staff would encourage the use of time out symbols, use emotions cards and look out for physical and emotional cues.

Our Cambridge Park curriculum will support positive behaviour by ensuring that;

- Positive behaviour support is embedded within the curriculum ethos and that this supports respect, values and quality of life and the provision of meaningful activities to support the person and their development.
- Class teams' model and forge positive working relationships that enable pupils to learn and interact in a positive way with peers and staff members. Over time this will improve life chances and support access to further learning and or employment.
- The curriculum supports the core values of modern British society; democracy, the rule of law, individual liberty and mutual respect.
- As well as academic achievement, we aim to develop resilience, communication and empathy that will enable our pupils to transition successfully to adulthood.

7. Responding to Behaviours of Concern (Actions and Sanctions)

Each behaviour of concern is specific to that child and as such will be driven by their understanding and cognition. Behaviours are a communication therefore, the more that we know and understand the pupil the better we are able to support them with their communication.

Behaviours often lead to natural consequences, for example, if an area or resource is damaged, that area may not be safe to use or the resource might be broken so not available to the child or others. However, pupils shouldn't be refused access to areas of the school, or resources, once they have calmed, due to previous behaviour. This would be seen to be a punitive measure, and it is against the ethos of the Academy.

Where it is cognitively/developmentally appropriate pupils must be given an opportunity to reflect on their behaviour of concern at an appropriate time, once they are calm. The approach to supporting a pupil to reflect on their behaviour will be different for each one, and will be dependent on their ability, understanding and relate to the details contained in the BSP.

The Academy believes that 'every day is a new day', and pupils shouldn't be reminded of behaviours from a previous day and sanctions such as losing break time due to a behaviour the previous day, must not take place.

Typical behaviours of concern can be described as low-level disruption and should be dealt with the members of staff that are responsible for the pupil at that time. These behaviours do not need following up unless they become persistent.

Persistent low-level disruption would require a phone call home by the teacher responsible for the pupil at the time of the persistent disruption. Other behaviours such as swearing, being unkind, internal truancy, refusal to complete work would also be categorised as behaviours of concern.

More serious behaviours of concern would include any serious incidents of violence, persistent challenging of school rules and off-site truancy.

All decisions on behaviours of concern must factor in the cognitive development and understanding of each pupil, when discussing and using consequences. All behaviours of concern are logged on the school behaviour recording system (CPOMS).

On occasion pupils may use self-regulation to return to baseline calm. This may mean they need more time or space to be alone and may choose to use a sensory room or quiet space. Staff must still supervise the pupil, this may be from a greater distance such as outside the door or across the playground, or from the other side of a room.

8. Search, Seizure & Confiscation & Restriction of Liberty

We recognise appropriate use of restriction of liberty in the following circumstances that are designed to keep our pupils safe;

- High door handles may be used to protect pupils who have a cognitive impairment and/or are too young or to move safely and freely around a building and/or who may become confused or anxious if they were alone outside of the classroom (this may include the use of sensory integration rooms/ quiet working rooms).

- The use of electronic fobs to operate entrances and exits to classrooms, in order to keep our pupils safe.
- The use of physical aids that contribute to the pupils' physical well-being e.g. a standing frame advised for use by a physiotherapist.
- The use of seatbelts and harnesses to help pupils sit correctly in transport and remain safe during journeys.

The vast majority of classrooms do not have restricted exits and pupils are free to leave the rooms to self-regulate if needed. However, certain classrooms have security fobbed doors which are required for safety reasons due to the complexity of need for pupils within that group.

Mobile Phones and Personal Electronic Devices

As set out in the school rules, mobile phones policy, and this Behaviour Policy, the school is a mobile phone-free environment throughout the school day.

We recognise that, for some pupils, carrying a mobile phone or personal electronic device may support safe travel, transitions between home and school, communication needs or other individual circumstances.

Where a pupil brings a mobile phone or personal electronic device onto the school site, it must be handed to staff on arrival and stored securely in accordance with the school's agreed arrangements. The device will be returned to the pupil at the appropriate time at the end of the school day.

Pupils must not access or use mobile phones or personal electronic devices during the school day, unless this has been specifically agreed by the school as an individual exception or reasonable adjustment.

Any individual arrangements will take account of the pupil's needs and circumstances, including SEND, disability, medical needs, safeguarding needs and any other relevant circumstances.

Where a pupil does not hand in a device as required, or accesses or uses a device without permission, staff will respond in accordance with this Behaviour Policy, taking account of the pupil's individual needs and circumstances. Where appropriate and proportionate, staff may confiscate or seize the device in accordance with section 8 of this policy and the school's powers relating to searching, screening and confiscation.

Screening and Searching pupils

The Senior Leadership Team (SLT) can determine whether to search as defined in 'Behaviour and Discipline in Schools – Advice for Principals and School Staff' DFE January 2016 – if they feel there is a significant risk posed, for example, a pupil brining a weapon or other banned items into school.

9. Suspension, Exclusion and Seclusion

Safe Seclusion/Regulation Space

In emergency and or exceptional circumstances, it may be necessary to allow a child a space without an adult being physically present in the room with them, in order to keep themselves or others safe. This might be used for a child who has reached crisis and or who may place themselves or others in significant danger, if adults don't take control. In this situation, children must be externally monitored by an adult who can see and hear them at all times. Any use of seclusion, that prevents a child from leaving a room of their own free will, will only be considered in emergency and or exceptional circumstances. In such circumstances where pupils access any form of seclusion, in emergency or exceptional circumstances to maintain safety, parents and carers will be provided with explicit awareness regarding its use. At Cambridge Park Academy, we seek to ensure that we create an open, transparent and collaborative approach between the school, parents and carers and partner agencies in which to support the child in their best interests.

Seclusion: Whilst seclusion is very rarely used this will take the form of supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving. Were it is of immediate necessity for the purpose of the containment of severely disturbed behaviour which poses a risk of harm to others this will be overseen by a minimum of 2 members of staff in line with lone working arrangements.

A pupil will never be routinely secluded without exploring all other options, it will not be part of a planned response and as such will not feature as a reactive strategy on a pupil's BSP. Any use of seclusion that prevents a child from leaving a room of their own free will only be considered in emergency and/or exceptional circumstances.

If it is felt that there is no other effective and safe action, but to seclude, **a member of SLT must be informed prior to or as soon as possible during an incident where seclusion is used**. All incidents of seclusion must be logged on CPOMS and parents must be informed. A debrief must be held with all staff involved and where possible a multi-disciplinary review planned.

We recognise that the best way to avoid seclusion is to use positive behaviour support, de-escalation techniques and ensure good relationships are formed and maintained.

As seclusion will always be an emergency-only response, there isn't a defined 'seclusion room' at Cambridge Park. Defining a room for seclusion and transitioning a child, when in crisis, to such a room would be undignified and against the ethos of the Academy.

Instead, if seclusion is deemed to be the only option available, seclusion will take place, in the closest and safest room to the where the child is presenting the behaviour of concern. This may be the quiet/tutor room close to the classroom or a conservatory attached to a classroom. In some cases, if there are no other pupils in the classroom and this is the safest option, it may be the classroom itself. In this way, seclusion will be carried out in a more dignified manner and will be less disruptive and upsetting to all involved. Children shouldn't be secluded in a room where there isn't opportunity to see them through the door vision panels or other windows.

Seclusion will never be used for compliance and must only be used to support the pupils return to their baseline. See the seclusion flow chart appendix 1. If as a last resort and **only** to ensure safety, seclusion is used, the seclusion incident on cPoms **must** be completed by the staff present during the incident and a member of SLT that is requested to support. Appendix 2

Suspensions & Exclusions

Suspensions (formerly known as Fixed Term Exclusions - FTE) are only made in exceptional circumstances, when the risk of the pupil being in school is too high, and leaders need time to make adjustments either to school environment, accommodation and staffing. Statutory guidance is always followed when a suspension is the only option available and this includes informing the parents/carers in writing and, where necessary, the Chair of Governors and the Local Authority.

Permanent Exclusion

Permanent exclusions are avoided where at all possible and all aspects of internal and external strategies will be explored in co-production with parents and multi-disciplinary agencies to avoid this outcome.

Behaviour outside of school

Pupils' behaviour outside of school is subject to this Behaviour Policy. Behaviours that are a cause for concern will be dealt with as if it had taken place in school. These circumstances may include the following;

- On educational visits
- Travelling to and from school
- When taking part in sporting events, residential trips and community visits
- Inappropriate use of social media
- Whilst attending alternative provision or placement

10. Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. The school has a separate Anti-Bullying Policy which should be read in conjunction with this policy. Bullying is behaviour by a pupil or a group of pupils, repeated over time that intentionally hurts another pupil or group of pupils physically or emotionally and exerts an imbalance of power.
There are many different forms of bullying and can include for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video. Bullying can be motivated by prejudice against a particular group, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

Bullying might be motivated by actual or perceived differences between pupils. Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

Therefore, Cambridge Park Academy takes bullying very seriously – we have zero tolerance for those who are bullying and for those who stand by watching. Staff will always log and follow up any form of bullying by informing parents and developing strategies to support the perpetrator and the victim. Further guidance is available in our Anti-Bullying Policy. See Annex A Attached

11. Use of Reasonable Force & Use of Restrictive Physical Intervention

11 Restrictive interventions including use of reasonable force

11.1 The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Principal has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.

11.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises e.g. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time.

11.3 There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the school or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

11.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a pupil or limits their movement, and this may or may not include direct physical contact. **The DfE statutory guidance states that holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.** *This will be avoided where at all possible.*

11.5 Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or

behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be always supervised during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion.

Seclusion includes:

- Physically obstructing the pupil's way of leaving the place,
- Securing the places 7o that the pupil cannot leave it, or
- Causing the pupil to believe that they will be punished if they leave the place.

11.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

11.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

11.8 Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The school recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The school will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND pupils and the academy's approach generally, but in the context of restrictive interventions this might include:

- Pupil [behaviour plan and/or pastoral support plan and/or individual provision maps].
- Risk assessments.
- Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- Distracting techniques.

11.9 The school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

11.10 **Whole-school measures include:**

- Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.

- Development of working staff-pupil relationships and trust.
- Recording and analysing data on the use of restrictive interventions to inform improvement planning.

11.11 **Individual approaches could include:**

- Working closely with parents to support individual pupils
- Implementing strategies to support individual pupils based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a pupil has a disability, the school has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers
- Giving pupils time, space and strategies to calm down before their behaviour escalates

11.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the school's safeguarding system:

- Names of pupils and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- Time, date, location and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- The pupil's account of what happened, as well as any witness accounts.

11.13 A report will also be made to parents where there is a significant use of force, apart from where:

- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

11.14 A report of the incident made to parents will include the following details as a minimum:

- Time, date, location and approximate duration of the intervention.
- 11.14.2 Brief account of why the intervention was assessed as necessary in that instance.
- 11.14.3 Brief account of what type of force was applied, and the degree of force.
- Details of any physical injuries sustained, if applicable.

11.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

- Names of pupil and staff directly involved.
- Time, date, location and approximate duration of the intervention.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.

- A brief account of why the intervention was assessed as necessary in that instance.
- Details of any physical injuries sustained, if applicable.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.16 Apart from in the circumstances as set out in 11.13, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's [behaviour plan and/or pastoral support plan and/or individual provision maps]. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

11.17 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.12-11.14 will be used, with parents not needing to be informed twice.

11.18 The school will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

11.19 Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

11.20 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the school's duties under the Health and Safety at Work etc. Act 1974.

11.21 The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

All staff are trained to de-escalate situations using a 'Team Teach' or positive behaviour support training. On occasions where there is a risk to safety of pupils and or staff, Restrictive Physical Intervention (RPI) may be necessary to avoid further injury. Key staff at the school site and post 16 site are trained in the use of RPI techniques and are used as a last resort and carried out for the least amount of time possible. All Incidents involving RPI are recorded on a form called Restrictive Physical Intervention form (see appendix) and then recorded in the bound book as well as a CPOMS entry. To support the team's understanding and to minimise the number of times RPI is used, all staff have received Positive Behaviour Support training alongside a blend of SCERTS training, Team Teach training and The Autism Education Trust's - Making Sense of Autism module.

Recording and reporting incidents is essential to safeguard everyone as this allows us to monitor and continually develop best practice. Any Restrictive physical intervention (RPI) must be recorded within 24 hours not including weekends on RPI forms and uploaded onto CPOMS, they will then be recorded in the bound book. RPI forms should be copied and passed to the Principal or an appropriate member of the Senior Leadership Team. Reflection with the pupil must be sought and recorded verbatim within the report, where cognitive understanding applies, (other means can be used as appropriate). Pupils should be checked for any marks or injuries. Any injuries requiring first aid should also be recorded. Parents must always be informed of any RPI, as this will enable parent to ask any questions, and for staff to outline context, and to reassure where possible. However, if it is not possible to contact parents, parents should be informed by letter and invited to contact school to discuss the next day.

12. Child-On-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe in Education statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13. Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Principal in accordance with the School's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

Contextual Approach Cambridge Park Academy (Appendix A)

Cambridge Park Academy we use a Positive Behaviour Support Approach to Behaviours of concern. This annex is used to highlight the specific challenges to our school and the localised context.

Contextual Issues at CPA	Strategy
Stretch and challenge	Ensure the pupils are placed in the correct phase to support and challenge their cognitive ability
Consistency	We work within the parameters of the HET behaviour policy, however for each individual child we offer a bespoke response to behaviour that is proportionate to their cognitive ability. Where required pupils work with key workers that provide them with additional support.
Responding to behaviours of concern	Behaviours are best managed by trusted adults and via class teams. When behaviours escalate the senior leadership will assist
Pupils with communication difficulties	Knowledge of the pupil is key to understanding the function of behaviours
Sustained behaviours of concern	If behaviours persist the school will introduce a Behaviour Support Plan to support the pupil to remain regulated. This will focus on the Pre curser, environment, function and intended consequence for their behaviour and offers consistency of approach for the pupil.
Serious incidents that could result in injury to pupils and staff	Cambridge Park Academy train staff in the use of de-escalation strategies via Team Teach. When a pupil is in crisis and at risk of hurting themselves or others appropriate and proportionate restrictive physical intervention will be used for a period of time that allows the pupil to be safe and or the environment is made safe.
Verbal and physical conflict	Restorative work is carried out to resolve conflicts where sufficient cognitive ability is present to understand.

Positive Support Plan – Appendix B			
Name of pupil		**Class and year group**	
Adults involved in formulating the plan		**Date plan established**	

Identified Needs	Strengths and Interests	Support Needed
What formal diagnoses or conditions affect the pupil (e.g., ASD, SLD, hearing impairment)? *How do these needs impact learning, communication, social interaction, or behaviour?* *Are there co-occurring needs or health considerations that staff should be aware of?*	*Outline any strengths pupils may have for e.g. reading, like doing jobs being helpful in the class* *Outline what pupil enjoys playing with or is interested by this might be a favourite game or toy or particular adults/ other pupils*	*Detail support that is always available for pupil such as first and then strip, area within class to go to , ear defenders, fiddle toys*

Early Warning Signs	De-escalation strategies
What specific situations, demands, or environments tend to trigger distress or unsafe behaviour? *Are there sensory, social, emotional, or task-related triggers to be aware of?* *Are there patterns or times of day when triggers are more likely?*	*What calm language or scripts should staff use to help reduce anxiety or agitation?* *How should staff adjust tone, body language, and proximity to avoid escalating the situation?* *What clear, simple instructions or prompts work best for this pupil?*

Crisis behaviour	Response to crisis	Planned RPI	Restoration
What specific behaviours indicate the pupil is in a crisis state? *How do these behaviours present or appear to staff?*	*What early warning signs indicate the pupil may be becoming distressed or dysregulated?*	*When, who and how restrictive interventions may be used* Detail type of RPI that may be used if needed e.g. single person double elbow	*How will staff check the pupil's emotional and physical wellbeing?* *What strategies will help the pupil regulate and return to a calm state*

What behaviours indicate the situation has escalated beyond normal dysregulation?	*What known triggers or situations may increase the likelihood of escalation?* *How should staff recognise and respond quickly to these early indicators?*		*(quiet space, sensory tools, time with a key adult, etc.)?*

Pupil targets/ what I'm working to achieve	
1	
2	
3	

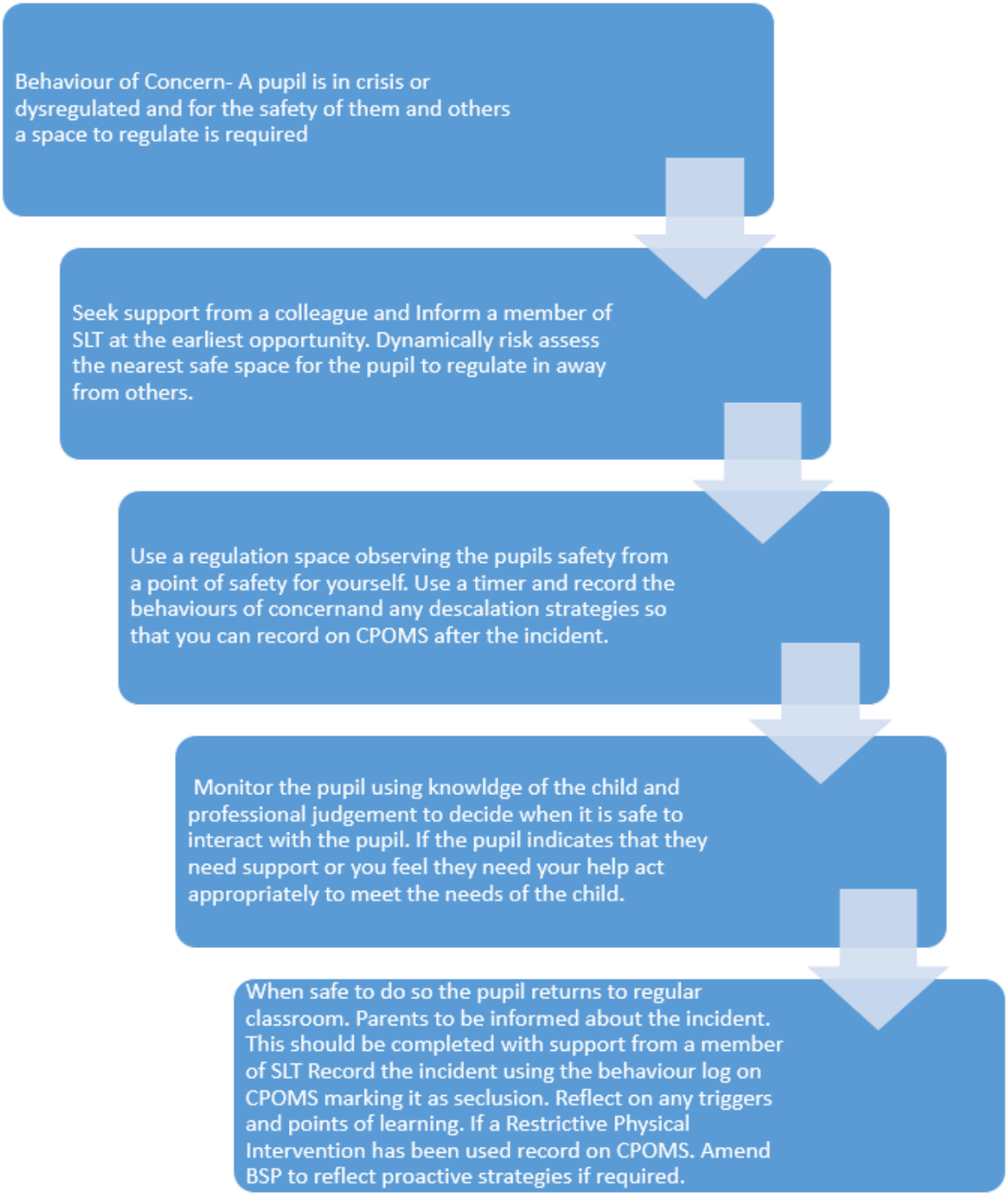
Confirmation of Positive Support Plan					
Signed		Parent /carer name		Date	
Signed		Staff member role		Date	

Review			
Date		Key Discussion points/ next steps	
Date		Key Discussion points/ next steps	

Appendix C

Cambridge Park Academy

Seclusion/ Regulation Space Flow Chart



Cambridge Park Academy

RPI Incident Form (Appendix D)

Name of pupil or young person receiving the RPI			Pupil class
Specific locations that the incident began/finished		**Date**	
Name of person(s) using the physical intervention			
Names of any other people present			
Start time of incident (use 24 hour clock)	**Duration of incident** *(from start to return to planned activity)*	***Duration of physical restraint or restriction (make explicit any gaps and timings of different holds)*** *(if there were any intervals during support please specify)*	**Medical checks yes no injury occurred**
	Hours- 0 Minutes-	**Hours- 0 Minutes:0 15 seconds**	**Offered- Accepted-**

Why was the measure (R.P.I) necessary? (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the pupil or young person.)

.....
.....
.....

Controlling risk (describe any changes you will now make to routines, personnel or the environment to reduce risk of reoccurrence of this incident):

Diversion, distraction and de-escalation attempted (please circle any technique attempted)

• Verbal advice • Clear directions • Negotiation • Limited choices	• Distraction • Reassurance • Planned ignoring • Change of adult	• CALM talk/stance • Withdrawal offered • Withdrawal directed	• Humour • Reminder of consequences • Success reminder • Other

Physical Intervention used (please circle any technique used)

1. Friendly 2. Help Hug 3. Small child escort 4. Beanbag response 5. Single elbow 6. Single elbow to chairs	7. Single elbow (response to dead weight) 8. Half shield 9. Single person double elbow 10. Figure of 4 11. Other (please detail)-

Person completing form You must log this incident on CPOMS as a RPI behaviour entry.

- Request support from your Phase Leader - No (please name) ……
- Parent/carer must be informed on the day of the RPI Yes
- Has an incident reporting form (accident book) been completed (violence to staff)? /Not required

Signature

Class Teacher Name

- Date and time parent/carer informed
- Does this pupil have a Behaviour Support Plan Yes
- Is a behaviour support plan now necessary Yes / No
- **Once you have signed this form please pass on to your Phase Leader**

Phase Leader Name…… **Date:**……

Training need identified by phase leader Yes/No Please detail

……

……

Reflection with pupil Yes/No (please specify the reflection process and outcome with pupil or young person)

Attempted during incident. Not confident Mason was able to reflect

Which of the following do you now intend to complete? (please circle)

• Accident book/Medical report • RIDDOR • Update BSP • Seek advice from SLT • Referral to safeguarding team	Other (please detail)

Principal's SECTION - Is there any further action required such as Health and Safety Yes / No

Check in with staff involved- Yes/No (date) ……

Agreed training needs-

……

……

……

Pupil of concern referral to SLT meeting agenda Yes/No

Principal's signature: …… **Date……**

ABC (Antecedent, Behavior, Consequence) Chart Form (Appendix E)

Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behavior that may have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour

Successful Strategies which Promote Positive Behaviour

Appendix F

- Breakdown tasks into clear steps
- Use sequencing
- Use a special interest
- Re-direct to a familiar routine
- Provide a positive atmosphere
- Positive reinforcement
- Use appropriate motivators (stickers, certificates, marbles in a jar, smiley faces etc)
- School rewards system (Cambridge Park points)
- Desired behaviours/ expectations that involve the child
- Changes to the environment – communication, sensory
- Try to predict difficult situations – pre-plan and rehearse e.g. social story
- Be consistent
- Be patient
- Don't take a behaviour of concern personally
- Negotiate if child is able to understand
- Do not get into an argument (sometimes this may involve a change of face if appropriate)
- Planned ignoring of the behaviour NOT the child
- Redirection to another task/activity
- Structured time out (use visual timers)
- Use of visuals
- NOTE: Familiar routines and special interests provide comfort as they are predictable and reassuring, therefore reducing anxiety.