



At Heltwate, We SHINE

*We aim for our students to be
Supported, Happy, Independent, Nurtured, Empowered*

Behaviour Support Policy

Date Reviewed	Jul 2025
Next Review Date	Jul 2026

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Introduction

1.1 Statement

This policy exists to ensure all stakeholders of Heltwate School have a maximised awareness and understanding of how school staff work consistently and effectively to support pupils to manage their own behaviours and behaviours for learning. The policy aims to support staff to adhere to school wide strategies and protocols, when supporting with and managing more challenging behaviour from pupils.

1.2 School Context

Heltwate School exists to provide an educational environment which meets each pupil's needs and is a specialist provision which caters for pupils aged 4-19 years with significant learning needs. All pupils are working significantly below age related expectations.

Staff at Heltwate School are committed to creating a learning environment where exemplary behaviour is at the heart of productive learning. Considering the pupil's complex needs, this policy guides staff to support pupils to learn ways in which they can manage their own behaviours so they are ready for learning. It echoes the school's core values with a heavy emphasis on behaviours for learning and a partnership approach to managing challenging behaviours, identifying a pupil's most pertinent needs at any given time.

1.3 Policy Aims

At Heltwate School we believe positive wellbeing and positive behaviours are intrinsically linked and therefore, one cannot successfully produce positive outcomes without the other. To ensure our pupils are equipped with the skills knowledge and experiences to maintain healthy well-being and positive behaviours, all Heltwate School stakeholders follow a range of personalised and robust strategies, in line with national laws and guidance, as detailed throughout this policy.

We are committed to:

- developing every pupil's ability to effectively manage their own behaviour, where appropriate.
- ensuring the effective and consistent use of Risk Reduction Plans and strategies.
- continually improving the learning environment, curriculums and intended outcomes for pupils to support engagement and behaviours for learning.
- developing staff knowledge and skills in managing a range of additional needs and behaviours, considering the needs of the pupil/s at any given time and Team Teach training guidelines in place.
- promoting an environment where everyone feels happy, safe and secure.

2. Consistency

2.1 The Need for Consistency

Consistency in approach is an essential part of this school policy and subsequently, is critical in supporting pupils to manage their behaviours and behaviours for learning. This consistently lies within the conduct of staff; the ways in which they support pupils to manage their own behaviours, the application of this support and reasonable and proportionate use of sanctions (where appropriate), considering the pupil's significant needs, levels of neurodiversity and understanding.

In addition to the need for consistency to ensure pupils are always in receipt of the same level of support and guidance when managing negative behaviours, a consistent approach can also ensure pupils feel they are treated as individuals, develop respect for staff and acknowledge their authority (where appropriate).

2.2 Consistency in Approach

To ensure consistency can be achieved, it is expected that staff adopt and adhere to the following:

- consistent, positive relationships, based on mutual respect and positive regard. This includes identify, race, religion, gender, sexuality and special needs
- consistent language, consistent response, referring to a pupil's Risk Reduction Plan and agreements made between staff and pupils (where appropriate)
- Simple, scripted and clear expectations, in all conversations about behaviour will be used
- consistent follow up, ensuring certainty at classroom and senior leadership level, including support from experienced, skilled and knowledgeable staff who effectively support pupils to manage behaviour through avoidance and de-escalation strategies
- consistent, positive reinforcement; routine procedures for reinforcing, encouraging and celebrating appropriate behaviour, within the classroom, throughout the school and during off-site learning
- consistent challenge; defined, agreed and applied at classroom level as well as established structures for more serious behaviours
- consistent emotional resilience and respect from staff, even in the face of disrespectful pupils

2.3 Consistency amongst Staff

All school staff work collaboratively and consistently to ensure pupils are effectively supported to manage their own behaviours and behaviours for learning.

All staff are asked to:

- refer to the school's core values and aims
- model positive behaviours and build relationships
- remain calm and provide appropriate time for pupils to process effectively and respond appropriately
- aim to prevent, through support, avoidance and de-escalation strategies before sanctions
- follow up every time, retain ownership and engage in reflective dialogue with pupils (where appropriate)
- challenge negative behaviours if support is not already being provided and record incidents accurately and in a timely manner
- show a willingness to listen and understand and adapt their approach dependant on individual pupil needs and ability

All teachers are asked to:

- plan and deliver lessons which engage, challenge and meet the bespoke needs and abilities of all pupils
- ensure the classroom and additional learning environments are well organised and stimulating, prepared in advance for pupils to access
- meet and greet pupils, using forms of communication accessed by individual pupils at the beginning of the day/in and around school

All middle and senior leaders (including the Behaviour Lead) are asked to:

- meet and greet pupils, using forms of communication accessed by individual pupils at the beginning of the day/in and around school
- be a visible presence to encourage and support where needed
- regularly share good practice
- provide advice guidance and expertise in supporting pupils with more complex and entrenched negative behaviours
- use behaviour data to target and assess school wide policy and practice
- support with the use of physical intervention where appropriate

3. Behaviour Intervention

3.1 Rationale for Behaviour Intervention

The school's systems of behaviour intervention aim to prevent behaviours impacting the normal running of the schools, ultimately ensuring that good order is maintained in the school environment to facilitate a high level of teaching and learning.

As a direct result of the cohort of pupils on roll at Heltwate School and their complex, diverse and individual needs, intervention is bespoke and tailored to maximise pupils understanding and learning.

3.2 Aspects of Behaviour Intervention

At Heltwate School, Behaviour Intervention can take the process of many different forms:

- adapted work based learning activities, facilitating individual learning styles, needs and interests
- the implementation and delivery of Risk Reduction Plans
- support provided by middle and senior leaders and the Behaviour LTeam
- 'change of face' and/or appropriate use of pupil's 'favoured adult'
- effective use of motivators and rewards
- proportionate consequences, considering individual pupil neurodiversity and level of understanding
- the use of safe spaces and calm rooms, in and around school; these spaces have a multi-purpose role, dependant on the pupil needs at the time of an incident

3.3 Supporting Challenging Behaviours

At Heltwate School, we recognise that many of our pupils behave well and do not display challenging behaviours. However, a measured response, for responding to such challenges will at times, be necessary.

Adopting a positive and optimistic approach is essential in our work and never more so when supporting those pupils who present with the most challenging behaviours.

- All staff always use courteous and respectful language in all dealings
- with pupils and colleagues.
- Staff adhere to the guiding philosophies of prevention and de-escalation, through methodology and maintaining low arousal approaches, including careful consideration of the language and communication methods used.
- Individual Risk Reduction Plans are in place for those pupils for whom they are beneficial.
- Staff are familiar with the content of Risk Reduction Plans for the pupils they are in regular contact with to ensure behaviours are always managed in a consistent and effective way.
- Risk Reduction Plans are reviewed regularly by class teachers - in liaison with parents/carers and support staff.
- The patterns and function of behaviours utilised by pupils displaying challenge are carefully analysed to inform interventions.
- An emphasis is placed on teaching prosocial, replacement behaviours.
- Environmental adaptations and change (including adult behaviours) are considered.
- All episodes of 'different', unusual and challenging behaviours are recorded and parents/carers are informed.
- All staff are supported by senior leaders to maintain high levels of self-awareness and hand over leadership of challenging situations to colleagues if they feel unable to continue.

The following process is adopted and used as a clear guide by staff:

Steps	Actions
Redirection	Gentle encouragement, a 'nudge' in the right direction, consideration (consider pupil likes and interests, a change of activity/resources/seating/environment/staff member)
Reminder	A reminder of the expectations (if appropriate), delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage.
Caution	A clear caution (if appropriate) delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
Time Out	Give the pupil a chance to reflect, away from others. Communicate with the pupil privately and give them a final opportunity to engage. Offer/direct time in a calm room/different space. Reset boundaries and offer a positive choice to do so. <i>NB. For our most able pupils only.</i>
Intervention to Prevent Harm	At this point, the pupil will be encouraged/supported to access an alternative space in school OR surrounding peers will be supported to move away and create distance. Physical intervention may be appropriate.
Restore	Following an incident where physical intervention has been required, a restorative conversation should take place between the staff involved – and with the Behaviour Lead or a senior leader if appropriate. For most pupils, a restorative conversation can take place between them and a staff member, with careful consideration given to the timing, environment and content of this conversation. Effective communication methods also need to be adopted.
External Support – Parents/Carers	Depending on the severity of an incident within school, a meeting between the pupil (where appropriate), home and school will be held. During this meeting, amendments will be made to the pupil's Risk Reduction Plan. Phone contact may also be held, initiated by the class teacher.
External Support - Professionals	External professionals can be contacted by a member of staff from the safeguarding team, to offer or to request additional support for the pupil. Additional help could include Early Help, Social Care, Children with Disabilities Team, etc.

3.4 De-escalation Techniques

At Heltwate School, de-escalation techniques can look very different, subject to the pupils additional and individual needs, and acknowledging their levels of neurodiversity.

As a result of their complex needs, the majority of our pupils require additional social support. In many cases, they are therefore less likely to be able to cope with conflict and anxiety, resulting in an inability to anticipate the effect or consequences of their behaviour. School staff are aware of which situations and under what circumstances a pupil is likely to become dysregulated. All pupils on roll at Heltwate School need positive and consistent responses to support their behaviour presentation.

Examples of de-escalation techniques used in school include:

- praise desired behaviours
- distraction
- use of favoured activities/sensory based resources
- staff coaching and mentoring
- use of social stories and scripts
- empathising with the pupils
- use of alternative learning spaces/resources/activities
- use of favoured spaces in and around school
- use of favoured members of staff
- conversation and communication method/style most pertinent to the pupil

3.5 Consequences

At Heltwate School, the use of consequences is rare, considering the level of pupil's additional needs. We understand the importance of ensuring that all consequences are reasonable and proportionate, considering all factors and circumstances including:

- individual pupil needs and ability
- platform of understanding
- level of neurodiversity
- communication needs
- self-regulation needs
- preferred learning styles and reflection ability

Consequences are viewed as a method of support to help pupils learn how best to manage their behaviours and make the right choices, and not as a sanction for negative and/or challenging behaviours.

- Consequences at Heltwate may include:
- Additional support from senior leaders and/or the Behaviour Team
- Directed time out
- Physical intervention where reasonable and proportionate
- 1:1 reflection with a member of staff
- Removal of objects/items/spaces/peers/staff causing heightened levels of anxiety/dysregulation
- Loss of privileges which are natural

4. Physical Intervention

4.1 Introduction

This section provides a framework for the use of physical intervention at Heltwate School and considers information provided in Section 550A of The Education Act 1996, in addition to the Guidance on the Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies, 2013.

4.2 Staff Training

Heltwate School has Team Teach Trainers on site and they deliver Team Teach Level One training to all staff, including the refresher training bi-annually.

Selected staff are trained to use a range of guides, escorts and some restraints, ranging from least intrusive to most intrusive. These provide a graded and gradual response, aimed at intervening with the appropriate amount of reasonable force, proportionate to the incident/threat taking place. The use of 'one-off' dynamic risk assessments made 'there and then' are also pertinent to staff training.

Training on Physical Intervention techniques include the understanding of personal space, body language and de-escalation techniques, before any physical intervention techniques are 'taught'.

A pupil's individual needs are always considered prior to physical intervention taking place.

4.3 Reasonable Force

Physical intervention used by staff must be in accordance with the methodology of 'reasonable force' and used only as a last resort, once all other strategies have been exhausted.

There is no legal definition of reasonable force; the use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented, or the consequences it is intended to prevent.

Staff in school intervene with a physical approach:

- when it is necessary given the level of risk posed to pupils and/or staff to remove dysregulated pupils from the classroom, where they have refused to follow instructions to do so
- to prevent a pupil behaving in a way that presents a risk of harm
- to prevent a pupil leaving a classroom/alternative space in school, where allowing the pupil to leave would risk their safety or the safety of others
- to prevent a pupil from attacking a member of staff or another pupil, or to stop altercations between pupils where there is a risk of harm
- to restrain a pupil at risk of harming themselves or others through physical outbursts

In summary, physical intervention is only be used to ensure the pupil in question and/or others remain safe from harm. Reasonable force as a punishment. All staff are made aware through training that it is unlawful to use force as a punishment.

4.4 The use of Physical Intervention

Physical interventions can be placed in two broad categories:

Emergency Interventions: emergency interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section, in response to an incident. This will occur when the incident requires a rapid physical response (for example, a pupil running into a road).

Planned Interventions: planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section when all other strategies have been exhausted and as an agreed response to an identified behaviour.

Physical intervention strategies which are appropriate for individual pupils are always outlined clearly in Risk Reduction Plans and shared with parents/carers.

4.5 Reporting and Monitoring

The school has robust and safe protocols for recording and reporting incidents and these are regularly monitored and analysed by the Behaviour Support Team.

Reporting and monitoring is paramount because:

- it maintains a level of protection for pupils and staff
- it keeps a record of the number of incidents to patterns can be tracked and interventions put into place, where necessary

4.6 Post Physical Intervention Procedures

As soon as is reasonably possible after an incident which has required the use of physical intervention, staff complete a behaviour report on Iris and include details of the physical intervention used and the reasons as to why this was required. Reports are added to the system by the end of the same working day, at the latest. Parents are also contacted.

The Deputy Head Teacher scrutinises these reports daily and signs them off as physical intervention being necessary and proportionate, stating the reasons why.

Follow up conversations and professional dialogue always take place between staff/the Behaviour Lead/senior leaders following a serious incident which has required a physical restraint/hold for an extended period of time.

Support, guidance and advice are provided by the Behaviour Lead and/or senior leaders when appropriate, when considering the recording of such incidents, to ensure consistency, a high level of detail and factual record is added.

5. Suspensions and Exclusions

5.1 Suspensions and Exclusions Rationale

Considering the complex needs and level of neurodiversity of pupils on roll at Heltwate School, the school does not intend to suspend and/or exclude pupils because of negative and/or challenging behaviour, unless it becomes essential.

For the safety of pupils and staff, the senior leaders would liaise closely with and work alongside Peterborough Local Authority to ensure an appropriate setting can be sourced for the individual pupil concerned.

6. Searching, Screening and Confiscation

6.1 Searching and Screening

The Department for Education's document 'Keeping Children Safe in Education' outlines that all staff have a responsibility to provide a safe environment in which pupils can learn. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments, conducive to learning.

Using searching and screening appropriately is an important way to ensure that our pupil and staff welfare is protected and helps us establish an environment where everyone is and feels safe.

The Department for Education's publication 'Searching, Screening and Confiscation in Schools' is used as guidance to structure Heltwate School's screening, searching and confiscation procedures.

Before screening and/or conducting a search of a pupil, the school considers the obligations under the European Convention on Human Rights. Under Article 8, pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, but the school ensures that any screening or searching must always be assessed as being justified and proportionate. The school also follows guidance and advice outlined in The Department for Education's document 'Behaviour in Schools'.

The school will always exercise our searching powers in a lawful way.

At Heltwate School, only the Head Teacher and Deputy Head Teacher – and the staff they authorise – have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed in Paragraph 31 of Searching, Screening and Confiscation in Schools) or any other item that the school identifies as an item which may be searched for.

6.2 Confiscation

School staff authorised to screen and/or search a pupil can seize any prohibited item found as a result of the search. They can also seize any item which they consider harmful or detrimental to school discipline or which may cause disruption or compromise safety throughout the school day.

Some items will be disposed of immediately due to health and safety, for example, chewing gum, partially eaten food.

Any items of monetary value will be sent home with the pupil at the end of the school day, with parents/carers having been informed.

Illegal items (for example, illegal drug substances) and items which can cause significant harm (for example, alcohol, knives, guns, etc.) will be confiscated and handed to a senior leader. The senior leader will then take appropriate action, considering pupil need and ability; communication with parents/carers, contact with social care and/or referral to the police.

6.3 Prohibited Items

A list of prohibited items at Heltwate School includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco items
- vapes and electronic cigarettes
- fireworks
- any item which the member of staff reasonably suspects has been or is likely to be used to:
 1. commit an offence
 2. cause personal injury to, or damage to property of, any person

7. Conclusion

A whole school Behaviour Support Policy can only succeed with the enthusiastic involvement of all staff. Our policy has been devised through consultation with all stakeholders of the school and is constantly kept under review by senior leaders and the Governing Body and is discussed with all staff during training sessions.

It is essential that this policy is actively promoted by all staff as an integral part of the curriculum and provision on offer for all pupils at Heltwate School. It is intrinsically linked to many other school policies, including The Safeguarding and Child Protection Policy, The Anti-Bullying Policy, The Acceptable Use of ICT and E-Safety Policies and The Health and Safety Policy and related protocols.

Externally published documents which relate to this policy include:

- DfE Keeping Children Safe in Education
- DfE Searching, Screening and Confiscation in Schools
- DfE Behaviour in Schools
- DfE Guidance on the Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies