

Behaviour and Relationship Policy

At Nancealverne/Cury School our Behaviour and Relationship Policy reflects our understanding of the complex needs of all our learners and how this affects their ability to self-regulate and manage their behaviour positively to engage with their learning. We aim to take a holistic approach to behaviour that encompasses, sensory processing, trauma informed approaches, positive behaviour strategies and appropriate environments.

At Nancealverne/Cury School we endeavour to build relationships founded upon mutual trust, care and respect with all members of the school community. We want all our learners to be proud of belonging to our special school family, for young people to feel safe at school, to develop meaningful relationships, make positive behaviour choices and learn how to self-regulate their emotions and feelings. This policy will commit to educational practices which Protect, Relate, Regulate and Reflect for all.

This policy needs to be read in conjunction with the SPT Anti-bullying policy, Safeguarding policy and Whistleblowing policy documents and guidance which have been approved by the Trustees. If any member of staff has witnessed practice that they do not feel complies with the rationale and protocols outlined within these policies, they must bring this to the Head Teacher, whistleblowing governor, CEO's attention or to the attention of one of the safeguarding team with immediate effect.

Aims

At Nancealverne/Cury School we have high expectations for all our learners in terms of their ability to learn and every school day is viewed as an opportunity to extend knowledge and skills. However, one of the biggest barriers to achieving this may be the learners' difficulty to self-regulate. Access to the curriculum can be hindered for any learner who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated learner is more inclined to make progress due to their readiness to learn and engage. We aim:

- To provide a supportive setting in which learners feel secure and where good behaviour and effort are celebrated.
- To celebrate all positive behaviours and achievements in line with our PSHE Policy.
- To embed strong working relationships with parents and carers to ensure the best outcomes for learners.
- To provide strategies which encourage learners to communicate their feelings in more appropriate ways.
- To ensure that our school environment is calm and informed therefore improving the quality of learning.
- For the learners to develop an awareness and consideration of others.
- To underpin the SPT offer within Spiritual, Moral, Social and Cultural education and through the informed delivery of Promoting British Values.
- To provide consistency of approach to dealing with positive behaviour support through staff training. A variety of our staff have undertaken Team Teach training where appropriate and we have school based staff who are trained to deliver Team Teach Training within the SPT.

- To provide a means of systematically recording data associated with positive behaviour management adopted across the SPT.
- To provide a means of securing data associated with positive behaviour management strategies adopted across the SPT, using this to accurately report to Governors/Trustees each term for their scrutiny and challenge.
- To provide a means for multi-agency support for our schools, parents, and learners with respect to complex behaviour particularly in relation to be-spoke provision which may include for example sensory profiling or specific diets which informs practice.
- To determine the most suitable learning environment for any learner within a school following close consultation with parents and carers and multi-agency professionals.
- To ensure the safety of all learners/staff within the school.
- To ensure the school remains compliant within its statutory duty under Section 175 or 157 of the Education Act 2002 for safeguarding in promoting the welfare of children.

Trauma Informed Approach

Nancealverne/Cury School's aim is to fully understand the learners past life experiences, triggers that affect their lives, emotional situations that they find challenging to self-regulate in and provide support to help them through these times. We will implement strategies guided by our specialist Trauma and Mental Health Informed Practitioners to support learners who are identified as requiring this additional support. Research suggests that children and young people with Severe Learning Disabilities are more likely to experience a Mental Health need. Our aim is to identify these needs quickly, support the learners in making sense of their experiences, manage emotions and feelings and ensure they maintain the capacity to build relationships despite these difficult events that may have happened to them.

Due to the provision Nancealverne/Cury School offers, the varying age of learners and their differing needs, we look to use a Trauma Informed style language to support learners through the school day. This will underpin all communication and interactions that staff have with learners across the school will naturally understand the impact of trauma, past and present, on our learners' lives.

A Trauma Informed Approach acknowledges evidence-based research within health and the neurosciences that demonstrate a clear correlation between the adversities a learner experiences in childhood and its potentially damaging effects on their later physical health, emotional health, and social outcomes.

Trauma-informed practice is not designed to treat trauma related difficulties. Instead, it seeks to address the barriers that those affected by trauma can experience when accessing education.

Our Trauma Informed approach will be delivered through staff interactions that are based on the Protect/Relate/Regulate/Reflect model and will be supported by using the PACE approach - Play Acceptance Curiosity Empathy.

Our Trauma Informed approach identifies a way of relating to pupils that support them to feel safe, this can reduce the need for pupils to enter the fight or flight mode therefore supporting a reduction in anxiety within school.

PACE

- **Play** – Playfulness, light, open, hopeful and spontaneous.
- **Acceptance** – Unconditionally accepting of all of the experiences of the learners, so they trust staff not to be judgmental.
- **Curiosity** – Non-judgmental active interest in how learners experience what happens to them in their lives.
- **Empathy** – Felt sense of the pupil's feelings and needs which is actively communicated to the pupils. **Protect:**

Ensure that all students are greeted warmly in all areas of the school.

Staff trained in 'PACE' modes of interaction: warm, empathetic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Staff ensure that interactions with children are socially engaging, warm and inviting.

Focused interventions that help staff to get to know learners better on an individual basis. These relationships are key to enabling children to feel safe whilst in school ensuring all learners have access to an emotionally available adult.

School staff adjust expectations around all learners to correspond with their developmental capabilities and experience of traumatic stress. This includes removing traumatised learners away from situations they are not managing well, providing a calmer, smaller area with emotionally available regulated adult.

Staff to provide a voice for our learners and advocate on their behalf.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively.

Provide learners with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Staff trained in empathic and playful modes of interaction. Each class to have a nominated TIS Warrior to ensure good practice is consistent in all classrooms.

Relating with the learner we can show we are listening and seeing their feelings, supporting and recognising the emotions they are experiencing.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) following the Motional Snapshot activities and in class experiences enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-learner interactions.

The emotional well-being and regulating of staff is treated as a priority to prevent burnt out and stress related absence, debrief sessions are in place to support post incident.

Reflect

Staff are trained in the art of good listening, dialogue, empathy and understanding.

Time to reflect post incident, to talk about alternatives to their behaviours while still acknowledging the emotion behind them. You can reassure them that you care about them but the behaviour they are exhibiting is not acceptable.

Provide learners with other options, give choices. If you feel like this again you can.....

Provide time to discuss events and situations, this can be done through a social story, books, or story sack.

Discuss feelings within the classroom as a daily experience. Talk about experiences others have had.

Identify how it feels to be calm/relaxed, provide learners with opportunities and reflect on the differences they may feel in these moments.

Avoid putting the learner back in the same situation and reliving a trauma. What can I do differently?

Staff to reflect on what was the learner trying to tell me in that moment, what is the behaviour telling me?

Responses from staff

- **Affect Attunement** – Meet the learner’s emotional intensity (positive or negative) on an energetic level, to connect with the pupil in their pain or joy. Mirroring the same level of energy to build a connection around the trauma and help the pupil understand the feelings and emotion. The pupil will hopefully see this as positive connection with staff helping to build the trusting and emotional available relationship.
- **Empathy** – Recognition of how the learner is experiencing the event, even if this is very different to how you are experiencing it. Staff won’t dismiss the feeling, they will help affirm, understand, and recognise what the learner is feeling.
- **Containment** – Staff will be able to be in the moment with a learner’s intense feelings without absorbing the emotion and acting upon it. At times this will mean being able to bear the learner’s pain. Containment is also supported through clear structures to the day, boundaries and actions that are followed through on.
- **Emotional Regulation** – Bringing down toxic stress to tolerable stress and the moving to states of calm. Soothing and calming the learner’s emotional dysregulated state, will over time, develop effective stress regulating systems in the brain and a more positive feeling through the learner’s body. This can be done through calming conversations, timeout, and sensory support/items but in each case will be bespoke to the learner in question.

- **Use of Voice and Body Language** – In most cases, staff will use a calm and lowered tone of voice when managing behaviour to communicate calmness, safety, and empathy to a learner. All staff ensure that their body language is always open and non-confrontational.
- **De-escalation strategies** – Staff are trained in a range of de-escalation strategies through Team Teach. These include – distraction, re-direction, change of face, use of humour, offering reflection or calming space and time 95%. Only 5% requires physical Interventions (Prompts, Guides, Escorts and Restraints).
- **Motional Profiling** – To support learners, who are identified, a Motional Comprehensive Snapshot can be created. This provides key staff to understand areas where support and development are needed, optional activities are also provided. These profiles will be created by staff teams, including parents, working with that particular learner and will also be supported by the Pastoral and Behaviour Lead.

Terminology that's accepted at Nancealverne:

- Dysregulated
- Unsettled
- Emotional
- Distressed
- Displaying behaviours that are challenging
- Unhappy
- Anxious

Motivators and Consequences

The reinforcing of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person's life.

At Nancealverne, rewards are likely to take the form of either an object (e.g. iPad) or an experience (e.g. getting a certificate) and are based on the individual preferences of each individual young person. The practice of removing stars or rewards that have already been earned bears a strong resemblance to punishment and is therefore incompatible with Nancealverne/Cury School stance on Positive Behaviour Support. It is not acceptable practise for rewards to be revoked.

At Nancealverne/Cury School we do not believe in sanctions or punishments, but we do believe that it is important for our children and young people to clearly link a specific behaviour with its consequences. Therefore, the consequences we use are linked to the presented behaviour's function and make sense to the young person. For example, if a young person presents with a behaviour of concern because he/she is trying to avoid a demand the adults would wait until the young person is calm and will reinstate the demand, if appropriate and in line with their additional needs. At the same time, consideration will be given on the reason the young person is reluctant to follow this demand and appropriate proactive strategies will be implemented to reduce the likelihood of this happening again. In addition, the class team will focus on teaching the young person appropriate functional skills that will enable the young person to achieve the same outcome without having to use a behaviour of concern. The consequences may vary for different pupils in line with their individual needs and the function of their behaviour.

Consequences for behaviours of concern will only be used with students who are at a stage emotionally where they can exercise some control or choice over their behaviour. It is not appropriate to hold a student to account for their behaviour, by implementing a consequence, when they are at an emotional development stage where they operate from the reptilian brain or brainstem when they experience heightened emotions and revert to fight/flight or freeze at these times.

Behaviour Support

At Nancealverne/Cury School we define behaviours of concern as any behaviour which:

- reduces the quality of an individual's life.
- reduces access to learning.
- puts a child or young person at risk (physically or emotionally).
- puts the people around a child or young person at risk (physically or emotionally).

Behaviours of concern may show that:

- the child or young person has needs or wants which they are not able to communicate through other means.
- the child or young person's medical needs are not being met – they may feel ill or in pain.
- the child or young person is experiencing demands which are too much for them.
- the child or young person is experiencing feelings such as frustration, anxiety, depression, or anger.
- the child or young person is overwhelmed by their environment or others around them.
- the child or young person needs more help to understand what is expected of them.

Low-level disruption is addressed quickly to ensure learners' behaviours do not disrupt lessons or the day-to-day life of the school. If bullying, aggression, discrimination, Child on Child abuse and derogatory language occur, they are dealt with quickly and effectively. These incidents are also recorded on CPOMS and reviewed at weekly Senior Leadership meetings.

In judging whether a particular behaviour is a cause for concern adults consider the child or young person's age and level of development.

The behaviours of concern displayed by pupils at Nancealverne typically fall within the following categories: self-targeted behaviours, harm to others and damage to property.

Behaviours of concern are categorised into three levels. If a learner presents with a Level Three behaviour or is persistently presenting with Level One or Level Two behaviours a Well-being Plan and a Behaviour Risk Assessment written.

Well-being Plans are individually tailored behaviour plans which outline proactive and reactive strategies, in addition to teaching contextually appropriate skills, developing communication systems and suggestions on modifying the environment to support the young person to learn the necessary skills that will enable them to self-regulate and manage their own behaviour. By colour coding the Well-Being Plans we show the different stages of the behaviour as an individual's behaviour moves

between. All staff are expected to follow the strategies mentioned in the learners' Well-being Plan consistently to support the learners when moving between the different stages of behaviour safely and effectively.

All Well-being plans and Behaviour Risk Assessments have been shared with and agreed and signed by parents/carers. Individual Risk Assessments are reviewed yearly across the school but given that they are 'live' document, the class teachers in consultation with the Pastoral and Behavioural lead must regularly update them if the behaviours presented change/evolve to ensure a consistent, proactive approach.

Level 1	Level 2	Level 3
Minor Disruption	Moderate: aggressive but little evidence of injury caused	Severe: injury caused/possible severe injury with intent
<ul style="list-style-type: none"> Task avoidance Refusal to work Not following instructions Walking away from learning Shouting out to learners/staff Swearing at learners/staff Going to ground Destroying own work Throwing items away from others Self-harm – not leaving a mark Pulling down displays Purposefully invading others personal space – staff or learner Screaming Hair Pulling – sensory/attention seeking Climbing on furniture 	<ul style="list-style-type: none"> Destroying work of others Throwing items at others Grabbing Hitting/punching Spitting Slapping Biting Kicking Hair pulling Barging/pushing Purposefully invading others personal space continually – staff or learner Self-harm – leaving a mark Vandalism: breaking/flooding/defacing Running away: on school site Aiming wheelchair into others Scratching Pinching Refusal to transition Repeatedly going to ground Attempted acquisition of items that are fixated upon 	<ul style="list-style-type: none"> ANY PHYSICAL INTERVENTION Throwing items at others with intent Continuous Slapping Twisting skin to deliberately cause harm Biting with intent to hurt Kicking continuous and with intent Punching repeatedly Hair pulling to the ground Running off school site Suffocating – prolonged and with intent Attempting to drown Hitting others with wheelchair or any other heavy M&H equipment Refusal/Unable to transition – RPI to support Climbing on furniture – RPI needed to keep safe <p>Many of these behaviours are classed as level 2 and level 3. Level 3 behaviours are sustained, prolonged or repeated. It may require several staff members to address. It may disrupt learning for a longer period of time. It may require medical attention.</p> <p>If you are listing a behaviour on level 3 you must also speak to a member of the Behaviour Team (Jo H, Heidi Bright, Phil) to complete a debrief.</p>

Student name: _____

This well-being profile supports the holistic approach to the social, emotional and mental health needs of students. It provides the guidance/information to enable all adults to work in a consistent way within the agreed behavioural approach during times of escalation and challenge.

Area(s) of Additional Support (Please name): _____

SEN Recommendation:	OR Recommendation:	Custom Recommendation:
Outcome/IEP target:	Outcome/IEP target:	Outcome/IEP target:

Medical/ additional information derived from the care plan received from the school nurse: details _____

Reasons for support plan (brief overview): _____

Agreement of Plan: _____ Sign: _____ Date: _____

Student (if applicable): _____

Parent/carer: _____

Class teacher: _____

Behaviour Support Team: _____

Date Plan written: _____ Date Plan to be reviewed: _____

Behaviour Profile	
Positive Behaviours displayed – what I can do, enjoy doing when I am settled:	
Rewards/activities I enjoy:	
Possible Triggers which affect my wellbeing:	

Individual Support and Wellbeing Early Intervention Support Plan	
Behaviours I may display: Level 1	
Early Intervention Level	
Behaviours I may display: Level 2	

Individual Support and Wellbeing Positive Behaviour Support Plan	
Behaviours I may display: Level 3	
Preferred Handling strategies: Level 3	As a staff member, I will do my best to help maintain/restore safe

Positive Handling/ Restrictive Physical Intervention (RPI)

At Nancealverne/Cury School excellent relationships between staff and learners are vital. It must be recognised that due to the nature of the learning difficulties presented by some of the learners who attend Nancealverne/Cury School that the use of physical interventions are an integral element of the teaching and learning process. However, no intervention is used unless it demonstrably considers the welfare of the pupil, it is in their best interest, is proportionate and balances the rights of both staff and learners. We believe there is a clear distinction between physical contact, restrictive and non-restrictive physical intervention. None of these methods are used as sanctions or punishment or as a response to staff shortages.

Physical Interventions may include:

- Prompts – This is the lowest form of using force to control a person behaviour.
- Guide – Moving someone forward but they can leave.
- Escort – The person is unable to leave you because you are holding them. The person is complying. It may be moving a person from point A to point B to keep them safe.
- Restraint – Physical control with the application of reasonable force with the intent of overpowering the person.

As the safety and wellbeing of all staff and learners is paramount, staff should always first consider both their own safety and that of others as well as remember that we only ever use the minimum level of force needed to restore safety and care. The guiding principles relating to the use of reasonable force are as follows:

- It is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff must take steps in advance (proactive and reactive strategies) to avoid the need for the use of reasonable force through dialogue and diversion and at the level of understanding of the child or young person.
- To prevent severe distress, injury, or damage, only the minimum force for the shortest amount of time will be used.
- After an incident, staff will be able to show that the intervention used was in keeping with the learner's individual Well-being Plan and Individual Risk Assessment or the Trust's Behaviour Policy.
- Every effort would have been made to secure the presence of other staff, and these staff may act as assistants and/or witnesses.
- As soon as it is safe, the restrictive physical intervention will be relaxed to allow the pupil to regain self-control.
- Procedures are in place for supporting and debriefing pupils and staff after every Level 3 incident as it is essential to safeguard the emotional well-being of all parties involved.
- A distinction will be maintained between the use of an emergency intervention, which is appropriate to a particular circumstance, and the use of planned intervention. (See below)

Emergency Restrictive Physical Interventions (RPI) – An emergency RPI may be employed in response to an incident requiring a rapid physical response (for example a child running on to a road). In such

circumstances the ideas of a duty of care and reasonable, proportionate, and necessary actions must remain paramount. Staff should use the minimum force for the shortest amount of time to maintain safety, consistent with the Team Teach training they have received.

Planned Restrictive Physical Interventions (RPI) – Involves a planned RPI being employed by staff in response to an identified behaviour when all other strategies have been unsuccessful, and the learner is posing a significant risk to him/herself and/or others. They should be described in writing (in the Well-being Plan), in advance, by the class teacher and shared with the behaviour lead and class team and, as far as possible, agreed and signed by parents/carers. The identified strategies are based upon the individual behaviour risk assessment and are recorded on the Well-being Plan. If the guide or escort used forms part of the learner's agreed Well-being Plan, it is not necessary to record the use of the guide or escort. All incidents of restraint must be recorded on the behaviour monitoring system as soon as possible. A debrief must be completed by a member of the senior team or behaviour support team within 24 hours.

Sometimes, when faced with extreme behaviour, the judgement may be that by becoming physically involved the member of staff will increase the risk of somebody getting hurt. In this case the correct decision may be to support the young person into a safe space and give the learner time and space to regain self-control. At this point, the staff must decide on the most appropriate course of action, which is to make the environment safe, remove the audience, take vulnerable children to a safer place, remove all potential hazards and weapons, ensure that colleagues know what is happening or get help. The chosen actions should always be designed to reduce the risk to others and to yourself.

The Education and Inspections Act (2006) states that:

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- *remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *restrain a pupil at risk of harming themselves through physical outbursts*

Education and Inspections Act (2006)

Members of staff will not be expected to undertake the use of reasonable force without knowledge of the school's policy. Our current, chosen Accredited Training organisation in Positive Behaviour Management & Physical Interventions is 'Team Teach Ltd'.

Nancealverne/Cury School acknowledges that physical techniques are only a part of a whole school approach to behaviour management and Team Teach emphasises the importance of diversion, defusion and de-escalation. It provides a gradual, graded system of response.

Training will be regular (according to evidenced risk assessment, both formal [re-accreditation] & informal, according to need) and in line with the Team Teach code of practice. Untrained staff are not expected to engage in restrictive physical interventions with learners except in an extreme emergency when the health and safety of others would seriously be put at risk by a failure to do so. This is in line with Team Teach guidelines.

Nancealverne/Cury School acknowledges that restrictive physical techniques are only a small part of a whole school approach to behaviour management.

Team Teach describes a broad range of risk reduction strategies. It is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, de-fusion, and de-escalation techniques.

The physical techniques are intended to reduce risk and Team Teach techniques always seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. Any such injury will be reported using the appropriate accident form. In some circumstances, following the use of more restrictive holds, it is acknowledged that learners may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief and transient and poses less of a risk than the behaviour they are employed in response to.

Complaints and Allegations

The availability of a clear policy about the use of reasonable force, should reduce the likelihood of complaints but may not eliminate them. If any staff have a low-level concern regarding another member of staff this must be recorded on CPOMS. If any staff experienced another member of staff using 'unacceptable use of force' and banned techniques they must report this to the Head Teacher, the Whistleblowing Governor, or a Designated Safeguarding Lead as per SPT policy as soon as possible.

Where a complaint or allegation is made, the school will follow the Local Authority protocol. For further information, please refer to the SPT Complaints Policy and the SPT Whistle Blowing Policy.

Debrief

Following a Level 3 incident staff and learners will meet with a member of the behaviour support team, within 24 hours, for a debrief. A record of the debrief will be kept in the behaviour monitoring folder. It may not be appropriate for the learner to be involved in the debrief process, post incident. If this is the case a member of staff who knows the learner well, or the parent/carer can complete the form with a member of the behaviour support team. If a member of staff has been hurt, they will be supported, away from the classroom, for as long as necessary. All injuries, staff, or learner,

requiring hospital/GP attention are logged on Assess Net. Learner Behaviour Risk Assessment and Well-being plans are reviewed, and updated if necessary, following an incident. All Level 3 behaviours are reviewed and discussed at bi-weekly safeguarding meetings. Level 3 behaviours are reported to governors, via the Headteacher's report, on a termly basis.

Class debrief following a Level 3 Incident

To be used to support the wellbeing of the learner and staff involved in a Level 3 incident and to look at strategies to reduce the possibility of the incident happening again. A member of the Senior Leadership Team must be informed and be part of the debrief, within 24 hours of the incident occurring.

Please refer to the learners Individual Risk Assessment and Positive Behaviour Support Plan.

Class	Staff	Learner
Date and Time of Incident	Staff Injury	Learner Injury
	Y/N	Y/N

Learner Wellbeing		
Concerns	Wellbeing	Actions

Member of the Senior Leadership Team	
Name: _____	Signed: _____
Date: _____	Time: _____

Pupil debrief

What happened?

How did it make you feel?

Hurt

Angry

Happy

Sad

Scared

What would help you next time?

How can we make you ----- feel better?

Hug

Say sorry

Hand shake

Pupil debrief

How does the pupil feel after the incident?

Happy

Sad

Calm

Angry

Comment on behalf of the pupil/How does the pupil present?

Adult's name -----

Signed -----

Procedure following a Level 3 Incident

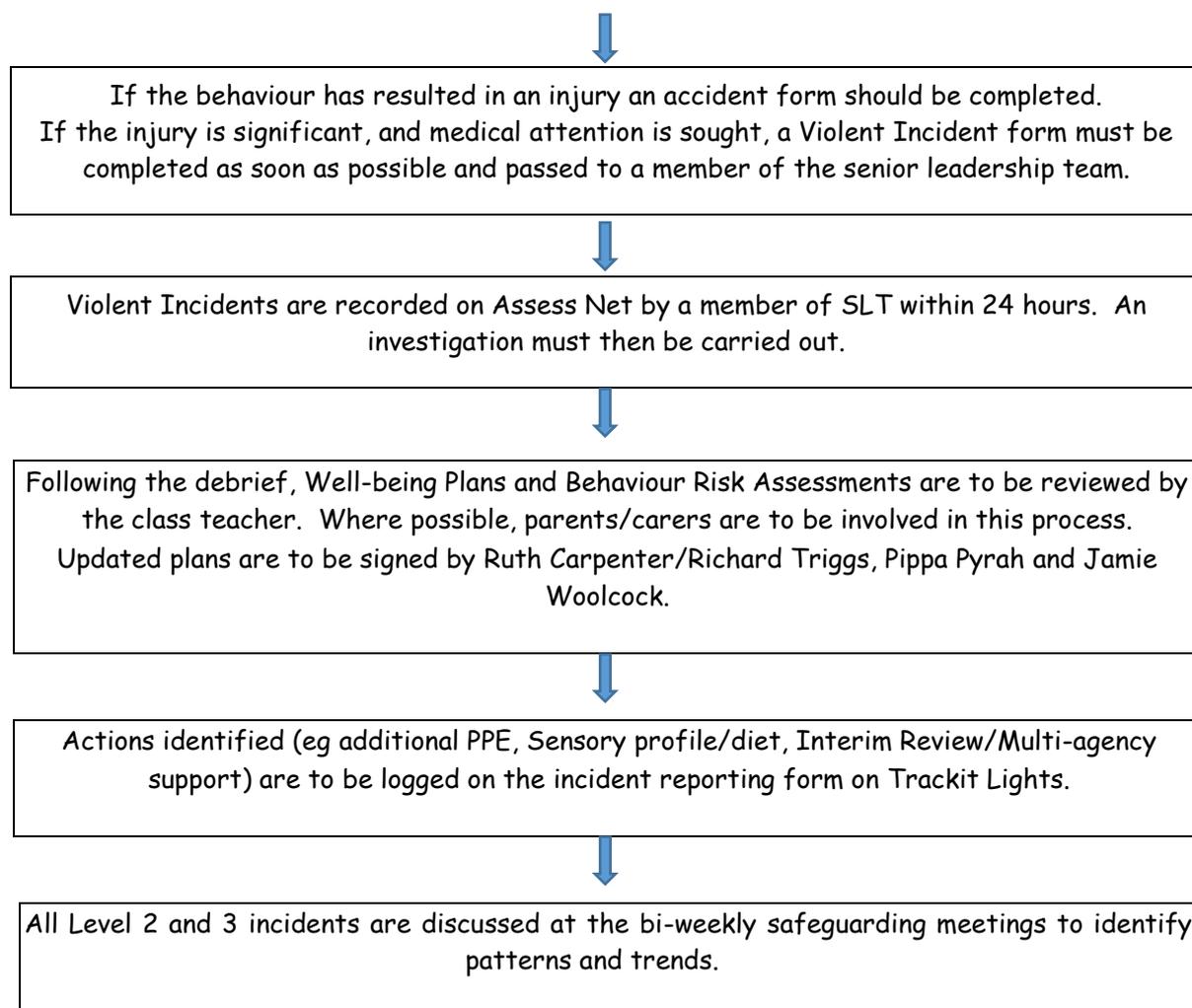
Log incident on Trackit Lights immediately*, using the whiteboard app. Include all lead up behaviours to the Level 3 incident as Level 1 or 2 - this will ensure that this is logged as one incidents (which may include a number of behaviours).

*If it is not possible to log the incident at the time, it must be recorded within 24 hours via the Trackit Lights website (not the whiteboard app). The date and time must be altered to reflect the date and time of the incident.

On the same day of the incident: Meet with the Behaviour and Pastoral Lead (or member of the SLT) to complete the incident form* (Trackit lights) and complete the Level 3 debrief.

*Further information about the incidents can be added. It is also possible, at this point, to list all behaviours (including additional Level 3 behaviours) which happened during the incident.

Class teacher to contact parent/carer to verbally inform them of the incident. (Conversation to be logged on CPOMS). The most appropriate Pupil Debrief form to be completed once the learner is calm/regulated.



Exclusions

We do not believe that exclusion is the most effective way to support our learners and we will always try to adapt and personalise the provision for all our learners to ensure that they are able to access education. However, in extreme and exceptional circumstances, the Headteacher may need to exclude a pupil temporarily or permanently - this will be considered very carefully. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this. Safe conduct by learners is essential to ensure that all pupils can benefit from the opportunities provided by education. This is essential when safeguarding the most vulnerable students. All behaviours incidents that potentially warrant an exclusion are discussed by the Headteacher with the CEO of the Special Partnership Trust before finalising this decision and informing parents, as per the Special Partnership Trust Behaviour Policy.

A decision to exclude a learner permanently from Nancealverne/Cury School is only be used as a last resort and will be taken only if

- there is a significant risk to themselves or others or



- allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.
- in response to a serious breach or persistent breaches of the school's behaviour policy.

Where learners are at serious risk of exclusion, the Local Authority and all relevant external agencies will be involved, and an urgent meeting will be called. Exclusion will be the last resort after all other steps have been exhausted.