



Positive Behaviour Support Policy & Statement of Behaviour Principles (including De- escalation & Physical Restraint) Policy

Author	Shane Baker & Vince Squance	Date: June 2023
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We Cann...

Together, we aspire to create a nurturing school community by being aspirational, learner focused, collaborative and progressive.

We develop each learner's communication and independence through their school journey to prepare them for the wider world through creative and personalised learning, actively contributing to society, leading to healthy and fulfilled lives.

Together, 'We Cann...' be



Aspirational



Learner Focused



Collaborative



Progressive

1. Aims

This policy aims to:

- Create a positive culture of positive behaviour support that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment
- Outline the expectations and consequences of behaviour
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and supports and prepares the learner throughout the stages of their life
- Provide a consistent approach to behaviour management that is applied equally and also to takes into account the individual needs of our learners.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010: advice for schools](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and learner referral units in England, including learner movement](#)
- [Use of reasonable force in schools](#)
- [Supporting learners with medical conditions at school](#)
- [Reducing the need for restraint and restrictive intervention](#)
- [Use of reasonable force and other restrictive interventions guidance](#) (from April 2026).

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its learners
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Our Positive Behaviour Support Principles

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The Cann Bridge Governing Board, believe that high expectations of behaviour lie at the heart of a successful school and enable children to make the best possible progress, developing each learners' communication and independence to prepare them to actively contribute to the wider world and leading to healthy and fulfilled lives. The purpose of this statement is to give guidance to the Headteacher in drawing up the Positive Behaviour Support Policy and Statement of Behaviour Principles (including De-escalation & Physical Restraint) Policy.

These principles are:

- A wide range of praise and rewards are utilised constantly to underpin the school's aspirational, learner focused, collaborative and progressive values, supporting our behaviour values to 'be our best', 'be kind', 'be friendly' and 'be helpful'.
- All behaviour is viewed as a form of communication.
- Staff proactively reflect on behaviours to understand the causes to inform support and interventions to reduce reoccurrence and frequency, and to inform their practice.
- Every learner, staff member and visitor have the right to feel safe, valued, respected and free from any form of discrimination.
- Staff and volunteers set an excellent example for learners at all times.
- Positive relationships provide the foundations of positive behaviour and attitudes to learning.

- Learners are supported to develop increasing independence, the skills to promote self-controlled positive behaviour, and are helped to take responsibility for their actions where possible.
- Personalised behaviour management strategies are built on trauma-sensitive, CPI Safety Intervention training, sensory integration approaches, and the outcomes post incident debriefing.
- The school works collaboratively with families and, where possible with learners, to develop Positive Behaviour Support Plans which are incorporated into detailed Learner Information Packs.
- Staff are supported in developing strategies with which to respond effectively and appropriately to escalating behaviour.
- Use of rewards, sanctions, de-escalation and reasonable force are used consistently by all staff.
- Approaches to behaviour are monitored and recorded on CPOMs.
- Incidents of behaviour are recorded and used to inform future interventions and strategies.
- The Suspension and Permanent Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

4. Cann Bridge pedagogy and approach to behaviour

At Cann Bridge School, our behaviour pedagogy is rooted in a set of guiding principles that shape our approach to behaviour management and create a positive learning environment for all our learners. These principles reflect our deep understanding of the intricate nature of behaviour and the importance of personalised strategies that consider the individual needs of our learners.

First and foremost, we view behaviour as a form of communication. Recognising that behaviour is often a means for learners to express their thoughts, feelings, and needs, and we strive to understand the underlying messages and respond accordingly. By doing so, we foster an environment of empathy and support, where personalised behaviour management strategies are built upon trauma-sensitive care, sensory based interventions, CPI Safety Intervention training principles, advice and support of professionals, and the outcomes of both staff and learner debriefing.

As a trauma-sensitive school, our approach focuses on building a nurturing and caring ethos throughout the school. The school emphasises the importance of relationships as the foundation for academic and overall well-being. Research shows that close and supportive adult-learner relationships can mitigate negative outcomes, self-regulation of emotions leads to better behaviour and academic success, and empathetic approaches to misbehaviour improve relationships and reduces incidences of challenging behaviours. We prioritise secure and nurturing environments, as well as recognising, validating, and attuning to the needs of learners. Trauma-sensitive approaches aim to understand the underlying needs behind challenging behaviour rather than merely using rewards and consequences.

All teaching staff at Cann Bridge complete Crisis Prevention Institute (CPI) Safety Intervention™ training, which incorporates trauma-sensitive and person-centred approaches. With a focus on prevention, it also teaches staff de-escalation skills as well as non-restrictive and restrictive interventions. The CPI guiding philosophy is care, welfare, safety and security, which aligns with the school's pedagogy and approaches.

Central to our approach is the belief that positive relationships provide the foundation for positive behaviour and attitudes towards learning. We prioritise cultivating strong and respectful relationships between learners, staff, and visitors, ensuring that everyone feels safe, valued, and respected. Discrimination in any form is strictly prohibited, and we promote an inclusive environment where all learners, staff, and visitors are treated equitably.

Staff are trained to deliver sensory-based interventions aimed at supporting arousal regulation. This facilitates learners in managing anxiety levels and sensory arousal, enabling them to engage with presented activities safely and effectively e.g. brushing, deep pressure, or use of Zones of Self Regulation.

Our dedicated staff and volunteers serve as exemplary role models for our learners, setting a high standard of behaviour at all times. They are committed to upholding our behaviour policy, which includes consistent use of rewards, sanctions, and reasonable force, always in alignment with established guidelines and the use of strategies such as change of face, visual timetables, or modulation of voice. Ensuring that every staff member understands and implements the behaviour policy is a priority, creating a consistent and supportive learning environment for our learners.

Exclusion, as outlined in our exclusions policy, is seen as a last resort, and we follow specific processes for suspensions and exclusions when necessary. Our aim is to support learners in developing increasing independence, promoting self-controlled positive behaviour, and taking responsibility for their actions. We actively involve families in behaviour incidents, recognising the importance of strong partnerships between the school and home life. By collaboratively developing positive behaviour support plans with parents and carers, internal and external professionals, and where possible with learners, we foster positive relationships and create a unified support system for our learners.

Recognising the complex nature of escalating behaviour, we provide ongoing support for our staff in learning effective and appropriate strategies to respond. Through continuous professional development, our staff are equipped with the tools and knowledge to address escalating behaviour in a proactive and compassionate manner.

5. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork (where applicable)

Serious misbehaviour is defined as

- Repeated breaches of our behaviour principles
- Attempt to harm or causing harm to others.
- Attempts to cause or causing significant property damage.
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
 - Smoking

- Under the influence of alcohol and illegal substances
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)

6. Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Cann Bridge School we educate learners about relationships, bullying, cyber-bullying, prejudice-based and discriminatory bullying throughout PSHE and RSHE curriculum at the appropriate cognitive level. Annually we take part in Anti-Bullying Week and Online Safety Week. Any form of bullying identified is recorded, analysed, and monitored using CPOMs, and investigated. The outcomes are used to inform the appropriate action to take. Learners involved may receive support from emotional wellbeing teaching assistants.

7. Roles and responsibilities

7.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

7.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring this policy works alongside the child protection and safeguarding policy to offer learners both sanctions and support when necessary
- Ensuring that the data from the behaviour log on CPOMs is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy (see section 14.3)

7.3 HLTA for Positive Behaviour Support

The HLTA for Positive Behaviour Support is responsible for:

- Implementing the policy in conjunction with the senior leadership team
- Monitoring, moderating and responding to behaviour reporting on CPOMS (daily), identifying trends and patterns in behaviour, and reporting this to the Senior Leadership Team and governors through the Headteachers Report
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully

- Delivering appropriate training and refresher training in line with the school's positive behaviour support policy, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Providing and leading class or individual debrief, supporting and guiding the updating of positive behaviour support plans.
- Leading the coordination and delivery of CPI Intervention Training and be a trained CPI Intervention Trainer
- Working with the FaLSA to provide positive behaviour support to families and be an active part of the Health & Well-being Team
- Contributing to external professionals' meetings such as meetings with the Educational Psychologist, CAMHS, Occupational Therapist and Speech and Language.
- Providing class cover and observations where required
- Reviewing, evaluating and devising an annual action plan to continue to ongoing development and refinement of Positive Behaviour Support practices

7.4 CPI Safety Intervention Instructors

The CPI Safety Intervention Instructors are responsible for:

- Offering support and advice to staff around Positive Behaviour Support strategies.
- Offering advice and support during post-incident debriefs.
- Delivering full and refresher training in CPI Safety Interventions.

Those trained as CPI Intervention Instructors are supervised for this element of their role by the PBS Lead.

7.5 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for learners
- Establishing and maintaining clear boundaries of acceptable learner behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular learners
- Considering their own behaviour in relation to the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using CPOMs and responding to actions in a timely manner
- Challenging learners to meet the school's expectations
- Utilising the dedicated protected time for class and team de-brief to inform and guide interventions and strategies.

The senior leadership team (SLT) and Positive Behaviour Support Lead will support staff in responding to behaviour incidents.

7.6 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (e.g. attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

7.7 Learners

Learners will be made aware of the following behaviour culture:

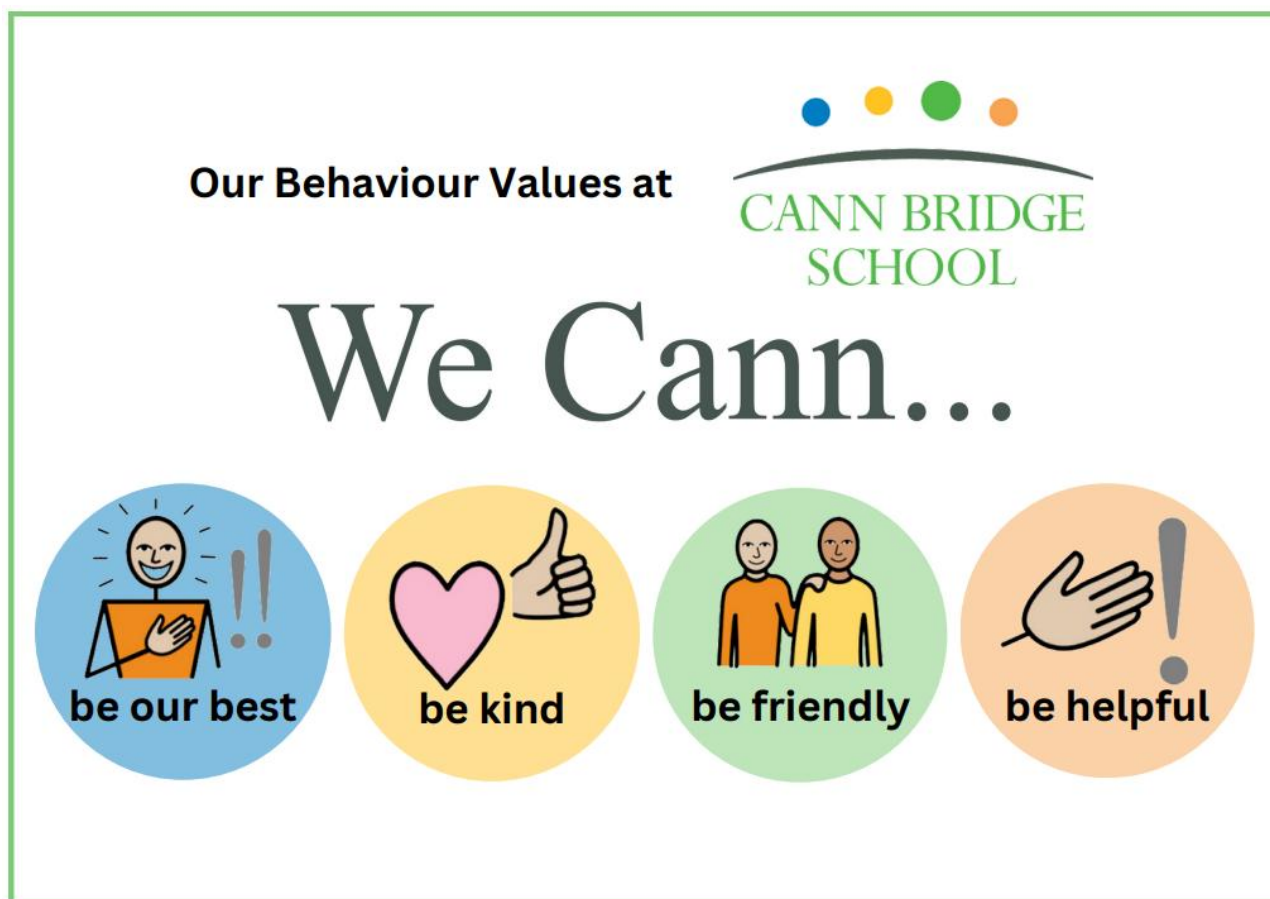
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy (when possible)
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Learners will be supported to meet the behaviour standards.

Learners will be supported to develop an understanding of the school's behaviour policy and wider culture (where possible).

Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

8. School behaviour curriculum



To help learners understand what is expected of them, we have incorporated four behaviour values into our Behaviour Policy, which are prominently displayed throughout the school building. This ensures that our Behaviour Policy is accessible to all our learners, who have special educational needs and disabilities.

Here is the definition of each value:

Be our best: This value emphasises the importance of personal growth, continuous improvement, and striving for excellence. We encourage learners to give their best effort in all aspects of their education, including teaching and learning, character development, and personal goals.

Be kind: Demonstrating kindness involves showing empathy, compassion, and consideration towards others. We encourage learners to treat their peers, teachers, and staff with respect, understanding, and a willingness to lend a helping hand.

Be friendly: Being friendly encompasses fostering positive relationships and promoting a welcoming environment. We encourage learners to be approachable, inclusive, and supportive of their peers. This value emphasises the importance of building strong interpersonal connections and creating a sense of belonging within the school community.

Be helpful: We encourage learners to actively seek opportunities to assist others, both academically and socially. Being helpful means being proactive, cooperative, and supportive in classrooms, extracurricular activities, and the overall school community.

These values are essential in creating a positive and respectful school culture. We reinforce these values regularly through morning routines, assemblies, and by prominently displaying them within learning spaces. Our teachers and other staff actively role model these values during teaching and learning activities. We also highlight and celebrate instances where learners demonstrate these values through assemblies, house points, and praise.

By integrating these values into our Behaviour Policy and consistently reinforcing them, we aim to create a nurturing and inclusive environment that supports the holistic development of our learners.

Learners are expected to (where able to):

- Show respect to members of staff and each other
- Make it possible for all learners to learn
- Treat the school buildings and school property with respect
- Wherever possible, wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum. As a specialist school, we recognise that these expectations are not always achievable, but through our values, we are aspirational through ongoing modelling and curriculum delivery that learners develop these skills and knowledge through our behaviour management practices.

8.1 Mobile phones

Learners are not allowed to have mobile phones with them on-site. Learners who bring a mobile phone to school should hand this into the school reception at the beginning of the school day and collect it at the end of the day. The school will not be liable in case of loss or damage.

9. Responding to behaviour

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display the behaviour values
- Develop a positive relationship with learners, which may include:
 - Greeting learners in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Taking an active role in post-incident debriefing
 - Using positive reinforcement
 - Ensuring strategies outlined in positive behaviour support plans are used and regularly reviewed.

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a learner is in need of help or protection. At Cann Bridge School we recognise behaviour as a form of communication.

We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an Early Help intervention, or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9.3 Responding to good behaviour

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Wow Certificates
- We Cann Awards
- House Points

9.4 Responding to misbehaviour

When a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Strategies should correspond to those highlighted in the positive behaviour support plan.

Staff will endeavour to create a predictable environment by always respond to behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts, phrases or therapeutic interventions as outlined in learner's behaviour support plans.

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a learner to help them meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the learner to a senior member of staff
- Letter or phone call home to parents
- Removal of the learner from the classroom
- Suspension

- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the learner will be taken into account when choosing sanctions and decisions will be made on an individual case-by-case basis.

9.5 Breakout Room/Safespace

At Cann Bridge, each classroom is equipped with a breakout room or Safespace©, as well as an outdoor area. These spaces are integral to our inclusive and therapeutic approach and should be used positively and purposefully to support the diverse needs of our learners. They can be:

- Used to provide learners with a quieter, more therapeutic environment, or a change of scene, to support emotional regulation.
- Used proactively to support learners who may be experiencing anxiety.
- Used to teach learners strategies to request time out, empowering them to regulate their own behaviour and build independence.

These spaces are also vital for enhancing teaching and learning. Each class team develops and tailors their breakout room/Safespace to the needs of their current cohort. This includes:

- Designing sensory spaces specifically for therapeutic interventions such as Tac Pac, intensive interaction, or calming sensory diets.
- Creating curated environments to support communication and literacy, including resources for structured teaching approaches like TEACCH.
- Using the space as a smaller teaching environment to deliver focused or small-group interventions.
- Designing specific play or exploration areas that allow for social and cognitive development outside the main classroom, ensuring that resources can be used purposefully without distraction or overstimulation.

These spaces:

- Should not be used as a threat or punishment.
- They cannot be used for disciplinary reasons e.g. wilful misbehaviour.
- Are not a replacement for, or a means to, circumvent other positive behaviour support strategies.
- Must have communication boards installed in them or very nearby to ensure all learners have a consistent and accessible means of expressing their needs.

A very small proportion of learners may, due to high levels of behavioural dysregulation, display behaviours that present a serious and immediate risk of harm to themselves or others (for example, high-risk self-injurious behaviour). In these circumstances, learners may need to be supported to a breakout space solely for the purpose of ensuring safety.

In such cases:

- Staff must first consider and, where reasonably practicable, implement alternative strategies, such as removing other learners and staff from the classroom, before supporting a learner to a breakout space.
- The use of breakout spaces must be time-limited and proportionate. Learners should remain in the space only for the minimum period necessary to reduce risk, and must be continuously supervised by a member of staff.
- Preventing a learner from leaving a breakout space constitutes seclusion and must occur only in exceptional circumstances, where there is a clear, immediate, and significant risk of serious harm to the learner or to others. Any such decision must be based on an ongoing dynamic risk assessment.

- Learners removed from the classroom due to wilful or persistent misbehaviour that is harmful to, or presents a significant risk of harm to, others may be removed from the classroom as a last resort to maintain a safe learning environment; however, they must not be secluded.

All instances of seclusion must be recorded on CPOMS the same day. Following an incident involving seclusion, parents/carers must be informed in writing, and staff may also be required to follow up with a telephone call.

Parents/carers should be informed as soon as reasonably practicable and no later than the same day of:

- The date, time, location, and approximate duration of the seclusion
- A brief, factual account explaining why seclusion was considered necessary in that specific instance
- Details of any physical injuries sustained by the learner, where applicable

If staff believe that sharing this information may place the learner at additional risk, they must seek advice from the DSL/DDSL prior to contacting parents/carers.

Safespaces:

Here are some main points for day-to-day use of Safespaces which must be adhered to:

- Make sure a distance of at least 25cm is maintained on all sides of the Safespace at all times. Do not place or store any items in the gap between the Safespace and the walls/furniture.
- Do not attach extra pullers such as ribbons or cords to the zip puller.
- Do not keep the zip in a half-opened/half-closed position.
- Do not allow any sharp or hard objects to come into contact with the Safespace, including hard plastic toys, pens, scissors, etc.

All use of breakout rooms and Safespaces is recorded on CPOMS and monitored regularly by the PBS Lead/SLT to ensure consistent, fair use, reflective practice, and to identify any trends or areas for development.

9.6 Reasonable force

Reasonable force refers to a range of restrictive interventions normally involving physical contact with learners. All members of staff are legally permitted to use reasonable force and receive appropriate training to ensure it is used lawfully, proportionately, ethically, and as a last resort.

Reasonable force may be used only where necessary to prevent a learner from:

- Causing serious disruption or disorder
- Causing significant harm to themselves or others
- Placing themselves or others at significant risk of harm
- Significantly damaging property
- Committing a criminal offence

Any use of reasonable force must be based on an immediate risk assessment, be proportionate to the level of risk, and be applied for the shortest possible duration necessary to secure safety.

9.6.1 Use of Reasonable Force

Any incident involving the use of reasonable force must adhere to the following principles:

- Reasonable force must only be used as a last resort, when all other de-escalation strategies have been attempted or are not appropriate.
- The minimum level of force and restriction must be used, and only for the shortest possible duration necessary to manage the risk.
- The use of force must be proportionate to the level of risk or harm presented.
- Force must be applied in a manner that maintains the safety, dignity, and welfare of all those involved.
- Reasonable force must never be used as a form of punishment, nor as a threat, whether explicit or implied.
- All incidents must be recorded on CPOMS and reported to parents/carers.

9.6.2 Consideration of Learner Vulnerability

When considering the use of reasonable force, staff must take account of any known vulnerabilities of the learner, including (but not limited to):

- Special Educational Needs and/or Disabilities (SEND)
- Mental health needs
- Previous traumatic experiences
- Medical conditions

These factors must inform the staff member's risk assessment and response.

9.6.3 Planned and Unplanned Interventions

Planned interventions—where staff employ agreed and pre-planned approaches to manage serious or recurring behaviours—must:

- Be informed by a formal risk assessment
- Be clearly documented within a Positive Behaviour Support Plan
- Be subject to regular review, with the aim of reducing the need for restrictive interventions over time

Unplanned interventions may be required in response to unforeseen or rapidly escalating situations. These require staff to exercise professional judgement, often involving split-second decision-making based on a dynamic risk assessment. Any response must remain reasonable, proportionate, and use the minimum force necessary to prevent injury and maintain safety.

9.6.4 Physical Restraint

Wherever possible, physical restraint must only be carried out by trained staff. Staff are trained to understand the potential risks associated with physical restraint and must:

- Use only techniques in which they are trained (e.g. CPI techniques)
- Use physical restraint as a last resort
- Never use ground hold restraints, which are prohibited

9.6.4 Recording, Reporting, and Follow-Up

Following any incident involving physical restraint:

- The incident must be recorded on CPOMS as soon as possible, and no later than the same day

- Parents/carers must be informed in writing, and staff may also need to follow up with a telephone call

Parents/carers should be informed as soon as reasonably practicable and no later than the same day of:

- The date, time, location, and approximate duration of the use of force
- A brief factual account explaining why the intervention was considered necessary
- A clear description of the type and degree of force used (e.g. “hands held with light force to prevent the learner from hitting peers”)
- Details of any physical injuries sustained, if applicable

If staff have concerns that sharing this information may place the learner at further risk, they must consult the DSL/DDSL prior to contacting parents/carers.

9.6.5 Review and Debrief

All involving the use reasonable force will be reviewed, and the welfare of both staff and learners addressed through an appropriate debriefing process. Where relevant, the learner’s Positive Behaviour Support Plan will be reviewed and updated to reduce the likelihood of future incidents.

9.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 5) found in a learner’s possession as a result of a search will be confiscated. These items will not be returned to the learner.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

Searching a learner

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept using CPOMS.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher or designated safeguarding lead (or deputy) who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the learner the opportunity to ask questions
- Seek the learner's co-operation

If they still refuse to co-operate, the member of staff will contact the headteacher and/or the designated safeguarding lead (or deputy), to try and determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property, or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a learner's outer clothing, pockets, possessions, trays/lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching learners' possessions

Possessions means any items that the learner has or appears to have control of, including:

- Desks
- Lockers/Trays
- Bags

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first, including contacting parents/carers.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parents to inform them that the police are going to strip search the learner before strip search takes place, and ask them if they would like to come into school to act as the learner's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The learner's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

One of these must be the appropriate adult, except if:

- The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the learner's decision, and it will be recorded by the appropriate adult using CPOMS.

No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the learner
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.

Care after a strip search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any learner(s) who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.8 Off-site misbehaviour

Sanctions may be applied where a learner has misbehaved off-site when representing the school. This means misbehaviour when the learner is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a learner of our school

Sanctions may also be applied where a learner has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another learner, themselves, a member of the public or member of staff
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g. on a school-organised trip). Individual behavioural and SEND needs of the learners will influence any decisions made in relation to the above.

9.9 Online misbehaviour

The school can issue behaviour sanctions to learners for online misbehaviour when:

- It poses a threat or causes harm to another learner or member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The learner is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member.

9.10 Suspected criminal behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, designated safeguarding lead, or deputy designated safeguarding lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally

- Refer to early help
- Refer to children’s social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

9.12 Malicious allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and learners accused of misconduct.

Please refer to our child protection and safeguarding policy and dealing with allegations of abuse against staff statement for more information on responding to allegations of abuse against staff or other learners.

10. Serious sanctions

10.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the learner from the classroom for a limited time and remain under review.

Learners who have been removed will continue to receive education under the supervision of a member of staff.

Removal as an intervention will only be used in response to serious misbehaviour. Staff will only remove learners from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the learner is being unreasonably disruptive
- Maintain the safety of all learners and members of staff
- Allow the disruptive learner to continue their learning in a managed environment
- Allow the disruptive learner to regain calm in a safe space

Learners will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Learners should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a learner successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for learners who are frequently removed from class, such as:

- Use of teaching assistants
- Long term behaviour plans
- Multi-agency assessment
- Interim EHCP Annual Review
- Alternative provision (if appropriate)

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the learner with their behaviour support plan on CPOMS.

10.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

11. Responding to misbehaviour from learners with SEND

11.1 Recognising the impact of SEND on behaviour

All learners at Cann Bridge School have a special education needs and/or disability (SEND). The school recognises that learners' behaviour may be impacted by multiple internal and external factors. Children and young people have a wide range of individual needs which change over time. As such, children and young people require a flexible approach within an overall structure of consistency. Whilst we envisage that our approach will be effective for the majority of children and young people at Cann Bridge School, some children and young people will require extra support in order for us to ensure an equitable school environment.

When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled learner caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#))
- Following the provisions set out in learners' EHCP and cooperating with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers for misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the learner concerned.

At Cann Bridge School our approach to anticipating and removing triggers of misbehaviour might include:

- Short, planned movement breaks for learners with SEND who find it difficult to sit still for long periods of time
- Adjusting seating plans to allow a learner with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a learner with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of breakout spaces where learners can regulate their emotions during a moment of sensory overload
- Personalised timetables
- Further adapt and tailor the curriculum

11.2 Adapting sanctions for learners with SEND

When considering a behavioural sanction for a learner with SEND, the school will take into account:

- Whether the learner was unable to understand the rule or instruction?
- Whether the learner was unable to act differently at the time as a result of their SEND?
- Whether the learner is likely to misbehave or at greater levels of dysregulation due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the learner for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a learner displaying challenging behaviour may have unidentified SEND

School staff may evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.4 Learners with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a learner with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Supporting learners following a sanction

Following a sanction, the school will consider strategies to help learners to understand how to improve their behaviour and meet the expectations of the school, and/or review the learners' Positive Behaviour Support Plan.

13. Learner transition

13.1 Inducting incoming learners

Where suitable and possible, the school will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13.2 Preparing outgoing learners for transition

To ensure a smooth transition to the next year, learners have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour issues may be transferred to relevant staff at the start of the term or year.

14. Positive Behaviour Support at Cann Bridge School

Staff at Cann Bridge School take a positive behaviour support approach. In terms of practice and policy this approach:

- Is not a single strategy. It is a combination of CPI Safety Intervention approaches, trauma sensitive practices and sensory integration approaches.
- Is a learner-centred approach to supporting behaviour.
- Is rooted in respecting and understanding the learner's personality and needs, and focused on encouraging choice, promoting safety, and engagement.
- Sets reasonable boundaries and limits but is not punitive.
- Seeks to be proactive rather than reactive by looking to identify causes of anxiety and meet the learner's needs before challenging behaviours occur.
- Seeks to support and prepare learners not just for the short term, but also the long term.
- Is a collaborative and evidence-based approach and takes the effectiveness and importance of role-modelling seriously.

As part of the overall Positive Behaviour Support approach, staff at Cann Bridge are encouraged to support their colleagues to refine ideas, strategies and their own practice through using the 'professional challenge'. The professional challenge is a discussion between staff and should not be seen, or used as, a criticism of practice. It should be seen as an opportunity to be supportive and creative to stimulate better outcomes for our staff as practitioners and for our learners. Such discussions should also be conducted at a suitable time and in a professional manner. However, should a member of staff feel that something was immediately unsafe they should offer support and advice at that time.

14.1 Positive Behaviour Support Plans

Positive Behaviour Support Plans (**Appendix 3**) have been designed to be tailored to the individual learner, ensuring they address specific needs effectively. These plans may draw insights from ABC (**Appendix 4**) charts to gain a deeper understanding of behaviours. They emphasise comprehending the functions and triggers of behaviours, enabling proactive responses and minimising reactive approaches. It's crucial that these plans are easily accessible to all staff, who should familiarise themselves with them before interacting

with the child. Moreover, they should be dynamic documents, regularly updated and thoroughly reviewed before significant educational transitions occur, such as class changes or significant behaviour incidences. The plans are adopted and developed by the class teacher, with the support from the senior leadership team, teaching assistants, and PBS Lead, in consultation with parents and carers.

The involvement of parents is paramount in the development of Positive Behaviour Support Plans, ensuring their insights and perspectives are integrated. Collaboration with various professionals, including clinical psychologists, medical consultants, and the broader support team, enriches the formulation of these plans, drawing from diverse expertise. Whenever feasible, efforts are made to involve the learner in understanding and contributing to their own plan, promoting their agency and autonomy.

Additionally, Positive Behaviour Support Plans include risk assessments for any identified unsafe behaviours, prioritising the safety and well-being of the learner and those around them. Through these comprehensive plans, a holistic approach is taken to support positive behaviours and address challenges effectively.

14.2 Behaviour Hub Meetings

At Cann Bridge School we have high levels of skill and expertise, and we know the learners in our care well. When we gather and share this knowledge and good practice the benefit to our learners magnifies. Behaviour Hub meetings offer a time, place, and opportunity for this to occur.

Behaviour Hub Meetings are:

1. Learner Focused – Supporting the young person is the central and most important objective of the meeting.
2. CPD – As ideas are exchanged it should act as platform for staff to support each other's development as practitioners. To aid this process, staff should be honest and sensitive in the way they express their thoughts but, in turn, also be receptive to, and reflect meaningfully upon, the advice their colleagues share.
3. Round-table – Any member of staff who can contribute meaningfully can, and should, attend, and are free to express their points of view in a professional manner.
4. Solution Focused – The emphasis of the meeting is on sharing high quality ideas which relate to a particular need or behaviour the learner is demonstrating.
5. Progressive – They are part of a process, a learning conversation of sorts, which staff have with each other that is reviewed and refined over a series of meetings.
6. Referential – The minutes are archived but available to staff as a source of information about the learner, and a body of good practice.

14.3 CPOMS Reporting and Record

CPOMS is the school's central recording system. All staff receive training to use CPOMS, are expected to use it professionally, and log into CPOMS regularly. From a Positive Behaviour Support perspective CPOMS should be used:

- To record behaviour incidents, physical interventions, injuries to staff and learners, meetings with parents and professionals, safeguarding concerns, de-briefs, damage to property, to and monitor use of breakout spaces.
- As a source of information which can be interrogated to look for patterns and triggers in a learner's behaviour; and a tool to inform interventions and provide support for both learners and staff.
- A platform for colleagues to reflect on incidents, share information and partake in professional dialogue.

CPOMS is also used to generate summary reports regarding behaviour, damage to property, injuries to staff and learners which are reviewed regularly by the PBS Lead and Line Manager for Behaviour in order to

provide targeted interventions for learners, for early intervention, to support staff wellbeing and training, and to support particular groups of learners such as a Pupil Premium and Looked After Children

CPOMS categories in use:

Main Category	Sub-Category and Guidance
Behaviour including Physical Intervention	<p>See CPI training manual for definitions of physical restrictions.</p> <p>For recording:</p> <ul style="list-style-type: none"> • High Level Restriction • Medium Level Restriction • Low Level Restriction • Non-Restrictive Physical Intervention (When a physical intervention is performed for reasons of safety, or minimising potential risk performed but it is minimally restrictive e.g. hold and stabilise) • No Physical Intervention (for recording incidences of behaviour where no physical intervention was required) • Self-Injurious behaviour: This category should be used to record incidents where learners engage in behaviour which may, or does, injure themselves. <p>N.B. Use of breakout spaces is also monitored including which learners are using them, how long for, and how often.</p>
Bullying	<p>Only use where the incident involves persistent or very serious negative interactions between learners. The acronym STOP (Several Times On Purpose) is a useful aide memoir.</p>
Cause for concern	<p>Use this category to record incidents that do not require an immediate escalation to a member of the safeguarding team but should be recorded to build up a picture over time for the learner concerned.</p>
Child-On-Child Abuse	<p>For inappropriate behaviours between children that are abusive in nature including physical, sexual, or emotional abuse, exploitation, sexual harassment, coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships).</p>
Communication	<p>Space to record communication, notes, meeting minutes and documents related to:</p> <ul style="list-style-type: none"> • CARA/VIST • Child Protection • CIN • EHAT Notes • External Agency • Operation Encompass
Family Support	<p>For recording and sharing incidences of family support e.g. support and advice from FaLSA.</p>

Home/School Contact	For recording and sharing communication between parents, carers and school e.g. a telephone conversation which a record needs to be kept.
Incidents and Accidents	For recording: <ul style="list-style-type: none"> • Learner Injury • Near Miss (When there was significant risk of harm, but it did not occur) • Significant Property Damage (When damage to property has occurred which will incur significant cost to rectify) • Staff Injury
Incidents of searching, screening and confiscation	This section should be completed when searching, screening and confiscation has taken place, in line with this policy.
Medical Issues	For recording and sharing incidences related to medical issues.
PBS Notes	For the PBS Team to record and share notes or meetings, interventions and training e.g. CPI refresher training and minutes of Behaviour Hub meetings.
Safeguarding	Use this category where an incident relates to a learner who is already identified as a safeguarding concern, or where the incident is such that they are likely to be identified as a concern. A useful aide memoir as to whether to use this category is to consider whether the incident is something that you feel should be discussed with a member of the safeguarding team.
Debriefing	For recording both learner and staff de-brief.

14.4 Debriefing and Supervision

Staff Debriefing

Debriefing is a key component of the PBS approach at Cann Bridge School. It provides a reflective space for staff to learn from incidents, support one another, understand learner need, and develop strategies that promote safer, more regulated environments for all learners.

When Should a Staff Debrief Take Place?

Debriefings should be conducted as soon as practically possible after any incident that meets one or more of the following criteria:

- An incident has been unsafe, or someone has been significantly harmed.
- A learner has been supported to a breakout space for safety reasons.
- A high-level restriction has been used, or multiple restrictive holds were applied during one incident.
- The incident was out of character for the learner involved.
- The incident or a series of incidents is deemed significant, sustained, or complex.
- A member of the Senior Leadership Team or the PBS Lead has directed that a debrief should take place.

Who Should Lead the Debrief?

Debriefings should be led by:

- Class Teachers
- HLTAs (Higher Level Teaching Assistants)
- The PBS Lead
- A member of the Senior Leadership Team

Purpose and Principles of Debriefing

Debriefings aim to:

- Support staff wellbeing by creating space for emotional processing and reflection.
- Foster professional development through collaborative discussion and learning.
- Promote effective behaviour support by refining strategies and identifying what works.
- Ensure consistency by embedding shared practices aligned with the school's behaviour values and PBS policy.

Debriefing Structure

- Debriefings should follow the debriefing cycle outlined in the school's PBS Policy.
- Conversations should be constructive, non-blaming, and focused on understanding and improving outcomes.

Link to Planning and Practice

- Outcomes from the debrief should directly inform future planning, actions, and interventions.
- Relevant updates should be made to the learner's LIP/PBSP.
- Information from the debrief may also be shared through staff briefings or multi-agency meetings, as appropriate.

Recording the Debrief

- All debriefing outcomes must be clearly documented using the 'debriefing' category on CPOMS.
- All people involved in the debriefing should be notified on CPOMS.
- Notes should include:
 - Key reflections and insights
 - Agreed next steps or actions
 - Who is responsible for implementing those actions



Learner Debriefing

At Cann Bridge School, engaging with learners after a complex or significant incident is a vital part of our PBS practice. This process centres on the learner's experience, and supports their emotional development, sense of safety, and helps prevent future dysregulation.

Purpose of a Learner Debrief

A well-conducted debrief supports the learner by:

- **Facilitating emotional processing** – Helping them to identify, understand, and express their feelings.
- **Making sense of the incident** – With adult guidance to co-regulate emotions and clarify events.
- **Reinforcing safety and trust** – Demonstrating that adults are consistent, safe, and supportive.
- **Encouraging self-expression** – Providing space for the learner to communicate their needs.
- **Promoting shared reflection** – Helping both staff and learners recognise triggers and co-develop prevention strategies.
- **Reaffirming behavioural values** – Aligning with our Behaviour Curriculum and school ethos.

Key Principles for Learner Debriefing

1. Non-blaming

- Debriefing must be non-judgmental.

2. Individualised Communication

- Take account of each learner’s cognitive, speech, and language needs.
- Use appropriate communication tools:
 - Verbal discussion (where appropriate)
 - AAC devices, PECS, other visual aids
- Respect that some learners may not be able—or willing—to participate meaningfully.
- A range of support materials to undertake learner debrief have been developed and available to staff.

3. Trauma-Sensitive Approach

- Always consider whether a debrief might:
 - Re-traumatise the learner
 - Act as a trigger for further anxiety or dysregulation
- Avoid debriefing if it could do more harm than good.

4. Timing and Relationships Matter

- Only debrief when the learner is regulated and emotionally ready.
- Avoid waiting too long, as details, relevance and emotions may fade.
- Be thoughtful about who leads the debrief:
 - Where possible, involve familiar staff or those involved in the incident to support repair.
 - In some cases, a neutral staff member may be more appropriate.

5. Reflective Dialogue

Use developmentally appropriate language and methods to form a structured approach built around three guiding questions:

1. What happened?
2. Why did it happen?
3. How can we help/support you in the future?

Documentation and Next Steps

- Record learner debrief notes clearly on CPOMS under the debriefing category. In most cases this will be on the same incident report as staff debrief.
- Outcomes from the debrief should directly inform future planning, actions, and interventions.

Supervision

At times, staff will be asked to attend individual supervision sessions with the PBS Lead and/or a member of the senior leadership team. These are primarily to check on the member of staff’s wellbeing and see if they need any support. Staff will be expected to attend supervision as they form part of the school’s duty of care.

14.5 Safeguarding Hub Meetings

Safeguarding Hub meetings occur termly and are an opportunity for professionals working with children and young people to get together to share information. These professionals represent education, behaviour support, family liaison support, senior leadership and health. When applicable, educational psychology and other professionals are represented in the meeting.

The purpose of the meetings is to provide professional supervision and to scrutinise policy and practice. In addition to this, it is an opportunity to professionally triangulate information, to create a whole picture of the child/ young person being discussed and ensure timely intervention and support.

14.6 Self-stimulatory behaviour

Many of our learners have severe learning difficulties, including complex sensory needs. As a result, they may be cognitively much younger than their chronological age. Some learners may engage in self-stimulatory misbehaviour, which, in certain contexts, may not be appropriate for the school environment. When this occurs, staff should:

- Record the incident on CPOMS, to help identify potential triggers, inform targeted support, and ensure any concerns are appropriately logged and reported to parent/carers.
- A Senior Leader or the Positive Behaviour Support Lead will use the Brook Traffic Light Tool to support the identification, interpretation, and appropriate response to behaviours.
- Use SoSAFE!-informed language to help learners understand that certain behaviours are 'not okay' in the school setting. Staff should consistently teach the distinction between public and private spaces. Additional strategies—such as social stories, distraction techniques, or supported transitions—may also be used. All strategies must be applied consistently, reviewed regularly, and recorded in the learner's Positive Behaviour Support (PBS) plan.
- Maintain appropriate physical space between themselves and learners engaging in these behaviours, in line with safeguarding and dignity considerations. A dynamic risk assessment may be required to determine whether it is appropriate to withdraw from the space.
- Address known triggers or stimuli: If there are known strategies, items, or situations that excite or stimulate a learner, staff should hold a transparent, multidisciplinary discussion to agree on appropriate approaches; which may include the Occupational Therapist, Educational Psychologist, or Learning Disability Nurse. These agreed strategies must be clearly documented in the learner's Learner Information Plan.

15. Training

New staff receive positive behaviour support training as part of their induction process. Existing staff also receive ongoing training. This includes:

- CPI Safety Interventions training. Initially two days training and renewed annually.
- Correct use of restraint
- Safeguarding training
- The impact of sensory needs on learners' engagement and behaviour.
- Trauma sensitive practices e.g. PACE
- The needs of the learners at the school
- How SEND and mental health needs impact behaviour
- This behaviour policy

A staff training log is kept centrally by the school. The school has Crisis Prevention Institute (CPI) Safety Intervention™ Foundation — Working with Children and Young People includes Verbal Intervention™ trained trainers.

16. Monitoring arrangements

16.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension

- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Use of breakout rooms/Safespaces
- Behaviour walks
- Anonymous surveys for staff, learners, parent/carers, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture
- Positive behaviour support training evaluations and feedback
- Behaviour Hub meetings and review of impact
- Positive Behaviour Support Plan monitoring

The data will be analysed by the headteacher and regularly monitored by Positive Behaviour Support Lead and SLT at least termly.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, the school will review its policies to tackle it.

16.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher and full governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusions policy
- Child protection and safeguarding policy
- Child-on-child abuse policy
- Intimate care and positive touch policy
- PSHE/RSHE policy
- Trauma Informed Practice policy

18. Additional information for staff

- CPI Safety Intervention Foundation Participation Workbook
- CPI Participant Training Programme Supplement

Appendix 1: Written Statement of Behaviour Principles

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The Cann Bridge Governing Board, believe that high expectations of behaviour lie at the heart of a successful school and enable children to make the best possible progress, developing each learners' communication and independence to prepare them to actively contribute to the wider world and leading to healthy and fulfilled lives. The purpose of this statement is to give guidance to the Headteacher in drawing up the Positive Behaviour Support Policy and Statement of Behaviour Principles (including De-escalation & Physical Restraint) Policy.

These principles are:

- A wide range of praise and rewards are utilised constantly to underpin the school's aspirational, learner focused, collaborative and progressive values, supporting our behaviour values to 'be our best', 'be kind', 'be friendly' and 'be helpful'.
- All behaviour is viewed as a form of communication.

- Staff proactively reflect on behaviours to understand the causes to inform support and interventions to reduce reoccurrence and frequency, and to inform their practice.
- Every learner, staff member and visitor have the right to feel safe, valued, respected and free from any form of discrimination.
- Staff and volunteers set an excellent example for learners at all times.
- Positive relationships provide the foundations of positive behaviour and attitudes to learning.
- Learners are supported to develop increasing independence, the skills to promote self-controlled positive behaviour, and are helped to take responsibility for their actions where possible.
- Personalised behaviour management strategies are built on trauma-sensitive, CPI Safety Intervention training, sensory integration approaches, and the outcomes post incident debriefing.
- The school works collaboratively with families and, where possible with learners, to develop Positive Behaviour Support Plans which are incorporated into detailed Learner Information Packs.
- Staff are supported in developing strategies with which to respond effectively and appropriately to escalating behaviour.
- Use of rewards, sanctions, de-escalation and reasonable force are used consistently by all staff.
- Approaches to behaviour are monitored and recorded on CPOMs.
- Incidents of behaviour are recorded and used to inform future interventions and strategies.
- The Suspension and Permanent Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: Positive Behaviour Support Plan

ADD NAME Positive Behaviour Support Plan	
Last updated	
Constant	

My Behaviours			
	Precipitating Factor <i>(if known)</i>	Behaviour	Staff Response/Support/Intervention
Calm	1.	1.	1.
Anxious	1.	1.	1.
Refusing / Defensive	1.	1.	1.
Unsafe / Potentially unsafe	1.	1.	1.

Post Crisis			
Recovery / Resolution	Tension Reduction Behaviours	Supportive Therapeutic Strategies	Re-establishing Relationships
	1.	1.	1.
Historical Behaviours (add date when removed from plan)	Precipitating Factor (if known)	Behaviour	Staff Response/Support/Intervention
	1.	1.	1.
Parents / Carers Comments or Suggestions			

Appendix 3: Behaviour Risk Assessment

ADD NAME Behaviour Risk Assessment

Date of assessment	
Risk Assessor Name and Position	
Approved by Name and Position	
Date Approved	

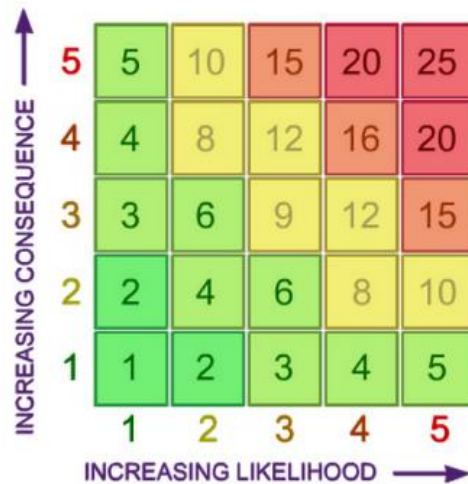
What is the hazard/possible hazardous event?	Who might be harmed?	How might people be harmed?	What existing risk controls measures are currently in place?	Risk Rating L x C = R			Additional controls measures?	Date for completion and by whom?	New Risk Rating L x C = R		
				L	C	R			L	C	R

Risk Rating Calculator

Likelihood the hazardous event will occur	
1	Very unlikely – 1 in a million chance
2	Unlikely – 1 in 100000 chance
3	Fairly unlikely – 1 in 10000 chance
4	Likely – 1 in 1000 chance
5	Very likely – 1 in 100 chance

Consequence of the hazardous event	
1	Insignificant – no injury
2	Minor – minor injuries needing first aid
3	Moderate – up to three days' absence
4	Major – more than seven days' absence
5	Catastrophic - death

Action	
20 - 25	Stop - Stop activity and take immediate action
15 - 19	Urgent action – take immediate action and stop if necessary, maintain existing controls rigorously
8 - 14	Action – improve within specified timescale
4 - 8	Monitor – look to improve at next review or if there is a significant change
1 - 3	No action – no further action, but ensure controls are maintained and reviewed



Appendix 4: ABC Record Sheet

ABC Record Sheet

The information recorded here will enable staff to develop an understanding of the function of the behaviour shown. If the function is not understood it is unlikely that the behaviour can be modified.

Name		Class		
Date and time	Location	Activity before Incident	Behaviour observed (<i>FILL in and give as much information as possible</i>)	Consequence for the learner – what did the behaviour achieve?

Appendix: Understanding, responding to and recording behaviour

Purpose

This briefing is intended to support professional reflection on how we understand, respond to, talk about and record behaviour—both in our daily interactions with pupils and when using CPOMS.

Our shared aim is to ensure that practice across the school remains child centred, trauma sensitive and rooted in the understanding that behaviour is communication. Every response we make and every record we write contributes to how a child is understood, supported and safeguarded over time.

Behaviour as Communication

We recognise that behaviour is a form of communication, particularly for learners who experience difficulties expressing needs, emotions or discomfort verbally. What we see on the surface is often an outward expression of unmet needs, uncertainty, distress, sensory overload, anxiety or confusion. Recently, there has been an increase in behaviour being recorded using terms such as:

- *“refusal”*
- *“targeted”*
- *“naughty”*
- *“persistent”*

While these words may describe what we observe, they often label behaviour without explaining it. When language focuses on judgement or intent, it can obscure the *reason* behind the behaviour and unintentionally limit opportunities for understanding, support and effective intervention.

Language Matters

The language we use—both verbally and when recording on CPOMS—shapes how behaviour is understood by others and how the child is perceived over time.

To ensure clarity, dignity and consistency, we should aim to:

- Describe what happened, rather than label the child
- Avoid language that implies intent, blame or judgement
- Focus on observable actions and context

For example:

- Instead of *“refused to work”*
→ *“Did not engage with the task when it was presented”*
- Instead of *“being naughty”*
→ *“Left the learning area and crawled under the table”*
- Instead of *“persistently disruptive”*
→ *“Called out repeatedly during carpet time following a timetable change”*

This approach supports reflective practice and allows patterns, triggers and unmet needs to be identified more clearly.

CPOMS includes reflection prompts that must be completed fully. These questions are essential in helping us reflect on adult responses, adjust practice and, where necessary, instigate changes to provision or intervention.

Reflecting on Context: Before, During and After

When responding to behaviour—or recording incidents—it is essential to reflect on the context, not just the event itself.

Before the incident

- Was there a change in routine, staffing or environment?
- Was the pupil expecting something different?
- Had they eaten breakfast or arrived unsettled?
- Were there sensory or environmental factors (noise, lighting, temperature, smells, clothing)?
- Was a transition, demand or element of uncertainty involved?

During the incident

- How was the child communicating?
- What emotional, sensory or cognitive demands were present?
- How did adults respond, and which strategies were used?

After the incident

- How quickly did the child regulate?
- What support helped?
- What changed in the environment or expectation?
- What was the child able to do once regulation returned?

Recording this information on CPOMS creates a far more meaningful and accurate picture than the incident alone. Good reflection helps changes to be made and better support for the pupil.

Sensory Differences and Unmet Needs

For many learners, behaviour is closely linked to sensory processing differences, which can fluctuate daily. Sensory stress may be influenced by:

- Clothing textures
- Smells (food, cleaning products, perfume)
- Weather changes
- Noise levels
- Visual clutter
- Physical discomfort or tiredness

A behaviour that appears *defiant*, *avoidant* or *non-compliant* may instead be an attempt to escape sensory overload or regain regulation.

Trauma-Sensitive Understanding

Many children bring experiences that shape how they perceive adults, demands and change. A trauma-sensitive approach reminds us that:

- Stress significantly reduces a child's capacity to comply or engage

- Behaviour may reflect past experiences, not present intentions
- Consistency, predictability and relational safety are protective

Survival responses (fight, flight or freeze) may present as refusal, withdrawal or aggression—but they are not a choice.

Recording on CPOMS

When recording behaviour incidents on CPOMS, please ensure entries are:

- Factual, objective and descriptive
- Focused on what was observed, not assumptions about intent
- Inclusive of context and possible triggers
- Clear about strategies used and their impact

High-quality recording supports safeguarding, informs planning and ensures consistency across staff teams.

Verbal Communication About Behaviour

How we talk about behaviour matters just as much as how we record it.

Informal conversations between staff, and discussions with families, strongly influence how a child is perceived. Casual, emotive or label-based language can unintentionally reinforce negative narratives or remove necessary context.

When discussing behaviour verbally, we should:

- Use the same respectful, descriptive language expected in CPOMS
- Focus on observations and context, not labels
- Avoid sharing frustration in ways that position the child as the problem
- Maintain professional curiosity about what the behaviour may be communicating

When speaking with families, it is especially important to:

- Centre discussions on understanding and support, not blame
- Share observations clearly and sensitively
- Highlight what helped and how we are adjusting support based on reflections
- Reassure families that we are seeking to understand their child's needs

Consistent verbal communication helps maintain trust, dignity and collaboration, and ensures our trauma-sensitive values are reflected in all aspects of practice.

Consistent Application of Positive Behaviour Support (PBS) Plans

PBS Plans are designed to help pupils feel safe, understood and supported. They are only effective when followed consistently and persistently, across different times of day, activities and staffing arrangements. For pupils, predictability is central to regulation. Inconsistent responses can result in:

- Increased anxiety or uncertainty
- Reduced feelings of safety and trust
- Heightened sensory or emotional stress

- Escalation in behaviour

Changes in staffing, routines or environments can unintentionally communicate uncertainty. For learners who rely on predictable responses, this inconsistency can significantly increase distress.

Why Consistency Matters

Consistent practice:

- Builds emotional safety and security
- Helps pupils anticipate what will happen next
- Reduces anxiety linked to unpredictability
- Supports regulation and readiness to learn
- Prevents escalation by reinforcing familiar strategies

When teams work consistently from shared plans, pupils experience a coherent and dependable response, even during challenging moments.

Our Shared Responsibility

All staff are expected to:

- Follow PBS Plans as written
- Apply agreed strategies consistently, even when progress feels slow
- Maintain calm, predictable, relational responses
- Raise concerns with senior staff rather than adapting plans informally

Persistence is key. Some strategies take time to embed and may not lead to immediate change. Changing approaches too quickly can increase confusion and reduce effectiveness.

Reflective Practice

When behaviour escalates, it is important to reflect not only on the child's response, but also on adult consistency:

- Was the PBS Plan followed by all adults?
- Were strategies used at early signs of dysregulation?
- Were adult responses consistent across the team?

Reflecting on our own practice is essential.

Readiness to Learn

Learning can only occur once a pupil feels safe, regulated and ready.

If a pupil is not ready to learn, then they are, quite simply, not ready to learn.

Behaviours sometimes recorded as avoidance, refusal or disruption often indicate that a pupil:

- Is struggling to regulate emotionally or sensory-wise
- Is experiencing anxiety, uncertainty or overload
- Does not yet feel safe or settled

Until regulation is achieved, cognitive demand—however well planned—may be inaccessible.

Our priority must therefore be to:

- Support regulation before expectation
- Adjust environments, pacing and demands
- Recognise that regulation is a prerequisite for learning, not a reward

Supporting readiness to learn is not lowering expectations—it is removing barriers so learning becomes possible.

Appendix: Staff Briefing: Gestalt Language Processing (GLP)

Purpose

This briefing is intended to support staff in understanding Gestalt Language Processing (GLP) and how it can inform our responses to both behaviour and communication. Many of our pupils communicate using scripts, chunks of language, echolalia or repeated phrases rather than single-word responses. When viewed through a GLP lens, behaviour and language are closely connected forms of communication.

Understanding GLP helps us move away from viewing behaviour as *refusal, defiance or non-compliance* and towards recognising it as a meaningful expression of emotional, sensory or cognitive experience.

Understanding Behaviour Through a GLP Lens

From a Gestalt Language Processing perspective, repeated phrases, delayed echolalia or seemingly unrelated scripts often carry emotional meaning, even if their intent is not immediately clear. These utterances, alongside behaviour, may communicate:

- Anxiety or uncertainty
- Sensory overload or discomfort
- Emotional distress or frustration
- Attempts to self-regulate or regain predictability

When adults recognise this communication as meaningful, we are more likely to respond with curiosity, empathy and co-regulation, rather than correction or demand. Acknowledging the emotional message within a script or behaviour validates the child's experience, reduces escalation and builds relational safety. This approach supports trauma-sensitive practice, strengthens trust and promotes regulation and readiness to learn.

Practical Examples: Responding to Behaviour Using GLP-Informed Language

Example 1: Avoidance / Leaving the Area

Observed behaviour

A pupil gets up during a table-top activity, pushes the chair away and goes under the table.

What the behaviour may be communicating (GLP lens)

The pupil may be experiencing:

- Cognitive overload
- Anxiety about the demand
- Sensory discomfort
- A need for regulation or predictability

Rather than "refusal", this behaviour communicates: *"This is too much."*

GLP-informed response

Instead of directing compliance, the adult acknowledges the emotional meaning and models functional language:

- *"That feels like too much."*
- *"Let's take a break."*

- *“You’re safe. We can pause.”*

These responses:

- Validate the child’s experience
- Provide language the pupil may later adopt as a gestalt
- Support co-regulation without increasing demand

Once the pupil begins to regulate, the adult may gently model:

- *“Break... then work.”*
- *“First little bit, then finished.”*

Example 2: Escalation During Transition

Observed behaviour

During a timetable change, a pupil drops to the floor, shouts and pushes materials away.

What the behaviour may be communicating (GLP lens)

For a Gestalt Language Processor, unexpected change can disrupt predictability and create distress. The behaviour communicates emotional dysregulation rather than defiance.

GLP-informed response

The adult responds to the emotional message before addressing behaviour:

- *“This is different.”*
- *“That’s not what you expected.”*
- *“It’s hard when plans change.”*

These phrases:

- Reflect the child’s experience
- Reduce perceived threat
- Help the child feel seen and understood

As calm begins to return, language can support meaning-making:

- *“Change... then safe.”*
- *“Different now, then back.”*

Example 3: Repetitive Scripts During Stress

Observed behaviour

A pupil repeatedly says a phrase from a TV show (*“It’s broken! It’s broken!”*) while hitting the table.

What the behaviour may be communicating (GLP lens)

The script is likely a gestalt expressing emotional intensity rather than literal meaning. The behaviour communicates dysregulation, frustration or a sense that something feels “wrong”.

GLP-informed response

Instead of correcting or stopping the script, the adult tunes into its emotional intent:

- *“Something feels wrong.”*

- *“That’s really frustrating.”*
- *“I can help.”*

This response:

- Acknowledges the emotional message
- Supports regulation
- Keeps communication open

The adult may then model supportive functional phrases:

- *“Help me.”*
- *“Fix it together.”*

Example 4: Pushing Work Away / Screaming

Observed behaviour

A pupil pushes materials away, screams and drops items when a task is presented.

What the behaviour may be communicating (GLP lens)

This behaviour may express:

- Overwhelm
- Uncertainty
- Fear of failure

Rather than non-compliance, the pupil is communicating that the demand feels inaccessible.

GLP-informed response

The adult reduces language complexity and models emotional validation:

- *“Too hard.”*
- *“That’s a lot.”*
- *“Let’s make it small.”*

Followed by:

- *“One bit.”*
- *“All done soon.”*

These short, meaningful phrases align with how Gestalt Language Processors acquire language and reduce cognitive load while maintaining connection and support.

Key Messages for Practice

When responding to behaviour using a GLP-informed approach, staff should:

- Assume communication, not intent
- Acknowledge emotion before expectation
- Use short, meaningful, emotionally attuned phrases
- Model language that supports future communication

- Prioritise regulation and safety over compliance

In Summary

Viewing behaviour and language through a Gestalt Language Processing lens supports a more compassionate, reflective and effective response to pupils who communicate differently. By recognising behaviour as meaningful communication and responding with attuned language, we strengthen relationships, reduce escalation and support pupils to feel safe, understood and ready to learn.

This approach is fully aligned with our trauma-sensitive, child-centred values and should inform both our in-the-moment responses and how we record and reflect on behaviour.