

# Behaviour & Pastoral Policy

## Contents

History of policy changes and review.....	3
Aims and Objectives .....	4
Aim and rationale .....	5
Statement of Behaviour Principles .....	6
Relationship to other school policies.....	7
Duty of care.....	7
Roles and responsibilities.....	8
Positive Behaviour Practices.....	13
Positive Behaviour Support (PBS) .....	14
Trauma Informed Behaviour Management .....	15
Recognition, motivators and consequences.....	15
Prohibited practices: aversive approaches, punishment and discipline .....	16
Seclusion and deprivation .....	16
Restrictive practices.....	17
Sensory Processing Difficulties .....	17
Optimum Learning Maps (OLMs).....	18
Risk assessment.....	18
Graduated response to behaviours of concern.....	18
Searching, prohibited items and confiscation.....	19
Positive touch .....	19
Use of reasonable force and positive handling .....	19
Post-incident debrief and support .....	19
Recording, reporting and monitoring.....	19
Behaviour and wellbeing interventions.....	19
Staff training, induction and support .....	20
Professional challenge .....	20
Working in partnership with parents/carers and other agencies .....	20
Child-on-child abuse, harmful sexual behaviour and sexual harassment.....	20
References, and Appendices .....	21
References .....	22
Appendices.....	22
Appendix 1 – Definitions/ Glossary .....	23
Appendix 2 – Roles and Responsibilities.....	25
Appendix 3 – Written Statement of Behaviour Principles .....	26

## History of policy changes and review

**Author:** Head of Inclusion

**Authorising Body:** FGB

**Review Period:** Annual

**Next Review Date:** 31.08.2026

Date	Change	Details
01.07.2019	Policy reviewed	The policy was re written Quick read policy was created
15.07.2020	Policy reviewed	Added offensive weapons section
01.05.2021	Policy reviewed	The previous quick read policy became the new positive behaviour management policy and the previous main policy became Positive behaviour management handbook.
12.05.2021	Added new section	Trauma Informed Behaviour Management
12.05.2021	Added new section	Use of aversive behaviour sanctions - punishment and discipline
12.05.2021	Added new section	The use of barriers
19.05.2022	Changed	Policy now reflects new Pastoral Approaches
15.09.2023	Added new section	Sexual abuse and harassment
	Changed	Roles and Responsibilities Exclusion section Prohibited items, searching pupils and confiscation
15/11/2024	Changed	Legislation section added DfE (2024) new guidance
	Removed	Exclusions section has been removed Duty of care from page 35 as it was repeated
30/12/2025	Changed	Updated statutory references (including KCSIE 2025); removed duplicated procedures now covered by standalone policies (Suspensions/Exclusions, Searching/Confiscation, Positive Handling); refreshed Universal Offer as Briarwood Standard; updated roles/responsibilities; updated appendices
	Removed	Supporting Behaviours of Concern section Pastoral offer Practical considerations

For detailed practical guidance, staff should refer to the Briarwood Standard (Universal Offer), the Positive Behaviour Support (PBS) resources, and the standalone policies listed in the "Related policies" section of this document.

# Aims and Objectives

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## Philosophy – vision statement

*'I have come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.'* Haim Ginot

Briarwood School is a community where pupils are supported to feel safe, experience belonging, and engage meaningfully in learning. As a specialist provision, we understand that behaviour is closely linked to communication, development, relationships, and regulation.

Our approach is relationships-based, trauma-informed and SEND-informed, and is rooted in dignity, consistency, and high expectations that are achievable through appropriate support. We focus on proactive support (including communication, predictable routines, environmental and sensory adjustments) and we use the least restrictive response possible when behaviour becomes unsafe.

Our aim is to ensure every pupil can **enjoy** school life, **engage**, and **learn** to their full potential.

## Aim and rationale

Briarwood aims to promote a calm, supportive and purposeful school environment in which pupils can thrive academically, socially and emotionally. We recognise that many of our pupils experience significant barriers relating to cognition, communication, sensory processing, emotional regulation, trauma histories and/or mental health needs. These factors may increase vulnerability to behaviours of concern, particularly during periods of change, uncertainty, stress, pain or discomfort, or when needs are unmet.

This policy therefore sets out a whole-school approach that:

- promotes positive relationships, emotional safety and a strong sense of belonging
- supports pupils through consistent routines, predictable environments and reasonable adjustments
- uses evidence-informed Positive Behaviour Support (PBS) and a functional understanding of behaviour as communication
- reduces risk through proactive planning, de-escalation and early intervention, minimising the need for restrictive practices
- ensures responses are fair, lawful, proportionate and recorded appropriately, with reflective follow-up to reduce recurrence
- strengthens partnership with families and multi-agency professionals so that support is consistent across settings and improves outcomes and quality of life

Our approach is informed by evidence and best practice, including NICE guidance and quality standards on learning disability and behaviour that challenges, which emphasise understanding underlying need and using proactive, person-centred support to reduce distress and improve quality of life (NICE NG11; NICE QS101).

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## Legislation and guidance

This policy is informed by, and should be read in line with, current legislation and statutory/non-statutory guidance, including:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Equality Act 2010 (including the duty to make reasonable adjustments)
- Children and Families Act 2014
- Health and Safety at Work etc. Act 1974
- Human Rights Act 1998
- Data Protection Act 2018 and UK GDPR

Statutory and non-statutory guidance includes (as applicable):

- Behaviour in schools (DfE)
- Special Educational Needs and Disability (SEND) Code of Practice (0–25)
- Keeping Children Safe in Education (DfE)
- Working together to safeguard children
- Searching, screening and confiscation (DfE)
- Suspension and permanent exclusion guidance (DfE)
- Use of reasonable force / positive handling guidance (DfE)
- Mental health and behaviour in schools (DfE)
- Supporting pupils at school with medical conditions (DfE)
- Positive Behaviour Support and evidence-based guidance relevant to behaviour that challenges (including NICE guidance/quality standards, where applicable)

This policy takes cognisance of relevant legislation, regulations and statutory/non-statutory guidance, including the most recent publications from the Department for Education, the Department of Health and Social Care, and the Health and Safety Executive. For young people aged 16 and over, the Mental Capacity Act is also considered where relevant. This policy is informed by the Special Educational Needs and Disability (SEND) Code of Practice (0–25).

## Statement of Behaviour Principles

The Governing Board has adopted a **Written Statement of Behaviour Principles**, which sets the overarching principles and values that guide the school's approach to behaviour and discipline. In developing and implementing this Behaviour and Pastoral Policy, Executive Headteacher acts in accordance with, and has regard to, the Governing Board's current statement.

The Written Statement of Behaviour Principles is available as a standalone document and is included at **Appendix 3** published alongside this policy.

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## Relationship to other school policies

This policy should be read in conjunction with other school policies and procedures that relate to behaviour, wellbeing, safeguarding, and the interaction between adults and pupils. It aims to ensure that pupils feel safe and secure, and are supported to develop behaviour that is appropriate and socially understood, in line with each pupil's individual level of understanding, communication and ability.

This policy operates alongside (but is not limited to) the following:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (Part 1)
- Low Level Concerns Policy (Allegations of Abuse)
- Code of Conduct
- Complaints Policy and Procedure
- Relationship Policy
- RSE Policy
- Anti-Bullying Policy
- Special Educational Needs (SEN) Policy and Information Report
- Equalities Policy and Public Sector Duty Statement
- Anti-Racism Policy
- Attendance Policy
- Pupils with Additional Health Needs Attendance Policy
- Supporting pupils with medical conditions including first aid
- Children in Care Policy
- Children Missing from Education Policy
- E-Safety Policy
- Searching and Confiscation Policy
- Suspension and Exclusion Policy
- Home School Agreement
- Health and Safety Policy

Internal staff policies/procedures (where applicable) also include:

- Sensory Processing Policy
- Manual Handling Policy
- Self-Harm Policy
- Harmful Sexual Behaviours Policy
- Use of Reasonable Force and Positive Handling Policy
- The Briarwood Standard and the related handbooks

## Duty of care

All staff have a duty of care to take reasonable steps to keep pupils and colleagues safe, to act in pupils' best interests and to uphold pupils' rights, dignity and wellbeing. Staff must follow this policy, the school's training and agreed procedures, and must make reasonable adjustments to ensure pupils with SEND can be included and supported safely.

Briarwood's approach to behaviour is based on understanding behaviour as communication and supporting pupils to regulate and engage. Staff are expected to use proactive strategies, de-escalation and early intervention wherever possible. Where behaviour presents a risk of harm, staff must use the least restrictive response consistent with safety and safeguarding, and seek support in line with school procedures.

Any incident involving significant risk, injury, restrictive practice, or a safeguarding concern must be reported and recorded promptly and accurately in accordance with school systems and linked policies. Following incidents, staff will take part in reflective follow-up to understand what happened, reduce recurrence, and strengthen consistent support for the pupil.

Staff must raise concerns and professionally challenge practice that does not align with this policy, training or safeguarding expectations, and must seek advice from senior staff where a situation is unclear or escalating.

## Roles and responsibilities

The **Governing Board** has overall responsibility for ensuring that Briarwood has an effective, lawful and inclusive approach to behaviour and pastoral support. This includes:

- agreeing and reviewing the Written Statement of Behaviour Principles and ensuring the Behaviour and Pastoral Policy reflects those principles
- ensuring the policy and its implementation comply with relevant legislation and statutory guidance, including duties under the Equality Act (reasonable adjustments)
- ensuring the school has appropriate linked policies in place (including Safeguarding, Suspensions/Exclusions, Searching/Confiscation, and Positive Handling/Use of Reasonable Force) and that these are reviewed appropriately
- monitoring behaviour, wellbeing, attendance and safeguarding information at a strategic level, and holding leaders to account for improvement actions
- ensuring that complaints relating to behaviour and pastoral support are handled in line with the school's Complaints Policy
- ensuring this policy is published and accessible to staff and families

The **Executive Headteacher** will be responsible for the implementation and effectiveness of this policy and will:

- establish a whole-school culture of calm, dignity, consistency and positive relationships
- ensure staff understand expectations and receive appropriate training and support
- ensure systems for behaviour recording, analysis and follow-up are in place and used consistently
- ensure behaviour responses are lawful, proportionate, reflective and aligned with safeguarding requirements
- ensure that reasonable adjustments are made so pupils with SEND are supported to succeed
- report to the Governing Board on the implementation and impact of this policy, including trends, actions and outcomes

The **Head of Inclusion** provides strategic leadership for inclusion, behaviour and pastoral systems and will:

- provide strategic leadership for whole-school behaviour and pastoral support, ensuring practice is SEND-informed, trauma-informed and aligned with Positive Behaviour Support (PBS)
- oversee the implementation and ongoing development of the Briarwood Standard as the school's universal foundation for behaviour, relationships and wellbeing, including consistency across sites/departments
- lead whole-school quality assurance and improvement activity relating to behaviour and pastoral practice, including the accuracy and consistency of recording and follow-up
- line manage the Behaviour and Pastoral Manager, providing direction, supervision and accountability for the delivery, quality assurance and ongoing development of whole-school behaviour and pastoral systems
- provide strategic oversight of complex needs provision (including the Nexus), ensuring the quality and impact of provision and associated systems through appropriate leadership structures, monitoring and challenge
- ensure coherent links between this policy and related policies so that documents align and do not contradict (e.g., Suspensions / Exclusions, Searching / Confiscation, Positive Handling / Reasonable Force, Sensory Processing)
- set expectations for consistent parent/carer engagement across the school and provide escalation support for complex or high-risk cases
- oversee systems that support staff wellbeing following incidents, including debriefing expectations and access to appropriate support
- advise on thresholds, referrals and multi-agency responses, including concerns relating to peer-on-peer abuse and harmful sexual behaviour
- ensure behaviour and pastoral systems align with safeguarding requirements and do not create barriers to reporting

The **Heads of School** will be responsible for consistent day-to-day implementation within their areas and will:

- promote a calm, predictable environment and ensure consistent practice across teams
- ensure class teams apply the Briarwood Standard consistently and follow individual pupil documentation and plans (e.g. behaviour support plans and risk assessments where applicable)
- ensure parents/carers are engaged appropriately and consistently in planning, review and communication, including participation in relevant meetings and the co-production/review of key pupil documentation where applicable
- monitor behaviour recording and follow-up within their areas, ensuring actions are taken and learning is translated into improved practice
- support staff with early intervention, de-escalation and problem-solving when behaviours of concern occur
- ensure new staff receive induction to behaviour systems and expectations, and identify training/coaching needs
- ensure behaviour incidents that raise safeguarding concerns are responded to, recorded and escalated appropriately

The **Complex Needs Assistant Headteacher** is responsible for the leadership and management of complex needs provision, including the Nexus, and will:

- lead and manage the Nexus provision, including staffing, systems and day-to-day practice, ensuring safe, consistent and effective support for pupils with the most complex needs

- coordinate and quality assure support planning for complex pupils, including functional understanding of behaviour, proactive strategies, environmental and sensory considerations and targeted interventions
- ensure staff working with complex pupils are confident and consistent in implementing behaviour support strategies and in recording accurately
- promote Positive Behaviour Support and agreed approaches to regulation, de-escalation and safe practice within Nexus and for identified complex pupils
- monitor and evaluate the effectiveness of complex needs provision using behaviour, wellbeing and progress information, and use this analysis to inform next steps and pathway decisions
- coordinate Alternative Learning Provision (where used) for complex pupils, including documentation, liaison and review processes
- coordinate referrals and oversight for therapeutic or specialist interventions for complex pupils, working in partnership with relevant professionals
- support transition and reintegration planning for complex pupils where appropriate
- contribute to safeguarding and health & safety responsibilities as delegated and ensure practice within complex provision aligns with school expectations
- line manage and support the Complex Needs Coordinator and relevant staff within Nexus in line with school procedure

The **Behaviour and Pastoral Manager** coordinates day-to-day operational delivery of behaviour and pastoral systems across the school and will:

- coordinate and support in-class pastoral and behaviour approaches to improve pupil safety, regulation, engagement and progress, aligned with PBS and the Briarwood Standard
- coach and support Heads of School and class teams to embed proactive, pupil-centred strategies consistently
- coordinate the deployment and support of response/intervention support (where used), and oversee targeted referral pathways in liaison with senior leaders
- quality assure behaviour systems (e.g., behaviour plans, risk assessments, recording quality and post-incident follow-up), ensuring actions are completed and tracked
- contribute to behaviour/pastoral analysis and reporting, ensuring patterns are identified and translated into practical actions for teams
- deliver or coordinate staff development relating to PBS, trauma-informed practice, regulation support, debriefing and accurate recording, and support induction processes for new staff
- contribute to policy review and improvement work alongside senior leaders, ensuring alignment with current guidance and school practice

The **Pastoral Response Team** support class teams and leaders to manage behaviour safely and consistently and will:

- support the development and embedding of universal strategies and quality-first teaching approaches, as directed by the Head of School (HoS) and aligned with the Briarwood Standard
- respond to crisis alerts and provide timely support during behaviour and/or medical incidents, including de-escalation, regulation support and practical assistance as appropriate
- contribute to post-incident processes, including attending and supporting debriefs and assisting with accurate recording on Behaviour Watch where required
- ensure behaviour and wellbeing strategies are implemented in line with school policy and agreed pupil plans, contributing to a calm, purposeful learning environment

- support the implementation, monitoring and review of Pastoral Support Plans (PSPs) using Onwards and Upwards, including creating or adapting resources to enable delivery and assessment
- meet with teachers and Heads of School to review interventions, discuss emerging needs, and agree next steps when required
- monitor, maintain and proactively organise resources and equipment required for behaviour, wellbeing and sensory strategies, ensuring availability and readiness
- act as a point of contact for staff wellbeing concerns, including in the capacity of Mental Health First Aider, and signpost appropriately
- meet regularly with the Behaviour and Pastoral Manager for updates, wellbeing checks and to raise any concerns or patterns emerging across the school
- maintain required competence and compliance by keeping up to date with relevant training (e.g., Team Teach, Manual Handling, Administration of Medication, First Aid, tube/PEG, defibrillator use), in line with role expectations

**Teachers** are responsible for leading behaviour and pastoral practice within their classrooms and will:

- lead the day-to-day implementation of Positive Behaviour Support (PBS) within their class, ensuring agreed proactive strategies, teaching approaches and responses are applied consistently by all staff
- implement the Briarwood Standard as the universal foundation for routines, communication, regulation support and environment expectations within the class
- be the first point of contact for class-related or pupil-related behaviour concerns, coordinating immediate response, communication and follow-up with relevant staff
- ensure pupils experience consistent routines, strong relationships and an optimum learning environment through well-focused teaching and inclusive practice
- write, maintain and review individual risk assessments and behaviour strategies (including within OLMs), and communicate these clearly to staff working with the pupil and the parents
- identify and escalate concerns early, highlighting pupils who may require additional support to the Head of School and/or Pastoral Team
- use proactive strategies, de-escalation and early intervention in line with the Briarwood Standard and Optimum Learning Maps (OLMs)
- use reactive strategies safely and lawfully where required, following individual pupil OLMs and risk assessments, and applying Team Teach approaches as trained

**Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs)** support the teacher and pupil(s) to maintain safe, purposeful learning environments and will:

- support teachers in developing and embedding behaviour strategies
- give feedback on pupils' learning and behaviour and report behaviour observations appropriately
- supervise and encourage safe behaviour of individuals and groups, including during transitions and unstructured times
- when leading a class group, ensure optimum learning environments are in place and that agreed strategies (e.g. those recorded in OLMs where used) are applied consistently and shared with colleagues
- use proactive strategies, de-escalation and early intervention in line with the Briarwood Standard and Optimum Learning Maps (OLMs)

- use reactive strategies safely and lawfully where required, following individual pupil OLMs and risk assessments, and applying Team Teach approaches as trained

**Teaching Assistants** support learning and behaviour by:

- providing feedback on pupils' learning and behaviour and reporting observations appropriately
- supervising and encouraging safe behaviour of individuals and groups
- contributing to the creation and consistent implementation of agreed strategies under the direction of the teacher and leaders
- use proactive strategies, de-escalation and early intervention in line with the Briarwood Standard and Optimum Learning Maps (OLMs)
- use reactive strategies safely and lawfully where required, following individual pupil OLMs and risk assessments, and applying Team Teach approaches as trained

**PCAs (Personal Care Assistants)** support pupils' wellbeing, dignity and safety and will:

- supervise and encourage safe behaviour of individuals and groups
- report behaviour observations promptly to the appropriate member of staff
- promote relationships, communication and social skills through everyday interactions and routines
- use proactive strategies, de-escalation and early intervention in line with the Briarwood Standard and Optimum Learning Maps (OLMs)
- use reactive strategies safely and lawfully where required, following individual pupil OLMs and risk assessments, and applying Team Teach approaches as trained

(For a succinct description of the roles and responsibilities see Appendix 2)

# Positive Behaviour Practices

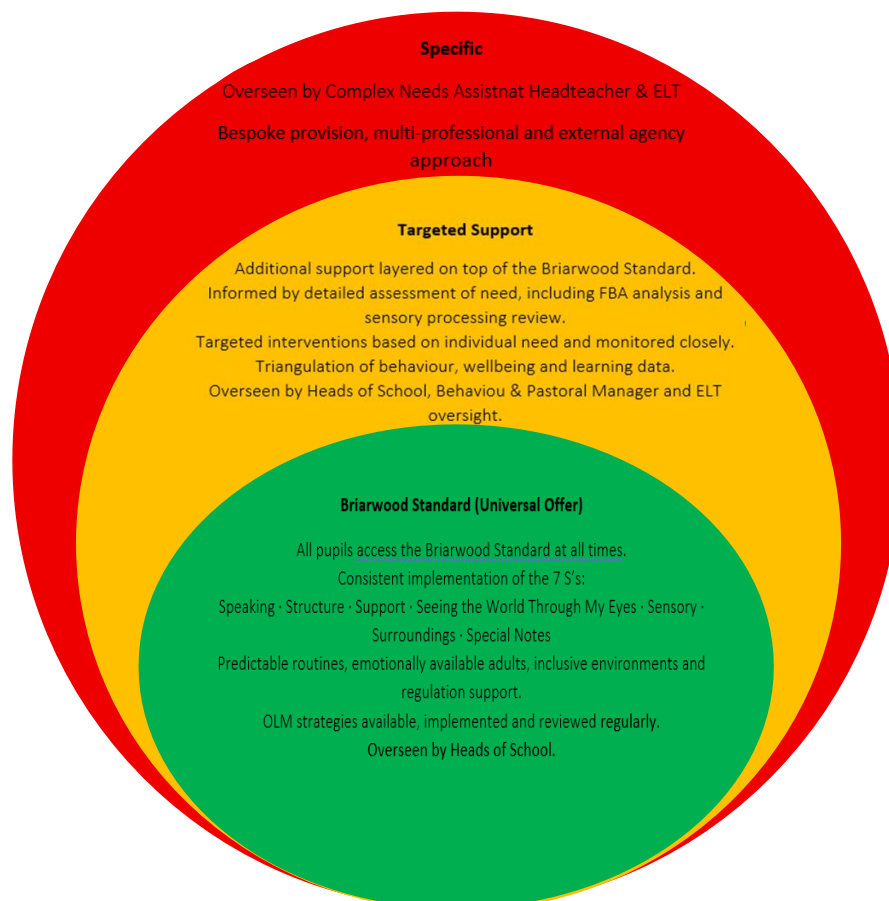
## Positive Behaviour Support (PBS)

Briarwood uses a **Positive Behaviour Support (PBS)** approach as the school's framework for understanding and supporting behaviour. PBS is recognised as an evidence-informed approach within professional guidance and emphasises proactive, person-centred strategies that improve quality of life and reduce distress. Our approach is aligned with relevant best practice guidance, including NICE guidance on learning disability and behaviour that challenges, and wider education guidance that promotes positive, supportive learning environments.

Briarwood's PBS approach is based on the following principles:

- behaviour is communication and serves a function for the pupil
- support focuses on understanding the underlying need, adapting environments and teaching skills over time
- strategies are person-centred and based on assessment and knowledge of the pupil and their context
- pupils are supported through proactive planning and early intervention, with the **least restrictive** response used when risk increases
- punitive or humiliating approaches are not used; practice prioritises dignity, safety, relationship repair and learning

PBS at Briarwood is delivered through a **graduated model of support**. All pupils access the **Briarwood Standard (Universal Offer)** at all times. Where pupils require additional input, targeted and specific support are layered on and reviewed regularly in response to need. This model is shown in the school's graduated support diagram below.



For further detail on referral thresholds, please refer to the Specific Handbook and Interventions (targeted support) Handbook.

At Briarwood, behaviour and pastoral support is understood as wrap-around, not linear or hierarchical. The graduated model shown above illustrates how support surrounds the pupil, rather than moving them up or down fixed tiers. All pupils access the Briarwood Standard (Universal Offer) at all times, and this universal foundation remains in place even when additional targeted or specific support is required.

Targeted and specific provision is layered around the universal offer in response to need and does not replace it. As a pupil's needs change, support can be intensified or reduced without removing the core relationships, routines and reasonable adjustments that provide stability and emotional safety. This approach reflects our understanding that behaviour is dynamic and context-dependent, and that pupils may require different levels of support at different times, sometimes simultaneously.

Wrap-around support is coordinated through consistent systems, including OLMs, behaviour and pastoral planning, risk assessments and multi-agency collaboration. Oversight by Heads of School, the Pastoral Team, and senior leaders ensures that support is joined-up, responsive and reviewed regularly. This model promotes inclusion, reduces fragmentation, and reinforces a school culture where pupils are supported within their community rather than moved away from it.

## Trauma Informed Behaviour Management

Briarwood's behaviour and relationship approaches are trauma-informed and developmentally appropriate. We do not use a "zero tolerance" or "one size fits all" approach to distressed behaviour. We have high expectations for all pupils, and we recognise that many pupils need structured, consistent support to meet those expectations.

In practice, this means adults work proactively to reduce distress, avoid placing pupils in situations that they are not yet able to manage, and respond to escalation in a calm, supportive and respectful way. We understand behaviour as communication and as a signal that a pupil may be experiencing unmet need, anxiety, sensory overload, communication barriers or other stressors. Responses focus on safety, regulation and learning over time, rather than punitive sanctions.

Where pupils require additional support, targeted pastoral/therapeutic interventions may be offered by appropriately trained staff (e.g., Trauma and Mental Health Informed Practitioners), through 1:1 work, small groups or in-class support. For further detail on Briarwood's trauma-informed approach and relationship practice, staff should refer to the Relationship Policy.

## Recognition, motivators and consequences

Reinforcing positive and appropriate behaviour is an essential part of learning and enables pupils to develop skills across school life. Recognition and motivators are personalised and meaningful to the individual pupil and may include access to preferred activities, resources or experiences. Approaches are planned in line with each pupil's needs, preferences and stage of development.

Briarwood does not use punitive sanctions. We do, however, ensure that pupils are supported to make connections between actions and outcomes in ways that are developmentally appropriate and that "make sense" to the pupil. Consequences are therefore logical, linked to the function of the behaviour, and focused on learning and repair. For example, where a pupil escalates to avoid a demand, adults

may reinstate the demand once the pupil is calm, alongside adjusting the task, teaching alternative communication, and strengthening proactive support to reduce the likelihood of recurrence.

Rewards that have already been earned must not be revoked. Removing previously earned stars / rewards closely resembles punishment and is not compatible with Briarwood's Positive Behaviour Support approach.

Food should not be used routinely as a reward. In exceptional circumstances, food may be used only where it is agreed as part of a planned approach, reviewed regularly, and includes a clear strategy to fade this as soon as possible.

Where pupils are working towards a reward system, staff should make reasonable efforts to enable success and motivation, including offering an additional opportunity to achieve. Any use of consequences will be appropriate only where the pupil has the developmental capacity to understand and learn from the approach; it is not appropriate to "hold a pupil to account" through consequences at times of significant dysregulation.

After incidents, adults will review what happened, including triggers, environmental factors and adult responses, and adjust plans accordingly. This reflective approach is essential to improving support over time.

## Prohibited practices: aversive approaches, punishment and discipline

Briarwood does not use aversive, humiliating or punitive practices to manage behaviour. Approaches that rely on fear, discomfort or shame do not address underlying need and can increase distress and risk.

Punishment must not be used under any circumstances in response to pupils' behaviour. This includes, but is not limited to: shouting to intimidate, pushing, smacking, isolating or secluding as a sanction, denying curriculum access, withholding food or drink, removing earned rewards, or using threats as behaviour control.

"Time-out" as a punishment-based technique must not be used or threatened. Briarwood uses **time-away** as a supportive strategy: a planned break from an activity or setting to reduce distress and support regulation. Time-away is supervised, proportionate, recorded where required, and used to help pupils return to learning safely.

Briarwood does not use punishment as a behaviour management technique; however, suspensions or exclusions may occur in response to behaviour where necessary and lawful. Decisions and processes are detailed in the school's Suspensions and Exclusions Policy.

## Seclusion and deprivation

At Briarwood School children and young people will never be:

- Locked in a room alone
- Denied access to the toilet
- Deprived of food/ drink

We do not use seclusion rooms as a means of managing pupils' behaviour. The advice to staff is that seclusion, or anything resembling it, must not be used.

**Seclusion** refers to ‘the supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving...its sole aim is the containment of severely disturbed behaviour which is likely to cause harm to others.’ (*Positive and Proactive Care: reducing the need for restrictive interventions/Department of Health/April 2014/p.28*).

Any use of **seclusion** is likely to contravene Article 5 of ‘The Human Rights Act’, the **right to liberty and security** and its use in any setting should be questioned. ‘The Mental Health Act Code of Practice’ (2015) also acknowledges the particular risks attached to seclusion: “*Seclusion can be a traumatic experience for any individual but can have particularly adverse implications for the emotional development of a child or young person.*”

## Restrictive practices

A restrictive practice is any practice which stops someone doing something they want to do. All schools need routines, structure and systems and all children and young people need boundaries. It is the responsibility of adults to provide clear guidance and to keep children and young people safe. Equally, it is important to give children and young people as many choices as possible and to give them as much control over their lives as possible.

Therefore, adults will need to put in place some restrictive practices but need to make sure that they are proportionate i.e. they will only be used when there is good reason:

- to keep children, young people and adults safe (e.g. outside gates are locked during the school day)
- to protect their health (e.g. physio programmes need to be followed)
- to balance the interests of different members of the school community (e.g. resources need to be shared)
- to ensure that children and young people have access to a varied curriculum (e.g. there will be a timetable to follow)
- to prevent damage to resources or the environment (e.g. if a child is likely to break a particular toy then he may be given a different one)
- to maintain safeguarding and e-safety (e.g. young people will be supervised using PCs/ iPads at leisure time)
- to maintain dignity (e.g. young people will not be allowed to be in public without their clothes)

Adults will always say ‘no’ calmly and may use an alternative word (‘later’ or ‘first / then’). Where possible, adults will explain the reason for any restrictive practice and will seek to offer a positive alternative which the child or young person can willingly accept. For example, it will not be possible to take a young person swimming every time they ask to go but the adult may be able to explain when swimming is next on the timetable and to offer another favourite activity.

## Sensory Processing Difficulties

Briarwood recognises that sensory processing differences can strongly influence pupils’ regulation, communication, engagement and behaviour. Staff use differentiated strategies to support pupils’ sensory needs as part of everyday practice and as recorded in pupil plans. For detailed guidance on sensory assessment, programmes and whole-school approaches, staff should refer to the **Sensory Processing Policy** and relevant professional advice.

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## Optimum Learning Maps (OLMs)

At Briarwood, **Optimum Learning Maps (OLMs)** are used to translate Positive Behaviour Support into consistent, practical classroom practice. OLMs capture key information about how a pupil learns best, what supports regulation and engagement, and how adults should respond to reduce distress and increase success.

OLMs sit alongside the **Briarwood Standard**, behaviour support planning and **individual risk assessments**. They are informed by assessment, professional judgement and collaboration with families and other professionals. OLMs support consistency across staff, settings and transitions, and must be reviewed regularly. Reviews will take place more frequently where needs are changing and **must occur following significant incidents**, including any incident involving **restrictive physical intervention (RPI)**, serious harm, or a pattern of escalating concern.

OLMs and risk assessments must be **aligned and mutually consistent**: strategies described in an OLM must reflect the current risk assessment, and risk assessments must reflect agreed proactive and reactive strategies set out in the OLM and other key plans. Teachers lead the day-to-day implementation of OLMs within their classes, ensuring all staff working with the pupil are briefed. Heads of School oversee quality and consistency, with wider monitoring and support from relevant leaders.

### Risk assessment

Risk assessments are used to support safe inclusion and to reduce the likelihood of harm by identifying risks, triggers and agreed control measures. Where risk assessments are in place, staff must follow them consistently. Risk assessments are reviewed regularly and must be reviewed following significant incidents, including incidents involving restrictive practice, injury, or increased frequency/intensity of behaviours of concern. Risk assessments must align with the pupil's OLM/behaviour planning and reflect current practice.

All staff working with a pupil are required to **read, understand** and **follow** the pupil's current risk assessment and OLM. Staff must confirm that they have read and understood relevant risk assessments (e.g., by signature) and must seek clarification from a Head of School/leader if any aspect is unclear.

Where identified within a pupil's risk assessment, appropriate personal protective equipment (PPE) will be provided and must be used as directed to reduce foreseeable risk to staff and pupils.

### Graduated response to behaviours of concern

Briarwood prioritises prevention and early intervention. Staff use proactive strategies and the Briarwood Standard to reduce distress and support regulation. Where a pupil begins to dysregulate, staff respond early using de-escalation and agreed strategies. If risk increases, staff focus on making the environment safe and seeking support promptly. Any restrictive practice, including restrictive physical intervention, is used only as a last resort to prevent harm, must be lawful and proportionate, and must follow the pupil's current risk assessment and the school's Use of Reasonable Force and Positive Handling Policy (including Team Teach approaches as trained).

Where environmental or equipment-based restrictions are required for safety (e.g., specialist seating or protective equipment), these must be specified in the pupil's risk assessment and relevant plans, agreed through appropriate professional input, and used only where necessary, proportionate and least restrictive.

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## Searching, prohibited items and confiscation

The school may search for and confiscate items where necessary to maintain safety and safeguard pupils and staff. Any searching or confiscation will be carried out lawfully, proportionately and in line with the school's Searching and Confiscation Policy. Recording, communication with parents/carers and safeguarding actions will follow that policy and relevant safeguarding procedures.

## Positive touch

Briarwood recognises that appropriate, professional physical touch may be necessary to support pupils' care needs, communication, regulation and access to learning. Any touch must be in the pupil's best interests, proportionate, age- and developmentally appropriate, and consistent with safeguarding expectations. Staff must follow the school's Positive Touch Procedure and relevant pupil plans.

## Use of reasonable force and positive handling

Briarwood makes every effort to prevent escalation through proactive support and de-escalation. Where a serious risk arises, staff may need to use reasonable force as a last resort to prevent injury, serious damage to property, or serious disorder. Any use of reasonable force must be lawful, necessary and proportionate, use the minimum force for the shortest time, and never be used as a punishment or to enforce compliance. Staff must follow the school's Use of Reasonable Force and Positive Handling Policy, the pupil's current risk assessment and OLM/behaviour plan, and apply Team Teach approaches as trained. All incidents involving restrictive practice are recorded and reviewed.

## Post-incident debrief and support

Following significant incidents, Briarwood prioritises the wellbeing of both pupils and staff. Where appropriate, staff and pupils will be offered a debrief to support emotional recovery, repair relationships and strengthen practice. Debriefs focus on understanding what happened, what support was helpful, and what needs to change to reduce recurrence. Staff involved in distressing incidents may require time away from the classroom and access to appropriate support. Where additional support is needed, leaders will signpost staff to internal and external wellbeing services.

## Recording, reporting and monitoring

Accurate recording and timely reporting support safeguarding, analysis and improvement. Behaviour and incident information is recorded using the school's agreed systems and used to identify patterns, evaluate effectiveness of support and inform adjustments to plans (including OLMs and risk assessments). Significant incidents and any restrictive practice are recorded within agreed timescales and reviewed by leaders to ensure learning, support and quality assurance.

## Behaviour and wellbeing interventions

Where pupils require support beyond the Briarwood Standard universal offer, targeted and specific interventions may be put in place in response to identified need. Interventions are planned, delivered and reviewed through the graduated model of support, and impact is monitored using a combination of behaviour data, staff observations and appropriate assessment tools. Referrals and prioritisation follow the school's agreed thresholds and processes. Please refer to the Intervention Handbook.

## Staff training, induction and support

Briarwood provides training and coaching to ensure staff are confident and consistent in implementing the Briarwood Standard, PBS, de-escalation and, where authorised, Team Teach approaches. All new staff receive an induction that includes core behaviour and safeguarding expectations. Refresher training and additional support are provided in response to identified need, monitoring and reflective practice.

## Professional challenge

All staff have a responsibility to act in the best interests of pupils and to raise concerns where practice may be unsafe, restrictive, or not aligned with this policy, training or safeguarding expectations. Concerns should be addressed respectfully and discreetly, and escalated to a line manager or senior leader where necessary. The school promotes a culture of reflective practice and constructive challenge to improve consistency and protect pupils and staff.

## Working in partnership with parents/carers and other agencies

Briarwood works in partnership with parents/carers and relevant professionals to support consistency, wellbeing and positive outcomes. Communication is maintained through agreed channels and parents / carers are informed of significant concerns or incidents in line with school procedures. Multi-agency involvement is coordinated where appropriate to meet pupil need

## Child-on-child abuse, harmful sexual behaviour and sexual harassment

Briarwood has a zero-tolerance approach to sexual harassment, sexual violence and harmful sexual behaviour. Concerns are responded to promptly in line with the school's Safeguarding and Child Protection Policy and Harmful Sexual Behaviours Policy, with appropriate actions taken to protect pupils and prevent recurrence. Any response will prioritise safeguarding, follow statutory guidance and involve external agencies where required.

# References, and Appendices

## References

- Department for Education (2024). *Behaviour in schools: advice for headteachers and school staff*.
- Department for Education (2023). *Searching, screening and confiscation in schools*.
- Department for Education. *School suspensions and permanent exclusions: guidance for schools*.
- Department for Education. *Use of reasonable force in schools*.
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- National Institute for Health and Care Excellence (2015). *Challenging behaviour and learning disabilities: prevention and interventions (NG11)*.
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- Royal College of Psychiatrists, British Psychological Society & Royal College of Speech and Language Therapists (2007). *Challenging Behaviour: A Unified Approach*.
- Challenging Behaviour Foundation (2013). *The Challenging Behaviour Charter: Rights for All*.
- United Nations (1989). *United Nations Convention on the Rights of the Child*.

## Appendices

- Appendix 1 – Definitions/Glossary
- Appendix 2 – Roles and Responsibilities
- Appendix 3 – Written Statement of Behaviour Principles

## Appendix 1 – Definitions/ Glossary

<b>Behaviours that Challenge</b>	Any behaviours that interfere with learning. These behaviours may include non-compliance, passivity, task avoidance, aggression or stereotyped behaviours.
<b>Behaviours of Concern</b>	Behaviours that indicate risk to safety or wellbeing for the pupil or others, or which significantly impact learning, relationships or quality of life.
<b>Briarwood Standard</b>	The whole-school framework that sets the universal expectations and reasonable adjustments that support pupils to feel safe, regulated and ready to learn. All pupils access this at all times.
<b>De-Escalation</b>	Supportive approaches used to reduce distress and lower risk during escalation (e.g., reducing demands, calm communication, increasing space, providing regulation support).
<b>Debrief</b>	A planned, reflective process following significant incidents to support wellbeing, repair relationships and identify learning and adjustments to plans.
<b>Duty of Care</b>	An important legal term that describes the moral obligation that one has to ensure the safety or well-being of others.
<b>Learning Disability</b>	A reduced intellectual ability which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people. (Mencap)
<b>OLM – Optimum Learning Map</b>	A working document that captures how a pupil learns best and the strategies adults use to support regulation, engagement and safety. It aligns with the pupil's risk assessment and other key plans.
<b>Restrictive Physical Intervention (RPI)</b>	The term 'restrictive physical interventions' refers to <i>'any method of responding to behaviours that challenge which involves some degree of direct physical force to limit or restrict movement or mobility'</i> Harris et al, 2008
<b>Pastoral Support Plan (PSP)</b>	A targeted or specific plan outlining additional pastoral/behaviour support, interventions and review arrangements beyond the universal offer.
<b>Positive Behaviour Support</b>	An evidence-informed, person-centred approach that understands behaviour as communication and focuses on adapting environments and teaching skills over time to improve outcomes and quality of life.
<b>Positive Touch</b>	Appropriate, professional physical contact used in a pupil's best interests to support care, communication, regulation or access to learning, consistent with safeguarding expectations and school procedures.
<b>Proactive Strategies</b>	Planned approaches designed to reduce the likelihood of behaviours of concern occurring and to build skills over time.
<b>Punishment</b>	Punishment is defined as any unpleasant consequence that occurs following a behaviour that reduces the likelihood of the behaviour occurring again. Punishment in schools focuses on changing a student's poor behaviour and it is imposed by adult authority. Research shows that punishment has limited effectiveness for 'discipline' and has serious negative side effects.
<b>Reactive Strategies</b>	Planned responses used at the time of escalation to reduce risk and restore safety, in line with pupil plans and risk assessments.
<b>Reasonable Force</b>	Force used only when necessary, proportionate and lawful to prevent injury, serious damage to property, or serious disorder.

<b>Restrictive Physical Intervention (RPI)</b>	A form of restrictive practice involving physical contact to limit movement, used only as a last resort to prevent harm and in line with policy, training and pupil risk assessment.
<b>Risk Assessment</b>	Any practice that limits a pupil's freedom of movement, choice or liberty. It must be necessary, proportionate, least restrictive and in the pupil's best interests.
<b>Seclusion</b>	A child or young person is forced to spend time alone against their will. The use of seclusion is only permissible in very specific circumstances and may be deemed as a 'restriction of liberty'.
<b>Time Away</b>	A supportive, supervised break from an activity or setting to reduce distress and support regulation, not used as a punishment.
<b>Time Out</b>	A punishment-based technique that restricts access to reinforcement. Time-out is not used at Briarwood; time-away is used instead.
<b>Withdrawal</b>	Removing a pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

## Appendix 2 – Roles and Responsibilities

<b>Executive Headteacher</b>						
Overall responsibility for behaviour across the school.						
<b>Head of Inclusion (ELT leadership of the Pastoral Team)</b>						
Strategic oversight of behaviour and pastoral systems. Advises on thresholds, referrals and multi-agency responses (including peer-on-peer and harmful sexual behaviour). Ensures behaviour and pastoral systems align with safeguarding requirements and do not create barriers to reporting.						
<b>Behaviour &amp; Pastoral Manager</b>	<b>Head of School</b>	<b>Teacher</b>	<b>Pastoral Response Team</b>	<b>HLTA &amp; LSA</b>	<b>TA</b>	<b>PCA</b>
Coordinates anti-bullying and whole-school behaviour/pastoral analysis  Leads interventions and coordinates the Pastoral Response Team  Coaches staff and quality assures plans, recording and follow-up	Leads site behaviour systems and reviews behaviour data  Ensures plans / risk assessments are in place and escalates safeguarding incidents  Chairs debriefs for significant incidents and coordinates additional support with the Pastoral Team	Leads day-to-day PBS and embeds the Briarwood Standard in class  First point of contact for class/pupil behaviour and immediate follow-up Maintains & updates OLMs/risk assessments (incl. Briarwood Standard Profiles) and escalates early	Implements/monitors strategies and upskills staff  Responds to incidents and supports de-escalation /proactive regulation  Supports pupil and staff debriefs where appropriate  Delivery of PSPs and monitoring of targets	Supports teachers to develop and embed strategies  Feeds back observations; supervises and encourages safe behaviour When leading a group, ensures strategies are applied consistently	Supports learning and behaviour; supervises individuals and groups  Reports observations and helps implement agreed strategies	Supports wellbeing, dignity and safe behaviour  Reports observations promptly and promotes relationships/social skills
<b>All staff (teachers, support staff and wider staff)</b>						
<ul style="list-style-type: none"> <li>• Apply the Briarwood Standard consistently and make reasonable adjustments where needed</li> <li>• Use proactive and reactive strategies in line with individual pupil OLMs/behaviour plans and risk assessments, including Team Teach approaches and de-escalation techniques as trained</li> <li>• Record and report incidents accurately and promptly using the school's agreed systems, and seek support early when risk escalates</li> <li>• Participate in reflective follow-up and debriefing as required, and professionally challenge practice that does not align with policy, training or safeguarding expectations</li> </ul>						

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## Appendix 3 – Written Statement of Behaviour Principles

The Education and Inspections Act 2006 and current Department for Education guidance require the Governing Body to make and frequently review a written statement of general behaviour principles to guide the Executive Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Executive Headteacher. The statement has been adopted by the Governing Body, following consultation with the Executive Headteacher and staff at Briarwood School.

At Briarwood School we value everyone as an individual, capable of growth, change and development. Our strapline: Enjoy, Engage, Learn, guarantees that we work with all pupils to support them to achieve their very best.

Our relationships are underpinned by the principles of equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Executive Headteacher in drawing up the Behaviour and Pastoral Policy by stating the principles that the Governors expect to be followed.

Principles:

- All children, staff and visitors have the right to feel safe, respected and supported at all times at school.
- All members of the school community should be free from discrimination of any sort. Behaviour expectations and responses must be applied fairly and with reasonable adjustments to ensure inclusion for pupils with SEND. Measures to protect children should be set out in the Behaviour and Pastoral, Equality and Safeguarding policies.
- The school should work closely with families to develop healthy communication strategies, improved relationships and consistency of support between home and school.
- The school's expectations, routines and approaches should be clearly set out in the Behaviour and Pastoral Policy and Governors expect these to be consistently applied by all staff across the school.
- Behaviour is understood as communication and may reflect unmet need, distress, anxiety, sensory differences, communication barriers or difficulties with regulation.
- The school should use evidence-informed, person-centred approaches (including Positive Behaviour Support) to understand behaviour and build skills over time, rather than relying on punitive or humiliating responses.
- Pupils should not be shamed or humiliated for their behaviour. Adults should respond in ways that protect dignity, support regulation and promote learning and repair.
- Staff must use fair, accurate and consistent vocabulary when describing a pupil's behaviour, recognising the impact that language can have on attitudes and practice.
- Pupils who are motivated and whose interests, strengths and communication needs are incorporated into daily school life are more likely to be engaged and less likely to experience distress.

- All pupils should access a strong universal foundation at all times. At Briarwood, this is provided through the Briarwood Standard (Universal Offer), with additional support layered on through a graduated model (targeted and specific support) as needs change.
- Behaviour support should be planned, consistent and joined up through the school's agreed systems (including OLMs, behaviour support planning and risk assessments), and reviewed regularly; especially following significant incidents.
- Restrictive practice, including Restrictive Physical Intervention, should only be used as a last resort, be lawful, necessary and proportionate, and always in the best interests of the pupil. Restrictive practice must never be used as punishment or as a response to staff shortages.
- The attitudes, perceptions and values of staff working with pupils can have a dramatic effect on both the incidence of behaviours of concern and the effectiveness of support. Governors expect a reflective, supportive culture that promotes calm, emotionally available and consistent practice.
- Governors recognise that any episode of behaviour whether planned or not has the potential to cause distress to staff, students and visitors. A suitable support system should be in place for all those involved, including opportunities for debrief and learning.
- At Briarwood, every member of staff has a duty of care to act in the best interests of pupils, especially if they have reasonable grounds to suspect that practice is unsafe or outside the parameters of policy, training or safeguarding expectations. Governors support a culture of professional challenge carried out respectfully and in line with the Staff Code of Conduct.
- Allegations of misconduct by a member of staff in applying the Behaviour and Pastoral Policy will be dealt with reference to the Staff Code of Conduct, Safeguarding Policy and Behaviour and Pastoral Policy and Disciplinary Policy as relevant.
- The Governors strongly feel that suspensions and exclusions, particularly permanent exclusion, must only be used as a last resort and in line with the school's Suspensions and Exclusions Policy.
- The Governors expect the Executive Headteacher to ensure that the Behaviour and Pastoral Policy appropriately signposts to related policies and procedures, including Safeguarding, Searching and Confiscation, and Use of Reasonable Force and Positive Handling, and that these align with current statutory guidance.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by parents / carers or visitors towards the school's staff will not be tolerated. Where necessary, the school may take action to restrict access to the premises and/or involve external agencies in line with legal powers and relevant policies.