



RPT Behaviour Policy

(Including physical intervention & bullying)

Sept 2026

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With Reference to Keeping Children Safe in Education – September 2026

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Equal Opportunities

All pupils will have equal opportunities to participate in all aspects of school life.

Our mission is for every child and young person to be successful in their future lives. For this to happen we must champion the unique potential of every pupil and student. We know that an excellent education underpinned with opportunities to love, learn and laugh is transformative, and we are committed to this motto.

We take into account pupils' and students' varied life experiences and needs, providing equal opportunities for all pupils and students, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

Policy purpose

The purpose of this Behaviour Policy is to establish a clear framework for promoting positive behaviour, safeguarding children, and maintaining a safe, inclusive, and supportive learning environment within RPT schools. The policy seeks to proactively address behaviours that challenge using personalised, evidence-based strategies, positive reinforcement, and, when necessary, appropriate sanctions. The policy also emphasizes the importance placed on multi-disciplinary collaboration between staff, parents, and external agencies to support the emotional, social, and educational development of all pupils and students. By fostering a culture of respect, understanding, and safety, the policy supports pupils and students to overcoming barriers to learning and engage to the best of their ability in their educational experience.

Policy aims

- Ensures expectations and response to pupil behaviour are inclusive and equitable, recognising and respecting the diverse needs of our pupils
- Ensures incidents of bullying are responded to fairly and consistently within a multi-agency approach
- Ensures all staff uphold their legal duties as well as best practice guidelines in respect to the use of sanctions, physical intervention and incident reporting

Legal framework, guidance and policy links (including UNCRC)

This Behaviour Policy is underpinned and complies with the following legal framework and guidance to ensure compliance with statutory obligations, protect the rights of the pupils and students, and staff, and promote an inclusive and supportive educational environment.

- DfE (2026) Keeping children safe in education (KCSIE)
- DfE (2026) Restrictive interventions, including use of reasonable force, in schools.
- DfE (2024) Behaviour in schools: advice for Headteachers and school staff
- DfE (2023) Searching, screening and confiscation: advice for schools.
- DfE (2026) School suspensions and permanent exclusions
- Ofsted (2021) Positive environments where children can flourish
- Education Endowment Foundation (2021) Improving behaviour in schools, guidance report
- DfE (2026) Working together to safeguard children
- DfE (2015) The special educational needs and disabilities code of practice: 0-25 years
- Children and families Act (2014)
- Equality Act (2010)
- Education Act (2002)

At RPT we are committed to upholding the principles and values outlined in the United Nations Convention on the Rights of the Child (UNCRC). We believe that all pupils and students have the right to an education that promotes their development, overall wellbeing and full participation in society. This policy specifically recognises the following articles:

Article 3: The best interests of the child must be a primary consideration in all actions affecting children.

Article 12: Children have the right to express their views freely in all matters affecting them.

Article 19: Children must be protected from all forms of physical or mental violence, injury, abuse, or exploitation.

Article 28: Children have the right to education, and primary education must be free and compulsory.

Article 31: Children have the right to rest, leisure, and participation in cultural and artistic activities.



Appendix 1.

This policy should be read and implemented in conjunction with the following trust policies

Safeguarding and Child Protection Policy	Health and Safety Policy	Staff Code of Conduct
Online Safety Policy	Exclusion Policy	Searching, screening and confiscation policy

Supporting pupil behaviour

Definition: The term 'behaviours that challenge' covers a diverse range of behaviours that may affect the pupil or student, their community, or environment very differently. Behaviours that challenge could (or do):

- cause actual or potential physical risk to the pupil, student or others
- cause actual or potential emotional harm to the pupil, student or others
- could or does isolate the pupil or student from engaging with peers and adults and impact on forming positive relationships
- cause a barrier to learning or accessing the curriculum
- inhibits the pupil or student from engaging in activities within the school and the wider community

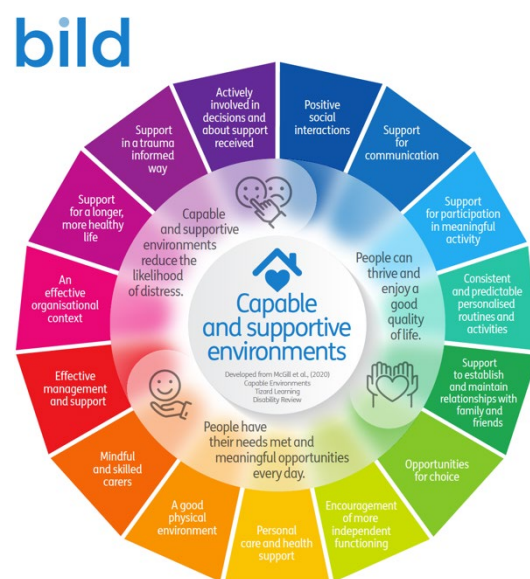
At RPT we understand that self- stimulatory or 'stimming' behaviour can be an important way for some of our pupils to manage anxiety, sensory input or their emotions and can help them feel calm and focused. At RPT we do not consider self-stimulatory behaviour as a behaviour that challenges unless it is unsafe for the pupil or those around them.

Contributing factors: Some factors may increase the likelihood that a pupil or student may find it more challenging to regulate their energy levels, emotions and behaviour and are considered in the development of individual behaviour plans. These include but are not limited to:

- having special educational needs and/or disability (SEND)
- having a physical or mental illness
- past or present adverse childhood experiences (ACEs)
- reaching certain developmental stages (such as puberty)
- having experienced/experiencing trauma
- having unmet needs (basic, emotional and/or sensory)
- having communication barriers or delay
- taking certain medications

Capable environments: Rise Partnership Trust Schools are committed to providing capable environments in which our pupils and students can thrive, enjoy a good quality of life and learn effectively. Our educational environments are tailored to meet the diverse needs of the pupils and students they serve.

All RPT staff have a responsibility to provide a safe and inclusive learning environment. RPT recognise that several pro-active strategies have been shown to reduce the occurrence of behaviours that challenge, improve safety, and contribute to the development of capable environments for our pupils. These strategies are used as best practice across our trust:



Appendix 2.

The effectiveness of RPT schools learning environments are monitored through:

- Environmental learning walks and checklists
- Health and Safety Audits
- Lesson Observations and learning walks
- Communication audits
- Occupational Therapy provision audits
- Behaviour plan monitoring cycles
- Pupil progress meetings
- Therapy Service Delivery Model surveys/audits
- Curriculum reviews
- Prompting hierarchies and marking

Pro-active strategies for a capable environment	
Physical Environment	We maintain a clean, safe, and uncluttered learning environment
	We provide a communication rich environment, where a range of communication modes and visual supports are used
	We ensure a provision of sensory motor equipment in all classrooms
	We have high quality teaching resources that take into consideration our pupil's/student's learning/developmental levels, learning styles, ages, and motivations
	We adapt classrooms and their layouts to support the learning of the pupils/students using the space
	We celebrate pupils work and achievement in high quality displays
	We consider pupils sensory profiles in the design and set up of our learning environments
Relationships	We take time to know and understand our pupils/students and their influences e.g. likes, dislikes, sensory preferences, background and journey
	We invest in building trusting relationships with families in order to better support the holistic needs of our pupils and their wider support networks
	We build relationships with outside agencies working with our pupils and maintain open lines of communication
	We prioritise positive social interactions with pupils, students and their families, including hosting special events, assemblies
	We understand the power of a smile in creating a positive and welcoming environment
	We provide frequent and specific behaviour related praise e.g. 'you kept trying to get the question right even when it was hard! Well done' or 'the way you shared that with your friend was really thoughtful.'
	We provide clear boundaries at a level that is appropriate to the pupil or student
	We ensure pro-active support is given to pupils and students to regulate their energy levels, emotions, and behaviour using specialist programmes and strategies (e.g. Thrive, Zones of Regulation, Functional Communication Training, Autism Level-UP!, Interception Curriculum)
	We recognise and respond appropriately to each pupil's communication style and any attempt to communicate
	We identify when pupils may need additional 'check ins' from trusted adults
Pedagogy	We integrate recommendations from multi-agency teams into the school environment
	We use evidence based, specialist teaching methodologies and programmes (Attention Autism, smiLE therapy, ABC Boom!, etc.)
	We ensure staff have clear roles and direction within the classroom to enhance pupil/student engagement and progress
	We ensure lesson content is adapted for pupils or students, and is suitably paced and purposeful
	We use modelling and prompting to support engagement and pupils' success in their learning
	We fade prompts to increase pupils' independence
	We set highly personalised SMART targets as a team (Teaching & MAST)
	We provide a comprehensive programme of continued professional development
	We understand the importance of neurodiversity affirming practices

Teaching learning behaviours: At RPT we recognise that pupils and students who can express their needs, access learning and have a bank of self and co-regulatory strategies, are less likely to display behaviours that challenge. Therefore, at RPT schools teaching 'learning behaviours' is a key part of our approach to supporting pupil and student behaviour. 'Learning behaviours' are promoted within our broad and balanced curriculum. This includes:

- Exploration, realisation, anticipation, persistence, initiation, (5 lenses of engagement)
- Expressive and receptive communication skills
- Functional Communication Skills (FCT) – communication responses designed to replace the need for behaviour that challenges including requesting a break, requesting to leave a situation, asking for help or saying 'no'
- Independent play and leisure skills
- Independent functional living skills
- Growth mindset
- Social skills
- Energy level/emotional regulation

Positive reinforcement: Positive reinforcement is used in RPT schools to increase engagement and acknowledge pupil's/student's efforts in their learning and their behaviour. Reinforcement is embedded into lessons in the classroom as appropriate by:

- taking our pupils' preferences and special interests into consideration, ensuring lessons are designed to be motivating and engaging
- ensuring lesson objectives and personalised targets are meaningful and achievable and pupils experience success in their learning
- ensuring lessons are functional and pupils understand the importance of their learning
- providing social reinforcement such as specific behaviour related praise and acknowledgement
- providing written feedback through the marking of work
- using pupil/student self-assessment for personal reflection on learning
- implementing group contingencies whereby pupils can work towards special privileges together

A representation of the types of reinforcement implemented in RPT schools can be found in *Appendix 3*.

Whereby a pupil or student requires a more bespoke approach, a personalised reinforcement system may be implemented. Staff identify reinforcers linked to the pupil or student's motivation and ensure a bespoke reinforcement schedule is agreed that clarifies when and how often reinforcement is delivered. This ensures it is effective for the individual. This may involve but is not limited to:

- access to preferred toys/leisure activities
- a planned break from work tasks
- conditioned reinforcers such as tokens/money linked to the access of a preferred item (i.e. 'I am working for...' boards or earning visits to school's shop).

Understanding of these contingencies may be supported with visuals such as written rules, now/next boards, or through consistency of the delivery of reinforcement from the adults working with pupils/students.

RPT schools encourage pupils and students to feel pride in their learning and progress, and celebrate their efforts and successes through:

- displaying work on classroom and school displays
- providing acknowledgement and rewards in assemblies (certificates, trophies etc.)
- using self-assessment tools
- pupil involvement in the Annual Review process
- organising opportunities to meet visitors and share their views
- sending work home to share with families

In rare circumstances when a pupil has a very limited set of effective reinforcing items or activities to support learning, edible reinforcement may be used. When using edible reinforcement staff look to expand the pupils'/student's variation of tangible and social reinforcers and continue to expose them to many new items

and activities to achieve this. The selection of edible items will be personalised for each child and healthy options will be investigated and prioritised. The use of edible reinforcement will be recorded on pupil Behaviour Plans and discussed with parents during home/school conversations.

Responding to behaviours that challenge: At RPT schools we are aware that incidents of behaviour that challenges may be a form of communication, indicating an unmet need or due to gaps in regulation skills. We aim to ensure safety and support the pupil/student to regulate. The table below details universal strategies that are used across RPT schools that may be taken whilst supporting a pupil or student during an incident.

Universal incident response strategies	
Regulate first	Staff should stay calm and regulated, modelling emotional control and safety for the child. In the event that a staff member feels they are not the best person to support in the moment they should ensure the situation is safe and seek help.
Safety scan	Staff should scan the environment for any immediate or potential threats to the safety of the individual and others. These threats should be addressed as a priority.
Give space	If safe to do so staff should provide the student physical space by stepping back, moving furniture and/or relocating others.
Turning side on	Staff may turn side on to a pupil to protect their internal organs from injury during incidents of behaviour that challenges.
Direct to a safe area	For safety reasons staff may direct the pupil to a safe area within the classroom or school. <i>note: the pupil will be closely supervised and never left alone where a staff member cannot see them, or alone in an environment that they cannot or are afraid to leave.</i>
Request support	Staff can request support following the individual school's procedures.
Reduce language	Staff should reduce the amount and complexity of the language they are using.
Get down on pupil/student's level	If safe to do so, staff should approach student on their level, giving consideration to their age and size.
Attune and validate	Staff should attune to (be alert and responsive) and validate the individuals' feelings and emotions through their language, body language and/or facial expression. <i>Note: validation acknowledges the pupils right to experience their emotions & feelings but does not condone unsafe behaviour.</i>
Listen to pupil's concerns	Staff should ensure pupil has means to communicate (i.e, AAC/Makaton trained adult) and their concerns/communication attempts should be acknowledged.
Functional Communication Training (FCT)	Staff may prompt an appropriate communication response to support the pupils to access their wants/needs in that moment in a safe way.
Wondering Imagining Noticing (WIN)	Staff should use language such as 'I am wondering'/'I am noticing' to support pupils to label and explore sensations, thoughts and feelings during times of dysregulation.
Clarify expectation	Staff may clarify the expectation to the pupil or student with visual support, identifying what should be happening in that moment.
Reminder of classroom rules/contingencies/routine	Staff may remind pupils of pre-agreed routines, classroom rules or reinforcement contingencies (such as 'remember now is maths, next is games').
Physical intervention	Staff may intervene physically as a last resort and in line with guidance detailed in this policy.

Sanctions: Some behaviour support strategies are designed to quickly reduce risk and reduce the reoccurrence of the behaviour in the short term or long term. Sanctions should be applied consistently, fairly, and only when other approaches have not been successful. Sanctions should be discussed with the schools Inclusion Team or Senior Leadership Team, detailed on a pupil's behaviour plan and all uses of the sanction reported on CPOMs so its effectiveness can be monitored.

Sanctions may not impact the occurrences of the behaviour in other contexts or in the future therefore the primary focus of a behaviour plan should be the use of proactive strategies, de-escalation strategies and reinforcement for constructive behaviour. Where a sanction has been discussed and considered appropriate the suitability of the sanction should be considered in the context of the pupils age, gender, SEN, personal circumstances and other religious or cultural practices.

Sanctions that may be used include:

- brief removal or break from preferred item
- short, supervised time out (from current activity)
note: pupils will always be supervised closely during time out procedures and never left alone in a space in which they cannot or are afraid to leave. Duration of time-out should be identified as part of a pupil's behaviour plan and should only be extended if a pupil needs longer to regain calm.
- a report to senior staff member or school leader
- missing a play time (or some of) to discuss an incident that occurred in the playground or an incident that has occurred previously and has not been resolved prior to the commencement of play time

On some occasions a pupil or student's behaviour may pose immediate risk to themselves or those around them. To maintain safety, it may be necessary to remove a pupil to a safe area in the school or away from the classroom. Removal from the classroom should be intended to provide space and allow the pupil to regain calm. Classroom removal should not be employed as a sanction and will always be supervised by a member of staff.

The following give guidance on sanctions that are **not** employed at RPT schools:

- At no point will a physical reprimand be used; this is unlawful in all circumstances.
- At no point will physical intervention be used as a punishment, this is unlawful in all circumstances
- At no point will a pupil or student be isolated, alone, in a room or space where they are unable or afraid to leave.
- At no point will a pupil or student be isolated, alone, in a room or space where they are not visible to a member of staff
- At no point will a pupil or student be denied access to curriculum activities as a sanction.
- At no point will a pupil or student be denied access to sustenance (i.e. daily snack or dessert) as a sanction.
- At no point will a staff member use another pupil or student to aid the behaviour management of another.
- At no point will a staff member use something a pupil is afraid of to threaten or coerce a pupil

Behaviour plans, risk assessments and incident reporting

Incident reporting: Incidents of behaviours that challenge should be reported on 'CPOMs'. Staff are encouraged to be pro-active and diligent with reporting to develop a clear picture of the pupil or students' behaviour and allow for patterns to be identified.

Incidents that must be reported by the end of the day include:

- Incidents resulting in injury
- Incidents requiring restrictive intervention (including restraint)
- Incidents of bullying or perceived bullying
- Incidents of behaviour directed towards a protected characteristic such as (sexuality, disability, race, etc.)
- Incidents of extremist language/ behaviour

Incident reports are regularly reviewed by Inclusion Team/SLT members to ensure a school wide over-view of pupil/student behaviour and to act swiftly to new concerns.

Incident data is reported to the Local Academy Board (LAB) three times per year and discussed with Head Teachers and leaders in LAB meetings. Reportable incidents include:

- Total incidents
- Incidents directed to another child
- Incidents reported as bullying
- Incidents of racist, homophobic, sexist, or extremist language/behaviour
- Use of restrictive intervention

Behaviour plans: When a pupil's/student's behaviour is causing a barrier to their ability to take part effectively and/or safely in school life an individual behaviour plan should be created by the class team in collaboration with the Inclusion Team/SLT and the pupil's/student's parents/carers where appropriate. Where suitable the pupil/ student should be involved and be able to share their views on the creation of the behaviour plan.

The purpose of an individual behaviour plan is to record the bespoke interventions that have been put in place to support the individual and ensure consistency of approach across the class team and the pupil's/student's wider community. Where necessary and with parental/carer consent behaviour plans can be shared with other agencies and professionals working with the pupil.

Behaviour plans are shared and discussed with parents or carers. This is done as standard during 'home school conversations'. Additional meetings may also be arranged when required.

Following implementation of behaviour plans the inclusion team review pupil progress (at least termly) through data collection on CPOMs and progress towards PIP targets and monitor if interventions are successful, making changes where necessary. Behaviour management plans will be shared with new staff when a pupil/student transitions between classes and when they transfer to a new school.

Our Behaviour Plans are based upon the following criteria:

- Biological or health factors that could account for the behaviour observed, has been ruled out and/or treatment is being sought
- The plan takes into consideration personal factors and vulnerabilities that make the person more likely to have behaviours of concern for example: past experiences, trauma history, relationships, physical and mental health, communication profile, sensory needs.
- Pro-active strategies are employed as a priority, including: environmental adjustments, development of positive reinforcement procedures, relationship building and pedagogical adaptations
- The behaviour targeted within the plan causes a risk to the pupil/student or others, causes a significant barrier to learning or access to the curriculum or is impacting the pupil's/student's quality of life
- The plan is based on a functional assessment of the pupil's/student's behaviour and interventions are selected according to the results of this assessment
- Functional alternatives/adaptive behaviours are detailed
- Risk reduction strategies are listed clearly
- Planned physical interventions are discussed with parents and a route to communicate the use of physical intervention has been agreed

Our Behaviour Plans clearly link policy to practice and show the individual approach that has been developed for the pupil or student. Our individual Behaviour Plans are seen as an integral part of the whole school process of education and care. They are written in conjunction with the pupil's PLG's. EHCP and the fundamental values and ethos of all RPT schools. A flow chart for the procedure for the creation and monitoring of behaviour plans can be found in *Appendix 4*.

Risk assessment: All classrooms have a class risk assessment where details regarding individual needs can be mitigated. Individual risk assessments may be created for activities such as community visits or swimming to ensure pupils are adequately supported to enjoy all aspects of the curriculum safely. Risk reduction strategies

relating specifically to behaviours that challenge are detailed in individual pupil Behaviour Plans. This may include:

Risk reduction strategies
Seating plans
Specification to classroom layout
Designated staffing levels
Personalised time tables
Personal Protective Equipment (PPE)
Resource availability (mats, sensory motor equipment, reinforcement)
Visual support
Staff dress code (removal of jewelry, long sleeves, hair tied back, suitable foot-ware)

When urgent attention is needed: A debrief session/meeting **will** be organised prior to the pupil returning to the site if the behaviour/incident meets one for the following criteria:

- Risk of serious injury, permanent disability or death
- Emergency Service required (999, Ambulance, A&E)
- Critical property damage
- Any incident that requires professional medical care (i.e. offsite)
- Any incident that may require urgent psychological support/treatment
- Absconding in an unsafe environment (community/route)
- Removing all clothing in an unsafe area (i.e. community/route)
- Unplanned use of restrictive physical intervention (restraint)

Debrief meetings may happen at the end of the day or prior to the start of the school day for the pupils depending on what is deemed best for the team around the pupil/student to ensure key information is communicated effectively.

If the incident occurred during a community visit/offsite activity leaders may decide it is safe for the meeting to occur prior to the next offsite activity.

Debrief sessions should be led by a Senior Leader and attended by the class team and a member of the inclusion team if possible. The aim of this meeting is to identify and address immediate actions to ensure safety of the pupil and wider school community. A further 'team around the pupil/student' meeting may be subsequently arranged to discuss ongoing support with the wider team (therapists/external professionals/parents etc.)

If the risk to the pupil or others is such that no reasonable adjustments can be made to ensure a safe environment for the next school day then the Head Teacher should refer to and follow the Exclusion Policy.

Leaders **may** also decide to organise debrief meetings prior to the pupil returning to the site **or** if appropriate at the earliest convenience (i.e. next class team meeting if the incident meets one or more the following criteria.)

- Episodes of challenging behaviour that requires adult support that exceeds 15mins
- Behaviours that require support from an additional adult
- Aggression directed towards an adult that causes injury requiring ol-site medical intervention (Dr/Walk-in clinic, 111)
- Aggression directed towards a peer that causes injury requiring ol/on-site medical intervention (Dr/Walk-in clinic, 111)
- Any incident that requires restrictive Team-Teach holds
- Any incident of biting directed towards a child (or themselves)
- Incident of significant self-injurious behaviour
- Removing items of clothing to reveal private areas of the body in an inappropriate area (anywhere that is not a toilet cubical or changing room)

- Placing small items in orifices (non-edibles in mouth, may be mouthing, chewing or eating)
- Climbing on high furniture (drawers/cabinets)
- Containment in safe area (due to safety of others)
- Extremist Behaviours/Language
- Targeted behaviours towards adults/peers
- Touching of self/others (intimate parts)
- Behavioural vomiting
- Planned use of restrictive physical intervention

The decision to organise a debrief session will be made by the leader based on the context of the incident, i.e:

- Immediate risk to self or others
- Frequency or trend of incidents
- Current understanding of behaviour and status of behaviour plan
- Impact of incident/ongoing incident of wider running of the class
- Experience and training of team around the pupil/student

The meeting may be led by a senior leader or a member of the inclusion team.

Notes from debrief meetings can be recorded as an 'Action' under the incident on CPOMS. If other documents are created or updated as part of this meeting these should be referenced with a link to where the document can be found within the 'Action taken' text box.

If the pupil does not currently have a Positive Behaviour Support Plan that can be updated, written guidance may need to be provided to staff. This could include but is not limited to:

- Known triggers/antecedents
- Precursor behaviours/warning signs
- Pro-active strategies
- De-escalation strategies
- Reactive strategies
- Information relating to physical intervention/Team Teach
- Risk reduction strategies

This information will then be used to support the creation of a Positive Behaviour Support Plan, following further action from Inclusion Team (observation/FBA/parent contact etc.).

Urgent attention should also be given to any behaviour that identifies concern of extremist views/behaviour. This should be recorded on an incident sheet and reported to child protection officer under the governments 'Prevent' policy.

Physical Contact and Intervention

Physical contact: All physical contact with pupil's/student's should be approached with care and professionalism to ensure a safe and respectful environment for all students. Physical contact should always be purposeful, respectful and in line with safeguarding principles. Consideration of the pupils age should be taken in relation of the appropriateness of any physical touch. Examples of appropriate physical contact at RPT schools include:

- A comforting pat on the shoulder or back to provide reassurance or encouragement, particularly for younger pupils.
- Assisting a pupil in personal care such as dressing and toileting whereby they are not able to complete the activity themselves.
- Assisting/prompting a pupil to complete an activity in the context of learning a new skill. Staff should be pro-active in fading prompts and supporting pupils towards independence.
- Administering first aid in line with health and safety guidelines.
- Assisting a pupil during activities where physical contact is necessary, such as PE, practical lessons, using sensory motor equipment or during physical games/play.
- Handshakes, high fives, fist bumps etc. as a form of greeting or positive reinforcement.

- If required for safety. Holding a pupil's hand to guide them safely in situations such as transitioning or community visits. For older pupils and students linking arms may be more suitable. Note: if pupil is safe they should be encouraging them to be as independent as possible.

Verbal consent should be sought where possible. Where this is not possible (due to the pupil's/student's communication profile) best practice is for the adult to explain to the individual what they are about to do, for example 'I am going to help you put on your coat' and then be alert and mindful of signs of discomfort or distress.

Physical contact should always be limited to what is necessary and proportionate. Staff must remain vigilant to ensure interactions respect personal boundaries and avoid any prolonged or unnecessary touch.

Physical intervention: When circumstances justify, staff can intervene to keep pupils, students and the wider school community safe.

"All members of school staff have a legal power to use reasonable force."

DfE. 'Use of reasonable force' (2013) & Section 93, Education, and Inspections Act (2006):

RPT schools are Team-Teach schools providing staff training to support staff understanding of 'Positive Behaviour Support' and safe use of physical intervention.

All staff receive training at the earliest convenience from an accredited Team-Teach instructor on:

- The background, theory, and rationale behind the Team-Teach approach
- Positive Behavioural Support approaches
- Understanding personal space and body language
- CALM and safe protective stances
- Guides and 'Caring C' hand shapes
- Disengagement from unwelcome grips (arms/neck/head/clothing/body)
- Disengagement from bites
- Disengagement from hair grabs/pulls

Additionally, all staff receive training from an accredited Team-Teach Instructor in the use of the following restrictive physical intervention techniques:

- Single Elbow Hold/Escorting pupils to safety (1-2 person/use of chairs)
- Double Elbow Hold/Escorting pupils to safety over short distances to safe area (1-2 person)
- Figure of Four Hold
- Cradle

The following give guidance on physical interventions that are **not** employed at RPT schools:

- Pupils will never be put in a prone (lying) position on either their front or back.
- Pupils will never be held in a seated double elbow hold due to the risks of positional asphyxia.
- The use of physical intervention will never be used as a punishment, this is unlawful.
- Physical intervention will not be regularly used to lift a pupil from the floor unless they are unsafe.

Types of incidents where the use of reasonable force may be necessary fall into two categories:

1. Emergency Interventions, i.e. a pupil or student running on to a road or a pupil or student engaging in unexpected high-risk behaviour.

2. Planned Interventions i.e., interventions that have been planned in response to an identified behaviour. This will be documented as part of the pupil or students Behaviour Plan and will be reviewed at least half termly. When the need for physical intervention has been identified this will be discussed with parents/carers.

If emergency physical intervention is needed in a one-off situation RPT staff will respond sensitively and professionally. The incident will be reported on 'CPOMs' on the same day by staff members who were present during the incident and the pupil's/student's parents/carers will be informed on the same day. Following an occurrence of emergency physical intervention, staff may need to create or review a risk assessment or Behaviour Plan for that pupil.

If a pupil/student requires planned physical intervention more frequently due to a clear risk that they may repeat a harmful behaviour, details of the physical intervention should be included in their Behaviour Plan. Our duty to the safeguarding of our pupils and students is our primary concern when developing Behaviour Plans and they must always have their best interests as the primary consideration. They must pay due consideration to the pupil's/student's special needs and any physical intervention included should be:

- In-line with Team-Teach guidance and the law.
- Justified in respect of what is known about the pupil's/student's special needs, based upon multi-disciplinary assessment, alternative approaches/behaviour support which have been tried and evaluation of the potential risks involved.
- Chosen based on the minimum degree of force needed for the shortest possible period.

Based on an individual risk assessment taking into consideration all aspects of health and safety in relation to both pupils and staff.

- Consider the pupils age, cultural background, gender, stature and medical history.

All occurrences of physical intervention will be reported on 'CPOMs' on the same day by staff members who were present during the incident and the pupil's/student's parents/carers will be informed on the same day. In rare occasions where a physical intervention is required at a high frequency parents may prefer alternative reporting arrangements such as a weekly check in. In these cases, the agreement must be made by a senior leader and documented in the pupil's/student's Behaviour Plan.

Following the use of physical intervention pupils should be assessed for signs of injury, pain, or psychological distress. If present, the pupil/student should receive first aid and the details should be recorded on the incident form. Any injury sustained to the pupil/student as a result of physical intervention or concerns about their well-being must be reported to a member of the Senior Leadership Team immediately so that it can be discussed with the pupil's/student's parents/carers.

Staff are occasionally requested to train parents/carers in the use of Team-Teach. This is not allowed. Team-Teach instructors or members of the Senior Leadership Team, may, where appropriate, briefly model the techniques to parents, to promote transparency in the approaches that are employed to keep their child safe.

Seclusion and isolation rooms: At RPT schools we have chosen not to provide seclusion/isolation rooms at the current time as our pupils and students are well provided for and positively managed through the processes identified above.

Reporting restrictive interventions, including reasonable force.

RPT schools report the use of restrictive interventions, reasonable force, and restraint to parents in line with the Department for Education guidance "*Restrictive interventions, including use of reasonable force, in schools. Guidance for schools in England (April 2026)*"

A verbal report to parents/carers (via telephone or in person) will be supplemented by a written report. This written report will be issued via email using Arbor usually on the same day.

The written report will include:

- The time, date, location, and approximate duration of the intervention
- A summary of the incident, including any identified behavioural triggers
- A brief explanation of why the intervention was considered necessary
- A brief description of the type and level of force used
- Details of any physical injuries sustained

Parents/carers who do not wish to receive written reports are encouraged to discuss their preferences and concerns with a member of the Senior Leadership Team.

Bullying and child on child abuse

RPT believe that everyone has the right to feel safe. At RPT schools we have a responsibility to create and maintain a safe and secure environment for pupils, students and adults, remain vigilant to signs of distress and changes in behaviour and diligently report incidents of bullying, perceived bullying or child on child abuse.

Many children attending RPT schools have complex learning, communication and behavioural needs. At RPT we understand that bullying in this context can have additional subtleties. Some pupils at RPT schools will not recognise bullying behaviour if they experience it; and would not recognise their own behaviour as bullying towards another individual. The role of adults in protecting children from harm in these environments is critical.

RPT schools employ, multi-agency, holistic personalised strategies to support pupils to understand the impact of their behaviour, or to reduce behaviours of concern.

Bullying: Gov.uk 'Bullying at School' define bullying as "Behaviour that is repeated, intended to hurt someone either physically or emotionally, and often aimed at certain groups (e.g. race, religion, gender, sexual orientation). Bullying can take many forms and can include:

Emotional	Being unfriendly, excluding, tormenting
Physical	Any use of physical aggression or violence such as: hitting, kicking, pushing, taking another's belongings etc.
Prejudice based & discriminatory	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. race, gender, religion, culture, sexuality, disability)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or non-consensual touching, sexual acts. <i>Note: behaviour of a sexual nature between pupils may be consensual (16 years + only) and not considered bullying but may still be contextually inappropriate and should be discussed with the Inclusion Team and/or Senior Leadership Team</i>
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes places online, such as through social networking sites, messaging apps and gaming sites

Additionally, to this child-on-child abuse can include:

- Emotional or physical abuse in intimate and/or personal relationships between pupils
- Sexual abuse (including; harassment, exploitation, sharing of pornographic images, non-consensual sharing of images)
- Stalking
- Sharing of abusive images
- Misogynistic/misandrist abuse
- Criminal exploitation (including: serious youth violence/trafficking/radicalisation/county lines involvement and coercion)

Prevention: Prevention of bullying and creating a safe and inclusive environment is a priority within our schools. The schools' curriculums ensure pupils/students are exposed to age (and stage) appropriate information about relationships, anti-bullying and keeping ourselves and each other safe. Pupils/students are encouraged to communicate their needs and wants so that they can advocate for themselves and understand their rights (UNCRC). Class rules are developed together by pupils/students so everyone is invested in the relationships within their classrooms and these rules are implemented fairly and consistently by staff. Due to the needs of our pupils a high staff ratio is designated within the classrooms, playground and other learning environments to ensure supervision and support for the pupils

A number of specialist approaches are employed in Trust schools (as appropriate) to support pupils pro-actively to understand their emotions & behaviours and learn skills in regulating their responses to stressors and challenges. These are:

- Thrive
- PBS (Capable environments)
- Zones of regulation
- Autism Level-Up
- Interception Curriculum
- Lego Therapy
- Comic strip conversations

If a pupil is identified as struggling with their behaviour or emotional development bespoke interventions and personalised PLG targets may be identified as a first step to support them.

Staff receive training in how to recognise, prevent and address bullying.

Reporting and procedures: In responding to incidents that have been reported as bullying a graded approach is essential to ensure that responses are appropriate, effective and tailored to the individual needs of the pupils/students. Staff will assess the situation and implement proportionate interventions considering the developmental, emotional and communication needs of the individuals involved to ensure a supportive and inclusive approach.

If a staff member believes a reported or observed incident constitutes bullying it must be reported on CPOMs by the end of the school day. The incident should be resolved requesting support from the Inclusion Team or Senior Leadership if required and the Class Teacher of all pupils involved should be informed of the incident. Support should be provided to the victim to help recovery from the incident and provide reassurance.

All further incidents must be recorded and the school's lead for Inclusion/Behaviour and Attitudes will monitor incidents reported as bullying closely and follow up with staff for further information as appropriate. The following strategies may be employed in the first instance to reduce the occurrence of bullying behaviour.

- Individual pupils/pupil groups are spoken to regarding the incident and restorative conversations are held
- Reminders provided to pupils involved and wider class/KS group (via discussion with class rules, PHSE lessons, circle times or form times, assemblies)
- Verbal report to parents
- Enhanced vigilance and close supervision from staff during designated sessions/times
- Review pupil friendly behaviour policy referring to the UN Rights of the Child

If a pattern of behaviour arises and bullying is identified, the Inclusion Team or Senior Leadership Team will work with the pupil's class team to update the pupil's Behaviour Plan with strategies to stop bullying behaviour. If the pupil does not have a behaviour plan, one should be created. The school's concerns and changes to the pupil's behaviour plan should be communicated with parents and their views on their child's behaviour explored. Strategies may include:

• 1:1 Check ins from trusted adults • Skills building (communication, social, regulation) • Social stories/comic strip conversations • Temporary increase in staff supervision for designated sessions/time
Where the issue is complex or has not been easily resolved the Senior Leadership Team will arrange a multi-disciplinary meeting with the class team and professionals working with the pupil. Follow up actions should be devised, recorded, and aimed at addressing bullying behaviours. These actions may include: • Personalised timetables within the classroom • Alternate play times • Parent meetings • Internal multi-agency support/intervention (PBS, OT, SaLT, Thrive, Mentors) • External referrals (Early help, CAMHS, Educational Psychology) • Temporary increase in staffing ratio
If bullying persists the following measures may be employed to ensure pupil safety: • Class changes • Individual play times • Individual learning areas Additionally, an extraordinary annual review will be arranged to formally discuss what is required to meet pupil's needs.
If the school is unable to make changes to ensure pupil safety and effectively meet the needs of the perpetrator, they will refer to and follow procedures in the Exclusion Policy.

Bringing items onto RPT school sites Please see Searching, Screening and Confiscation Policy

Prohibited items: To ensure safety for all on RPT school sites as well as a positive and supportive learning environment, the following items are prohibited from being brought by pupils on to school premises.

- Weapons/imitation weapons and dangerous items
(Knives, blades or sharp objects, firearms or imitation firearms, explosives or flammable substances)
- Items that staff suspect has been or is likely to be used to commit an offense and/or cause personal injury or property damage
- Controlled substances
(Illegal drugs, alcohol, all tobacco products and paraphernalia, medication that has not been registered by the school)
- Offensive material (Material promoting violence, discrimination, or inappropriate content)
- Explosive and flammable items
- Harmful substances or chemicals
- Sexually explicit imagery
- Stolen items/ any items likely to be used to commit an offence

In addition, the following items are **banned** from the school setting: energy drinks, personal games consoles, unauthorised recording devices.

Personal items: It is encouraged that pupils do not bring personal items, such as toys from home, on to RPT school sites due to potential disruption of learning and risk of the item becoming lost or broken. School's do not hold any liability for personal items brought onto the school site that have not been discussed and agreed with the school's senior leadership team. When an item has been identified as

necessary to support the pupils medical, education or sensory needs the use of this onsite will be managed in consultation with staff and parents/carers.

Mobile phones/smart watches: Items such as mobile phones and smart watches may be brought into schools if they are required by the pupil prior to or after school. This arrangement will be managed in consultation with staff and parents/carers. These devices will be handed in to the school office on the pupil's arrival at school and returned at the end of the day to ensure they do not cause disruption to the pupils learning

Damage to personal property as a result of pupil behaviour: Should a child damage a member of staff's glasses or medical equipment (i.e. hearing aid), a claim to the school can be made for repair. This would be payable up to the price of £80. If this payment does not meet the cost of repair or purchase, staff should consult with their union who may be able to provide further support. This will not cover any other expenses such as eye tests etc.

Staff training

RPT staff receive on going, high quality, continued professional development CPD ensuring they have the knowledge and skills required to support the implementation of this policy and can affectively support RPT pupils in their learning environment.

Induction: The RPT induction programme includes a session on Positive Behavioural Support, the use of CPOMs and reporting requirements, Safeguarding, Autism and the RPT Therapy Provision.

Team-Teach: All RPT staff receive a scheduled, personalised 'Initial 12hr Team-Teach training' session. Following this, 6-hour refresher sessions will be provided every year to ensure skills are maintained, Team-Teach techniques continue to be used correctly and new techniques are introduced where necessary. Team-Teach instructors are available on request, to meet with staff and provide additional support.

Ongoing CPD: School leaders identify needs for the relevant, ongoing, whole school CPD offer, and this is planned into the school year. This may include:

- Positive behaviour support
- Thrive
- Supporting regulation (Zones of regulation, Autism Level up! Interception Curriculum)
- Safeguarding
- Adverse Childhood Experiences (ACES)
- Incident reporting
- Creating visual resources using CIP
- Developing behaviour plans
- Developing communication skills
- Developing play and leisure

Bespoke training and in class support: Members of the school's inclusion team provide bespoke training to small groups and individuals where a specific need has been identified. They also provide coaching and modelling opportunities when working directly with pupils in the learning environment.

External Training: Where appropriate training from visiting professionals and organisations may be arranged as part of a whole school or bespoke CPD offer. Training may be provided by:

- BILD
- Thrive
- CAHMS
- Educational Psychology
- Board Certified Behaviour Analysts

Roles and Responsibilities

All RPT staff
- Follow all procedures and recommendations outlined in this policy - Take responsibility for the impact of their own behaviour on the overall positive culture of the school by working in line with RPT and school policies, RPT Code of Conduct and treating all children with dignity, kindness and respect always
RPT Parents/Carers
- Inform school staff of any concerns relating to your child's health, wellbeing, routine or personal circumstances that may be impacting your child - Inform school staff of any external advice or support you are receiving in relation to your child's behaviour to ensure multi-agency collaboration - Inform the school of concerns or problems you may be experiencing in order for us to offer or signpost appropriate support
RPT Multi-Agency Support Team MAST
- Collaborate with colleagues effectively to ensure high-quality, effective multi-agency support - Ensure content of this policy as related to your individual role is in place in the learning environment of pupils you are working with
RPT Leadership Teams
- Ensure content of this policy is shared as part of staff on-boarding process - Maintain oversight of CPD needs and ensure necessary training is organised promptly - Ensure risk assessments are reviewed and kept up to date
RPT Head Teachers
- Ensure staff follow all procedures and recommendations outlined in this policy - Ensure the behaviour policy is regularly reviewed, is in line with relevant legal framework and recommendations and continues to meet the needs of pupils - Ensure a safe, and well-maintained learning environment and relevant audits/reviews of learning environment are scheduled, and actions completed - Ensure incident data is reviewed regularly by assigned person/team - Maintain oversight of the usefulness of physical interventions, bullying, child on child abuse and injuries that have occurred - Ensure incident data is reported regularly to LAB
CEO, Executive Leadership and Trustees
- Ensure you have read this document and are familiar with their role in ensuring policies, procedures and training are effective, reviewed regularly and complete with legal framework. - Ensure RPT Schools are creating an inclusive environment and equality for their community - An effective Safeguarding and Child Protection Policy and Code of Conduct in place and safeguarding arrangements are in line with the practice of the Local Authority and the Local Safeguarding Children's Board.

Complaints

In the event of a legal challenge RPT/the school would be expected to provide evidence to show how the behaviour procedures promoted the avoidance of harm being caused.

Any complaint from a staff member, pupil or the pupil's parents will be speedily and appropriately investigated by a member of the Senior Leadership Team in accordance with the Trust's Complaints Policy. Confidentiality will be maintained both during and after the investigation and all parties will be dealt with in a fair and consistent manner.

For additional information on the content of this policy, the Director of Inclusion, and members of the Senior Leadership Team and Inclusion Team are available to discuss its content, individual cases of behaviour support and the use of positive handling techniques as required.

Appendix 1:



Appendix 2:

bild



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Bild. Registered charity no: 1019663 Brick Yard, 28-30 Charles Square, London N1 6HT. December/2025 v1

Appendix 3:

Social Reinforcement (Specific verbal praise, recognition and positive attention)	Edible Reinforcement (Small amounts of preferred food items)	Appropriate Constructive Feedback (Prompting, correcting mistakes, discussing mistakes, 'pink for think')
	Tangible Reinforcement (Preferred toys, games, technology)	
	Delayed Edible or Tangible Reinforcement (Token boards/'Now and Next' boards)	
	Classroom/Educational Reinforcer (Stickers, stamps and smiley faces)	
	Group Reinforcement Systems (Class Dojo, reward charts)	
	Written Feedback (Ticks, marks, annotations)	
	Guided Self Evaluation ('2 Stars and a wish')	
	School Wide Recognition (Certificates in assembly, work and photographs on display)	

Appendix 4:

