

Behaviour Policy



Pride
Passion
Partnership
Professionalism
Positivity

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Should you have any queries regards this policy, note an omission or wish to propose an amendment, please email matt.lake@thebridgetrust.academy

Philosophy

The Trust's behaviour support policy is rooted in a positive, preventative approach – valuing mutual respect, participation and reward – and is an absolute and categorical rejection of anything that could be construed as punishment.

Our approach is based on a belief that each pupil is capable of learning through a process of mutual exchange. It is therefore paramount that any behaviour that challenges us as a school or community should be viewed as a communication and as staff, we should explore the meaning of this behaviour and any unmet needs.

We believe that our pupils can develop a strong sense of self-worth, a belief in their own abilities and therefore confidence in themselves. They can learn respect for themselves and others within a positive environment, which is structured and supported on an individual basis. Our goal is to enable each pupil to be in a position to learn (at their own level of understanding) so they are able to understand how to engage and excel in different contexts and situations.

We look for our pupils to develop understanding and behaviours for wider contexts than the classroom and therefore ensure there is support for generalisation across settings, people and activities.

We recognise that in some situation's behaviour responses may require specific teaching and will need to be taught as any other subject, e.g., Math's or swimming and therefore needs to be given time and a high profile, if it is to be successful. This occurs through our individualised approach to teaching and learning, which is fully supported through integrated working with families, therapists, social care and outside agencies.

We aim to reduce barriers to learning that can occur in the learning environment; in order to reduce anxiety and therefore increase access to learning. We work closely with families and carers to promote a consistent and unified approach towards understanding and supporting behaviour.

We recognise and value the abilities of all our pupils whilst acknowledging that the pupil's communication and learning abilities may be a major factor in the pupils' behaviours that challenge. To this end, all adults are provided training to support them to understand the impact of these difficulties. This training also covers the role of sensory dysregulation and social impairments upon a pupil's ability to understand and process information. It is therefore essential that we respond to Behaviours that challenge in a respectful, positive and confident manner.

We must value the individual needs and ability of each child and design appropriate and effective behavioural interventions that enable them to learn alternative and better ways to communicate their needs. To help understand this further, staff can use the following principles when gauging whether to respond to a behaviour:

- A Proactive Response is a *response* to a behaviour that promotes learning in a positive way; categorically rejecting negative reinforcement, fear and punishment.
- It supports children to understand and fulfill their needs and focus on finding alternative ways, where necessary, to communicate.
- Responding proactively means responding to try and prevent the behaviour happening again – with meaning and positive intention.

All schools in the Trust use the Positive Behaviour Support framework and regular training is provided on this framework. This is implemented as part of a broader framework that incorporates evidence-based, individualised approaches, including Trauma-Informed Support, to ensure comprehensive and responsive support for all pupils.

Behaviour Policy

Use the 3 R's when using proactive responses:

- **Related**

The response is clearly connected to the pupil's behaviour and its function. Relies on staff knowing the child well and that the function of the same behaviour may be different for each pupil, or even for the same pupil at different times.

- **Respectful**

Responses need to be given with empathy –by being respectful in tone of voice and body language.

- **Reasonable**

If boundaries are put in place, they must be fair and appropriate for that pupils' level of understanding.

Much of this work is embedded in the consistent approaches and teaching strategies used across the curriculum, however there may be specific strategies used to understand, support, and positively shape behaviours that may present challenges, recognising they serve a meaningful function for the pupil.

We aim to share control with the pupil where possible; encouraging them to take responsibility for their own behaviour. There may be times when a pupil's behaviour places themselves or others at such a high risk that a restrictive intervention may be considered as a proportionate and reasonable response to the risk. This is more specifically detailed further on in this policy.

Policy and procedures

1. Legal Framework

The Bridge Trusts approach to Positive Behaviour Support and the use of any intervention is guided by national legislation, statutory duties, and the rights and protection afforded to the pupils we support under the law including:

- Equality Act (2010)
- Children and Families Act (2014)
- Children's Act (1989; 2004)
- Education and Inspections Act (2006)
- Human Rights Act (1998)
- Mental Capacity Act (2005)
- SEND Code of Practice (2015)
- Behaviour in Schools (DfE, 2022)
- Keeping Children Safe in Education (2026)
- Restrictive interventions, including use of reasonable force, in schools (2026)

This policy reflects the statutory and non-statutory guidance, 'Restrictive interventions, including use of reasonable force, in schools (DfE, 2026)', which took effect from 1 April 2026 and includes statutory duties for recording and reporting significant incidents.

Restrictive intervention training forms a small, but important component of our overall approach; Norfolk Steps is utilised due to its emphasis on prevention, de-escalation, and the promotion of positive, respectful relationships. If teams, individual staff, or parents/guardians have concerns regarding strategies employed to respond to behaviours that challenge or restrictive interventions these can be discussed with a member of the Senior Leadership Team.

2. Behaviour that challenges – Definition

"Behaviour can be described as challenging when it is of such an intensity, frequency, or duration as to threaten the quality of life and/or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion (*Challenging behaviour – A Unified Approach; RCPsych, BPS, RCSLT, 2007*)."

We recognise that behaviour that challenges may be a sign that the pupil is overwhelmed, distressed, or is finding it difficult to cope with their environment. Instead of seeing the behaviour as the problem, we aim to understand what the behaviour is telling us and respond with empathy and appropriate support.

Behaviours seen as challenging often include hitting, biting, swearing, self-injury, damage to property, or behaviours considered socially inappropriate. We also recognise that less obvious behaviours, such as repetitive movements, or social withdrawal, are not problematic in themselves, but may become barriers to participation when misunderstood or unsupported.

Our approach focuses on understanding what a pupil may be communicating through their behaviour, and supporting each individual to feel safe, supported, and ready to learn.

3. Positive Behaviour Support

School-Wide Positive Behaviour Support (SWPBS) is an evidence-based framework for creating safe, inclusive, and effective learning environments where all pupils can thrive academically, socially, and emotionally. SWPBS uses a three-tiered approach to promote enhance emotional wellbeing, and respond to behaviours that challenges in a consistent and supportive way.

It is a framework that helps schools focus on prevention, early intervention, and long-term success through clearly defined expectations, structured support, and strong relationships across the whole school community.

- **Tier 1: Universal Support (for all pupils)**

A positive, capable environment that supports all pupils to feel safe, respected, and ready to learn through:

- Clear and consistent expectations and routines
- Positive communication
- Predictability and safety
- A school-wide system for recognising effort, progress, and achievement

- **Tier 2: Targeted Support (for some pupils)**

Early and reasonable adjustments for pupils showing signs of difficulty, often through changes in their behaviour. This might include adapted routines, environmental changes, small group support, or individual positive behaviour support plans.

- **Tier 3: Specialist Support (for a few pupils)**

A small number of students may require intensive, individualised support for behaviours that present ongoing barriers to learning and wellbeing. This involves working in close partnership with families and external professionals to understand the purpose behind the behaviours and interventions that promote wellbeing, communication, and participation.

At its heart, SWPBS reflects our commitment to living our school values by working in partnership with students to feel **Pride, Passion, and Positivity**.

Positive Behaviour Support Plans

All pupils whose behaviour significantly impacts their own wellbeing, learning, or participation, or that of others, as described in section 3 must have an individualised Positive Behaviour Support (PBS) Plan in place. This applies to pupils with, or without an Education, Health and Care Plan (EHCP).

A PBS plan helps staff understand and respond to behaviour that challenges in a consistent, supportive way. It provides guidance on how to support the pupil on a day-to-day basis as well as identify when and how they need to intervene to prevent an incident occurring.

PBS plans are developed collaboratively with the pupil (where appropriate) and the people who know them best including parents, carers, and key professionals.

If a plan includes any form of restrictive intervention, as detailed in section 6b, consent must be sought from the parent or guardian before it is put in place.

4. Training and support

At The Bridge Trust we are committed to ensuring that all staff are trained and confident in supporting pupils through a Positive Behaviour Support Framework. Training is values-led, evidence-based, and aligned with statutory guidance and best practice.

Training equips staff to:

- Recognise that behaviours that challenges can be passive as well as active.
- Understand reasons for and functions behind the behaviour, and the impact of learning disabilities on how pupils' express needs

- Acknowledge that behaviour is rarely intentional and that pupils may not understand the impact of these behaviours on others
- Place each pupils needs and abilities at the heart of any behavioural plan or guidelines, consider each individual's theory of mind, and ensure boundaries are respectful and appropriate
- Uphold a non-aversive approach centred on dignity, compassion, and understanding
- Promote self-worth and respect through a needs-led curriculum, working closely with therapists and other professionals
- Apply PBS principles to build respectful, and enabling environments for all pupils and staff

Training covers:

- The principles of 'human presence, participation and reward' with the rejection of any course of action that could be interpreted as punishment:
 - 'Human presence' means that pupils will always have the reassurance of an adult presence no matter how challenging their behaviour
 - 'participation' means that pupils' behaviours that challenges, wherever possible and appropriate, will be redirected into other activities by persuasion and encouragement
 - 'reward' means that pupils' behaviour will be re-directed in a positive manner and so lead to a desire on the part of the pupil to re-engage in acceptable behaviour
- Setting specific, personalised behaviour targets in Positive Behaviour Support plan in consultation with relevant professionals, parents/carers, and the pupil
- Using de-escalation, and where absolutely necessary safe physical intervention skills, guided by professional judgement, and in line with PBS and Norfolk STEPS principles as described in section 6b.
- Maintaining confidentiality and professionalism in all behavioural discussions
- Developing trauma-informed and attachment aware practice across the staff team

Training delivery and induction

- All new staff receive induction into the workings of the school, including the philosophy of Positive Behaviour Support
- Ongoing training is delivered through Inset days and led by PBS Implementation Leads
- Specialist input (e.g., Speech and Language, Occupation Therapists, CAHMS) supports an interdisciplinary approach
- Where a Positive Behaviour Support Plan is required, strategies and targets are developed in partnership with staff, professionals, the pupil, and their parents/carers and reviewed regularly
- In conjunction with Windersheim University in the Netherlands, the trust offers a two-year remote Coaches' programme in School Wide Positive Behaviour Support.
- PBS implementation is led by an in-school PBS team comprising a mixture of teachers and support staff. This team provide ongoing coaching to colleagues, ensuring that PBS strategies are embedded into everyday practice.
- The trust PBS Lead and Behaviour and Autism Lead ensure the sustained and consistent implementation of PBS across the trust by coordinating training opportunities, monitoring progress, providing supervision and support and facilitating professional development activities

2. Pupil ownership and engagement:

- Whenever possible pupils will be allowed to make choices about the content of their own education in order to promote independence, self-direction and self-esteem. This may include attendance at their own (formal) reviews and IEP meetings as well as appropriate opportunities to evaluate their own achievements on a regular basis.
- Staff will provide pupils the opportunity for self-reflection in relation to understanding and learning from the experience of their own behaviour.
- Wherever possible pupils and staff will work together to set their own targets for behaviours. This will include writing behaviour contracts and reward systems that work towards the pupil taking ownership of their own behaviour and moving towards independence.
- With pupils of a lower cognitive ability, they will be encouraged to visually choose (using an appropriate form) what they are working for at the start of any session to encourage shared participation and learning.
- It is recognised that awareness of the structure of a session and or day/evening reduces anxiety and therefore encourages a pupil to be more able and willing to learn. Therefore, it is imperative that the community use any and all methods available to them to support this and therefore encourage independence and ownership. Visual supports can be key in helping individuals to understand their own behaviour. Therefore, close integrated working with the Speech and Language Therapists is a high priority.

5. Communication, Collaboration and Partnership:

We at The Bridge Trust aim to:

- Provide all staff with a global overview and up-dates of information on all pupils and to ensure effective channels of communication for relevant information.
- Provide a structure of senior management support which will enable staff to manage crisis situations
- Run whole site PBS meetings, where class teams and the PBS Team collaboratively present discuss the school's approach to the behaviour of all pupils and specific individuals
- Facilitate Integrated working meetings
- Ensure minutes from all these meetings will be made available electronically.
- Run training sessions for all staff around refreshing their practice around PBS and core preventative skills, such as de-escalation and use of scripts.
- Encourage collective responsibility for finding, retaining and using the information available to support a consistent behaviour management approach.
- Contribute to INSET and further training on a regular basis as part of the staff training programme to deal with any aspects of behaviour support that staff feel needs to be explained.
- Provide debriefing opportunities for staff involved in incidents or a reflective space when working long-term with children with particularly complex behaviour.

4. Maintaining Confidentiality

- It is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality. Matters discussed within the school team should not be discussed in front of, or with, visitors to the school who do not have specific duty of care to identified pupils.
- Confidential reports relating to behaviours that challenge will be kept in pupils' files, access to which is normally restricted to members of staff who are charged with the care of that pupil and the parents /carers of that child.
- Confidential information will only be shared when necessary and ensuring any documents or videos of a sensitive nature are password protected.

5a. Support by the Senior Leadership Team (SLT)

The procedures for dealing with behaviours that challenge in relation to members of the Leadership Team are as follows:

- A member of the SLT will be available in each school during the day for decision making, advice and support.
- Where an incident of behaviours that challenge takes place outside the school, it is the duty of the most senior member of staff to make decisions on how to manage that particular behaviour in the light of guidance contained in this policy and in other school documentation (i.e. PBS plans relating to individual pupils).
- Where behaviours that challenges are being dealt with outside the school, advice should be sought from a senior member of staff by telephone if such assurance will help the situation.
- Should an incident occur outside school that did not require consultation with a member of the SLT; it is the responsibility of the staff involved in that incident to let the most senior person available know immediately and to record the incident following procedures.
- It is accepted that where a member of staff follows the principles laid out in this policy and other school documentation any course of action taken will be fully supported by the Headteacher and other leadership staff. The safety of all pupils is paramount in dealing with behaviours that challenges in and out of school.
- All interventions should be consistent with any PBS plans/guidelines in existence for particular pupils. Where there is no such programme, or the behaviour is unique, it is essential that any action taken follows the general principles laid down in this policy. Where possible, advice should be sought from a senior member of staff, but when that is not possible retrospective advice should be sought to ensure that the actions taken are either ratified or modified to bring them into line with school policy.
- All staff involved in, or affected by a serious, or highly stressful incident will be offered a timely debrief. An essential part of post-incident support, this helps staff to process the event, reflect on what happened, and identify learning or support needs. This should take place once all individuals involved are emotionally regulated, and physically safe. This may be at the end of the day, or a few days after the incident. These can be led by a member of the Senior Leadership Team, or another trained staff member not involved in the incident.
- Staff working with pupils with known behaviours that challenge should have a means of contacting other staff for immediate help if it is required. Staff are required to find out how to do this if they are working with the most challenging pupils and for SLT to ensure these systems are available. It is incumbent upon all staff to be alert to situations where assistance may be required and to act accordingly in the spirit of 'help protocol'.
- Staff who have dealt with a stressful situation will be given time to recover from the personal pressure which arises out of such incidents. Senior staff should be made aware of all such situations so that cover can be arranged and staff supported as appropriate.

5b. Recording and reporting incidents

- All Incidents should be reported through the electronic system used by the school. This is the case whether a restrictive intervention is used or not. It is particularly important that incidents in which restraint and seclusion (as defined in 6a) are used are carefully recorded and reported to the senior member of staff on site. Incidents must be recorded as soon as practicable after the event. Incidents should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. Seclusion should be reported to a member of the Senior Leadership Team within 10 minutes to ensure timely oversight, safeguarding and reflect best practice.
- School must report incidents of restraint and seclusion (as defined in 6a) to parents/carers in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's positive behaviour support plan. Exceptions to the requirement to report are where:
 - it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

- It is recommended that school's inform parents verbally before providing written notification, and that both communications occur on the day of the incident.
- Senior staff will regularly monitor all incidents recorded in order to ensure resources are prioritised and response is commensurate with needs.

5c. Recording injury

- all injuries must be recorded.
- Incidents of behaviours that challenge which result in injury to pupils, staff or visitors must be recorded
- Medical treatment must be sought either from the First Aider on site or the school nurse and parents/carers must be informed.
- De-brief is available for staff (and pupils as appropriate)

6. Use of Restrictive Interventions

The key principles in the use of restrictive intervention are that it:

- may only be used to prevent injury to the pupil or others, prevent a criminal offence, or prevent serious damage to property. It is only to be used as a last resort when all proactive, preventative or de-escalation strategies have been exhausted.
- must be reasonable, proportionate, and necessary, and in line with safeguarding and human rights law.
- must be used for the least amount of time possible.
- must never: impede breathing or circulation, involve pressure on the neck, torso, nose, mouth, or abdomen; involve prone restraint (intentionally forcing pupils to the ground); nor be used as punishment or for staff convenience.

Furthermore,

- If used inappropriately or excessively may be unethical and, in some cases, may be unlawful.
- All incidents must be recorded, reported, and reviewed.
- Pupils' physical and emotional conditions must be monitored during and after any restrictive intervention.

6a. Types of Restrictive Intervention

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The Bridge Trust recognises that even low-level contact may feel intrusive for some pupils, particularly those who cannot communicate refusal. All PI must be necessary, appropriate, recorded and reported.

The use of restraint:

- The principles of all use of restraint are embedded in the regular training and understanding of principles outlined in Norfolk STEPS.
- Trained staff are encouraged to use their professional judgement, based on their training to use physical interventions when reasonable, proportionate and absolutely necessary. With the most amount of care and minimal time.
- Training in restraint and holding techniques is provided through the Norfolk STEPS programme with regular and continuous refreshers and updates available.
- Restraint will not occur as a matter of common practice
- It is paramount that the principles used to guide the actions of staff in this regard should be taken from the duty of care which stems from our responsibility of being 'in loco parentis' (in the place of the parents). Pupils should be kept safe and secure from injury and any actions we taken in ensuring this will be judged as would the actions of 'a reasonable parent'.
- When restraint is used with any pupil; the staff involved in the incident must record it as soon as possible

Mechanical restraint involves the use of materials or devices (i.e., mitts, helmets) to prevent, restrict, or subdue movement for the primary purpose of behavioural control. These are:

- Most often used with the intention of preventing self-injurious behaviour
- Rarely appropriate in school settings
- Require external oversight and formal planning

Chemical restraint involves the use of medication to control behaviour (e.g., psychotropics), which is not primary prescribed for a health condition.

Seclusion

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom ([Use of reasonable force and other restrictive interventions guidance](#), Page 3).

Therefore seclusion will:

- only be used in unforeseen emergencies, and reported to a member of the Senior Leadership Team within 10 minutes to ensure timely oversight, safeguarding and reflect best practice
- never be used as a planned strategy
- be followed by a full review, the development of an appropriate support plan, and reported to parents in verbally and then in writing as soon as soon as practicable after the incident. Schools should endeavour to do this no later than the same day. Exceptions to the requirement to report are where it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

6b. The planned use of Restrictive intervention

Whilst our focus is on understanding the reason why the behaviour continues to occur, and using this understanding to adapt the environment and our support accordingly, there may be times when a pupil's behaviour places themselves or others at such a high risk that a restrictive intervention may be considered as a proportionate and reasonable response to the risk.

In such circumstances:

- The type of intervention to be used, by whom, and in what circumstances, as well as a broader range of strategies will be clearly described in the pupils Positive Behaviour Support plan
- Must take account of any health, sensory, and communication needs that may increase the risk of harm
- Require parental/guardian involvement, agreement, and review
- Used only by staff who have completed training with Norfolk STEPS
- Will be combined with other proactive approaches so that overtime can be reduced or withdrawn

For pupils aged 16 and over, the use of restrictive interventions must comply with the Mental Capacity Act 2005. Where capacity is present, consent must be obtained from the pupil. Where it is lacking, decisions must be made in the pupil's best interests following a formal capacity assessment. Parental views will always be sought as part of this process.

Breakaway and physical intervention training

Where Physical Intervention and/or Restrictive Physical Intervention training has been assessed as required, staff must undertake Norfolk Steps face-to-face training.

Step On	Step Up (Individually assessed physical intervention)
Course content: ▪ Culture and Ethos ▪ Defining Inclusion ▪ The importance of consistency & positive relationships ▪ Analysing behaviour ▪ Planning for positive behaviour ▪ Responding to behaviour that challenges: the use of scripts ▪ The use of consequences ▪ Key guidance, legal considerations, and risks ▪ Non-restrictive guides ▪ How to reflect, repair and restore ▪ Reporting, recording, and monitoring Refresher requirement – every 12 months	<i>NB: This training must be tailored to the specifically to the needs of the individual</i> Course content ▪ Promoting positive behaviour ▪ Legislation, legal considerations, and risks ▪ Personal safety and breakaway techniques ▪ Restrictive Physical Interventions (RPI) ▪ How to reflect, repair and restore ▪ Reporting, recording, and monitoring Refresher requirement – every 12 months

6c. Unplanned use of restraint

There may be times that an emergency restraint is necessary to support a pupil that behaves in an unexpected way which presents a significant risk to the person themselves or others. The use of unplanned restraint is inherently riskier to all concerned. In these situations, members of staff retain their duty of care and their responses must be proportionate to the circumstances. Staff must use the minimum of force for the shortest period of time necessary to prevent injury and maintain safety consistent with training they have received. Staff must monitor the person's physical and emotional condition during and following the restraint.

Following any emergency intervention, the incident must be reported immediately to the Senior Leadership Team and the parents/carers will be informed at the earliest opportunity (as described in 5b). A full review should occur to ensure learning and continuous safety improvements.

7. The Use of Quiet Rooms and Withdrawal

Purpose of quiet rooms

There are a number of quiet rooms located across the schools. Quiet Rooms offer a low-stimulation, safe space for pupils to withdraw when overwhelmed or dysregulated, either independently, or with support. They are never to be used as a punishment or for time-out in the disciplinary sense. If a pupil is *prevented from leaving*, this becomes seclusion and must follow statutory seclusion requirements (emergency only, senior leader oversight, reporting).

Pupil-led withdrawal:

- The pupil chooses to go to the quiet room, or the staff offer it as an option
- The door remains unlocked and open unless the pupil closes it
- Staff can support and check-in, but do not prevent the pupil leaving
- If self-harm is a risk, staff must remain present

The trust response to time out

Time out refers to the withdrawal of access to positive reinforcement (i.e., exclusion from an activity or class) as a consequence for behaviour.

The Bridge Trust do not use time out as a planned behaviour management strategy because:

- It contradicts our preventative and relational PBS approach
- Focuses on withdrawal rather than understanding or support
- Is ineffective and can be harmful to pupils with sensory and communication needs

Instead, we prioritise:

- Pupil-led regulation such as choosing to access a calming space or quiet room
- Co-regulation and supportive withdrawal with staff
- Adjusting the environment rather than withdrawing access to it
- Relational and proactive support
- It focuses on what we can offer or adjust, not withdrawal of rewards or access.
- What is done, why and with what consequences will be reported in an open and transparent manner

8. The use of Exclusions

- The Bridge Trust is committed to creating a safe, inclusive, and effective learning environment where prevention, early intervention, and supportive relationships are prioritised
- Permanent or fixed-term exclusions are only considered when all other reasonable adjustments and interventions have been explored and exhausted. Exclusion is not a behaviour management strategy but a measure of absolute last resort
- The Trust recognises that exclusions can have significant negative consequences on a pupil's wellbeing, emotional security, and engagement with learning. For families, they may lead to distress, disrupted routines, and breakdowns in trust and partnership
- Where an exclusion is deemed necessary, it will be to maintain the immediate safety or operational integrity of the school community, and only when no alternative response is viable

9. The Trust's response to bullying

- While the scope for bullying by some pupils in schools across The Bridge MAT is more limited many of our pupils are more vulnerable, and it is accepted that some pupils are potentially capable of causing other pupils to feel like they are being bullied.
- Signs of potential feelings of bullying are a deterioration of work, spurious illness, isolation, the desire to remain with adults and reluctance to come to school. These may be symptomatic of other problems but may also be early signs of pupils feeling bullied.
- The whole staff community will be highly observant to early signs of a pupil's unhappiness that may be related to the behaviour of another and will act accordingly. This will follow the no blame, positive behaviour ethos of the school.
- Opportunities to teach pupils how to be confident when they feel bullied and strategies to manage these real-life situations will be taught in PHSE lessons.

10. Reducing Restrictive interventions

The Bridge Trust is committed to a whole-school, preventative approach that prioritises the wellbeing, dignity, and safety of all pupils and staff.

We actively work to reduce and, where possible, eliminate the use of restrictive interventions through:

- Embedding SWPBS and trauma-informed practice. For example, early support, prevention, and de-escalation, and environmental adaptation
- Using data and reflective practice to identify patterns, improve planning, and reduce reliance on restrictive responses
- Recording, monitoring, and reviewing the use of restrictive interventions at an individual, school, and trust level
- Providing regular training to staff to support safe, lawful, and compassionate practice which protects pupils' dignity, safety, and welfare
- Engaging families and professionals in behaviour support planning to ensure transparency and consistency
- Focus on pupil voice, participation, and rights to ensure that restrictive interventions are never used as punishment or convenience

As a result staff must consider:

- underlying needs (e.g., communication, sensory, trauma history)
- whether restrictive intervention would escalate distress
- the impact on pupil dignity

Policy Owner and Contact Details

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