



THIS POLICY COMPLIES WITH SECTION 89 OF THE EDUCATION AND INSPECTIONS ACT 2006.

1.1 - This policy is cross referenced with:

- Safeguarding policy
- Intimate care policy
- Health and safety policy
- Staff code of conduct policy

1.2 - Children's Act 1989

Every child has a right:

- To an education
- To life
- To be cared for in a way which is best for each child
- To be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.
- To be protected from violence, abuse and neglect, and governments should protect them.
- To be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously
- To think and believe what they want, and to practise their religion

2 - RATIONALE

2.1 - Our Approach to Relationship Support

The safety of our pupils is of paramount importance to everything we do at school and the Relationship Support Policy is one of a suite of policies at NBA relating to the safeguarding of pupils.

NBA aims to provide pupils with a high quality of education in a caring, supportive and ordered environment which will help to prepare and encourage all pupils to fully participate in their home, school and wider communities.

We see every member of our school community as a '**Unique Learner**' capable of '**Limitless Learning**', through the acceptance and celebration of diversity, pupils' rights and the belief that all children and young people can learn, achieve and fully participate in school and wider community life, whatever their circumstances.

Positive relationships built on trust are seen as an important part of the school ethos. They are essential for effective teaching and learning to take place and are needed to encourage good engagement and positive

behaviour from pupils. Positive relationships between staff, children and young people are also required to maintain a safe, calm, orderly environment and a welcoming atmosphere in school.

At NBA we believe that these three principles are key components of effective relationship building:

- **Visible kindness**
- **Deliberate 'botheredness'**
- **Certainty in adult behaviour**

We aim:

- to create a positive, safe and secure learning environment for pupils and staff in which the rights of all are acknowledged and respected
- to provide a well organised, planned and sequenced curriculum with a range of opportunities to promote positive behaviour and attitudes from pupils
- to develop positive relationships between all staff and pupils
- to foster mutual respect and support for pupils to develop confidence, pride and self esteem
- to achieve a whole school philosophy which is centred around building positive relationships
- to work together with parents/carers and multi-agency professionals to ensure best practice in relation to positive behaviour support
- to ensure that effective systems and processes are in place in relation to positive behaviour support

2.2 - A Positive Approach

At NBA we seek to understand the function of behaviours of concern by using the '**Everybody EATS**' acronym, which suggests that the behaviour seen is communication driven by one of the following:

Escape: A stimulus or condition is terminated or avoided because of the behaviour. For example, a child engages in this type of behaviour to escape or avoid a demand or non-preferred task or activity.

Attention: Interaction from peers or adults is gained because of the behaviour. For example, a behaviour which makes other pupils laugh or gains a reaction from the adult.

Tangible: Access to tangibles such as food or a preferred toy is gained because of the behaviour.

Sensory: The behaviour provides access to sensory input.

At NBA we aim to promote positive relationships and to understand each individual child or young person – their likes, dislikes, triggers, preferences, strengths and individual differences. We create individualised Pupil Support Plans (PSPs) which identify the strategies that will help to respond to, manage and/or replace any behaviours of concern that a pupil may exhibit. PSPs are living, breathing, working documents that are kept under constant review by class teams and routinely shared with parents and carers. Strategies in the PSP are always reflective of the individual's needs, differences and developmental stage.

Building positive relationships with pupils is the responsibility of all staff in school, who are all trained in our philosophy and expected to model our three core principles within all their day-to-day interactions with pupils. As part of our work with pupils, families and other stakeholders, we strive to ensure that all pupils have the most appropriate, personalised support in place to reflect their preferred method of communication, and where relevant, appropriate strategies in place to assist with their emotional regulation difficulties.

Our positive approach to relationship support emphasises what pupils are doing well, rather than focusing attention on their difficulties. We aim to understand the trigger/cause and function of behaviours of concern, rather than focusing on the behaviour itself. Ultimately, our aim is to help pupils to learn how to self-regulate, to take responsibility for their own actions and to treat themselves and others with care and respect.

At NBA we believe that ‘certainty in adult behaviour’ is at the heart of exceptional relationship development. We understand that our pupils need consistency, routine and certainty to feel safe, so we work hard to ensure that this is provided for all pupils. Our core Trust and school values of **HONESTY & INTEGRITY, PROFESSIONALISM, ASPIRATION** and **INCLUSION** underpin and guide our approach to developing positive relationships with pupils and the support we provide to teach and develop self-regulation.

2.2 - Corporal Punishment

After A ruling in the court of European Rights, corporal punishment is banned in all state school in the Education (No 2) Act 1986. Regardless of the legal requirements, corporal punishment is fundamentally inconsistent with the school ethos, which lays emphasis upon the care and respect due to any child particularly those with special educational needs.

2.3 - Consistent use of Language

When discussing behaviours, we aim to avoid shameful and judgemental language such as naughty, difficult or conscious choice etc. Instead, we use language that recognises that the behaviour is difficult for the people and environment around the behaviour. As a result, we aim to use language such as behaviours that challenge/unexpected behaviours.

In addition, we know that pupils can often present with behaviours that may be described as ‘attention seeking’ however our belief is that pupils are demonstrating care seeking or attachment seeking behaviours which more clearly identifies the root cause of a behaviour.

2.5 - The Six Principles of Nurture

Research practices showed that a nurturing approach helps pupils develop vital social skills, confidence and self-esteem, ensuring they can learn. It encourages pupils to take pride in achieving – addressing the social and emotional needs that can hamper learning (www.nurtureuk.org).

The six principles of nurture support all children to be able to learn and enable staff to identify, understand and address pupils’ social, emotional and mental health needs. A nurturing approach helps to develop behaviour as well as ensuing regulated classroom and school environments to best meet the pupil’s needs. We ensure we use the six principles of nurture to best support our pupils to make effective progress both socially, emotionally as well and academically to ensure all are prepared for life after Newton Bridge Academy.

Safety: The classroom offers a safe base

Wellbeing: The importance of nurture for the development of wellbeing

Language: Language is a vital means of communication

Transitions: The importance of transitions in children’s lives

Learning: Children’s learning is understood developmentally

Behaviour: All behaviour is communication

3 - LEARNING ENVIRONMENT

We recognise that the learning environment is a critical aspect of the provision for these learners and therefore apply the 4 Ps in our approach. Our pupils thrive when given the right environment to thrive in. We pride ourselves on making environmental adjustments to suit our pupils both individually and together. The learning environment is our foundation for everything and when our pupils are comfortable with the space, equipment and people that surround them, their readiness for learning increases.

- A clear area of content delivery, unobstructed by any other displays or furniture
- A place to celebrate good work
- Clear exit routes for pupils
- Caring and personal approach to celebrate each pupil as an individual.

	Pupil needs	Principles	Physical environment	Practice
Formal	<ul style="list-style-type: none"> - Receptive language and social communication difficulties - Difficulties generalising /understanding abstract concepts. - Developing emotional literacy skills. - Potential sensory preference or aversions. 	<ul style="list-style-type: none"> - The provision is set up to allow pupils to follow the formal curriculum, however there may be both individual and environmental adjustments necessary to ensure that learners can do so in a way that works for them as individuals. 	<ul style="list-style-type: none"> - Alternative seating - Timetables that are accessible for all - Storage spaces clearly labelled to prompt independence. - Possible individual workstations - Calm colour schemes and accessories to displays. - Tables that arranged to facilitate individual and group work. 	<ul style="list-style-type: none"> - Accessible communication approach for all learners. - Adults model professional working behaviours. - Adults to be working with learner's individually and in groups. - Adults making themselves visually available at all times to observe where additional support might be needed.
Semi-Formal	<ul style="list-style-type: none"> - Delay in attention and focus. - Difficulty in memory and sensory processing 	<ul style="list-style-type: none"> - The provision is adapted so that pupils are able to access a blend of functional 	<ul style="list-style-type: none"> - Alternative and adapted seating - Visual class and individual timetables that are accessible for all - Storage spaces clearly labelled using agreed dual coding. 	<ul style="list-style-type: none"> - Total communication approach - Adults will be working to support increased attention and independence for all tasks in small groups or individually.

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	<ul style="list-style-type: none"> - Delay in expressive and receptive communication difficulties but growing vocabulary 	<p>learning and develop their interpersonal skills in a safe environment.</p>	<ul style="list-style-type: none"> - Individual workstations - Calm colour schemes and accessories to displays. - Table arrangements to allow for carousel learning. 	<ul style="list-style-type: none"> - Provide processing time and sabotage opportunities to develop independent thinking. - Adults to provide effective transactional supports for transitions.
Informal	<ul style="list-style-type: none"> - Sensory aversions such as noise sensitivities as well as sensory preferences e.g. the desire to climb, have tactile objects. - Emotional regulation difficulties. 	<ul style="list-style-type: none"> - The provision needs to be highly adapted so that children can safely navigate the space and build on their independent skills. 	<ul style="list-style-type: none"> - Low arousal environment - Adapted furniture - Sensory resources and furniture - Access to quiet spaces. - Resources carefully stored away out of view with rotation of resources to support high interest. - Facilitated access to outside spaces. 	<ul style="list-style-type: none"> - Total communication approach - Priority vigilance on physical safety - Opportunities to develop pupils' awareness, engagement and attention. - Effective strategies to support children to coregulate. - Adults to provide effective transactional supports for transitions.
Pre-Formal	<ul style="list-style-type: none"> - Multi-sensory impairment - Complex medical / health needs requiring specialist input. - Complex mobility / physical difficulties. - Personal / intimate care needs 	<ul style="list-style-type: none"> - The provision needs to be a personalised provision that celebrates pupil's achievements in the moment. 	<ul style="list-style-type: none"> - Highly stimulating environment to encourage engagement and interest. - Highly adapted furniture and infrastructure to meet pupils medical and physical needs. - Access to intimate care facilities - Access to reactive and proactive medical facilities - Access to ground bases spaces to develop core strength, flexibility and special awareness. 	<ul style="list-style-type: none"> - Multi-sensory approach to interactions. - Priority vigilance on physical and medical safety - Opportunities to develop pupils' awareness, engagement and attention. - Adults will provide facial and bodily enthusiasm to maximise response to a stimulus.

4 - INTRINSIC AND EXTRINSIC MOTIVATION

As a school we are committed to personalising the experience for each child therefore consciously choose to not have a standard rewards policy as the pupils in our school all respond to motivators in different ways. For us the focus is on teaching positive responses, and this can only be done on an individual basis.

Pathways	Summary
Formal	Pupils in this pathway are able to recognise the value of a points system (Class Dojo) which allows them to gain points that are saved until they earn enough points to convert to a prize of their choice (within reason).
Semi-formal	Each class has their own unique way of supporting pupils to understand an 'in the moment' success. The class team use an exchange model e.g. provide a physical token to symbolise a concrete acknowledgement of an achievement, which can be added to over time so that a pupil can receive a personalised reward
Informal	The class team will use the class budget to purchase highly motivating items that are provided in the moment as part of an immediate positive response to an action or behaviour. This is implemented in line with the pupil's preferred communication method.
Pre-formal	The class team will use the class budget to purchase highly stimulating and motivating items that encourage pupils to engage in their environment and the adults working with them, as well as providing those in the moment interactions that promote sense of self.

5 - SETTING EXPECTATIONS AND BOUNDARIES

The staff work within a framework of gradual and graded responses to reduce the probability of problematic behaviour escalating. We work on the premise of preventative measures, diffusion and de-escalation (which should make up more than 95% of our responses). "Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour are well defined. Children need to be aware of what is expected of them." (Children's Act)

Each class may have routines in place or may be organised to promote and encourage positive behaviours, depending on the profile of individuals or groups of pupils. For example, utilising the TEACCH method of 'first, then' is a common strategy seen in lots of our classrooms across the school.

As a school we recognise that every child and young person is unique, and although we have a shared ethos and set of core values, each pupil will be supported and rewarded in a meaningful way which reflects their age, stage and developmental ability. The bespoke arrangements for each pupil are described in their individual Pupil Support Plan.

Our school rules (be safe, be kind, try your best) are our basic expectations, and are reflected within the visual environment in posters and symbols displayed in key locations around the school and in every classroom. Staff are required to model our three principles (visible kindness, deliberate botheredness, certainty in adult behaviour) within all interactions.

6 - PLANNING FOR BEHAVIOUR

All our pupils have pupil profiles and pupil support plans (PSPs) and for some pupils, their PSP contains a personalised risk assessment detailing any potential risky behaviours (e.g. absconding, self-harm etc.)

Before pupils start their school journey at NBA, we work with families, professionals and current settings to form an understanding of what motivates the pupil, and anything that can cause anxiety or dysregulation.

Staff are trained to predict and/or identify the root cause of behaviours that challenge, and to safely respond in the moment to any unexpected behaviours. As part of the debrief process following any significant incident, staff are encouraged to consider and reflect on why a problematic behaviour may have occurred. The staff team at NBA are trained to understand that emotional dysregulation is an indicator of an unmet need.

Where necessary, our leadership, management and pastoral team will work with class staff and facilitate 'solution circle' discussions to support reflection and develop bespoke plans in response to persistent behaviours that challenge. In some instances, external agencies or professionals may become involved, and any additional recommendations will be added to a pupil's PSP.

7 - RESPONDING TO BEHAVIOURS THAT CHALLENGE

Our guiding principle when responding to significant incidents and behaviours that challenge is safety. All responses aim to protect the safety and wellbeing of the pupil, their peers and any staff member involved.

Our ethos and values at Newton Bridge Academy are rooted in the belief that trust and positive relationships are at the heart of effective behaviour management. We adopt a positive, relational and restorative approach where behaviour is seen as communication or an indicator of an unmet need, and where consequences are logical and used as teaching opportunities.

7.1 – Graduated Approach

We use a graduated approach to responding to behaviours that challenge. This ensures that the staff who know pupils best — those working directly with them — are empowered and supported to respond appropriately and consistently to their needs.

Level 1: Low-Level Disruption and Disengagement

Examples may include:

- Refusal to follow instructions
- Distracting or disrupting others' learning
- Misusing equipment
- Leaving or absenting from the learning space

Response:

Level 1 behaviours are managed by the class team, who are the pupil's key, trusted adults. They remain emotionally available and use de-escalation techniques to support the pupil back into their window of tolerance and re-engage them in learning.

Techniques may include:

- Calm, supportive talking
- Emotion coaching
- Distraction techniques
- Offering a change of environment or activity

Level 2: Destructive Behaviours (Human or Environmental)

Examples may include:

- Significant disruption to learning
- Screaming or shouting
- Child-on-child abuse (e.g. bullying)
- Attempting to damage property or equipment
- Verbal targeting of peers or staff

Response:

Level 2 behaviours are often defensive responses to challenges or expectations. Staff will use a range of de-escalation techniques to support self- or co-regulation so the pupil can return to learning.

Strategies may include:

- Offering a change in environment or workspace
- Supportive touch (if appropriate and agreed)
- Emotion coaching
- Introducing a different trusted adult (from their class or a neighbouring class)
- Distraction techniques

Level 3: Dangerous Behaviour

Examples may include:

- Intent to physically assault staff or peers
- Significant damage to property
- Self-harming behaviour
- Severe disruption that escalates risk for others

Response:

Level 3 behaviours may require additional adults, including available leaders, to support and reduce risk to the pupil, peers, and staff. Support may include:

- Providing advice and guidance to staff managing the situation
- Acting as a 'change of face' to help the pupil co-regulate
- Changing the environment or activity
- Distraction techniques
- Emotion coaching
- Using 'friendly guides' or the Caring Cs (in line with Team Teach processes)

Level 4: Crisis Behaviour

Examples may include:

- Severe damage to property posing risk to others
- Immediate and severe risk of harm to self (e.g. hitting, biting, hair pulling, headbutting)
- Immediate and severe risk of harm to others (e.g. hitting, kicking, spitting, biting, pinching)

Response:

Level 4 crisis behaviours trigger an immediate response from the on-call team. The priority is to keep everyone safe and to help the pupil return to an emotionally safe state, from which they can later reflect on their behaviour.

Staff will:

- Exhaust all de-escalation strategies before considering physical intervention
- Use physical intervention only as a last resort, when there is no realistic alternative, and only for the shortest time possible
- Think creatively about alternatives to physical intervention

- Consider whether the behaviour reflects an unmet sensory need, and provide appropriate input if so

Any response must be **reasonable, proportionate, and necessary**, with the paramount consideration being that it reduces rather than increases risk.

7.2 – On-Call Support

We operate a radio-based on-call system that allows identified leaders and other trained staff to provide immediate support.

The purpose of on-call support is to:

- Help defuse and de-escalate the situation
- Allow the class team to continue teaching and maintain learning for others
- Support the pupil to leave the space safely if needed to calm down using familiar regulation strategies

In rare and extreme situations, staff may decide that the safest course of action is to temporarily evacuate other pupils from the area.

7.3 – Root Cause Analysis

It is essential to explore and address the root cause of behaviours to make long-term progress. Staff use a range of root cause analysis tools to hypothesise and rule out possible triggers.

Possible root causes to consider include:

- Unmet physical needs (e.g. hunger, thirst, pain, tiredness)
- Risk of harm or abuse
- Unmet sensory needs
- Lack of functional communication leading to frustration
- Hormonal or chemical factors (e.g. puberty, incorrect medication dosage)
- Mental health needs
- Trauma responses

7.4 - Consequences

Our approach to consequences is rooted in teaching and reflection, not punishment. We aim to provide natural and logical consequences that are directly linked to the behaviour and given as close to the time of the incident as possible, rather than applying punitive sanctions. We follow a graduated approach to behaviours that challenge, ensuring that the staff who know the pupil best are empowered and supported to respond appropriately and consistently.

Key principles:

- Consequences should be directly related to the behaviour and help the pupil understand its impact.
- Responses should be delivered calmly, respectfully, and at a time when the pupil is regulated and able to reflect.
- All behaviours and interventions must be accurately logged on the CPOMS system.
- Parents and carers should be informed of significant behaviours and any resulting actions.
- When considering suspension, staff must take into account the pupil's level of understanding and their ability to distinguish right from wrong.

	Description	Significant developmental delay	Moderate development delay	Pre-verbal pupils
Absconding	Intentionally leaving a supervised area or school premises without permission, posing a risk to their safety and well-being.	Implement clear physical boundaries (e.g., gates, barriers), structured routines and consistent supervision. Use visual schedules and a familiar staff member to support transitions.	Use calm redirection, visual cues, and structured transitions to reduce anxiety. Establish clear boundaries and a safe space the pupil can go to when overwhelmed. Ensure all key fob doors are secured at all times.	Use PECS, Makaton, or gestures to reinforce "Stay here" or "Come back." Provide structured physical boundaries (e.g., gates, safe play areas), with staff supervision.
Absenting	Not present in their expected location within the school but remains on-site.	Use gentle guidance and hand-over-hand support if needed. Offer a preferred activity or safe space as a stepping stone to re-engagement.	Use gentle encouragement, visual timetables, and a key adult to help the pupil re-engage with their routine. Reminders of incentives for returning to class.	Use simple visual prompts (e.g., "Time for class" symbol). A transition buddy or preferred object can encourage return.
Biting	Use teeth to latch on to others and potentially breaking the skin	'Stop!', 'No biting'. Don't pull away, gently push the teeth into the skin and then encourage release verbally or physically. Provide social stories. Dependent on pupil's ability level consider suspension.		
Child on child abuse	Any form of physical, emotional, sexual, or online harm inflicted by one pupil onto another	Focus on teaching appropriate interactions through simple, repetitive modelling and structured social practice (e.g.	Educate the pupil on appropriate social interactions through role-play and social stories. Provide clear but compassionate consequences and restorative conversations.	Use visual modelling to teach appropriate interactions. Introduce emotion cards or communication devices for expressing frustration.

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	over a sustained period of time.	turn-taking games, hand-over-hand prompts).		
Damage to property	Intentionally or recklessly causes harm to school property, belongings, or the environment, affecting the learning space.	Provide sensory alternatives (e.g., soft play, stress balls) to redirect destructive behaviours. Use clear, simple instructions and reinforce calm behaviour with positive reinforcement.	Where appropriate, the pupil will contribute to the reparation of the damage or complete another task to nullify the extra workload placed on the site team.	Use visual emotion cards and alternative communication (e.g., "I need a break" button) to express frustration safely.
Discriminatory behaviour	Actions, language, or attitudes that target an individual based on protected characteristics (outlined in the school behaviour policy)	Simplify expectations using visuals and modelling appropriate behaviour. Teach key phrases such as "kind words" and use consistent reinforcement.	Pupils will complete a discrimination-based reflection, allowing staff to coach pupils through the impact of their behaviour and understanding of what to do next time.	Use symbol cards or Makaton to reinforce positive interactions (e.g., "Kind hands, kind words"). Model inclusive behaviour.
Extremist ideas	Rigid, intolerant beliefs that reject diversity and may promote discrimination, exclusion or violence against others based on race, religion, gender, politics, or ideology.	Use clear visual supports and structured social learning to reinforce appropriate interactions, alongside simple, concrete explanations. Redirect through positive reinforcement and close collaboration with parents ensures consistent messaging and prevents misunderstandings.	Discussion will teach fairness and respect, while gently challenging inappropriate language using real-world examples relational to the pupil. Encouraging empathy to help pupils understand the importance of inclusion; while monitoring external influences ensures they receive positive guidance. Ensure that safeguarding procedures are followed in line with Prevent risk assessment.	Visual symbols, Makaton and peer modelling can demonstrate inclusive behaviour, while structured social play encourages non-verbal communication of kindness. Sensory-based learning, such as picture books and tactile objects introduces different cultures and ideas in a positive way, while careful monitoring of external influences, ensures they are not exposed to harmful messages they cannot yet process.
Friendship relationship issues	Conflicts/breakdown in peer relationships that impact a pupil's emotional well-being and social development.	Support through structured play with adult facilitation. Use consistent peer groupings and visual prompts to reinforce positive interactions.	Facilitate a restorative opportunity when all parties involved are regulated and prepared to engage. Reinforce positive behaviours through praise and incentives.	Use PECS or emotion symbols to express feelings about friendships. Model social engagement using guided play.

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Low level in class	Displaying minimal engagement, effort, or disruptive behaviour that affects their own and others' learning in the classroom.	Adapt tasks with short, engaging activities, tactile materials, and frequent breaks. Use one-step instructions and consistent routines.	Provide clear, simple instructions and break tasks into smaller steps. Use visual supports and movement breaks to maintain engagement. Tailor learning to the interests of the pupil whenever possible.	Use symbol-supported instruction. Incorporate interactive, hands-on learning (e.g., matching, pointing, hands-on tasks).
Low level in school	Misbehaviour that disrupts the calm running of the school but does not pose risk.	Maintain predictable routines and use visual reminders for expectations. Offer calming strategies like fidget toys or sensory rooms.	Address behaviour with gentle redirection and clear expectations. Provide structured routines and offer choices to increase engagement.	Use visual reinforcement (e.g., First-Then boards, emotion cards) and offer motivating, hands-on activities.
Low level in community	Pupil's behaviour outside of school does not align with expected conduct, potentially impacting their safety or reputation.	Provide high supervision and structured activities with clear visual cues. Use social stories and incentives for positive behaviour.	Prepare the pupil for outings in advance, using visual timetables, social stories, and clear behaviour expectations. Allow processing time and then support reflection.	Use portable communication aids (e.g., simple PECs book, key Makaton signs) to help navigate situations.
Physical aggression	Any unwanted threat of, or actual physical contact (e.g., hitting, pushing) directed at peers or staff.	Ensure safety of the pupil, other pupils and staff members. Provide sensory regulation strategies. Identify root cause and put preventative measure in place.	Ensure the safety of the pupil, other pupils and staff members. Identify triggers and use de-escalation techniques. Model appropriate responses.	Use alternative communication strategies (e.g., "I need a break" cards, AAC devices) to prevent frustration-based aggression.
Prohibited items	Objects not allowed in school (e.g., vapes, sharp items) that pose a safety risk.	Offer alternative items (e.g. sensory chew toys). Use consistent reinforcement of rules with visuals. Where necessary, staff complete possessions check in line with the screening and searching policy.	Remove item. Reinforce school rules, using understandable language. Where necessary, staff complete possessions check in line with the screening and searching policy.	Use visual symbols to show "Not allowed" and offer structured choices for acceptable alternatives. Where necessary, staff are able to complete possessions check in line with the screening and searching policy.
Spitting	Using their mouth to remove saliva or phloem, varying from spraying, slow dripping, 'raspberries', projecting.	Distract with sensory mouth resources. Remain calm with neutral body language. Use spit guards if needed. Assess if underlying medical need.	Clear, calm communication to 'Stop spitting'. Redirect pupil away from others. Use spit guards if needed.	Assess route cause. Clear, calm communication 'no spitting'. Use visual symbol. Distract/ ignore. Identify root cause. Use spit guard if needed. Provide social story.

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<p>Sexualised behaviour (self-soothing, self-stimulating, masturbating)</p>	<p>Touching private areas in a public place.</p>	<p>Try to redirect, distract. Screen/or move pupil to a private space. Provide sensory input to redirect requirement for stimulation. Use clear instructions 'Hands away'. Create intimate care plan.</p>	<p>Clear, calm reminder of expectations around what is public and private.</p>	<p>Provide visual's 'private' and offer choice of change of activity and/or change of location.</p>
<p>Verbal threat</p>	<p>When a pupil makes intimidating or harmful statements towards others, causing distress or concern for safety.</p>	<p>Support alternative communication methods like symbols, Makaton, or gesture-based cues. Model calm responses and redirect emotions through sensory or communication tools.</p>	<p>Acknowledge feelings and teach appropriate ways to express frustration and other similar emotions. Offer the pupil alternative phrases and model respectful communication.</p>	<p>Use emotion visuals or AAC devices to help express feelings in a safe, structured way.</p>

8 - DUTY OF CARE

8.1 - Power to search pupils without consent

In addition to the general power to use reasonable force, Headteachers and authorised staff can use such force as is reasonable to the given circumstances to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vaping products
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Where staff have a founded suspicion or evidence of someone carrying a prohibited item, then a full clothed physical search can be enforced and items seized. This would require additional adults to support supervision and be specifically recorded. Where there is non-compliance it may mean a physical intervention is required if the suspected prohibited item is a risk to self or others or is in serious breach of this policy. Negative searches should also be logged so that the reason/suspicion is recorded even if unfounded (and record communication of that to parent/carer).

If it is deemed that it is necessary to carry out regular searches on pupils, then this would be detailed in their risk assessment and or PSP. Any found items of concern would then be recorded as a behaviour along with any behaviour responses to this.

In some cases, it may be necessary to use a screening tool (e.g. wand) which can be done informally as part of a pupil's daily routine. Parents/pupils are made aware of this through the policy. Where this is routine for a pupil and agreed by all involved there is no requirement for staff to log the use of a search every day. Staff would need to log and action immediately if a prohibited item was found during a search.

9 - RESTRICTIVE INTERVENTIONS

9.1 Definition: planned or reactive acts on the part of other person(s) that restrict an individual's movement, liberty and/or freedom to act independently in order to: take immediate control of a dangerous situation where there is a real possibility of harm to the person or others if no action is undertaken, end or reduce significantly the danger to the person or others, contain or limit the person's freedom.

There are 5 categories of restrictive intervention:

- Mechanical
- Chemical
- Physical
- Seclusion
- Segregation

9.2 – Mechanical

Definition: is the enforced use of mechanical aids. This would be advised by Occupational therapists, physiotherapist or Educational Psychologists. If the person is over 16 years old, any decision to use protective items will need to be made in accordance with the Mental Capacity Act and a DOLs (Deprivation of Liberty) assessment complete.

Examples of mechanical aids include:

- Specialist equipment: e.g. Hard rock chairs, wheelchairs, corner chairs, standing and walking frames).
- Harnesses: A chest harness uses straps around the chest, and sometimes shoulders, to stabilise the upper torso. A full harness still supports the upper torso but has additional straps around the hips/groin to help stabilise the pelvis too. In addition, foot straps maybe required to support pupils to keep their feet in a stable position.
- Wrist straps.
- Lap belts: 2-point (attaches to the chair in two locations) or a 4-point belt (attaches in four locations)
- Medical hand mits.

Any incident recorded as mechanical restraint must meet all the criteria for a restrictive intervention.

9.3 - Chemical

Definition: the use of medication which is prescribed and administered for the purpose of controlling or subduing violent behaviour, where it is not prescribed for the treatment of a formally identified physical or mental illness.

Psychoactive or psychotropic substance, is a chemical substance that alters brain function, resulting in temporary changes in perception, mood, consciousness and behaviour. School will not administer any of these substances without written guidance from a health professional. Should written guidance be provided this will be administered in line with school administration of medication procedures.

Examples of substances that are more typically administered within schools include but are not limited to Methylphenidate (ADHD medication) Risperidone (treats mental health conditions schizophrenia, bipolar disorder and some symptoms of autism).

9.4 – Seclusion

Definition: Where a person is forced to spend time alone against their will'

Individuals requiring seclusion should be cared for in services who have legal statutory powers to use the technique such as secure accommodation, prisons or health care settings with the power to detain people under the Mental Health Act (1983), subject to a Deprivation of Liberty authorisation or Court of Protection order under the Mental Capacity Act (2005). 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.

There are two-man types of seclusion:

- Containment – placing a person in a room alone preventing them from harming others in a time of crisis. As above, this approach also sees seclusion as leading to a beneficial therapeutic change in the individual.
- Punishment – seclusion is an intentional aversive intervention; the intention is to withdraw the individual from all positive experiences

As a school, we believe that secluding a child in a room so that they are unable to get out, goes against the child's human rights. In situations where a child is in crisis a student should be safely supported using physical restraint to keep the child and others safe if all other de-escalation techniques have been tried.

Staff should not lock a door to prevent a child leaving a space or hold a door shut preventing a child to leave unless they have done a dynamic risk assessment to go against this principle. If this occurs, then leaders must be immediately informed and the Headteacher must inform the Trust.

In the event that all other behaviour strategies have been exhausted a multi-disciplinary meeting led by the Headteacher or Deputy Headteacher should be held to discuss what options are available and if seclusion were to be considered as an option, legal advice would be needed prior to exploring this option.

If a member of staff attempts to do this, colleagues should professionally challenge this and ensure that this is reported to the Headteacher as laid out in the safeguarding policy under the allegations against staff section of the policy.

9.4.1 - Quiet Spaces

When a pupil requires a different space to regulate, adults will support and direct pupils to a quiet space where pupils can self-regulate with their specific regulation strategies. Within our school expectations, pupils are encouraged to use the quiet spaces independently as part of their own self-regulation strategies however, this needs to be monitored to ensure that it is being used for the correct reasons and is not overused. In certain cases, adults will support the pupil through co regulation which may include (but is not limited to) help hug, sensory integration, personalise the space, distract and re-engage with positive behaviours.

9.5 - Physical

Definition: any direct physical contact where the intention of the person intervening is to prevent, restrict, or subdue movement of the body, or part of the body of another person.

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all pupils with an ethos of mutual respect, care and safety.

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order. Furthermore, the school takes seriously its duty of care to pupils, employees and visitors to the school.

We pride ourselves on providing a safe learning environment for our pupils. In order to achieve this, there may be times when pupils need additional support to regulate their behaviour – including the use of a positive physical intervention to promote the safety of the child and the school environment.

9.5.1 - Team Teach

The vast majority of staff are trained in Team Teach (Level 1/Level 2). The Team Teach approach is 95% de-escalation and 5% positive physical intervention. Team Teach is an approach to positive handling, which is accredited nationally by BILD (The British Institute of Learning Disabilities) in conjunction with ICM (Institute for Conflict Management).

- Level 1 - Staff are trained by qualified instructors over a 6-hour (1 day) course.
- Level 2 - Staff are trained by qualified instructors over a combined 12-hour course. (Level 1 + two top up 3-hour sessions)

9.5.2 - Physical Intervention

The use of physical intervention is clearly sanctioned in certain circumstances by Section 550A of the Education Act 1996: The use of force to Control and Restrain Pupils. Circular 10/98 also provides guidance.

All parents/carers of prospective pupils will be made aware of this policy before their children are admitted to the school and are required to sign the Home-School agreement which includes a reference to the use of positive handling.

Physical intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. Staff are to think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it

reduces rather than increases risk. Any response to challenging behaviour should be reasonable, proportionate and necessary. Physical intervention must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure a minimum of two Team Teach trained members of staff present before applying the intervention. Other staff can act as assistants or witnesses.
- Once safe, the intervention should be relaxed to allow the child to regain self-control.
- Intervention should be an act of care and control, NOT punishment.
- Physical intervention should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the intervention should be discussed with the child (where appropriate),
- Parents/carers should be informed at the earliest opportunity.

The following situations or the prevention of the following situations occurring are the only occasions when a positive physical intervention is permitted.

- Immediate danger to self
- Disruption to the environment
- Fighting
- Assault/Attempted Assault
- Disruption to class
- Potential damage to property
- Threat of absconding
- Immediate danger to peers/staff
- Threats verbal/physical

Members of staff must always carry out their own personal dynamic risk assessment before embarking on a physical intervention and should always seek the assistance of another Team Teach trained member of staff to support/assist them where possible.

9.5.3 - Use of Reasonable Force

The DfE's non-statutory guidance document 'Use of Reasonable Force' (July 2013) includes advice for Headteachers, staff and governing bodies.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Every effort will be made to use the Team Teach approach towards Physical Management. In the event that Team Teach strategies are not effective at promoting and ensuring safety, reasonable and proportionate approaches may be taken in line with the above DfE guidance.

Staff must:

- Be 'reasonable in the circumstances' – this means using no more force than is needed.
- Never use force as a punishment – it is always unlawful to use force as a punishment.

9.5.4 - Recording/Reporting restrictive physical intervention (RPI)

Every incident of positive handling will be recorded by the staff involved using the designated handling form on CPOMS as soon as possible after the incident.

All staff involved, including those who did not positively handle the child, but may have witnessed the positive handling, must read and sign the report before leaving the school premises on that day. If staff

leave school without signing the form, they will be expected to return to school to read and sign. Failure to complete a form/sign a form will be managed in line with our Disciplinary Policy.

Parents/carers must be notified on the same day, as soon as practicably possible. A record of this conversation is to be recorded on the form and signed by the staff member. Where a child has an allocated social worker, they are to be informed.

9.5.5 - Post Incident

After any significant incident, a full debrief should take place so that learning can inform practice. Following an incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that pupils and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective.

9.5.6 - Recovery

Only when and if they are able to understand the consequence should this be instigated. Students should be provided with opportunities to express their feelings and have resources that support emotional literacy, this can be in the form zones of regulation or other communication methods.

9.5.7 - Restorative Practice

Effective Restorative Practices foster awareness of how others have been affected by different types and levels of behaviour. Where appropriate, this is done by actively engaging pupils in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative practice will be used to help pupils to understand how their actions may have made others feel. This is used daily by all staff to support post incident learning and at the heart of how we support and encourage positive behaviour.

Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations. Staff should always, within their professional conduct, be positive and respectful role models to our pupils.

When using the restorative approach in school, staff will use restorative questions such as:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

9.5.8 - Monitoring

The behaviour lead will report weekly data and analysis to the SLT and the SLT will review incidents and implement further actions where appropriate. Handling data will also be shared with the Local School Board via the Headteacher as well as the Trust Board via the Director of Education.

10 - FORMALISED CONSEQUENCES

10.1 - Post incident learning

Where possible any post incident learning will take place as soon after the unexpected behaviour to ensure that learning is swift and relevant. In most cases this can take place in the school day, on individual

occasions parents may be asked if pupils are able to remain at school after school hours to provide the post incident learning so that the next day the pupils is more likely to make more appropriate choices.

10.2 – Suspensions

In very extreme circumstances, where all other measures have failed, suspension from school may apply. The below information is taken directly from the August 2024 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.

Only the Headteacher can suspend a pupil, and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period suspension does not have to be for a continuous period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to suspension and exclusion, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a fixed-period suspension or 'converting' a fixed-period suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period suspension.

The behaviour of a pupil outside school can be considered grounds for a suspension or exclusion.

The headteacher may withdraw a suspension or exclusion that has not been reviewed by the governing board.

Any decision of a school, including suspension and exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a Child in Care (CiC), it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, Newton Bridge Academy should consider requesting an early annual review.

'Informal' or 'unofficial' suspensions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any suspension of a pupil, even for short periods of time, must be formally recorded.

During the first five days of a suspension, the child must not be in a public place during school hours without good reason. Parents could be liable for a Fixed Penalty Notice.

Whenever a headteacher suspends a pupil, they must, without delay, notify parents of the period of the suspension and the reason(s) for it.

They must also, without delay, provide parents with the following information in writing:

The reason(s) for the suspension (this should fall under the following categories:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil

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- Verbal abuse/threatening behaviour against an adult
- Racist Abuse
- Sexual Misconduct
- Drug/Alcohol related
- Damage
- Alcohol
- Theft
- Persistent Disruptive Behaviour
- Bullying

Parents have a right to make representations about the suspension or exclusion to the governing board and the pupil may be involved in this.

10.3 - Permanent exclusion

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Appendix 1 - Team Teach Restraint definitions

Two person holds:

Friendly Hold: The holding arm approaches from behind. In the friendly position, the holding arm takes the long bone with a Caring C shape and gently eases the hands of the client into the seatbelt position. Staff members stand close with hips gently pressing to close the gates with the other leg out to balance.

Single Elbow: Standing, sitting or kneeling alongside the person, holding the nearest forearm drawn back to be parallel to the ground with hands close to the chest and supporting pressure through the hip. The nearest hand holds the forearm with the other supporting the shoulder.

Figure of Four: Standing, sitting or kneeling alongside the client with the hand of the outer arm holding underneath the person's nearest forearm and the other passing under the armpit, across the top of nearest forearm to hold own wrist.

Double Elbow: Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip. One arm is supporting the person's back.

Single person holds:

Half Shield: The member of staff makes contact in a T shape stance with their hip to the small of the YPs back (depending on the height of the YP). The arm nearest is posted in front of the arm of the client, to

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prevent it from punching forward, with the back of the member of staffs hand flat along the YPs back. The member of staff gathers the other arm with a Caring C, aiming to secure just above the elbow, maintaining contact at the hip. The member of staff should walk forward as the YP crabs sideways.

Double Elbow: Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip.

Appendix 2 - Sexualised Behaviour provision map

The below provision map is used when a child is presenting with behaviours that put themselves or others at harm.

- **If at any point there is a safeguarding concern due to potential risk of sexual abuse then the usual safeguarding procedures will take place.**
- If it is believed that sexualised behaviours are due to an unmet sensory need then a sensory profile will be carried out.
- This provision map also recognises that intervention strategies need to consider the age and mental capacity of the pupil
- If physical aggression is due to physical discomfort or frustration due to inability to communicate, SALT and health should be considered.

	Behaviour	Level of risk	Intervention strategies
5 Multi – professional intervention	<ul style="list-style-type: none"> • Sexually active and engaging in illegal and/or dangerous activities. • Inappropriate touch. • Inappropriate interactions with others. • Displaying adult themes or sexualised acts. 	<ul style="list-style-type: none"> • Risk of pregnancy/STI's. • Risk of criminal prosecution. • Risk of sexual exploitation of self or others. • Risk of being groomed. • Risk of social exclusion. 	<ul style="list-style-type: none"> • MACE • Operation insignia • Safety plan
4 Professional intervention	<ul style="list-style-type: none"> • Unhealthy relationships • Inappropriate use online • Sexualised language • Sexual fetishes • Sexualised ideology 	<ul style="list-style-type: none"> • Risk of sexual exploitation/grooming. • Risk of criminal activity. • Risk of isolating self or others. 	<ul style="list-style-type: none"> • CAMHS • Safety plan • Multi agency plan e.g. TAC/CIN • Parent learning -paceuk.info/for-parents/
3 Out of class intervention	<ul style="list-style-type: none"> • Unhealthy views of sex • Inappropriate access online • Not age-appropriate understanding. 	<ul style="list-style-type: none"> • Risk of developing unrealistic expectations about relationships. • May try to mimic what they are seeing or hearing. 	<ul style="list-style-type: none"> • Relationship and sex education groups • Eco mapping • Safety mapping
2 In class intervention	<ul style="list-style-type: none"> • Misconceptions • Interest in non-platonic relationships. • Inappropriate use of language • Sexually aroused in public places 	<ul style="list-style-type: none"> • Pupils could cause offence or upset to others in words or action. • Could pass on incorrect information to others who may be more vulnerable. 	<ul style="list-style-type: none"> • Parent contact • Social stories • Small group learning • Personal care plan
1 Universal offer	<ul style="list-style-type: none"> • Age/need appropriate curiosity and interest 	<ul style="list-style-type: none"> • Pupil could share with others who are not ready to understand. 	<ul style="list-style-type: none"> • Age/need appropriate RSE curriculum • Parent advice and guidance

Appendix 3 - Physical aggression to self and other provision map

Level	Behaviour	Level of risk	Adult response	Intervention strategies
5 Lethal harm to self or others	<ul style="list-style-type: none"> Using weapons Absconding into danger. Using fire with intent to harm 	<ul style="list-style-type: none"> Serious injury Death 	<ul style="list-style-type: none"> Calm but assertive Clear communication Use familiar adult. 	<ul style="list-style-type: none"> Contact emergency services. Restraint Remove others. Limit exit points
4 Harm to others	<ul style="list-style-type: none"> Hitting/punching/slapping Kicking Biting Throwing objects with intent to hit Head butting others. Pinching Spitting 	<ul style="list-style-type: none"> Injury Infection Emotional distress Isolation 	<ul style="list-style-type: none"> Remain calm and vigilant. Limited language Neutral expression Caring response Provide safe space. Provide distraction/motivators 	<ul style="list-style-type: none"> Provide clear gestures/visuals. Remove others. Spit/bite guards Cushion support Shoulder guards Remove objects/furniture. Restraint
3 Harm to self	<ul style="list-style-type: none"> Biting self Head butting Picking skin Hitting self Self-harm – range of methods Making self-sick Choking self 	<ul style="list-style-type: none"> Injury Infection Emotional distress Isolation 	<ul style="list-style-type: none"> Remain calm and vigilant. Limited language Neutral expression Caring response Provide safe space. Provide distraction/motivators 	<ul style="list-style-type: none"> Cushion support Material wrap Chew buddy or equivalent Remove objects/furniture. Provide items to break.
2 Harm to property and environment	<ul style="list-style-type: none"> Slamming doors Setting fire alarm off Throwing/spilling items Breaking items Damage displays Damage people’s belongings 	<ul style="list-style-type: none"> Breaking property Sensory overload Trips/falls Lack of equipment Poor environment 	<ul style="list-style-type: none"> Remain calm and vigilant. Limited language Neutral expression Remind of consequence of action 	<ul style="list-style-type: none"> Protect key locations e.g., fire alarm. Remove objects/furniture that could be damaged. Redirect to safer area.
	<ul style="list-style-type: none"> Not following instruction 	<ul style="list-style-type: none"> Learning and progress 	<ul style="list-style-type: none"> Remain calm and considered. 	<ul style="list-style-type: none"> Redirect to good choices.

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1 Making poor choices	<ul style="list-style-type: none">• Absenting• Disrupt learning.• Unkind behaviours	<ul style="list-style-type: none">• Lower level of supervision• Others wellbeing	<ul style="list-style-type: none">• Identify underlying reason.• Provide processing time.	<ul style="list-style-type: none">• Reminder of expectations• Provide time out.• Distraction techniques
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Appendix 4 - Sensory seeking behaviours

Category	Definition	Examples
Tactile defensiveness (hypersensitivity)	Tactile input is defined as information that we receive from skin receptors about touch, pressure, temperature, and pain.	<ul style="list-style-type: none"> - Becomes dysregulated, upset, or anxious with light and unexpected touch - Is bothered by certain textures of clothing, or the tag on clothing - Experiences difficulties walking barefoot on certain textures, like sand, grass, or carpet - Exhibits dysregulation when engaging in “messy play” and may demonstrate a need to always keep hands clean - Demonstrates difficulties with wet tactile mediums, such as soap, lotion, shampoo, etc.
Tactile Sensory Seeking	Tactile sensory seeking behaviours may occur for a child who is under responsive to touch and may exhibit a high threshold for registering a tactile sensation. These pupils may exhibit tactile seeking behaviours in order to register the tactile sense	<ul style="list-style-type: none"> - Demonstrates a need to touch and feel everything within their environment - Touches people or objects to the point of annoying others - Demonstrates a lack of awareness when their face is messy from food - Shows little to no reaction to stimuli that should be painful - Demonstrates a need to engage in messy or wet tactile play - Related Reading: How to Tame Your Sensory Seeker
Proprioception Seeking	Proprioceptive seeking behaviours consist of actions that a child may do in order to self-regulate or gain more information about their body position and can be related to a high threshold for proprioceptive input to register	<ul style="list-style-type: none"> - Pursues movement to the point where it interferes with function or their daily routine (fidgeting, rocking, not being able to sit still) - Becomes overly excited during movement tasks to the point that it interferes with function - Takes frequent movement or climbing risks that are unsafe - Falls down on purpose frequently for enjoyment or play - Seeks to crash into pillows, or roll on the floor - Prefers that their clothing is as tight as possible - Frequently hits, pushes, or bites other children
Proprioceptive Difficulties	Proprioceptive difficulties with grading movements is indicative of a child who has trouble with body awareness in being able to recruit the appropriate amount of force to accomplish a functional task.	<ul style="list-style-type: none"> - Demonstrates difficulty with being able to produce the appropriate amount of force for Legos, or connective toys - Demonstrates difficulties with being able to grade the appropriate amount of force for writing, coloring, and drawing activities (pushes too hard or too softly) - Breaks items frequently - Has difficulty handling delicate items - May have difficulty understanding and discriminating items that are light vs. items that are heavy
Auditory Defensiveness	Auditory defensiveness consists of a hypersensitivity to sound, and the child may demonstrate a low threshold for auditory input in order for the sensation to register	<ul style="list-style-type: none"> - Reacts strongly to unexpected or loud noises - May hold hands over ears to protect them from sounds - May have difficulties being productive with background noise present - May demonstrate difficulties with certain frequencies of sound (a person’s voice, car sirens, certain musical pitches)

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		<ul style="list-style-type: none"> - May avoid situations where there is an influx of loud sounds, such as a movie theatre, large crowds, fireworks, etc.
Auditory Hyposensitivity	Auditory hyposensitivity may be indicative of a child who may demonstrate a high threshold for sound in order for auditory input to register	<ul style="list-style-type: none"> - Does not respond to their name being called - Enjoys making sounds themselves - Needs verbal directions repeated frequently - Can be confused when localizing a sound - Turns up music, TV, or sound settings on a screen device to their max capacity
Olfactory Hypersensitivity	Olfactory hypersensitivity is indicative of a child who demonstrates a low threshold for smells and may demonstrate an over-responsiveness	<ul style="list-style-type: none"> - Refuses to eat certain foods because of their smell - May register a smell that is faint, or hard for others to pick up - Reacts negatively to smells that otherwise would not bother anyone else - May avoid going to a place, such as the Dentist, classroom, or a friend's house because of a smell
Olfactory Hyposensitivity	Olfactory hyposensitivity is indicative of a child who demonstrates a high threshold for smells and may demonstrate an under-responsiveness.	<ul style="list-style-type: none"> - Craves foods that have very strong smells - Does not register odors that would typically be considered unpleasant - Smells objects or people as a means of interacting with them - May have difficulty discriminating between different smells
Visual Hypersensitivity	Hypersensitivity to visual input is indicative of a child who demonstrates an over-responsiveness to visual input or may demonstrate a low threshold for visual input	<ul style="list-style-type: none"> - Sensitivity to bright lights - May retreat to darker settings in order to enjoy play - Avoids eye contact - Can be distracted by subtle visual details in a room (people moving, a clock ticking, certain colours within a room, events occurring outside a window, etc.)
Visual Hyposensitivity	Hyposensitivity to visual input is indicative of a child who demonstrates an under-responsiveness to visual input or may demonstrate a high threshold for visual input.	<ul style="list-style-type: none"> - May have difficulty identifying differences in puzzles, pictures, words, or objects - May have trouble locating a specific item amongst other items, such as a food pantry, a desk full of supplies, clothes in a drawer, etc. - Demonstrates difficulty visually tracking items, such as a ball being thrown, a car passing by, a pencil drawing a line, etc. - Has trouble visually attending to some food items on their plate - May have difficulties with depth perception - Can have difficulty visually attending to items with little or no contrast
Vestibular Hypersensitivity	Vestibular hypersensitivity is an over responsiveness to vestibular input and may be indicative of a child who demonstrates a low threshold for vestibular input	<ul style="list-style-type: none"> - Avoids swings, ladders, toy cars, slides, etc. - Demonstrates a fear of heights, even small thresholds like a stair step - Demonstrates an insecurity about being turned upside down or moving backwards - May lose balance easily and can appear to be clumsy - Demonstrates difficulties with activities that require good balance and postural control - Avoids spinning - May be fearful any time their feet leave the ground

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Vestibular Hyposensitivity	Vestibular hyposensitivity is an under responsiveness to vestibular input and may be indicative of a child who demonstrates a high threshold for vestibular input	<ul style="list-style-type: none">- Can spin for a prolonged period of time without ever getting dizzy- Can swing intensely for a prolonged period of time with enjoyment- Enjoys rollercoasters or other thrill-seeking activities- Rocks in place wherever they are sitting- May love being tossed in the air, or any position where their feet are suspended- Enjoy objects or toys that move them in a linear or circular manner, such as a toy car, bicycle, scooter or a skateboard- Enjoys rocking or nodding their head back and forth
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Diagnosis that may require additional and different:

We recognise that pupils often have a diagnosis that mean that usual strategies may need to be modified or require additional and different approaches, see below examples. We also recognise that some pupils may be diagnosed with multiple conditions (comorbidity) that may impact on how usual strategies may be applied.

Diagnosis	Strategies
PDA PDA Society – Pathological Demand Avoidance	<ul style="list-style-type: none"> - Provide a quiet area which can be accessed whenever your pupil needs it. - Pick your battles – minimise expectations, enable some choice and control, explain reasoning and accept some things cannot be done. - Adaptations – be flexible in approach - Communication – phrase requests indirectly
ODD Oppositional Defiant Disorder (ODD) – Signs, Symptoms & Treatment Nationwide Children's Hospital	<ul style="list-style-type: none"> - Strategies in place that are applied consistently is a way to maintain a positive learning environment. - A reward system - Opportunities for the student to demonstrate the skills they do well. - When the schedule changes or a different activity has been scheduled, prepare children with ODD individually. - Avoid direct praise
Processing delay Supporting children with processing issues • SEN Magazine	<ul style="list-style-type: none"> - Awareness of pupils processing time - Allow time for pupils to process instructions – don't rush - Clear concise instructions - Repeat instructions - One question at a time - Encourage repetition - Provide outlines and summaries of lessons
Anxiety The Anxious Child Mental Health Foundation Supporting A Child With Anxiety Tips and Advice YoungMinds	<ul style="list-style-type: none"> - Anxiety management –reduce uncertainty, - Short breaks - Self-sooth resources - Build positive relationships - Environment - low arousal space, safe and calm environment - Coping strategies – mindfulness, breathing, meditation, visualisation - Encourage physical activity and time in nature - Clear expectations – clear guidelines for behaviours and predictable classroom structure
Collaboration with parents, carers and external professionals aid in the planning, delivery and response to the above.	

Appendix 5 - Weighted Vest Agreement (Example letter for parents/carers)

Some individuals can have difficulty processing sensory information and can benefit from the use of weighted equipment such as weighted blankets/vests to provide additional sensory feedback.

The tactile and proprioceptive system provides an unconscious awareness of sensations from our skin, joints, muscles, tendons and ligaments and it provides a “map” of our body and environment and information relating to the position, direction and force of our movement. Proprioception is achieved through exerted pressure and resistance to movement and deep pressure touch can be used to alter arousal levels due to its calming and organising effect on the central nervous system. The therapeutic use of weighted equipment can be one method of providing deep pressure, tactile, proprioceptive input within the individual’s day as part of their total sensory programme.

Weighted equipment will only be used for the following purposes:

- To support self-regulation
- To lower heightened state of arousal
- To reduce anxious or agitated behaviour
- To support attention and function during daily activities

By signing this agreement, you give consent for your child to wear a weighted vest in school, following the guidelines set out below:

- The vest will be worn for a maximum for 40 minutes, before your child removes it for the same amount of time – giving them a break from the weight and to ensure they do not overuse the vest.
- The weight in the vest will be a maximum of 10% of your child’s body weight.
- Whilst staff may encourage/remind pupils to wear a weighted vest, it will never be forced.
- Staff will monitor the use of the vest at all times.

I, _____, give consent for my child _____, to wear a weighted vest whilst at school, agreeing to all of the information above.

Signed: _____

Date: _____