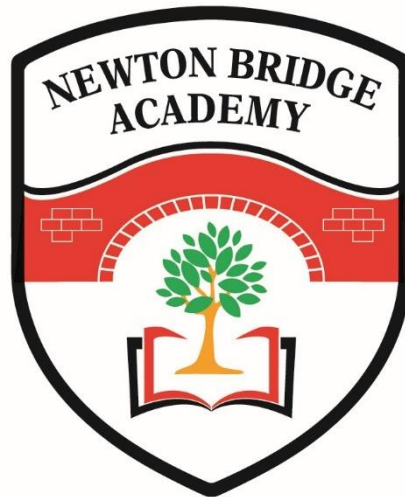




THIS POLICY COMPLIES WITH SECTION 89 OF THE EDUCATION AND INSPECTIONS ACT 2006.

This policy is cross referenced with:

- Safeguarding Policy
- Intimate Care Policy
- Health and Safety Policy
- Staff Code of Conduct Policy
- Restrictive Intervention Policy

1 - Children's Act 1989

Newton Bridge Academy is committed to promoting the rights, dignity and wellbeing of all pupils.

Every pupil has the right to:

- Feel safe.
- Be treated with dignity and respect.
- Receive an education.
- Have their views heard and considered.
- Receive appropriate support to meet their individual needs.
- Be protected from harm, abuse and discrimination.

Newton Bridge Academy recognises that pupils communicate and express themselves in different ways. Staff will use appropriate communication methods and reasonable adjustments to ensure pupils are listened to and supported.

2 - RATIONALE

2.1 - Our Approach to Relationship Support

The safety and wellbeing of our pupils is at the heart of everything we do at Newton Bridge Academy. This Relationship Support Policy forms part of a wider suite of policies which support the safeguarding, wellbeing and development of all pupils.

Newton Bridge Academy aims to provide pupils with a high-quality education within a caring, supportive and structured environment. We seek to prepare and encourage pupils to participate fully 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, the promotion of children's rights and a belief in every pupil's potential, we support pupils to learn, achieve and participate as fully as possible in school and community life.

Positive relationships built on trust are central to our ethos. Effective teaching, learning and personal development are dependent upon positive relationships between pupils, staff, parents/carers and other professionals. Strong relationships help to create a safe, calm and welcoming environment where pupils feel valued, understood and supported.

At Newton Bridge Academy, we believe the following principles are key to effective relationship building:

- **Visible Kindness**
- **Deliberate Botheredness**
- **Certainty in Adult Behaviour**

We aim:

- To create a positive, safe and inclusive environment where everyone feels valued, respected and supported.
- To ensure the rights of all members of the school community are recognised and respected.
- To provide a well-organised, ambitious and engaging curriculum which promotes positive behaviour, learning and personal development.
- To develop positive, respectful and trusting relationships between pupils and staff.
- To promote confidence, self-esteem, resilience and emotional wellbeing.
- To understand behaviour as a form of communication and provide appropriate support to meet individual needs.
- To work in partnership with parents/carers and external professionals to ensure the best possible outcomes for pupils.
- To maintain effective systems and processes which support positive behaviour, wellbeing and successful learning.

2.2 - A Positive Approach

At Newton Bridge Academy, we recognise that behaviour is often a form of communication. We seek to understand the function of behaviour and use the **Everybody EATS** model to help identify what a pupil may be communicating:

Escape – avoiding or escaping a task, activity or situation.

Attention – seeking interaction or a response from peers or adults.

Tangible – gaining access to a preferred item, activity or object.

Sensory – meeting a sensory need or seeking sensory input.

We aim to understand each pupil as an individual, including their strengths, interests, communication needs, triggers, preferences and areas of difficulty. This enables us to provide personalised support that reflects their individual needs and developmental stage.

Every pupil has an individual Pupil Profile which provides key information about their strengths, needs, communication preferences, interests, medical needs and the everyday support required for them to be successful.

Where a pupil requires additional behaviour support, a Smart Plan will be developed and recorded through Behaviour Smart. Smart Plans provide a more detailed and personalised approach, identifying patterns, triggers, behaviours of concern, proactive strategies, reasonable adjustments, de-escalation approaches, agreed responses and individual support strategies. Smart Plans are regularly reviewed and shared with parents/carers and relevant professionals where appropriate to ensure a consistent approach.

Building positive relationships is the responsibility of all staff. Through positive relationships, effective communication and a consistent approach, we support pupils to develop self-regulation, emotional wellbeing and positive behaviour.

Our approach focuses on understanding the causes of behaviour, identifying unmet need and recognising what pupils are doing well. We aim to teach, support and develop the skills pupils need to manage their emotions, make positive choices and build successful relationships.

We believe that certainty in adult behaviour is essential. Our pupils thrive when adults are calm, consistent and predictable. By providing clear routines, high expectations and supportive relationships, we help pupils feel safe, understood and ready to learn.

Our Trust values of **Honesty and Integrity, Professionalism, Aspiration and Inclusion** underpin everything we do and guide our approach to relationship support.

2.3 - Corporal Punishment

Corporal punishment is prohibited in all schools and must not be used under any circumstances.

Corporal punishment is fundamentally inconsistent with the values and ethos of Newton Bridge Academy. Our approach to relationship support is based on positive relationships, dignity, respect, understanding and support. We are committed to promoting the safety, wellbeing and rights of all pupils and to using positive, supportive and lawful approaches to behaviour support at all times.

2.4 - Consistent use of Language

At Newton Bridge Academy, we believe that the language we use is important. We aim to use respectful, supportive and non-judgemental language when discussing pupils and their behaviour.

We avoid labels such as naughty, difficult or attention seeking. Instead, we recognise that behaviour is a form of communication and seek to understand the underlying need or function of the behaviour.

Staff are encouraged to use language such as behaviours of concern, behaviours that challenge or unexpected behaviours, recognising that the behaviour may be difficult for the pupil and those around them. We also recognise that behaviours often described as attention seeking may be better understood as connection seeking, care seeking or attachment seeking. This approach supports staff to remain curious, understand the underlying need and respond in a supportive and compassionate way.

The consistent use of positive, respectful language helps to maintain pupils' dignity, strengthen relationships and promote a culture of understanding and support across Newton Bridge Academy.

2.5 - The Six Principles of Nurture

At Newton Bridge Academy, we recognise the importance of nurturing relationships and environments in helping pupils to feel safe, regulated and ready to learn. A nurturing approach supports pupils' social, emotional and mental health needs, promotes wellbeing and helps pupils develop the skills they need to be successful in school and beyond.

The six principles of nurture underpin our approach to supporting pupils and developing positive relationships:

- **Safety** – The classroom offers a safe base where pupils feel secure, valued and supported.
- **Wellbeing** – Nurture is important for the development of emotional wellbeing and positive mental health.
- **Language** – Language is a vital means of communication and enables pupils to express their thoughts, feelings and needs.
- **Transitions** – Transitions are significant events in children and young people's lives and may require additional support.
- **Learning** – Children's learning is understood developmentally, recognising that pupils develop at different rates and may require personalised support.
- **Behaviour** – All behaviour is communication and should be understood within the context of the individual's needs, experiences and circumstances.

Newton Bridge Academy **Relationship Support Policy**

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Through a nurturing approach, Newton Bridge Academy seeks to develop positive relationships, promote emotional wellbeing and provide the support pupils need to engage, achieve and reach their potential.

3 - LEARNING ENVIRONMENT

The learning environment plays a vital role in supporting pupils' wellbeing, engagement and readiness to learn. We recognise that many pupils require individual adaptations, structure and predictability in order to feel safe, regulated and able to access learning successfully.

Our approach is guided by the **4 Ps**:

- **People** – positive relationships, supportive staff and a strong understanding of individual needs.
- **Place** – safe, calm and well-organised learning environments.
- **Provision** – personalised support, resources and reasonable adjustments.
- **Practice** – consistent approaches that promote engagement, regulation and successful learning.

We understand that pupils are most successful when they feel comfortable with the people, spaces and routines around them. As a result, environmental adjustments may be made for individuals, groups or classes to support learning, emotional regulation and wellbeing.

Learning environments will, where appropriate:

- Provide clearly defined learning spaces and areas for teaching and learning.
- Minimise unnecessary distractions and sensory overload.
- Promote calm, safety and predictability.
- Celebrate achievement, success and individual strengths.
- Include visual supports, timetables and communication aids where required.
- Provide opportunities and spaces for regulation and reflection.
- Maintain clear and safe routes throughout the environment.
- Reflect the individual needs of pupils through appropriate resources, adaptations and reasonable adjustments.

Regular review of learning environments helps ensure that they remain safe, supportive and responsive to the changing needs of pupils and continue to promote positive engagement, wellbeing and successful learning.

	Pupil needs	Principles	Physical environment	Practice
Formal	- Receptive language and social communication difficulties - Difficulties generalising	- The provision is set up to allow pupils to follow the formal curriculum, however there	- Alternative seating - Timetables that are accessible for all - Storage spaces clearly labelled to prompt independence. - Possible individual workstations	- Accessible communication approach for all learners. - Adults model professional working behaviours.

	- /understanding abstract concepts. - Developing emotional literacy skills. - Potential sensory preference or aversions.	may be both individual and environmental adjustments necessary to ensure that learners can do so in a way that works for them as individuals.	- Calm colour schemes and accessories to displays. - Tables that arranged to facilitate individual and group work.	- 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	- Delay in attention and focus. - Difficulty in memory and sensory processing - Delay in expressive and receptive communication difficulties but growing vocabulary	- The provision is adapted so that pupils are able to access a blend of functional learning and develop their interpersonal skills in a safe environment.	- Alternative and adapted seating - Visual class and individual timetables that are accessible for all - Storage spaces clearly labelled using agreed dual coding. - Individual workstations - Calm colour schemes and accessories to displays. - Table arrangements to allow for carousel learning.	- Total communication approach - Adults will be working to support increased attention and independence for all tasks in small groups or individually. - Provide processing time and sabotage opportunities to develop independent thinking. - Adults to provide effective transactional supports for transitions.
Informal	- Sensory aversions such as noise sensitivities as well as sensory preferences e.g. the desire to climb, have tactile objects. - Emotional regulation difficulties.	- The provision needs to be highly adapted so that children can safely navigate the space and build on their independent skills.	- 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.	- 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	- Multi-sensory impairment - Complex medical / health needs requiring specialist input. - Complex mobility / physical difficulties. - Personal / intimate care needs	- The provision needs to be a personalised provision that celebrates pupil's achievements in the moment.	- 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.	- 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.
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4 - INTRINSIC AND EXTRINSIC MOTIVATION

We recognise that pupils are motivated by different things and that a personalised approach is often the most effective way to encourage engagement, learning and positive behaviour. For this reason, Newton Bridge Academy does not operate a whole-school rewards system. Instead, motivation and recognition are tailored to the individual needs, interests and developmental stage of each pupil.

Our aim is to help pupils develop intrinsic motivation by celebrating success, building confidence, developing positive relationships and supporting pupils to take pride in their achievements. Where appropriate, extrinsic motivators may also be used to support engagement, reinforce positive behaviours and encourage progress towards individual goals.

Approaches vary across pathways to reflect the needs of the pupils:

Formal Pathway

Pupils may access systems such as Class Dojo or other reward systems that encourage delayed gratification and support pupils to work towards agreed rewards and personal goals.

Semi-Formal Pathway

Pupils may use token, exchange or personalised reward systems which provide a concrete recognition of achievement and support understanding of success over time.

Informal Pathway

Pupils are supported through immediate reinforcement, personalised motivators and highly engaging activities which recognise and celebrate positive engagement, communication and achievements.

Pre-Formal Pathway

Pupils are supported through highly motivating sensory experiences, preferred activities and positive interactions which encourage engagement, communication, exploration and a sense of self.

All motivational systems are reviewed regularly to ensure they remain meaningful, age-appropriate and effective for the individual pupil.

5 - SETTING EXPECTATIONS AND BOUNDARIES

Staff work within a framework of gradual and graded responses to reduce the likelihood of behaviours escalating. Our approach focuses on prevention, co-regulation, de-escalation and positive behaviour support, with the vast majority of interventions taking place before a situation reaches crisis point.

We recognise that pupils need clear expectations, consistent boundaries and predictable routines in order to feel safe and be successful. Expectations are taught, modelled and reinforced through positive relationships and consistent adult practice.

We understand that pupils have different needs, abilities and developmental levels. Whilst our ethos, values and expectations remain consistent, the support provided will be personalised to reflect each pupil's individual needs, communication style, Education, Health and Care Plan (EHCP), Pupil Profile and, where appropriate, Smart Plan.

A range of approaches may be used across the school to support understanding and engagement, including visual supports, structured routines, now and next boards, first/then approaches, TEACCH principles and personalised communication strategies.

Classrooms and learning environments will provide clear visual reminders of expectations in a format that is meaningful and accessible to pupils. This may include class charters, visual symbols, social stories, communication aids or individualised support resources.

All staff are expected to model positive behaviour, communicate respectfully, maintain consistent boundaries and support pupils to make positive choices. Through this approach, pupils are supported to develop independence, self-regulation and an understanding of the expectations required to be successful in school and beyond.

6 - PLANNING FOR BEHAVIOUR

All pupils have an individual Pupil Profile, which provides key information about their strengths, needs, communication preferences and the support required for them to be successful. Where additional support is required, pupils may also have a Smart Plan and associated risk assessments.

Prior to admission, information is gathered from families, professionals and previous settings to develop an understanding of the pupil's strengths, needs, interests, motivators, communication methods and potential triggers. This information helps staff to plan proactively and provide appropriate support from the outset. Staff are trained to identify and understand the factors which may influence behaviour, including communication needs, sensory differences, medical needs, emotional wellbeing and environmental factors. Staff are encouraged to identify both early signs of dysregulation and potential triggers so that support can be provided at the earliest opportunity.

Behaviour Smart is Newton Bridge Academy's designated system for recording, monitoring and analysing behaviour incidents. Behaviour data is reviewed regularly by leaders to identify trends, evaluate the effectiveness of interventions and inform support planning for individual pupils, classes and cohorts.

Where concerns arise regarding a pupil's behaviour, the class team will work collaboratively with the Inclusion Team and other relevant professionals to identify appropriate strategies and support. Where required, a Smart Plan will be developed to ensure a consistent and personalised approach.

Using a plan, do, review approach, pupil profiles, Smart Plans and risk assessments are reviewed regularly to monitor progress, evaluate the effectiveness of support and identify any additional interventions that may be required.

Where appropriate, advice and support may be sought from external professionals to further enhance understanding and ensure that support strategies remain effective and responsive to the pupil's needs.

7 - RESPONDING TO BEHAVIOURS THAT CHALLENGE

7.1 - Graduated Approach

Our approach to behaviours of concern is based on understanding, support and de-escalation. Staff are expected to recognise, respond to, record and report behaviours in line with Newton Bridge Academy's Behaviour Smart procedures. The classification of behaviour incidents supports consistent responses, recording, monitoring and analysis across the school.

Behaviour incidents are categorised as **Low, Medium or High** level on Behaviour Smart. These categories support staff to identify the level of risk presented, ensure incidents are appropriately recorded and inform any required support, review or intervention.

Low Level Behaviour

Low level behaviours are typically managed by the class team and may include refusal to follow instructions, disengagement from learning, misuse of equipment, low-level disruption, verbal frustration or walking away from activities.

These behaviours are supported through positive relationships, reassurance, emotion coaching, redirection, environmental adjustments and other de-escalation strategies. Low level incidents should be recorded on Behaviour Smart where appropriate and where patterns of behaviour may require monitoring or additional support.

Medium Level Behaviour

Medium level behaviours may include significant disruption to learning, verbal aggression, threatening behaviour, attempts to damage property, persistent refusal or behaviours that impact on the wellbeing, safety or learning of others.

Staff will continue to use proactive and de-escalation strategies whilst considering environmental adaptations, sensory support, changes of adult and other personalised approaches identified within the pupil's Pupil Profile, Smart Plan or risk assessment. Medium level incidents should be recorded on Behaviour Smart and reviewed by appropriate staff.

High Level Behaviour

High level behaviours present a significant risk to the pupil, other pupils, staff or property and may include physical aggression, self-injurious behaviour, serious damage to property, attempts to abscond where there is significant risk or behaviour presenting an immediate risk of harm.

The priority during high level incidents is to maintain safety whilst supporting the pupil to regain regulation. Additional staff and leaders may be required to provide support. Staff will continue to use de-escalation strategies wherever possible and will only consider physical intervention when it is necessary, reasonable, proportionate and there is no safe and realistic alternative available.

All high-level incidents must be recorded on Behaviour Smart and reviewed by leaders. Where appropriate, Smart Plans, risk assessments and support strategies will be reviewed following the incident.

7.2 - On call support

Newton Bridge Academy operates an on-call system to ensure that staff can access immediate support when required. The purpose of the on-call system is to provide additional assistance, reduce risk, support de-escalation and maintain the safety and wellbeing of all pupils and staff.

Staff are expected to use their knowledge of the pupil, Pupil Profile, Smart Plan and risk assessments to respond proactively and confidently to behaviours of concern. Wherever possible, behaviours should initially be managed by classroom staff, supported by colleagues within the classroom or neighbouring classes. Newton Bridge Academy seeks to empower staff to use their professional judgement, positive relationships and de-escalation skills before requesting additional support.

Where further assistance is required, staff may access support through the Inclusion Team, Team Huddles, neighbouring classrooms or the on-call system. The purpose of this support is to provide additional capacity, offer guidance, support decision-making and assist with regulation and risk reduction.

Support may include:

- Advice and guidance from colleagues or leaders.
- A change of face or approach.
- Additional adult support.
- Assistance with co-regulation and de-escalation.
- Supporting a pupil to access an alternative environment or regulation space.
- Supporting the safe continuation of learning for other pupils.
- Assistance with dynamic risk assessment and decision-making.

Where appropriate, pupils may be supported to move to a different environment to help them regulate using agreed strategies identified within their Pupil Profile, Smart Plan or risk assessment.

In exceptional circumstances, where there is a significant risk to the safety of pupils or staff, a decision may be made to evacuate an area or classroom. Any such decision will be based on a dynamic risk assessment and will be proportionate to the level of risk presented.

The aim of all support is to maintain safety, reduce risk, support regulation and enable pupils to return successfully to learning as soon as possible.

7.3 - Root cause analysis

Understanding the root cause of behaviour is essential to providing effective support and achieving long-term positive outcomes. Whilst behaviour may be the presenting concern, staff will seek to understand the underlying factors which may be influencing or contributing to the behaviour.

When reviewing behaviours of concern, staff will consider a range of possible factors and work collaboratively with parents/carers and other professionals to develop an understanding of the pupil's needs. This may include reviewing information from Behaviour Smart, Pupil Profiles, Smart Plans, risk assessments and other relevant records.

Possible factors to consider may include:

- Unmet physical needs, such as hunger, thirst, illness, pain, fatigue or medication changes.
- Unmet sensory needs or sensory overload.
- Communication needs or difficulties expressing wants, needs, feelings or frustrations.
- Emotional wellbeing, anxiety, stress or mental health needs.
- Trauma, attachment difficulties or adverse life experiences.
- Social difficulties, peer relationships or changes in routine.
- Environmental factors, including noise, transitions, expectations or demands.
- Hormonal, developmental or medical factors.
- Safeguarding concerns or potential risks of harm.

Staff will use a range of assessment, observation and review processes to identify patterns, triggers and potential causes of behaviour. The aim is not simply to respond to behaviour when it occurs, but to understand why it is happening and identify strategies that reduce the likelihood of future incidents.

Where required, support may be sought from the Wellbeing Team, parents/carers and external professionals to ensure that interventions are appropriate, effective and responsive to the pupil's individual needs.

7.4 - Consequences

Consequences should be meaningful, proportionate and directly linked to the behaviour. They should help pupils understand the impact of their actions, repair relationships where appropriate and develop the skills needed to respond differently in the future.

Consequences must not be punitive or intended to shame a pupil. Staff must consider the pupil's individual needs, communication, developmental understanding, emotional regulation, Pupil Profile, Smart Plan and risk assessments.

Staff are empowered to use their professional judgement when responding to incidents. Responses may include:

- A restorative conversation at an appropriate time.
- Supporting the pupil to repair a relationship.
- Supporting the pupil to put something right or contribute to repairing damage, where appropriate.
- Completing missed learning at a suitable time.
- A temporary change to an activity, environment or level of supervision.
- Reviewing the pupil's support strategies, reasonable adjustments, Smart Plan or risk assessments.
- Seeking further support from the Inclusion Team, leaders or external professionals.

All incidents that meet Newton Bridge Academy's reporting criteria must be categorised as low, medium or high-level behaviour and recorded accurately on Behaviour Smart. Records must include the behaviour observed, the circumstances surrounding the incident, the actions taken and any required follow-up.

Where an incident raises a safeguarding concern, an additional record must be made on CPOMS in accordance with the Safeguarding and Child Protection Policy. Parents and carers will be informed where appropriate, taking account of the nature, seriousness and frequency of the incident.

Where concerns continue despite appropriate support, Newton Bridge Academy may consider further assessment, additional reasonable adjustments, multi-agency involvement, a review of provision, suspension or, in exceptional circumstances, permanent exclusion. Any suspension or permanent exclusion will be considered in accordance with sections 10.2 and 10.3 of this policy and current statutory guidance.

8 - DUTY OF CARE

8.1 - Searching, Screening and Confiscation

Newton Bridge Academy follows the Searching, Screening and Confiscation in Schools guidance and will ensure that any search, screening or confiscation is carried out lawfully, respectfully and with consideration for a pupil's age, communication needs, SEND and individual circumstances.

The Headteacher and authorised members of staff may search a pupil or their possessions where there are reasonable grounds to suspect that they may have a prohibited item. Prohibited items include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarettes, cigarette papers and vaping products.
- Fireworks.
- Pornographic images.
- Any item that has been, or is likely to be, used to commit an offence, cause injury or damage property.
- Any item identified as prohibited within Newton Bridge Academy's rules and procedures.

Staff should seek the pupil's cooperation before carrying out a search and explain the reason for the search in a way that is appropriate to the pupil's level of understanding and communication needs.

A search should normally be carried out by an authorised member of staff of the same sex as the pupil, with another member of staff present as a witness. A pupil must not be required to remove clothing other than outer clothing such as a coat, jacket, gloves, hat or footwear. Where a more intrusive search is considered necessary, the police will be contacted and safeguarding procedures followed.

Reasonable force may only be used where permitted by law and where it is necessary, reasonable and proportionate in the circumstances. Any use of force associated with a search will be recorded in accordance with Newton Bridge Academy's procedures.

Newton Bridge Academy may use screening tools, including handheld metal-detecting wands, where appropriate. Screening arrangements will be implemented in a manner that is safe, proportionate and sensitive to the needs of the pupil.

Where routine bag checks form part of an agreed safety arrangement for an individual pupil, this will be clearly identified within the pupil's risk assessment, Pupil Profile and/or Smart Plan. Such arrangements will be based on assessed risk, be proportionate to the identified concern and reviewed regularly.

Routine bag checks may be carried out daily where this has been agreed as part of a pupil's support arrangements. Staff conducting the check must record that the check has taken place and sign the relevant record to confirm completion.

Routine bag checks do not require recording on CPOMS. However, where an ad hoc search is undertaken as a result of a concern, suspicion, safeguarding matter or specific incident, the search must be recorded on Behaviour Smart. Where the search identifies or raises a safeguarding concern, an additional record must also be completed on CPOMS in line with the Safeguarding and Child Protection Policy.

Parents/carers will be informed of searches and their outcomes as soon as reasonably practicable. Parents/carers will also be informed of any agreed routine search arrangements and involved in reviews where appropriate.

Any prohibited item found during a search will be confiscated, retained, disposed of or passed to the police as appropriate and in accordance with current guidance and safeguarding procedures.

9 - RESTRICTIVE INTERVENTIONS

9.1 Definition

Newton Bridge Academy follows the Department for Education guidance, Restrictive Interventions, including the Use of Reasonable Force, in Schools, effective from 1 April 2026.

A restrictive intervention is an action that prevents, restricts or limits a pupil's movement or freedom to act independently. Restrictive interventions may involve physical or non-physical actions and may be planned or used in response to an immediate incident.

Newton Bridge Academy is committed to minimising the use of restrictive interventions through positive relationships, proactive planning, communication, co-regulation, environmental adjustments and de-escalation.

Any restrictive intervention must be:

- Lawful.
- Necessary.
- Reasonable and proportionate to the level of risk.
- The least restrictive option reasonably available.
- Used for the shortest possible time.
- Used in the best interests of safety.
- Never used as a punishment or to cause pain, fear or humiliation.

Restrictive interventions may include physical restraint, non-physical restraint, seclusion, mechanical restraint or chemical restraint. Further information regarding physical intervention and reasonable force is provided in section 9.5 and Newton Bridge Academy's Restrictive Intervention Policy.

9.2 – Mechanical

Mechanical restraint means using equipment or a device to prevent, restrict or limit a pupil's movement.

Specialist equipment such as wheelchairs, standing frames, walking frames, supportive seating, harnesses, lap belts, wrist straps or protective equipment is not automatically a form of restraint. Where equipment is used for an assessed therapeutic, medical, postural or mobility purpose, in accordance with professional advice, it forms part of the pupil's agreed provision.

Equipment may amount to mechanical restraint where its purpose or effect is to prevent or significantly restrict a pupil's movement beyond what is required to meet their assessed therapeutic, medical or safety needs.

Any specialist equipment must:

- Be recommended or supported by an appropriately qualified professional.
- Be used in accordance with the manufacturer's instructions and professional guidance.
- Be clearly identified within the pupil's relevant plans and risk assessments.
- Be the least restrictive option available.
- Be subject to regular review.
- Preserve the pupil's dignity, safety and wellbeing.
- Take account of the pupil's views, wishes and communication needs.

Any incident where equipment is used as a restrictive intervention must be recorded, reported and reviewed in line with Newton Bridge Academy's Restrictive Intervention Policy.

9.3 – Chemical

Chemical restraint means using medication principally to control or subdue a pupil's behaviour rather than to treat a diagnosed physical or mental health condition.

Medication prescribed to treat a diagnosed condition, including medication for attention deficit hyperactivity disorder or a diagnosed mental health condition, is not automatically chemical restraint when it is administered for its prescribed therapeutic purpose.

Newton Bridge Academy does not use medication as a behaviour management strategy. Staff will only administer medication that has been prescribed or authorised by an appropriate healthcare professional and will do so in accordance with Newton Bridge Academy's Supporting Pupils with Medical Conditions Policy and medication procedures.

Staff must not alter the dosage, timing or purpose of prescribed medication in order to control a pupil's behaviour unless this has been specifically directed by an authorised healthcare professional and is supported by an appropriate clinical plan.

Any concerns regarding medication, its effectiveness or possible side effects will be shared with parents/carers and relevant healthcare professionals. Emergency medication will be administered only in accordance with the pupil's agreed healthcare plan and prescribed instructions.

9.4 – Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined in a place away from others and preventing them from leaving. This may involve physical obstruction, blocking an exit or making the pupil believe that they are not permitted to leave.

Seclusion is different from a pupil choosing to use a quiet or regulation space while remaining free to leave. A pupil using a regulation space voluntarily must understand that they may leave and must not be prevented from doing so.

Seclusion must never be used:

- As a punishment or disciplinary sanction.
- To enforce compliance.
- Because staffing arrangements are inadequate.
- For longer than is necessary to manage the immediate risk.
- In a way that leaves a pupil without appropriate observation, support or access to help.

Newton Bridge Academy does not use planned seclusion as part of its routine behaviour support. Staff must not lock a pupil in a room, hold a door closed or otherwise prevent a pupil from leaving unless an immediate and exceptional emergency makes such action necessary, reasonable and proportionate to prevent harm.

Where an incident meets the definition of seclusion, staff must:

- Alert a senior leader immediately.
- Maintain appropriate observation and support.
- End the seclusion as soon as the immediate risk has reduced.
- Consider the pupil's physical and emotional wellbeing.
- Record the incident on Behaviour Smart as soon as reasonably practicable and normally before the end of the school day.
- Contact the pupil's parent/carers by telephone on the same day.
- Send a follow-up Restrictive Intervention Notification email.
- Review the pupil's Pupil Profile, Smart Plan and risk assessments.
- Consider whether safeguarding, medical or multi-agency follow-up is required.

Any planned use of seclusion would require senior leadership oversight, a clear legal basis, professional advice and full consideration of the pupil's human rights, SEND, communication needs and individual circumstances.

9.4.1 - Quiet Spaces

Quiet spaces are available throughout Newton Bridge Academy to support pupils to regulate, reduce anxiety and re-engage with learning. Quiet spaces are intended to provide a safe and supportive environment where pupils can access strategies that help them manage their emotions, sensory needs and wellbeing.

Pupils are encouraged to access quiet spaces independently where appropriate as part of their individual self-regulation strategies. Staff will monitor the use of quiet spaces to ensure they are being used effectively and remain a positive support rather than a means of avoidance.

Where appropriate, staff may support pupils through co-regulation whilst using a quiet space. This may include, but is not limited to:

- Reassurance and emotional support.
- Sensory regulation strategies.
- Personalised regulation resources.
- Help hugs, where identified within a pupil's support plans and delivered in line with Team Teach guidance.
- Supporting communication and emotional expression.

- Distraction, redirection and engagement in preferred activities.
- Gradual support to return to learning.

The use of a quiet space is voluntary and pupils must remain free to leave unless there is an immediate safety concern that requires intervention. Quiet spaces are not seclusion and must never be used as a punishment or disciplinary consequence.

Where a pupil regularly requires access to a quiet space, this should be reflected within their Pupil Profile, Smart Plan and/or risk assessment to ensure a consistent and effective approach across the school.

9.5 – Physical

Definition: Physical intervention is any form of supportive physical contact used to guide, assist, protect or support a pupil. This may include helping a pupil move safely, providing reassurance, supporting transitions or using agreed Team Teach techniques that do not significantly restrict a pupil's movement.

Restrictive Physical Intervention (RPI) is a form of physical intervention where a pupil's movement is intentionally restricted in order to prevent injury to themselves or others, prevent serious damage to property, prevent a criminal offence or prevent serious disorder. Restrictive physical intervention should only be used where it is necessary, reasonable and proportionate and where there is no safe and realistic alternative available.

Physical intervention forms only a small part of Newton Bridge Academy's overall approach to behaviour support. Our primary focus is on positive relationships, communication, proactive support, co-regulation and de-escalation. Staff are expected to use preventative and de-escalation strategies wherever possible before considering physical intervention.

Staff have a duty to take reasonable action to protect pupils, staff and visitors from harm and to maintain a safe learning environment. In certain circumstances, this may require staff to use physical intervention or restrictive physical intervention to prevent injury, serious damage to property, a criminal offence or serious disorder.

Any physical intervention or restrictive physical intervention must:

- Be lawful, necessary, reasonable and proportionate.
- Use the minimum force necessary.
- Be used for the shortest time possible.
- Be in the best interests of maintaining safety.
- Preserve the dignity, wellbeing and rights of the pupil wherever possible.
- Never be used as a punishment, sanction or to deliberately cause pain, fear or humiliation.

All physical interventions and restrictive physical interventions must be recorded on Behaviour Smart. Records should include the circumstances leading to the incident, actions taken, staff involved, outcomes and any follow-up actions required.

Following any restrictive physical intervention, parents/carers will be contacted by telephone on the same day wherever reasonably practicable. A follow-up Restrictive Intervention Notification email will also be sent and recorded on Behaviour Smart.

Further guidance relating to the use, recording, reporting and review of physical interventions and restrictive physical interventions can be found within Newton Bridge Academy's Restrictive Intervention Policy.

9.5.1 - Team Teach

The vast majority of staff are trained in Team Teach Level 2. Team Teach is a holistic approach to behaviour support that prioritises positive relationships, communication, co-regulation, de-escalation and the reduction of risk. Restrictive physical intervention is used only as a last resort and forms a small part of the overall Team Teach approach.

Team Teach is a nationally recognised accredited training programme that supports staff to respond safely, respectfully and proportionately to behaviours of concern, whilst maintaining the dignity, wellbeing and safety of pupils.

Newton Bridge Academy has four accredited Team Teach trainers, enabling the school to provide high-quality in-house training, refresher training and ongoing support to staff. This helps ensure that Team Teach principles remain embedded in daily practice and that staff maintain the skills and confidence required to support pupils safely and effectively.

All staff are expected to apply Team Teach principles within their daily practice and to seek support and guidance from trained colleagues and leaders when required.

Team Teach training and practice at Newton Bridge Academy is underpinned by the Department for Education guidance, Restrictive Interventions, including the Use of Reasonable Force, in Schools (effective from 1 April 2026). Newton Bridge Academy seeks to minimise the use of restrictive interventions through proactive support, early intervention, co-regulation and de-escalation wherever possible

9.5.2 - Physical Intervention

Newton Bridge Academy follows the Department for Education guidance, Restrictive Interventions, including the Use of Reasonable Force, in Schools, effective from 1 April 2026. The legal power for members of school staff to use reasonable force in limited circumstances is provided by section 93 of the Education and Inspections Act 2006.

Newton Bridge Academy is committed to minimising the need for physical intervention through positive relationships, proactive planning, communication, co-regulation, early intervention and de-escalation. Physical intervention will only be used where it is lawful, necessary, reasonable and proportionate, and where there is no less restrictive and reasonably practicable alternative available.

Staff may use reasonable force to prevent or stop a pupil from:

- Causing injury to themselves, another pupil, member of staff or visitor
- Committing a criminal offence
- Causing serious damage to property
- Engaging in, or attempting to engage in, physical assault or fighting
- Absconding where this places the pupil or others at significant risk
- Causing serious disorder among pupils at Newton Bridge Academy
- Engaging in behaviour that presents an immediate risk to the safety, welfare or education of themselves or others.

Each situation will be assessed individually. The use of reasonable force will always be based on the specific circumstances, level of risk and the principles of necessity, reasonableness and proportionality.

Physical intervention must never be used as a punishment or solely to secure compliance where there is no lawful justification. Verbal threats, refusal, disruption, absconding or damage to property will not

automatically justify physical intervention. Staff must assess the circumstances and determine whether intervention is necessary and proportionate to the immediate risk presented.

Before using physical intervention, staff should, wherever reasonably practicable:

- Use the pupil's individual profile, Smart Plan and risk assessments to inform their response
- Take account of the pupil's communication needs, developmental understanding, sensory needs, SEND and any identified reasonable adjustments
- Use proactive, preventative and de-escalation strategies
- Allow appropriate time and space for the pupil to regulate
- Consider less restrictive alternatives
- Seek support from another Team Teach-trained member of staff where possible.

Staff must carry out a dynamic risk assessment before and throughout any physical intervention. Only the minimum force necessary may be used, and any intervention must continue for the shortest time required to maintain safety. As soon as the immediate risk has reduced, the intervention must be reduced or ended.

Where possible, two Team Teach-trained members of staff should be present during a planned or foreseeable physical intervention. However, staff may need to act immediately in an emergency to prevent injury, a criminal offence, damage to property or disorder. The absence of a second trained member of staff must not prevent an appropriate emergency response.

Pupils must not be restrained in a way that affects their airway, breathing or circulation. This includes covering the mouth or nose or applying pressure to the neck or abdomen. Interventions on the ground carry increased risk and should be avoided wherever possible. If a pupil is unintentionally held on the ground, staff must release or reposition the pupil into a safer position as quickly as possible

Following an intervention, the pupil and staff involved will receive appropriate support. Where appropriate, the incident will be discussed with the pupil in a way that reflects their communication needs and developmental understanding. The pupil's individual profile, Smart Plan and risk assessments will be reviewed and updated where necessary.

All physical interventions and restrictive physical interventions will be recorded on Behaviour Smart as soon as reasonably practicable and normally by the end of the school day.

Following every restrictive intervention, parents/carers will be contacted by telephone on the same day unless an exceptional safeguarding reason prevents this. A follow-up Restrictive Intervention Notification email will also be sent. The contact with parents/carers and the written notification will be recorded on Behaviour Smart.

Further information regarding the use, recording, reporting and review of physical and restrictive interventions is contained within Newton Bridge Academy's Restrictive Intervention Policy.

9.5.3 - Use of Reasonable Force

Newton Bridge Academy follows the Department for Education guidance, Restrictive Interventions, including the Use of Reasonable Force, in Schools, effective from 1 April 2026. This guidance replaces the previous Use of Reasonable Force guidance published in 2013.

Reasonable force means using no more force than is necessary and for the shortest amount of time required in the circumstances. The use of reasonable force must always be lawful, necessary, reasonable and proportionate to the level of risk presented.

Every reasonable effort will be made to use Team Teach principles, including positive relationships, communication, co-regulation, proactive support and de-escalation, before reasonable force is considered.

However, staff may need to act immediately where delaying intervention would place the pupil or another person at increased risk.

When using reasonable force, staff must:

- Use no more force than is necessary
- Use force for the shortest possible time
- Continually assess the level of risk and reduce or end the intervention as soon as it is safe to do so
- Take account of the pupil's individual profile, communication needs, developmental understanding, Smart Plan, risk assessments, SEND and reasonable adjustments wherever practicable
- Preserve the pupil's dignity and wellbeing
- Use force only for a lawful purpose
- Never use force as a punishment or to cause pain, fear or humiliation.

Pupils must not be restrained in a way that affects their airway, breathing or circulation. Staff must not cover a pupil's mouth or nose or apply pressure to the neck or abdomen. Interventions on the ground carry increased risk and should be avoided wherever possible.

Any use of reasonable force that goes beyond appropriate physical contact will be treated as a significant incident and recorded and reported in accordance with Newton Bridge Academy's procedures and the statutory requirements of the Department for Education guidance.

9.5.4 - Recording/Reporting restrictive physical intervention (RPI)

All restrictive physical interventions and significant incidents involving the use of force will be recorded on Behaviour Smart as soon as reasonably practicable and normally before the end of the school day. Records must be factual, accurate and provide sufficient detail regarding the incident, the interventions used, the reasons for those interventions and the outcome. Newton Bridge Academy will record and report restrictive interventions in accordance with the Restrictive Interventions, including the Use of Reasonable Force, in Schools guidance effective from 1 April 2026.

All staff involved in, or witnessing, the incident must contribute to the record where appropriate and review the completed report before leaving the school site on the day of the incident wherever reasonably practicable. Where this is not possible, the record must be reviewed and completed at the earliest opportunity. Failure to complete or contribute to incident records without a reasonable explanation may be managed in accordance with Newton Bridge Academy's Disciplinary Policy.

Parents/carers will be informed of every restrictive physical intervention on the same day wherever reasonably practicable. Initial contact will normally be made by telephone. A follow-up Restrictive Intervention Notification email will then be sent to provide a written record of the incident and the actions taken by Newton Bridge Academy.

Where a pupil has an allocated Social Worker, is looked after, or is supported by other relevant professionals, information will be shared in accordance with statutory guidance, safeguarding procedures and the individual needs of the pupil.

Following a significant restrictive physical intervention, an appropriate debrief and review will take place. Consideration will be given to the pupil's individual profile, Smart Plan, risk assessments, reasonable adjustments and any additional support required to reduce the likelihood of future incidents.

9.5.5 - Post Incident

Following any significant incident, appropriate support will be offered to all those involved. The purpose of the post-incident process is to promote learning, reflection, wellbeing and the ongoing development of effective support strategies.

A debrief should take place as soon as reasonably practicable, taking into account the emotional state, communication needs and developmental understanding of those involved. Pupils and staff should be given sufficient time to regulate before any restorative discussion takes place.

The post-incident process provides an opportunity to:

- Reflect on what happened and why.
- Consider the views and experiences of those involved.
- Identify any triggers, contributing factors or unmet needs.
- Review the effectiveness of the strategies used.
- Consider alternative approaches for future situations.
- Repair relationships where appropriate.
- Identify any support required for pupils or staff.
- Inform future planning and risk reduction strategies.

Following significant incidents, relevant documentation may be reviewed and updated, including the pupil's Pupil Profile, Smart Plan, risk assessments and any reasonable adjustments in place.

Where appropriate, parents/carers and relevant professionals will be involved in the review process to ensure a consistent and supportive approach.

The aim of the post-incident process is not to apportion blame, but to support learning, improve outcomes, strengthen relationships and reduce the likelihood of future incidents.

9.5.6 – Recovery

Recovery should only take place when the pupil is sufficiently calm, regulated and able to engage meaningfully. Staff must take account of the pupil's communication needs, developmental understanding, emotional state and individual circumstances before any restorative or reflective discussion takes place. Pupils should be given appropriate opportunities to express their thoughts, feelings and experiences following an incident. A range of approaches may be used to support this, including:

- Emotion coaching
- Social stories
- Visual supports
- Communication aids
- Symbol-based systems
- AAC devices
- Other personalised communication approaches

The purpose of recovery is to support understanding, emotional regulation, relationship repair and future success. Where appropriate, pupils should be supported to reflect on what happened, consider the impact of their actions and identify strategies that may help them manage similar situations in the future.

Recovery should always be supportive, restorative and focused on learning. It should never be punitive or used to shame a pupil.

Where appropriate, outcomes from the recovery process should inform future planning, including updates to the pupil's Pupil Profile, Smart Plan, risk assessments and support strategies.

9.5.7 - Restorative Practice

Effective restorative practice supports pupils to understand the impact of their actions on themselves and others. It focuses on repairing relationships, rebuilding trust and helping pupils learn from their experiences.

Restorative practice separates the behaviour from the individual, recognising that whilst certain behaviours may not be acceptable, every pupil remains valued, respected and supported.

Restorative approaches are used, where appropriate, to help pupils understand the impact of their actions, develop empathy, take responsibility and repair harm caused to others. Restorative practice forms part of everyday life at Newton Bridge Academy and is used to support positive relationships, emotional development and post-incident learning.

Restorative conversations should only take place when a pupil is sufficiently calm, regulated and able to engage meaningfully. Staff must take account of the pupil's communication needs, developmental understanding and emotional state before beginning any restorative discussion.

Wherever possible, staff should work within the "with" approach, providing high levels of support, encouragement and nurture alongside clear expectations and consistent boundaries. Staff should model respectful, positive and professional relationships at all times.

When using restorative approaches, staff may use questions such as:

- What happened?
- What were you thinking or feeling at the time?
- What have your thoughts been since?
- Who has been affected by what happened?
- How have they been affected?
- What could be done to make things right?
- What could you do differently next time?
- What support might help you be successful in a similar situation?

Restorative practice should support learning, understanding and relationship repair. It should never be used to shame, blame or punish a pupil. Where appropriate, outcomes from restorative discussions may inform future support strategies, Smart Plans, risk assessments and reasonable adjustments.

9.5.8 - Monitoring

The Behaviour Lead will regularly analyse Behaviour Smart data to identify trends, patterns, emerging concerns and areas of good practice. This information will be used to inform pupil support planning, staff training, risk management, resource allocation and school improvement.

Behaviour Smart reports will be reviewed by Inclusion Mentors and Senior Leaders to monitor the frequency and nature of behaviour incidents, physical interventions, restrictive physical interventions, suspensions and exclusions. Where patterns are identified, appropriate action will be taken to review support strategies, Smart Plans, risk assessments and provision.

Leaders will use this information to evaluate the effectiveness of interventions, identify pupils requiring additional support and monitor the impact of behaviour and relationship support approaches across the school.

Restrictive physical intervention, suspension and exclusion data will be reported to the Local School Board by the Headteacher and shared with the Trust Board through the Director of Education. Data will be used to support governance oversight, ensure accountability and monitor the school's effectiveness in reducing the need for restrictive interventions.

This aligns nicely with the new DfE expectation around using behaviour and restrictive intervention data to monitor trends and reduce future interventions.

10 - FORMALISED CONSEQUENCES

10.1 - Post incident learning

Where appropriate, post-incident learning should take place as soon as practicable following an incident to ensure that learning is meaningful, relevant and linked to the behaviour. Staff must take account of the pupil's emotional state, communication needs, developmental understanding and readiness to engage before any post-incident learning takes place.

The purpose of post-incident learning is to help pupils understand the impact of their actions, develop self-awareness, repair relationships where appropriate and identify strategies that may support them in the future. Approaches should be supportive, restorative and educational rather than punitive.

Post-incident learning may take a variety of forms depending on the individual pupil and the nature of the incident. This may include restorative conversations, reflection activities, social stories, emotion coaching, communication-based activities or other personalised approaches.

In most cases, post-incident learning will take place during the school day. On occasion, and where appropriate, parents/carers may be asked whether a pupil can remain after school to complete a restorative or reflective activity. Any such arrangement will be reasonable, proportionate and focused on supporting positive outcomes for the pupil.

Post-incident learning should not be used as a punishment. Its purpose is to promote understanding, reflection, relationship repair and future success. Information gained through the process may be used to inform future support strategies, Smart Plans, risk assessments and reasonable adjustments where appropriate.

10.2 – Suspensions

Newton Bridge Academy follows the Department for Education statutory guidance, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement, effective from 26 July 2026.

Only the Headteacher may suspend a pupil. Any decision to suspend will be made on disciplinary grounds and must be lawful, rational, reasonable, fair and proportionate.

A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension may also apply to part of the school day. The legal requirements relating to suspension apply in all cases, including lunchtime suspensions.

A suspension cannot be extended or converted into a permanent exclusion. In exceptional circumstances, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension. Alternatively, a permanent exclusion may be issued following the original suspension. Any subsequent decision will be treated as a new decision and the appropriate statutory process will be followed.

Behaviour outside school may also be considered grounds for suspension where it falls within the scope of this policy.

Before deciding to suspend a pupil, the Headteacher will consider all relevant circumstances, including:

- The seriousness and circumstances of the incident
- The pupil's individual needs, communication and developmental understanding
- Whether appropriate provision, support and reasonable adjustments have been made
- Any known safeguarding concerns, trauma, care status or social worker involvement
- The support and interventions already provided

Newton Bridge Academy **Relationship Support Policy**

Published: Sept 2026

Review Date: Sept 2027

- The effectiveness of the pupil's profile, Smart Plan and risk assessments
- The impact of the behaviour on the safety, education and welfare of the pupil, other pupils and staff
- Whether additional support, an early or emergency review or multi-agency involvement is required
- Whether suspension is a proportionate response to the incident
- Information or evidence provided by the pupil, taking account of their age, understanding and communication needs.

Where possible, the pupil will be given an opportunity to explain what happened before a decision is made. This will be supported in a way that reflects the pupil's communication needs and level of understanding.

Newton Bridge Academy recognises that behaviour is often a form of communication. Every reasonable effort will be made to understand the behaviour, identify unmet needs, provide appropriate support and make reasonable adjustments. However, Newton Bridge Academy also has a duty to maintain a safe environment and protect the education, welfare and wellbeing of all pupils and staff.

Newton Bridge Academy will work with parents, the local authority and relevant professionals to consider whether additional support, alternative provision or a review of provision is required. Where appropriate, Newton Bridge Academy will request an early or emergency review of the pupil's Education, Health and Care Plan.

Unlawful or informal exclusions will not be used. Pupils will not be sent home to "cool off", placed on a part-time timetable as a disciplinary measure, or prevented from attending school without the appropriate lawful process being followed.

Parents and carers will be notified without delay of:

- The reason for the suspension
- The period of the suspension
- Their right to make representations to the Local School Board
- How representations should be made
- The arrangements for the pupil's education during the suspension
- Their legal responsibilities during the first five school days of the suspension.

The required information will also be provided to parents and carers in writing. The Local Authority, Local School Board, Social Worker and Virtual School Head will be notified where required by statutory guidance.

During the first five school days of a suspension, parents and carers must ensure that the pupil is not present in a public place during school hours without reasonable justification. Newton Bridge Academy will take reasonable steps to set work for the pupil during this period.

Where a pupil receives a suspension of more than five school days, suitable full-time education will be arranged from the sixth school day in accordance with statutory requirements.

The Headteacher may cancel a suspension that has not yet been considered by the Local School Board. Parents and carers, the Local School Board, the Local Authority and other relevant professionals will be notified without delay if a suspension is cancelled. The pupil will be permitted to return to Newton Bridge Academy without delay.

Following a suspension, Newton Bridge Academy will put in place a reintegration process appropriate to the pupil's needs. This will normally include:

- Giving the pupil an opportunity to reflect on the incident in an appropriate and supportive way
- Reviewing the circumstances that led to the suspension

Newton Bridge Academy **Relationship Support Policy**

Published: Sept 2026

Review Date: Sept 2027

- Reviewing the pupil's profile, Smart Plan and risk assessments reviewing the provision and reasonable adjustments in place
- Considering whether additional support or professional involvement is required
- Agreeing strategies to support a successful return
- Identifying actions to reduce the likelihood of a similar incident happening again.

A reintegration meeting may be arranged with the pupil and their parents or carers. A pupil's return to Newton Bridge Academy will not be delayed because a parent or carer is unable or unwilling to attend a reintegration meeting.

All suspensions will be formally recorded, reported and reviewed in accordance with current statutory guidance. The Local School Board will monitor patterns and trends, including the representation of pupils with SEND, pupils with a social worker, looked-after children and other vulnerable groups.

10.3 - Permanent exclusion

Only the Headteacher may permanently exclude a pupil.

A decision to permanently exclude a pupil should only be taken in response to a serious breach or persistent breaches of Newton Bridge Academy's Relationship Policy and where allowing the pupil to remain at Newton Bridge Academy would seriously harm the education or welfare of the pupil or others within the school community.

Permanent exclusion will only be used as a last resort. There may be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a pupil following a single serious incident.

Newton Bridge Academy recognises that behaviour is often a form of communication and may be associated with a pupil's identified special educational needs, disability, communication differences, sensory needs, trauma or social, emotional and mental health needs. Before making a decision to permanently exclude, the Headteacher will carefully consider the pupil's profile, communication needs, developmental understanding, Smart Plan, risk assessments, support already provided, reasonable adjustments made and any involvement from external professionals.

Newton Bridge Academy will always seek to understand the underlying causes of behaviour, identify unmet need and consider whether further support, multi-agency involvement, alternative approaches or a review of provision is required. However, Newton Bridge Academy also has a duty to maintain a safe environment and protect the welfare, safety and education of all pupils and staff.

Where permanent exclusion is being considered for a pupil with an Education, Health and Care Plan, Newton Bridge Academy will work closely with parents/carers, the Local Authority and relevant professionals and, where appropriate, request an early or emergency review of the Education, Health and Care Plan.

Where permanent exclusion is being considered for a looked after child, previously looked after child or a pupil with a Social Worker, Newton Bridge Academy will involve the relevant professionals in accordance with statutory guidance.

Parents/carers will be informed without delay of the decision and their rights under the statutory process. The Local School Board will consider any permanent exclusion in accordance with its statutory responsibilities.

All permanent exclusions will be recorded, reported and reviewed in accordance with current statutory guidance.

Appendix 1 - Sexualised Behaviour provision map

The below provision map is used when a child is presenting with behaviours that put themselves or other 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
- In some 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	• Sexually active and engaging in illegal and/or dangerous activities. • Inappropriate touch. • Inappropriate interactions with others. • Displaying adult themes or sexualised acts.	• 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.	• MACE • Operation insignia • Safety plan
4 Professional intervention	• Unhealthy relationships • Inappropriate use online • Sexualised language • Sexual fetishes • Sexualised ideology	• Risk of sexual exploitation/grooming. • Risk of criminal activity. • Risk of isolating self or others.	• CAMHs • Safety plan • Multi agency plan e.g. TAC/CIN • Parent learning -paceuk.info/for-parents/
3 Out of class intervention	• Unhealthy views of sex • Inappropriate access online • Not age-appropriate understanding.	• Risk of developing unrealistic expectations about relationships. • May try to mimic what they are seeing or hearing.	• Relationship and sex education groups • Eco mapping • Safety mapping
2 In class intervention	• Misconceptions • Interest in non-platonic relationships. • Inappropriate use of language • Sexually aroused in public places	• Pupils could cause offence or upset to others in words or action. • Could pass on incorrect information to others who may be more vulnerable.	• Parent contact • Social stories • Small group learning • Personal care plan

Newton Bridge Academy **Relationship Support Policy**

Published: Sept 2026

Review Date: Sept 2027

1 Universal offer	• Age/need appropriate curiosity and interest	• Pupil could share with others who are not ready to understand.	• Age/need appropriate RSE curriculum • Parent advice and guidance
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Appendix 2 - Physical Aggression to Self and Other Provision Map

Behaviour Smart Level	Behaviour	Level of risk	Adult response	Intervention strategies
Low	- Low-level disruption - Refusal or disengagement - Absenting within the school site - Unkind behaviour - Misuse of equipment - Early signs of frustration or dysregulation	- Disruption to learning - Reduced engagement - Impact on the wellbeing of others - Possible escalation if needs are not addressed	- Remain calm and consistent - Identify the possible underlying need - Allow processing time - Reinforce expectations - Use the pupil's preferred communication approach	- Redirection and distraction - Offer appropriate choices - Adjust the task or environment - Provide movement or sensory support - Use strategies from the Pupil Profile or Smart Plan - Record on Behaviour Smart where the incident meets reporting criteria or forms part of a pattern
Medium	- Significant disruption - Damage or attempted damage to property - Throwing objects - Verbal aggression or threats - Spitting - Attempts to hit, kick, bite or pinch - Absconding where there is an increased but manageable risk - Self-injurious behaviour presenting a moderate risk	- Injury to the pupil or others - Damage to property - Emotional distress - Disruption to the wider environment - Increased risk of escalation	- Remain calm and vigilant - Use clear and limited language - Reduce demands where appropriate - Request support from nearby staff, the Inclusion Team or Team Huddle - Continually assess the level of risk	- Use agreed de-escalation and co-regulation strategies - Offer a change of adult or environment - Remove unnecessary objects or reduce environmental risks - Support other pupils to move away if required - Use agreed protective responses for which staff are trained - Record the incident on Behaviour Smart - Inform parents/carers where appropriate - Review the Smart Plan and risk assessments if the

				behaviour is new, increasing or recurring
High	- Physical aggression presenting a significant or immediate risk - Serious self-injurious behaviour - Use or suspected possession of a weapon or dangerous item - Serious damage to property that places people at risk - Absconding into a dangerous environment - Behaviour presenting an immediate risk of serious injury - Deliberate use of fire or another serious hazard	- Serious injury to the pupil or others - Significant damage to property - Serious emotional or psychological impact - Significant safeguarding concerns - Risk to the wider school community	- Contact the on-call team and senior leaders immediately - Remain calm and use clear communication - Follow the pupil's Smart Plan and risk assessments - Remove other pupils and unnecessary staff where required - Contact emergency services where necessary - Maintain appropriate observation and communication	- Continue de-escalation wherever possible - Use the least restrictive response available - Use reasonable force or restrictive physical intervention only where it is lawful, necessary and proportionate - Use only approved techniques for which staff have received appropriate training - Provide immediate first aid or medical support where require - Record the incident on Behaviour Smart - Inform parents/carers on the same day - Send a Restrictive Intervention Notification email following any restrictive intervention - Complete a CPOMS record where the incident raises a safeguarding concern - Complete a review and update the Smart Plan and risk assessments

Appendix 3 - 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.	- 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	- 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	- 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.	- 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	- 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) - May avoid situations where there is an influx of loud sounds, such as a movie theatre, large crowds, fireworks, etc.

Newton Bridge Academy **Relationship Support Policy**

Published: Sept 2026

Review Date: Sept 2027

Auditory Hyposensitivity	Auditory hyposensitivity may be indicative of a child who may demonstrates a high threshold for sound in order for auditory input to register	- 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	- 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.	- 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	- 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 colors 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.	- 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	- 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
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	- 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 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	- Provide choice and control where possible. - Use indirect language. - Maintain positive relationships. - Be flexible and adapt expectations where appropriate. - Reduce unnecessary demands and support collaborative problem solving.
ODD Oppositional Defiant Disorder (ODD) – Signs, Symptoms & Treatment Nationwide Children's Hospital	- 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	- 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	- 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.	