

Supporting Positive Relationships - Behaviour Policy

Approved by TCES Operational Board on behalf of
Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, December 2026

This policy applies to all The Complete Education Solution (TCES) schools
and services

*We never give up.
We never exclude.*

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A WORD FROM THE FOUNDER AND CEO

This policy sets out the support we will provide to our pupils on their 'Positive Journey of Change' with TCES. We recognise that our Neurodiverse pupils arrive to our schools and services with some significant gaps in their education and our teaching teams acknowledge that our pupils will need additional support to fill those gaps. However, for some reason it has been difficult for previous settings to recognise that our pupils also needed additional support to overcome the traumas from multiple challenges of adverse childhood experiences (ACES), attachment issues, and debilitating diagnoses, and conditions. Often these traumas have been exacerbated by schools that could not wrap themselves around the pupil's needs and instead expected that pupils should arrive to school with excellent behaviour already in place.

Our pupils arrive to TCES with an average of 15 months out of full-time, group education and with on average three permanent exclusions or 'managed moves'. They feel marginalised, have often been bullied and have lost relationships with peers and teachers that really mattered. Our pupils and their families have in common, very poor experiences of education often leading to pupil's presenting with very low self-esteem and identities that are wrapped up in failing 'normal' processes like school or friendships.

At TCES everyone across our 'Integrated Services Teams' understands that our neurodiverse pupils with autistic spectrum condition, often co-morbid with social, emotional and mental health needs and associated conditions, require significant support to get them to the seat of learning. We recognise that we will need to teach and train on the behaviour progress that we expect, just like we teach and train on the learning progress that we expect. A large part of this teaching and training links directly to the positive behaviour and role modelling that our staff demonstrate to our pupils. Therefore, this policy has at its heart the expected standards for both our staff and pupils in terms of the culture and behaviour we expect in our schools and services.

Whilst this policy indicates our understanding that pupil behaviour is a communication and often a communication of unmet needs, the community values within this policy also indicate that **leaders, and staff are promoting a culture of high expectations and hard work**, and I believe that high expectations shape performance. **We are not a permissive society where nurture is mistaken for a lack of routines, boundaries or structures**, nor do we believe in a one size fits all approach to behaviour. We do not subscribe to the current polarised views on behaviour as these two behaviour ideologies do not place the child's personalised needs at the centre. We do not think that zero tolerance has any place within a modern society, nor do we subscribe to the view that children who have experienced trauma or secondary trauma should not be given the clearest of behaviour expectations.

We believe that a clear positive culture, with high expectations of behaviour, and mutual respect and appreciation of all, is a prerequisite to an excellent learning environment.

We see schools as inclusive places for all pupils and not exclusive places for some and we live these inclusive values through our non-exclusion policies. Exclusion is damaging for the whole community, reinforcing attitudes of intolerance and prejudice, as well as maintaining a system that is inflexible and unresponsive to difference. We see the exclusion of children with special educational needs and disabilities as draconian and a failure of the education system to make adaptations, that would be a legal requirement in the workplace.

Finally, **we are responsible for the development of the character and values of our pupils**, and it is through the **high expectations** of our community values, the **relentless care and love** of our staff, and they're **never giving up** on our pupils, that the development of our **extraordinary young leaders** happens.

This is the TCES Way where intentions and actions merge and we live our inclusive community values.

THOMAS KEANEY

1. INTRODUCTION

At the TCES Group, we support children and young people with neurodiverse needs. The children we support will often have had difficult life experiences. Almost without exception, they will have had few experiences of success within an educational context. We endeavour to work collaboratively with parents and carers to empower them to support their children to engage with education. All children who attend TCES have an EHC Plan. A significant proportion are known to Children's Social Care teams and have been, or are currently involved with, CAMHS. We work collaboratively with the child's local multiagency professional network. We provide an integrated team approach to promote positive behaviour and manage disruptive behaviour effectively. All children will receive Universal, Targeted, or Intensive therapeutic input at TCES, which is reviewed at intervals and informed by their EHC Plan, diagnoses and assessed needs.

We expect all professionals to take responsibility for our pupil's journey to accessing their education and reaching their full potential. In line with our Community Values, we hold very high expectations for all our pupils and, despite their barriers to learning, we expect every pupil to exhibit appropriate, safe and measured communication and behaviour. For many, this will come over time through the multiple ways we support them and their families. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. (See Keeping children safe in education 2025 and Working together to safeguard children).

2. TCES Principles of Therapeutic Education informing Promotion of Positive Behaviour

1. **We understand Neurodiversity.**

We ensure that we use our understanding of neurodiversity to inform our approach to meet the needs of individual pupils.

2. **We understand Attachment.**

Our approach to supporting children to build relationships and to be ready to learn is informed by our understanding of their previous attachments and relationships.

3. **We use relationships for recovery.**

We know that children are more likely to be 'Ready to Learn' and develop self-esteem, self-confidence and problem-solving ability when they feel safe and are with trusted supportive adults who are involved,

active, listening, empathic, curious, sensitive, understanding and provide clear and consistent boundaries which are developmentally appropriate. The context in which children learn best is in a positive relationship. Neuroscience evidence that the Brain learns through Trusting Relationships.

4. We are consistent and predictable.

Children benefit from predictable routine and structure with adults providing them with lots of opportunities to succeed including in the classroom, in sports, in clubs and in positions of responsibility.

5. We view Behaviour as a communication.

We see behaviour as communication e.g., worried/fearful/hungry/sensory need/boundary testing. Children who have experienced abuse/trauma may experience the world differently for example they may be over vigilant to any perceived threat. They often find it more difficult to identify and regulate/manage their emotions and behaviour. As adults it can be difficult to understand why the child may have become upset/angry, and the adults might need to work extra hard to understand that there is a meaning behind every behaviour.

6. We have unconditional positive regard for pupils.

We separate the behaviour from the child, not allowing for children to be stigmatised by their behaviour.

7. We co-regulate and role model.

TCES acknowledges the centrality of supporting staff wellbeing when working with children who present with challenging behaviour. Staff training, supervision and support is essential to ensure that our staff feel emotionally healthy and can regulate and model excellent behaviour.

8. We demonstrate inclusive strength-based practices.

Our practise is informed by evidence. We focus on praising positive behaviour and supporting young people to develop a diverse range of abilities and talents to enhance pupils' self-esteem and self-worth. For children who have struggled at school it is essential that the adults both at school and home create an unremittingly positive context noticing and commenting on very small changes so that children can develop a different view of themselves.

9. We develop Emotional Literacy

Children who have experienced abuse/trauma often find it more difficult to identify and regulate/manage their emotions and behaviour. TCES uses the Zones of Regulation model to support children to develop emotional literacy.

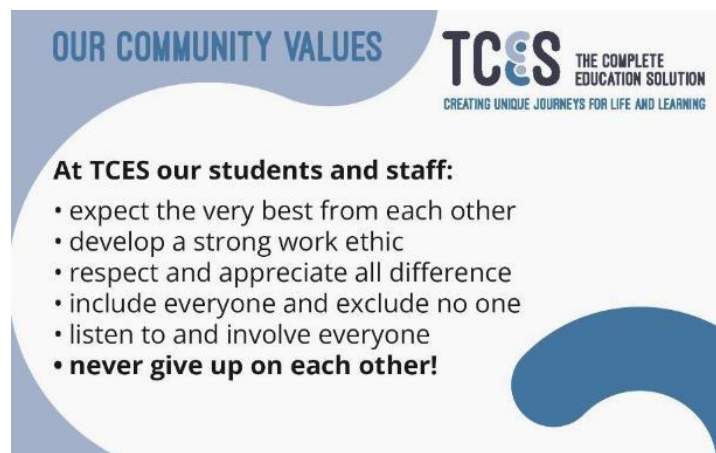
10. We develop leadership and life skills

We recognise that supporting pupils to develop leadership and life skills is a powerful way of enhancing pupils' self-esteem and self-worth, helping them to develop improved perceptions of themselves and prepare them for life as an adult. Often our LIFE programme is the biggest intervention that we have for our pupils.

3. TCES SCHOOLS' CULTURE AND COMMUNITY VALUES

At TCES, we see our Schools and services as inclusive, thriving, socially and emotionally healthy communities - this vision is driven by our deeply held beliefs, which are informed by TCES experience and evidence, that human beings thrive in positive environments.

TCES staff and pupils are supported to live our Community Values which are core to promoting positive behaviour:



Head teachers and Heads of Service (TCES Heads) play a crucial role in setting the culture of positive behaviour. They have the responsibility of establishing a safe and supportive environment that promotes understanding, empathy, and effective behaviour management strategies. By actively promoting the TCES Community Values TCES Heads will create an inclusive and accepting atmosphere, that will support pupils to thrive and reach their full potential.

TCES Heads will shape a positive culture through their leadership and communication. By clearly articulating expectations and fostering a sense of community, Heads create a safe and inclusive space for all pupils. They can set the tone for respectful and empathetic behaviour by promoting understanding and acceptance among pupils, staff, and parents. Positive behaviour support strategies are crucial in creating a positive culture for pupils. TCES Heads encourage the use of positive reinforcement, clear expectations, and consistent consequences for behaviour. By modelling and promoting these strategies, TCES Heads empower staff and pupils to use effective behaviour management techniques, which leads to a more harmonious and supportive school environment.

TCES Heads will promote and celebrate the successes and achievements. By recognizing and highlighting pupils' strengths, talents, and contributions, TCES Heads send a powerful message of inclusivity and acceptance. This is aimed at creating a positive identity for pupils within the school community and developing ownership of that community.

4. PROVIDING SAFE AND SUPPORTIVE RELATIONSHIPS

Relationships with safe, trusting, and supportive adults are essential to children's development and learning. For successful therapeutic education, adults provide relationships that are:

- Calm
- Nurturing
- Consistent
- Predictable
- Empathetic
- Collaborative
- 'Boundaried' between staff and pupils

Adults have a responsibility to model high standards of behaviour, both with each other and with pupils. The example they model will have an important influence on pupils. Adults recognising and managing their own behavioural responses is essential if they are going to be able to support pupils to regulate their emotions and behaviour. When adults are feeling annoyed/frustrated it is important that this is acknowledged and support is sought from team members, who must assist.

At TCES we continually work to develop safe, trusted and supportive relationships with children. We use these relationships to support children to manage their emotions and behaviour safely. A restorative approach is used to support children to learn from their disruptive behaviour.

5. KNOWING OUR PUPILS

Building relationships with children who attend TCES requires staff to know and understand their histories and home life. This enables staff to understand how to support our pupils to learn.

Knowledge of the needs of all pupils in the learning session, includes having knowledge of:

- Risk assessment undertaken on a pupil before entry (see admission policy) and subsequently.
- Pupil pathway plan in place.

- Home background.
- Academic strengths and weaknesses.
- Education, Health, and Care plan (if applicable).
- Medical issues.
- Peer group relationships.
- Any known behavioural difficulties and patterns of behaviour including known triggers.
- Behaviour support plans which identify effective strategies which adults can use to support children.
- Pupil Positive Handling Plans.
- The Positive Reward System which has been created specifically for that pupil.
- Pupils Leadership Role.

6. SETTING UP FOR SUCCESS IN THE CLASSROOM – BEHAVIOUR FOR LEARNING

Learning is most effective when children and young people feel safe enough to take risks and open themselves up to challenges. It is the responsibility of all staff to support pupils to feel safe and ready to learn, this means that learning will be conducted in an orderly and, above all, safe environment.

The following outlines what we do as professionals to support and promote positive behaviour for learning:

- Pupils must always be supervised by staff during school hours.
- The classroom environment gives clear messages to pupils about the extent to which they and their efforts are valued:
 - arrangement of furniture
 - access to resources
 - classroom displays
- Appropriately structured curriculum
- Thorough planning for the needs of individual pupils • Actively involving pupils in their own learning
- Carefully planned and prepared for lessons:
 - Differentiation
 - Personalisation
- Classroom management bespoke therapeutic strategies for the pupils

- Lessons that are responsive to the needs of the pupils, enabling new learning opportunities which may arise during a lesson, to ensure pupil engagement.
- Clear and structured feedback to support the progress pupils make in their learning
- Teachers, Group Coordinators and Therapeutic Education Practitioners are non-judgemental, calm, and positive in their approach. This requires a high level of self-awareness on the part of teaching and learning support staff, as they must think quickly and carefully to manage their own responses to situations and the types of challenges, they are likely to face.
- A daily meeting held by the Form Tutor (or Group Coordinator in the Tutors absence) with pupils at the end of the learning day where we reflect on the previous day and discuss positives and areas for pupil improvement.
- Engagement with parents/carers to support continuity of approach by the form tutor.

Setting up the classroom further guidance can be found in the TCES Classroom Etiquette which outline steps for teachers to take to set up the classroom for success. [Classroom Etiquette Check List.docx](#)

7. Developing EMOTIONAL REGULATION (ZONES OF REGULATION MODEL)

The Zones of Regulation Model reflects our positive approach to managing behaviour and places a strong focus on the pupil's ability to develop strategies, that will help them to manage their own behaviour within the school community and society. TCES Emotional Regulation board is based on The ZONES of Regulation™ model and was developed through consultation with SLT, staff and pupils.

The boards provide an opportunity for pupils to learn how to regulate their emotional responses and understand how others may be able to offer support and guidance, within each Zone.



Young people may have bespoke versions of the board that are created in collaboration with the pupil and professionals including therapists. Everyone that works with young people should refer to the board in each of our schools and services. Families are encouraged to learn about the Zones of Regulation to support their children.

8. TCES Rules of the School

Important adaptations and approaches to setting up for success are highlighted in The TCES Classroom etiquette.



All TCES schools and services follow three simple rules, this allows for all young people that TCES supports to have clear expectations about the behaviour expected from them.

READY

We come to school to learn, and all pupils should be supported to be **Ready** to learn. This allows us to promote the skills and behaviour needed to access learning. With many of our pupils “being ready” can be a journey and clear expectations of what getting ready to learn (or engage) would look like at that moment in time are key.

KIND

We expect all pupils and staff to be **Kind** to one another. This rule allows us to promote prosocial skills and address anti-social or disruptive behaviours. This allows us to highlight to young people to be kind to others (separating out the difference between liking someone and treating them well), and for young people to be kind to themselves.

SAFE

We expect all pupils and staff to be **Safe** in everything that they do. This supports TCES to address behaviour, which leaves pupils vulnerable, puts people in danger or potentially causes harm.

We expect these rules to be referenced regularly and frequently to support children to understand what is expected of them and be supported to achieve this. These three rules are expected to be incorporated during TCES staff verbal de-escalation techniques and used proactively to manage behaviour in the classroom.

Example Script:

1. I can see you are (name the specific type of behaviour).
2. I/we are here now to help/support you/keep you safe.
3. I/we want you to be Ready/Kind/Safe.
4. Give example of what can support the situation to become positive (name the 2 options e.g., come for a walk or go get a glass of water, etc.).
5. I know you can be Ready/Kind/Safe because you..... (name an example you gave before).

9. PROMOTING POSITIVE BEHAVIOUR THROUGH PRAISE AND REWARDS

At TCES we know that immediate positive recognition and/or praise is fundamental in supporting our pupils to make the right choices and to display appropriate behaviours. The evidence tells us that to promote good behaviour (especially in children who present with challenging behaviour) adults need to provide an unrelentingly positive environment. Praise and specific rewards are most effective when given within the parameters of safe, trusting and supportive relationships, with adults explaining what any praise/reward is for.

Positive Conversations:

- The reward is the positive conversation that staff have with the pupil and often with parents/carers.

Reward Points:

- Each pupil has 5 targets for which they can earn points during lessons. These targets link to the TCES Rules and Community Values. If teachers discreetly discuss these points during each lesson, point out improvement, then it can really help pupils to ameliorate and regulate their own behaviour.

Pupil of the Week:

- Pupil of the week is the pupil who achieves the highest number of points in a week and will receive a certificate and a £5 voucher in the weekly Celebration Assembly.

'Catch Ya' Cards:

- 'Catch Ya' cards are given to pupils caught 'doing the right thing' outside of lessons during planned social times. 'Doing the Right thing' links to TCES Rules (**Ready, Kind, Safe**) and Community Values.
- There is no limit to the amount of 'Catch Ya' cards that a pupil can earn in a day.
- 'Catch Ya' cards can be given virtually by a member of staff completing the card and can also be sent to the PCCs onsite, to print out and give to the pupils.
- All 'Catch Ya' cards go to the class teacher/tutor or cluster tutor, depending on the school or service. They are drawn at random in Celebration Assembly and the winners receive a £5 voucher.

Subject Certificates:

All specialist subject leaders are to award certificates to the pupils who, that week, have either performed well, showed vast improvement, completed accreditations, or produced some outstanding work. If these staff are not in the building for celebration assembly, they must ensure that the Assembly

Facilitator awards their certificates on their behalf. Subject leaders are responsible for producing their own certificates, whilst ensuring a virtual and/or physical copy is sent to the pupil.

Short Course certificates:

Tutors are responsible for producing certificates for any short courses that have been achieved. These are handed out at the Celebration Assembly. A virtual and/or physical copy is sent to the pupil and a copy must be given by the tutors to the admin who will add to the pupils' record of achievement.

Head Teacher/Head of Service award for the Term:

- The Head Teacher recognises a pupil for their effort/achievement for the term. They can set their own criteria but must inform pupils of how they can achieve this award.

Groups Rewards:

Tutor Group of the Week:

The group with the highest average points in a week will be announced in Celebration Assembly. Individual pupils must receive 75% of their target points to qualify for their class/cluster group reward. The options are:

- Special takeaway lunch in school
- Voucher credit toward a class project/activity.

Tutor Reward Trips:

- Each tutor is given the opportunity at the start of term to agree on a target reward trip that they will work towards.
- To achieve the reward, all pupils must have excellent attendance for the term (90% or more), engaged well with learning and completed all assessments and achieved 75% of points for the term as a class group.
- Tutors are responsible for informing pupils of how they can achieve the class group trip reward and for keeping them updated with how they are on target to achieve this.

Head's Tutor Group Lunch:

- Once a term, the Head's will reward a tutor group with a lunch at a restaurant.
- The Head decides upon the criteria by which this decision will be made and is also responsible for informing pupils of the reward and how they can collectively achieve it.

School RECOGNITION: Three Inclusion Assemblies – Head’s, All About Me & Celebration

As part of our inclusion model and our high expectations for excellent behaviour we need our Head’s to deliver Monday Assemblies as well as attend the other two inclusion assemblies, wherever possible.

Monday Assemblies provide an opportunity for Head to address the entire school community. During assemblies, Headteachers can also highlight positive behaviour examples and commend pupils who demonstrate good behaviour, resilience, and empathy towards their peers. Recognising and celebrating positive behaviour reinforces the values and expectations set by the school, encouraging pupils to emulate these actions and promoting a positive culture of good behaviour.

Monday Assemblies provide an opportunity for Headteachers to reinforce and communicate the school's behaviour management strategies and expectations. This can include promoting the use of positive reinforcement, clear expectations, and consistent consequences for inappropriate behaviour. By consistently communicating these strategies and expectations through assemblies, Heads can create a shared understanding among pupils, staff, and parents, facilitating a unified approach to behaviour management.

Head’s will use Assemblies as another opportunity to role model the desired staff approach to supporting pupils and actively promote a culture of professional collaboration among the staff team. By fostering a supportive environment where staff hear appropriate challenge and praise of pupils the head teacher creates a team that is well-equipped to understand and respond effectively to the needs of pupils.

N.B: Heads have the right to call impromptu assemblies, when they want to address with the school community any areas of concern that are impacting on the good order of the school.

All-About-Me Assemblies are undertaken every Wednesday morning to promote pupils engaging in their communities and normalising the journey of change they are on. This All About Me Assembly gives a platform for pupils and staff, to speak about who they are, their strengths and challenges, and their hopes and aspirations. Hosted by Head (Deputy head if Head is not available) this allows for members to the school community to celebrate their achievement, differences and learn about others in a prosocial way. With staff participation this normalises talking about issues and role models the journey to overcome obstacles.

Celebration assemblies are held on the last day of the school week. This is where the school community celebrates the successes of the week, (BIG and SMALL!). Hosted by Senior leadership this is where the Pupil of the week, subject certificates, catch you cards and points are celebrated. It is important to have this public celebration as it allows to build positive community values, using overwhelming positive reinforcement. By celebrating the behaviours, the school community wants to see we can develop a prosocial culture where positive behaviour is awarded more attention than

negative. Providing laminated certificates and explaining specific successes verbally and on the certificates demonstrates real value in the reward.

FAMILY RECOGNITION:

- In all contact with families any positive behaviour/learning progress shown by pupils should be described.
- Parents must be informed by phone call/text or email regarding any points and rewards the young person receives.
- Pupils should always be made aware of positive phone calls/texts/emails with their parents.
- In the event of an incident, which has required a restrictive physical intervention, or an incident or accident, which has led to a child being hurt (however small), parents/carers must be contacted immediately. Please see communication policy for expectations and service standards for communications with parents/carers.

10. Managing Disruptive/Challenging Behaviour and Related Consequences

When a young person presents as very distressed, or perhaps behaves in a way that leads you to think that they are experiencing 'big' emotions, the key steps - **always in this order** - are: -

Regulate --> Relate --> Reason --> Repair

Regulate yourself first – it is very difficult to support someone with big emotions if you are also feeling overwhelmed.

When faced with a very upset or overwhelmed pupil, it can feel overwhelming. You may notice your anxiety levels increasing or you may find yourself responding with irritation or indifference. Try to be mindful of your own emotional and physical state and use your breath to stay focussed and present. Taking slow and steady breaths in and out, drinking some cold water and really focussing on the pupil may help you to remain calm and able to listen.

If you don't feel able to keep yourself regulated, it will be important to fetch another member of staff. There will always be days where we are not able to give our full selves to pupils. Do not criticise yourself over this - this is good self-care, and it will be much more beneficial for the pupil to be supported by someone who has the capacity to do so.

Regulate the pupil – support them to regulate **before** you move into any form of discussion about what has happened.

Regulate the pupil includes Identifying and Labelling Emotions

When a person is during an intense emotional experience, **it is not usually helpful to ask why they are feeling that way or why they engaged in a certain behaviour.** Often, they won't know or at least won't be able to analyse or access this information when they're in this highly emotional state.

Similarly, it can be tempting to rush in and try to solve the problem or 'get rid' of the emotion they are experiencing, particularly if it is distressing for them. Our knee-jerk response is often, 'don't worry, it will all be ok, you'll be fine,' but this can be perceived as minimizing, or dismissive, and may exacerbate their distress.

In fact, creating space for their feelings and helping the young person to label their emotional experience can be validating and will help the young person feel heard and understood. This in turn helps to reduce the intensity of their emotional experience i.e., supports regulation. Acknowledging emotions helps adolescents learn skills for soothing themselves.

Top Tips:

- If you are in the middle of doing something, put it purposefully and visibly to one side. Paying attention will let them know you are taking their concerns seriously and are engaged in what they are experiencing.
- Be mindful of your tone of your voice, as well as the words you are using.
- It may be appropriate to use touch, a hand on their shoulder or arm, for example.
- Pay attention to the young person's body language, facial expression and gestures. Sit at their level, take a deep breath, relax and focus.
- If they appear very cross or angry, give them space and be careful not to use too many words or ask lots of questions. Ensure your tone of voice is calm.
- If they are pacing up and down, this is likely due to their being in 'fight or flight' mode. Similarly, if they are particularly upset and crying excessively or appear very panicky, you will not be able to have any form of discussion until they are more settled. When appropriate, you can guide them to a chair,

perhaps give them a drink of water and encourage them to take a few deep breaths. Or it may become easier for them to talk if you go for a walk outside and shake off some of the adrenalin.

What do I say?

You might say something like, 'I can see that something has really upset you (pause). I'm here to listen when you feel able to speak, but take your time, there is no rush (pause). Try to take some deep breaths, just focus on your breathing, in and out (pause). I'm right here with you, you are safe here (pause). I'm here when you're ready to talk more about what happened.'

Relate – connect to the pupil using empathic and validating statements. Validating the pupil's feelings does not mean that you agree with them or would feel the same way in their situation, nor does it mean that you approve of their behaviour or that there should be no consequences. Validating just means you heard and understood what they are saying. It is possible to validate a pupil's emotions whilst letting them know that their behaviour was not appropriate, for example, 'I can hear how angry she made you feel. I can understand that what she said to you was so hurtful. Hitting her to express that anger is not OK though, so we need to find another way for you to communicate how you're feeling.'

Do not interrogate them, but through the natural conversation you could ask, Tell me more. What was/is that like for you? What did that make you think? How did/does that make you feel? How did/does that affect you? What did/does that mean to you? What are you thinking now? Don't forget to continue to demonstrate empathy and validate how they are feeling.

Reason

Only once the pupil is calm and able to access the thinking part of their brain can you begin to reason, or problem solve (if appropriate). This stage may not always be necessary; often all the pupil requires of you is some support with regulation and an opportunity to feel understood.

Problem-solve only after the pupil feels understood. Think about what steps need to be taken to make things right/ a plan going forward. Consider what the pupil would like adults to do to support them to manage their emotions appropriately and reduce any behavioural incidents.

When and how to seek further support

When the pupil is calm and able to reflect, think with them about who they might benefit from seeking further support from. Do they feel able to approach their parents/caregiver, friends or loved ones? Does the pupil require your support to have a conversation with someone in their support network?

Repair

Repairing relationships is essential when trust is damaged. Effective repair allows for reconciliation and helps children learn how to navigate and resolve conflicts, leading to healthier interactions and emotional resilience.

We can do this by:

- **Acknowledge Mistakes:** When conflicts arise, openly acknowledge and take responsibility for any mistakes or misunderstandings.
- **Apologise and Forgive:** Offer sincere apologies and seek forgiveness if necessary. Encourage children to express their feelings and work towards mutual understanding.
- **Rebuild Trust:** Engage in activities that reinforce positive connections and demonstrate commitment to the relationship. Use follow-up discussions to ensure that the resolution is understood and accepted

11. TCES Consequences

Reflection

At TCES a “Reflective Discussion” following Regulate, Relate, Reason with a pupil is required when a minor or once-off incident has occurred. This discussion should occur in a private area e.g., after class has finished. This may take place soon after the incident, once a pupil is regulated or may take place the next day if that is more appropriate. To support staff in facilitating these discussions, there are two main resources: the reflective discussion sheet and the reflective think sheet that can be found on SharePoint and/or within the universal therapy offer.

Refocus

A “Refocus” following Regulate, Relate, Reason is required when a significant incident has taken place or when an incident is re-occurring. A Refocus takes place outside of the classroom in a 1:1 space with a staff member for half a day or a day. This is decided in consultation with the SLT. A refocus session supports a pupil to reflect on what has happened in more details and plan for the strategies/ steps that need to be taken to make things right. A pupil would be required to complete any work they missed during the incident period or during the time out of class for the refocus to take place. To support staff in facilitating a refocus session, there is a refocus day booklet on SharePoint and/or within the universal therapy offer.

Restorative Justice

A Restorative discussion is required when a pupil has had an incident/ altercation with a member of staff or with another pupil. This may take place immediately after the incident once a pupil is regulated and ready to do so or may take place at a later stage if the pupil is not yet ready to engage in the restorative discussion. If possible, the restorative discussion should take place no later than a week after the incident. The discussion needs to be facilitated by a member of staff not involved in the incident. To support staff in facilitating a restorative discussion there is a resource called 'restorative discussions template' on SharePoint and/or within the universal therapy offer.

Logical and Natural Consequences

Logical or natural consequences are strategies that help pupils understand the direct relationship between their actions and the outcomes that follow. These consequences are designed to be closely linked to the behaviour in question, making the cause-and-effect relationship clear with the aim to explore accountability, teach responsibility, and encourage better decision-making in a non-punitive way. For example, if a pupil damages classroom property, a logical consequence might involve having the pupil participate in repairing or replacing the item. This not only addresses the immediate impact of their behaviour but also provides a chance for the pupil to take ownership of their actions. By applying consequences that are directly related to the behaviour, pupils are more likely to recognize the consequences of their actions and make more thoughtful choices in the future.

It is Important to note that all sanctions must be recorded in the online sanction logbook which is reviewed regularly by the Pastoral team.

12. CLINICAL AND INCLUSION INTERVENTIONS

Using therapeutic and pastoral interventions can play a significant role in supporting pupils' development of positive behaviour within a school setting. TCES Inclusion model and Therapeutic Education model support these interventions, to be integrated effectively, to contribute to the holistic growth of pupils and create an inclusive environment that fosters emotional well-being, communication skills, and self-expression.

Pastoral and Inclusion Interventions: Pastoral care involves providing emotional support and guidance to pupils, nurturing their well-being and personal development. TCES Inclusion model interventions create an environment where all pupils feel valued and integrated. By fostering a sense of belonging, understanding, and acceptance, pastoral and inclusion strategies contribute to pupils' positive self-image and social interactions. When pupils feel supported and included, they are more likely to exhibit positive behaviours and develop a strong sense of community responsibility. Group Process for pupils is a key element in supporting the above and allowing for the school community to challenge itself, allowing behavioural support to belong to the pupils. Relationship Mentoring in the form of peer, alumni

or staff allow for pupils to be able to be safely challenged by trusted people to support building reflective tools.

Speech and Language Therapy: Communication plays a pivotal role in behaviour and emotional regulation. Speech and language therapy assists pupils with communication disorders or delays, allowing them to express their needs, emotions, and thoughts more effectively. Improved communication skills lead to reduced misunderstandings, enhanced social interactions, and heightened self-esteem, all of which contribute to positive behaviour and emotional well-being.

Occupational Therapy: Occupational therapy focuses on enhancing pupils' functional abilities and promoting their engagement in daily activities. For pupils with behavioural challenges, occupational therapy can help identify sensory sensitivities, develop coping strategies, and improve self-regulation. By addressing underlying sensory and motor difficulties, occupational therapy equips pupils with the skills needed to engage more effectively in the classroom and social interactions, reducing frustration and behavioural outbursts.

Creative Arts Therapy: Creative arts therapy, including art, music, and drama therapy, offers nonverbal outlets for self-expression and emotional release. For pupils who may struggle with traditional communication, creative arts therapy allows them to channel their emotions, reduce stress, and gain insight into their feelings. Engaging in creative activities fosters a sense of accomplishment and encourages positive emotional responses, promoting overall behavioural and psychological growth.

Incorporating these therapeutic and pastoral interventions within TCES's comprehensive behaviour support framework enhances the potential for positive outcomes. By addressing underlying challenges, enhancing communication, and fostering emotional well-being, schools create an environment where pupils can thrive academically, socially, and emotionally. These interventions not only support the development of positive behaviour but also contribute to the overall success and inclusivity of the school community. A full breakdown of the Inclusion Model and the Clinical and Therapy Model can be found in the Inclusion Model Handbook.

13. PROHIBITED AND BANNED ITEMS IN TCES SCHOOLS AND SERVICES

In every TCES school or service, pupils are banned from bringing the following items into the school buildings, unless given prior permission to do so by the Head:

Prohibited Items as defined in Law:

- Weapons including but not limited to knives, blades, guns.

- Any item that could be used as a weapon, including tools.
- Illegal Drugs or drugs paraphernalia.
- Alcohol.
- Tobacco products, cigarettes, lighters or matches.
- Fireworks.
- Pornographic Images.

Additional Items Banned by TCES School Rules:

- Mobile phones.
- Electronic tablets.
- iPod or any other MP3 player.
- Headphones.
- Computer games.
- Gaming equipment.
- Cameras.
- Video cameras.
- Aerosols.
- Fizzy drinks or drinks with added sugar.
- Sweets, chocolate, cakes, crisps, or any other “junk” food.
- Vapes
- Any “gang-related” clothing, symbols, or colours.

If **any** of these items are brought to sessions in the community or any TCES premises, they must be handed in by the pupil to a member of staff at the start of the learning day and the pupil will be given them back at the end of the learning day. Parents/carers may be called to collect a confiscated item(s).

If a prohibited item is found the DSL and Head (DHT) should be informed immediately and a plan agreed re what to do with the prohibited item and a decision is made regarding whether to inform the Police. If Weapons including but not limited to knives, blades, guns and illegal drugs or drugs paraphernalia are found then police must be contacted.

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/whento-call-the-police--guidance-for-schools-and-colleges.pdf>

14. INCIDENT REPORTING AND MONITORING

All staff must follow the TCES process for incident reporting. Incidents recording must take place for all situations or behaviours displayed that cause harm or potential harm to self, harm to others (including all mental or physical distress), destruction of property and any significant disturbance of learning.

When this happens, the staff member must discuss the incident or multiple incidents at de-brief and agree with a member of the SLT:

- Who is writing the incident report/s - All incident reports must be written on the day that the incident occurred.
- Consultation with Designated Safeguarding Lead (where appropriate).
- Which member of the SLT it will be allocated to for them to sign it off. They must be signed off by a member of the SLT within 24 hours. The SLT complete the incident report by adding any behaviour support information, if necessary.
- Sanctions.
- Who is completing online consequence logbook. (this must be completed within 24hours)
- Who is phoning Parents/Carers on the day.

All incident reports are completed on the school information management system, Scholar Pack.

Occasionally, an incident requires witness information from multiple staff members. When this happens, it should be decided in de-brief which staff member is going to lead on writing the incident. They should collect the statements from all other staff and write each account into one incident report. This ensures that the pupil statistics on Scholar Pack for behaviour are accurate and that they do not have additional reports logged for the same incident. Occasionally, the Head or SLT member will require individual incident reports of the same incident to be written without corroboration.

15. NOTIFIABLE INCIDENTS

There are some incidents which are classed as "Notifiable". This means in addition to the Head teacher, the Executive Head Teacher, Head of Safeguarding, and the DSL must be immediately informed via phone call. The notifiable incident form must be completed and shared with the Head of Safeguarding as soon as possible and before the end of the working day. This will then be shared with the TCES SMT.

The categories for a notifiable incident are:

- Serious physical injuries to anyone resulting in urgent medical or hospital treatment.

- Contacting the police as 999 or any incident resulting in attendance by any emergency service – Police, Fire or Ambulance.
- Absconding, when the pupil is particularly vulnerable, or the absconding is out of the ordinary behaviour for that pupil.
- Any offensive or dangerous weapons that are brought onto school premises including improvised weapons.
- Any substance misuse or suspected substance misuse, including drugs, alcohol, or medication.
- Extensive damage to property.
- Any incident resulting in disturbance to members of the public or the local community.

Critical notifiable incidents will trigger systematic investigation by the Head of Safeguarding. This process is referred to as a Notifiable Incident Review.

16. SUSPENSION/FIXED TERM EXCLUSIONS

At TCES we do not issue suspensions or fixed term exclusions. It is our intention to provide all our pupils with the opportunity to work in a safe and secure environment enabling all teachers to teach and all pupils to learn. The Behaviour Policy is underpinned by the above statement.

Pupils whose behaviour is causing concern are identified by the Clinical and Inclusion team and targeted or intensive interventions begin. At TCES we believe in 'Time In' for our pupils as opposed to 'Time Out'. Our approach to education is underpinned by unconditional positive regard, meaning that we accept and support all pupils, regardless of what they say or do. We always ensure that our pupils feel wanted. Pupils presenting with complex behaviour or who are required guidance from our 'Expert Reference Group' can also be presented at the Complex and Additional Needs (CAN) Panel.

Pupils who present with challenging behaviours are never defined by their behaviour. Sanctions such as 'reflection' and 'refocus' sessions are used as an opportunity to listen to our pupils' voice and support them to self-reflect and learn about themselves and their presenting behaviours and how they can be supported to care for themselves.

PERMANENT EXCLUSION

TCES has never permanently excluded a pupil.

1. The school regards permanent exclusion as the sanction of last resort.
2. A permanent exclusion will normally only be considered for persistent breaches of school discipline inside or outside the classroom after all other strategies and sanctions have been exercised without

success and after a written warning has been issued to parents, following extensive consultation with the placing Local Authority.

3. The school reserves the right, however, to give a permanent exclusion peremptorily for an offence which involves an exceptionally serious breach of service and learning rules, and which puts staff or other pupils at the school at physical risk.
4. Such offences may include:
 - A serious physical assault on a member of staff.
 - A serious physical assault on a fellow pupil which is premeditated and/or involves the use of an offensive weapon.
 - Dealing with drugs.
 - Arson.
 - Any other issue deemed to present unmanageable risk.
5. Deliberate serious breach of the school's Health and Safety Code. When a pupil is permanently excluded, a formal letter will be sent to the parents/carers informing them of the reason for the exclusion and their right of appeal. The Head of Service will convene a meeting with the placing Local Authority and the Schools' Proprietor of TCES to discuss the situation. If it is decided to pursue the permanent exclusion of the pupil, they and their parents/carers will be invited to a meeting with the Head of Service. If the parent/carer chooses not to attend this meeting then a further meeting involving representatives of TCES, the service, parent/carer and placing Local Authority is scheduled. If the decision to exclude is upheld, a letter will be sent to the parents/carers informing them of the decision and their right of appeal. Parents/carers will then have **fifteen** days within which to appeal.
6. The appeal will be heard by the SMT of TCES, and a nominated officer of the placing Local Authority and the decision reached by this hearing will be final.

All exclusion documents and processes comply with the latest DFE Guidelines.

17. THE POLICE

The Community Police (Designated Safer Schools Officer) should be a part of our infra-structure in our schools and services. They have an enormous amount to contribute and can often develop exceptional relationships with our young people. Every TCES school and service is expected to have negotiated with local community police a local representative who visits as often as possible and offers advice and guidance to our pupils. These Community Police should ideally be the ones who come to our schools and services to support staff with ongoing issues of behaviour with pupils.

TCES will follow guidance re when to call the police.

The Head or Deputy Head or delegated SLT member should be notified immediately if there is an immediate Health and Safety incident or threat to safety, and they and only they can authorise a phone call to be made to 999. The staff member/s who witnessed the incident must record the incident on Scholar Pack at the earliest opportunity. If the pupil action is illegal but does not cause immediate risk the police non-emergency number should be called on 101. Drug taking for example would be an illegal action which usually would require the incident to be reported to the local police rather than 999.

The police are keen to work in partnership with our schools and have stated that 'if in doubt about ringing 999' we should ring 999. The Local Community Police Officers have also pledged their support and requested that the service contacts them immediately when assistance is required.

18. SCREENING AND SEARCHING OF PUPILS:

The following guidelines have been taken from 'Screening, Searching and Confiscation Advice for Schools, 2022, DfE) which state that "ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe".

SCREENING:

Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Parents and pupils must be informed about this requirement and rationale in advance, typically during induction.

TCES Screen all pupils routinely with a hand-held metal detector before they enter the school premises. Any member of school staff can screen pupils.

If a pupil refuses to be screened, the school have a right to refuse to permit the pupil to remain on the premises. Staff will attempt to support the pupil in engaging with the screening including seeking to understand why they are not co-operating. If a pupil continues to refuse to be screened, the member of staff will inform the parents, requesting that the pupil is collected from school. If the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised.

SEARCHING:

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Heads and staff who they authorise have a statutory lawful power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as a banned item.

Before Searching:

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search.

If the pupil refuses and the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the head, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search.

Searching:

The search should occur in a private area on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present, if possible, the same sex as the pupil as a witness to the search. Although there is a limited exception to this rule, TCES would expect searches always to be carried out by a member of the same sex and with a witness.

A member of staff may search a pupil's outer clothing, bags, pockets, possessions, desks, or lockers.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots, or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers, and bags.

At TCES, staff access individuals' desks/lockers routinely.

Parents/Carers should always be informed of any search that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

The DSL should be informed about searches that bring to light a safeguarding concern and any safeguarding issues considered.

All searches should be recorded on sign-in sheets, with the member of staff searching signing off they completed the search.

19. SAFETY INTERVENTION

All TCES Group schools and services have adopted the Crisis Prevention Institute (CPI) Safety Intervention approach which is evidence based and accredited. Safety Intervention Training emphasises physical intervention as a last resort and only when appropriate to the level of risk.

All TCES staff receive a two-day training (with regular update and annual review) on the Safety Intervention Foundation Training – working with Children and Young People. Each of our schools has designated Behaviour Support Leads who have attended the 5 day 'Train-the-Trainers' programme. Our BSLs are qualified in training other staff in the 2-day accreditation from the TCES BSL. The Safety Intervention Advanced – working with Children and Young People course helps individuals expand their ability to assess risk, actively problem solve and develop appropriate interventions to safely de-escalate and mitigate crisis.

The Safety Intervention Foundation Training incorporates trauma informed approaches. There is a focus on prevention using verbal de-escalation skills and strategies. It also teaches non-restrictive and restrictive interventions.

Every incident that has a physical intervention is recorded on CPOMS. All physical interventions are reviewed by the Behaviour Support Lead in the service using CPOMS written records and CCTV. Behaviour Support Leads are expected to highlight any concerns regarding the management of an incident for review by the SLT and DSL directly. Parents/carers must always be informed if it has been necessary to restrain their child – this communication must happen immediately at the end of the school day and before the pupil goes home.

Data regarding all behavioural incidents including Restrictive physical incidents will be monitored through TCES Quality Assurance Framework.

Positive Handling Plans

It is to be expected that in TCES there will be times when restrictive physical intervention (RPI) is required as a last resort for some pupils. In these instances, the information provided at referral and the home visit/risk assessment should signpost this and we must inform parents/carers and pupils that we will undertake RPI as a last resort if a pupil is a danger to himself or others or damaging school property. This should be put in writing as part of the Home Visit/Risk Assessment or Centre Visit and with the pupil during the same processes or in his/her induction. Upon induction every pupil and their parents/carers will be consulted on a **Positive Handling Plan**, where techniques and strategies will be agreed, specific to that pupil, should the need for physical intervention occur. These PHPs will be reviewed termly or after complex incidents. Adapted as and when the needs of that child change, for example, if a child is experiencing a crisis and the need to restrain may increase as a result. All changes should be done in conjunction with parent/carers and pupils and agreed together.

Identification of Strategies

A calm and considered approach to any situation is needed. The service should identify pupils who are likely to behave in a way that might require physical control or restraint in order that behaviour can be predicted as far as is possible and preventative measures planned.

Types of incidents where the use of Reasonable Force may be necessary fall into 3 broad categories:

1. Action due to imminent risk of injury.
2. Action due to developing risk of injury or significant damage to property.
3. Action where a pupil is behaving in a way that is compromising good order and discipline.

Examples of 1 & 2:

- A pupil attacks a member of staff or another pupil.
- A pupil is engaged in or on the verge of starting to damage property.
- A pupil is running up and down a corridor in a way that could cause injury.
- A pupil is absconding (NB this only applies if the child is at risk if they leave the room/building).
- A pupil is running off the pavement onto a busy road.

Example of 3:

- A pupil persistently refuses to leave the room.
- A pupil is behaving in a way that is seriously disrupting the lesson.

Reasonable force may be used where a pupil is in the lawful control or charge of a staff member and must be proportionate to the circumstances.

Permissible Physical Interventions

The following strategies may be employed:

- Standing or seated holding or guiding techniques to prevent a pupil from carrying out an attack to people or property.
- Shepherding a pupil away (one or two staff standing to the pupil's side to escort away from a volatile situation).
- In extreme circumstances more restrictive holds may be used.

Situations where staff should not normally intervene without help

Sometimes an authorised member of staff should not intervene in an incident without help unless it is an emergency. The service will have communication systems that enable a member of staff to summon rapid assistance when necessary. Help may be needed in dealing with a situation involving an older pupil, a large pupil, more than one pupil or if the authorised member of staff believes s/he may be at risk of injury. In these circumstances s/he should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff, or where necessary initiate the process for calling the police.

20. DEBRIEFING

TCES Post-Incident Debriefing System for Staff is essential for the emotional healthy school community. The following steps sets out the process that should be followed post incident.

1. Immediate Response

Ensure the safety of all individuals involved:

- Report the incident to relevant SLT and follow full reporting procedure including Notifiable incident form.
- Address any immediate medical or emotional needs of staff, pupils, and any other witnesses.

2. Initial Staff Debrief:

- At whole staff debrief highlight the incident, giving appropriate information that can be shared.
- Allow staff community to express their initial emotions and concerns.
- Emphasize the importance of self-care and provide resources for immediate support.
- Identify the staff members directly involved for individual or small group debrief

3. Structured 1:1 or small group debrief meeting:

- Schedule a formal debrief meeting within 24-48 hours of the incident.
- Include staff directly involved, including any clinical or inclusion staff to support the process.
- Ensure a safe and confidential environment.

4. Debrief Meeting Structure:

a. Opening:

- Set a positive tone and emphasize the purpose of the meeting.
- Acknowledge the challenging nature of the incident and its impact on staff.

Incident Review:

- Allow staff to describe their perspective of the incident.
- Share relevant facts, observations, and documentation.
- Avoid blame and focus on understanding the situation.

c. Emotional Expression:

- Encourage staff to share their emotional reactions and stressors.
- Use active listening techniques to validate their feelings.

Discussion:

- Discuss the impact of the incident on staff well-being and job satisfaction.
- Address concerns about staff retention and burnout.

e. Support and Resources:

- Provide information about available support services, counselling, and stress management.
- Share coping strategies and self-care techniques.

f. Learning and Improvement:

- Facilitate a discussion on lessons learned from the incident.
- Brainstorm strategies to prevent similar incidents in the future.

g. Risk Assessment and Safety Intervention Review:

- Review risk assessments and safety intervention plans.
- Identify any areas for improvement or additional training needs.
- h. Feedback Collection:
- Encourage staff to provide feedback on the debriefing process itself.
- Use this feedback to refine the debriefing system over time.

5. Follow-Up and Continued Support:

- Schedule follow-up sessions to check on staff well-being and progress if applicable.
- Offer ongoing training in de-escalation techniques and handling challenging behaviour.
- Continuously monitor the effectiveness of the debriefing system and make adjustments as needed.

Remember, the key is to create an atmosphere of openness, empathy, and growth. This will not only support staff members after challenging incidents but also contribute to a more resilient and informed school community.

Complaints

The Service aims to involve parents or carers at the earliest opportunity; following TCES Complaints Policy to ensure grievances are treated effectively and timely. However, it is recognised that this will not prevent all complaints and that a dispute about the use of a physical intervention by a member of staff might lead to an investigation as part of the Complaint or usual staff management processes. Furthermore, the Police and the Social Services Department may also be involved. TCES Managing Allegations against staff policy must be adhered to.

References:

Keeping Children safe In Education KCSIE (2025) Online behaviour risks: Schools must address disinformation, misinformation, conspiracy theories, and risks linked to AI and emerging technologies

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[Searching, Screening and Confiscation Advice for Schools \(July 2022\)](#) (Updated 19 July 2023)

APPENDIX A

Important adaptations and approaches to setting up for success are highlighted in The TCES Classroom etiquette. [Classroom Etiquette Check List.docx](#)