Durham Trinity School & Sports College

Nurture, Believe, Thrive, Succeed

Pupil Behaviour and Emotional Wellbeing Policy

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POLICY

This policy reflects the guidance from the Local Authority and the following legislation:

- Rights of the Child 1992
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011.
- Children and Families Act 2014
- Behaviour and Schools Advice for Head Teachers and school staff. DFE Feb 2024
- Restrictive interventions, including use of reasonable force, in schools. April 2026

This policy and practice relates to the whole school community and should be read in conjunction with the Physical Intervention Policy.

This policy will be reviewed annually.

CONTEXT

Durham Trinity School and Sports College caters for a wide range of special educational needs and for some pupils, their behaviour can seriously impede their own progress and those around them. This behaviour is often an inability to communicate their feelings, due to their level of emotional development, their specific condition or can be attachment and trauma related. It is important that our staff look for the reasons behind the behaviour, providing pro-active strategies to develop this in a safe, calm, caring, consistent and stable environment. It is equally important that the school's approach to managing behaviour is flexible and tolerant to enable individual pupils to develop within it.

PRINCIPLES

Staff at the school have received training from a number of sources (Team Teach, Thrive, Positive Regard, CAMHS and Durham County Council Emotional Wellbeing and Effective Learning Team), to help them understand the function or needs behind a behaviour. The PACE approach (playful, accepting, curious and empathic) is used by staff to create an environment that is non-threatening, where staff are supportive of one another and that they show unconditional positive regard for pupils. This pro-active approach will in itself, prevent many incidents of dysregulated behaviour.

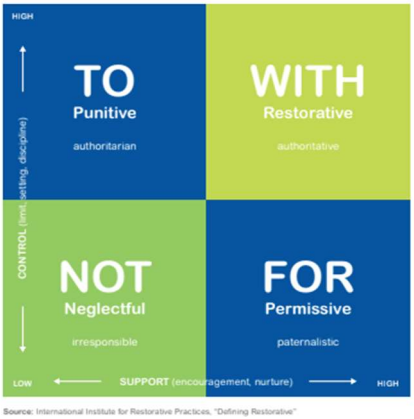
Our main focus in helping to meet the needs of a child would come from the Neurosequential Model (Dr Bruce Perry) which would help us understand which part of the brain a child was acting from, using the Regulate, Relate, Reason framework and therefore being able to respond in the right way.

Regulate: Understanding that the child has little or no access to cognitive thinking and requires the adult as co-regulator to look at and quickly respond to safety, sensory, physiological and environmental factors. The child or others may need to be kept safe at this time, as a fight or flight response is likely.

Relate: Understanding that the child needs support from a key adult, or others around them. A curious and empathic response is required where the adult gets alongside the child in a supportive manner to ensure a fight or flight response is prevented. This will often need to be carried out away from other pupils, in an environment in which the child feels safe.

Reason/Repair: to understand that the appropriate time to speak to the child (where appropriate given their SEND) about their behaviour is when they are re-connected to cognitive thinking. A restorative approach would then be used to identify the natural consequences of their actions (implementing logical consequences if required), to model and develop an empathic response towards others. A child's feelings and emotions would be validated, whilst looking to develop strategies with them to make better choices in terms of behaviour and actions over time.

The "WITH" box in the social discipline window shown below gives a representation of where we strive to be with our approach. It combines high levels of expectations, with equally high levels of support for pupils.



Source: International Institute for Restorative Practices, "Defining Restorative"

The School is aware of the importance of providing clear expectations for pupils, parents, carers and staff. In doing so we provide a framework in which everyone knows and understands their roles, rights and responsibilities in making our school a purposeful learning environment that is physically and emotionally safe for all. This will enable our values of Nurture, Believe, Thrive and Succeed to flourish.

The policy and practice within this school seek to demonstrate:

- Consistent, clear and fair principles, which relate to the school's aims and objectives.
- A whole school relational approach conducive to effective teaching and learning, physical and emotional care and therapeutic intervention.
- Arrangements and practices which are known to pupils, staff, and parents which effectively convey the ethos of the school.
- A sense of community, mutual respect and shared values.
- A commitment to proactive rather than crisis driven approaches.
- The encouragement of self-worth, self-confidence, and self-discipline.
- An emphasis on effort and achievement.
- Active partnership with parents and co-operation with the community.

- The use of consequence is logical, fair and considered.

Responsibilities and Entitlement

Responsibilities

David Matthews (Deputy Head Teacher) has responsibility of Behaviour Lead in school.
David is an Advanced Team Teach Tutor, Licensed Thrive Practitioner and Positive Regard Specialist Behaviour Lead.
Michelle Mulholland (Vice Chair of Governors) has responsibility as link Governor for overseeing Behaviour and Attitudes.

Staff at this school have a responsibility to:
Provide a broad and balanced curriculum matched to the individual needs of each pupil.
Use the Curriculum Toolkit to support full understanding of the approaches required for all pupils.
Understand how a pupil's SEND, life circumstances and previous experiences may impact on their regulation and behaviour.
Help each pupil to achieve their full potential.
Provide a positive and safe learning environment to safeguard and nurture all pupils.
Encourage every pupil to have high standards of behaviour, uniform, punctuality and attendance.
To be aware of emotional wellbeing of pupils, ensuring their mental health and self-esteem is paramount in our practices.
Encourage pupils to take care of their surroundings and others around them.
Communicate effectively and sensitively with parents/carers/guardians.
Teach pupils to develop a positive attitude towards everyone regardless of difference in gender, race, culture, belief, values, age and need.
Model appropriate behaviours and practices as well as how to maintain good relationships at all times.

Ongoing CPD is provided from a variety of sources, including additional support for any members of staff that require it. New staff follow an induction process that includes information around the needs of pupils, safeguarding and behaviour.

Pupils at this school have a responsibility to:
Follow the school rules and expectations.
Do their best in all that they can do at school, taking part in a range of activities.
Show respect for others and the school environment.
Support home/school contact where appropriate.
Respect other's culture, race, feelings, beliefs and values.
Express their views in a calm and considered way.
Reflect in learning conversations with staff when a situation has had an undesirable outcome.

Parents/carers/guardians of pupils at this school have a responsibility to:
Maintain effective contact with school to inform of any concerns that may affect their child's work or behaviour at school.
To attend and actively participate in meetings and reviews that concern the development of their child.

ENTITLEMENT

Pupils at this school are entitled to:

Opportunities to develop self-worth through gaining success and accepting responsibility.
Opportunities to develop self-discipline.
Have their social and emotional needs supported and planned for.
A school ethos that is flexible, tolerant and allows them to be treated as individuals.
A caring and supportive regime in which personal growth and mental health can be nurtured.
Experience fair and equal treatment.
Knowledge of the rules, routines and expectations of the school.
To feel part of the School and be listened to in terms of their views and thoughts.
Receive praise and reward for positive achievements.
Access support mechanisms in the school and positive role models to emulate.

Staff are entitled to:

The right to teach; the right to respect; the right to fair treatment and the right to work in a safe environment.

Parents/carers/guardians of pupils at this school are entitled to:

Be regularly and actively involved in the education of their child, seeking constructive solutions to any issues involving their child.

TRANSITIONS

Robust transition practices are in place to ensure that each pupil moving to or within Durham Trinity School and Sports College can be understood, have their needs met and feel safe as quickly as possible in their new environment.
Transition activities are coordinated by school SENDCOs and supported by staff at all levels. Strategically by Senior and Middle leaders and then practically by Teachers, Support and Admin Staff.
Activities include analysis of EHCPs and other appropriate documentation, observations of pupils in their current setting, development of pen portraits, physical visits from pupils and collaboration with parents, healthcare professionals and previous school staff.

ROUTINES.

An explicit feature of the school's structure is its routines. A routine is a fixed order of doing something and serves as a regulator. Valid routines contribute greatly to the smooth running of the school in general and specific activities in particular. Pupils thrive emotionally on the security that results from the consistency of well-established routines.

Teaching pupils the routines of the school should be more a matter of communication through the use of visual timetables and instruction than one of control. Pupils should be particularly praised when following routines and all pupils should on occasion have their observations of routines positively reinforced. Some pupils may require an individualised timetable or other visual cues such as 'Now' and 'Next', or an age appropriate visual timetable to encourage independence.

Regular school routines include:

- entering and moving around the school,
- the timetable,
- break and lunch times,
- Home/school transport arrival/departure procedure.

SCHOOL RULES.

The school rules provide a set of shared values and help achieve a consistency of behaviour for everyone. Such rules as exist are few and based on safety and sensible behaviour.

Durham Trinity School & Sports College Rules are:

- show respect for others, their property and the school,
- move safely within the school building & grounds and when accessing off-site environments to prevent accidents,
- respect the personal space of others,
- always be where we are supposed to be,
- be good ambassadors for Durham Trinity School & Sports College at all times.

PRACTICE - REWARDS.

An essential part of our practice is to give clear direction of what is expected and to reinforce by rewarding appropriate pupil behaviour and endeavour. Verbal praise and encouragement as well as gesture and facial expression are used regularly.

Extrinsic rewards can be very powerful as they acknowledge positive achievement, although consideration is given to the complications of over reliance on extrinsic rewards and the development of an intrinsic sense of achievement is also promoted.

There are a variety of rewards, which can be used as appropriate to the pupil's age and level of understanding. These include:

- The pupil choosing preferred activity on completion of task.

- Use of class star charts or similar.

- Marking work, using smiley faces or writing positive comments in workbooks.

- Awarding certificates in class or as part of assemblies such as "Star of the Week". Staff will however be aware of the potential negative impact on those that don't receive an award.

- 'Well done' phone calls to parents or carers. When a pupil has excelled in a particular area (academic or socially) a phone call is made, outlining what it is we are especially proud of.

PRACTICE - INTERVENTION.

All staff must work together **all** of the time to encourage positive pupil behaviour. A quiet word or a knowing look often suffices. It is often however, the frequency of such actions which determines effectiveness.

Dysregulated pupil behaviour in the classroom is initially the responsibility of the class teacher. When presented with pupils displaying these behaviours, there is a professional obligation upon teachers to examine whether their lesson content promotes maximum pupil engagement, the setup of their classroom is welcoming and safe and the ethos and routine they promote is conducive to regulation.

De-escalation techniques.

Our pupils tend not to be as socially or personally skilled as most of their mainstream peers, and are as a consequence more likely to cope poorly with frustration, conflict and anxiety resulting in poor judgement, a failure to anticipate the effect or consequences of their behaviour, and, on occasions, temporary loss of control.

For pupils to learn to make more socially acceptable choices, it is important that all staff seek to understand the function of the following behaviours:

- Dangerous behaviour
- Substance misuse
- Racial or religious intolerance or abuse
- Bullying
- Loss of self-control
- Verbal abuse
- Damage to property
- Negativism towards self or others
- Theft
- Intimidating behaviour
- Physical aggression
- Constant disruption

Emotional Dysregulation

Pupils' impaired emotional regulation systems or interrupted emotional development is often the cause of many incidents of problematic behaviour. It is important to be aware that emotional dysregulation, which is often a neurological and physiological response to a threat or perceived threat, can be elicited in a number of ways.
The types of dysregulation that most obviously relate to pupils with special educational needs are:

- Fear induced – a response to a perceived threat or unrealistic expectations.
- Sensory induced – often related to environmental factors.
- Irritability induced – elicited by frustration, boredom or pain.
- Peer group related – related to perceived social standing, linked to self-esteem or pecking order.

Pupils with special educational needs often have a fragile self-esteem and are more likely to be sensitive to situations which are perceived to threaten this. Consequently, they are often perceived as having 'a short fuse'. Such pupils often have few strategies available to manage threatening situations in alternative ways.

The signs and signals of emotional dysregulation are often easily observable:

- Facial Expressions
  - eye contact refused
  - possible dilated pupils
  - unblinking or darting eyes
  - frowning
- Voice
  - unusually very loud or quiet
  - breathlessness
  - through clenched teeth

- rapid speech.

- Movement
  - forward movements with aggressive gestures can signal threat.
  - climbing
  - hiding
  - pacing

- Gesture
  - clenched fist
  - pointed finger
  - hands at face level
  - repetitive hand movements.
  - rocking

Staff can inadvertently trigger aggression, and a conflict cycle established. This is likely to occur when staff understand the pupils' feelings but mirror their behaviour (yell back, use sarcasm etc.). Negative adult reactions inevitably escalate the conflict into a self-defeating power struggle. Such reactions usually occur when a member of staff is outside of their window of tolerance.

Coping with one's own anger, staying calm, and not projecting negative signals to pupils in distress is facilitated by:

Using the **'I'** expression. Starting sentences with 'I' rather than 'you' helps to prevent us from saying unhelpful remarks to the pupil. Giving the reason for our anger and identifying the underlying emotion will model how to express our anger appropriately.

Trying to take 'thinking time', **responding rather than reacting.** Taking 'time out' from the situation and asking for support from another member of staff, which is looked upon as a strength, as it requires understanding of one's own emotions. Letting off 'steam' to a colleague at the appropriate place and time and if necessary.

Admitting, accepting and if possible sharing that everyone has 'bad days' and 'bad moods'. **Positive modelling** of such feelings can help pupils.

Being aware of the source of the anger. **Knowing ones triggers** helps avoid responding in anger to a student trying to provoke. It helps to be aware of what is going on and therefore enables one to be better prepared to deal with it.

Avoiding **exaggeration and over involvement.** Trying to stay objective and remembering that we are the 'professional adults in the situation'.

Not making it personal or taking it personally. Not getting into an exchange of personal insults.

Staying in control. In order to help pupils control themselves and their emotions, one must first accept and control ones feelings, remaining connected to our own "thinking brains".

Managing Pupils' Dysregulation

Unsupported emotions can often escalates into dysregulation. It is important that staff working with students prone to dysregulated outbursts:

- **Remain calm**

The more you take it personally the worse it will get.
Avoid power struggles.
Allow pupils a perceived way out.

- **Acknowledge and validate pupils' feelings and emotions**
  Denying and/or trivialising emotions fuels further dysregulation.

- **Use empathic/therapeutic language**
  "(Name), I can see that you're finding things difficult….I'm wondering if it's because……..I'm here to help, let's go and ……."

- **Use time out**
  Enable the pupil to withdraw and calm down.

- **Divert attention**
  Use an alternative task to distract a pupil.

- **Encourage active relaxation**
  Support pupils in, or develop pupils' ability to carry out relaxation techniques.

At the height of an anger outburst it is often not possible or appropriate to verbally communicate with the pupil. Skilled staff can play a dynamic role in enabling pupils to regain self-control.

Staff should consider:

- **Neurosequential model of "Regulate, Relate, Reason"**
  Understand where a child is within the framework and respond appropriately.

- **Posture**
  Keep hands and palms visible and unclenched.
  Do not tower over a pupil, sit or at least crouch/bend down.

- **Proximity**
  Be aware of personal space – do not invade.

- **Eye contact**
  Excessive eye contact is challenging & confrontational therefore it is helpful to allow pupils to look away.

- **Voice tone** (Limit language, due to probable disconnection from cognitive thinking)
  Speak calmly and firmly, yet in a supportive manner, allow extended processing time.

REPRIMANDS.

The majority of pupil misbehaviour is either pre-empted by staff or dealt with so quickly that a casual unenlightened observer might easily fail to notice any action taken by staff.

There will be occasions when the behaviour of a pupil is unacceptable. In such instances it is vital that staff feel comfortable and confident in coping with the difficult behaviour. Whatever the intervention, it is fundamental that it is accomplished in such a manner that the respect of the individual pupil is not adulterated.

Remember it is the behaviour that is unacceptable, not the pupil.

A reprimand embodies a warning aimed at stopping misbehaviour, preventing its re-occurrence and avoiding the need for further staff intervention. Reprimands are only effective in establishing a sound working and/or caring environment if they are used sparingly. Frequent use of verbal reprimand is likely to be regarded by pupils as nagging. Repeated use of a reprimand for recurring behaviour without explaining possible consequences is ineffective. The effectiveness of a reprimand will depend on the context, but the following qualities increase the likelihood that a reprimand will be effective:

- Correct targeting - the pupil reprimanded should be the one who instigated or engaged in the misbehaviour.
- A focus on the behaviour not the pupil - the reprimand should emphasise disapproval of the act, not the pupil; 'When you ……. I feel ……. what I need you to do is ……..' is more effective than 'you're nothing but a loud mouth and a nuisance'.
- Firmness - a reprimand should be clear and firm avoiding any suggestion of pleading for co-operation.
- Mutual respect - the member of staff must treat the pupil with respect in order for his/her disapproval to matter.
- Consistency - reprimands should be applied consistently.
- Additional cues - accompany the reprimand with appropriate non-verbal cues, such as eye contact (although do not demand it from the child), to increase the effectiveness of the exchange.
- Avoidance of idle threats - if a reprimand embodies an implied logical consequence it must be carried out. If it cannot be carried out it should not be made.
- A quiet word - quiet and private reprimands can often be more effective than loud, public interventions.

Consequences

When a reprimand is ineffective or the misbehaviour is of a more serious nature the use of consequences may be both necessary and desirable. The appropriate use of consequences should have a developmental impact on a pupil's skill set, to allow them in time, to deal with difficult situations more effectively; provide pupils with clear parameters regarding that which is acceptable behaviour; enable pupils to acquire their own value boundaries; and form a basis for relationships based on reciprocity of responsibility rather than power. The inappropriate use of consequences will, however, either have no effect or actually encourage the pupil to misbehave further.

The use of consequences must be very carefully considered. Consequences must be logical and applied fairly and consistently, taking account of all circumstances including the pupil's age, and within a context of positive re-enforcement of good behaviour.

Guidelines for consequences:

- All consequences should be planned and their possible outcome thought through. Any doubts should be discussed with a senior colleague.
- Any consequence should never be delivered whilst in a heightened emotional state, but rather in a calm, considered and consistent manner.
- The consequence should, if appropriate, be logical and 'fit the misdemeanour' - it should be designed to allow the pupil to make reparation for the harm they may have done. A pupil damaging a display for example could help to repair it.
- It is essential that consequences should be aimed at the misdemeanour, not at the pupil. i.e. 'Peter, keeping all the pencils to yourself is not being helpful. If you do not share ...' etc. NOT 'Peter, you really are the naughtiest boy I have ever met.'
- Where a consequence is used it should come as soon as possible after the behaviour, in order to be developmental for the child.

Permitted consequences:
Staff should not issue consequences outside this list, and normally should be prepared to undertake any supervision themselves:

- missing a break time or part of lunchtime to developmentally discuss their behaviour, due to a health and safety risk or to complete work
- completion of assigned work or additional work in their own time at home, with the agreement of a parent/carer
- carrying out a useful task in the school, particularly in response to vandalism
- withdrawal from a particular lesson or peer group,
- confiscating possessions which are interrupting the safe and secure learning environment. Confiscation can be for a period of up to the end of the school day unless it is included the list of prohibited items included in the DfE guidance, 'Searching, Screening and Confiscation'. If a pupil possesses any of these prohibited items the Headteacher will follow the DfE guidance which may result in notifying parents, disposal of the items or contacting the police.
- with SLT approval, being denied the privilege of taking part in activities/events that are not an essential part of the curriculum, due to logical or health and safety reasons.

Punishments that are humiliating or degrading will not be used.

Recording of Behaviour Incidents
Staff are expected to use a range of strategies to engage, support and promote positive pupil behaviour.
When a member of staff has judged that a pupil has exhibited behaviour that needs to be recorded (but is not part of a major incident), or in order to record low level disruption over an extended period of time, the staff member will complete a behaviour incident form on CPOMS, alerting the class teacher, pathway leader and behaviour lead. Any incident recorded would, by nature lead to further action. This could include discussion/counselling with the pupil, restorative practice, break/lunchtime reflection, class report, contacting parent/carer, staff debrief and adjustment to practice.

Bullying
There is no legal definition of **bullying,** however at Durham Trinity School and Sports College, we use government guidance in that bullying is usually defined as behaviour that is:

- repeated,
- intended to hurt someone either physically or emotionally,

- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

And that it takes many forms and can include:

- physical assault,
- teasing,
- making threats,
- name calling,
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).

Behaviour incidents incorporating Bullying and Prejudice Related Incidents are initially recorded on CPOMS, having their own tag under behaviour, but are also recorded separately on the Durham County Council Prejudicial Incidents Form and are passed to the Head Teacher.
Durham Trinity School and Sports College has a separate Anti-Bullying policy which gives full details of approaches to prevent and systems to manage any incidents of bullying.

Child on Child Abuse
At Durham Trinity School and Sports College, we have a separate policy relating to our understanding, prevention and response to child on child abuse. This can be found on our website.

Emotional Wellbeing and Mental Health
It is estimated that over 60% of children with SEND will develop a mental health condition during adolescents. Mental health conditions can also significantly increase to likelihood of dysregulated behaviour. For these reasons, Durham Trinity School and Sports College have a Social and Emotional Team, led by a Pupil Emotional Wellbeing Lead, that works with staff on the early identification of such needs.
Class staff would complete a social and emotional wellbeing referral form, which would be assessed and triaged, with access to one of the following support routes:

- Class based Thrive intervention, supported by a licensed practitioner or trained member of staff
- 1:1 Thrive intervention by a licensed practitioner or trained member of staff
- 1:1 Theraplay intervention from a trained member of staff
- Sensory Attachment Intervention from a rained member of staff
- Dog Therapy with our Head Teacher and therapy dog, Jeff.
- School based counselling,
- School based Self Help Group
- Solution circle and engagement plan
- Educational Psychology

Restorative Approach
All staff are trained in the restorative approach to support the building of relationships and when things go wrong, support those involved to repair the harm and rebuild the relationship.

Using restorative approaches means focusing on harm that has been caused between people and how it can be repaired.

For those who have been harmed, working in this way provides opportunities:

- to express themselves
- to be listened to
- to say what needs to be done to repair what has happened.

It provides those that cause harm with an opportunity:

- to reflect on what they have done
- to see the effect that they have had on others
- to make some kind of reparation.

Restorative approaches provide opportunities to learn skills in questioning, listening, reflecting and problem-solving and to develop empathy, responsibility and emotional awareness.

A restorative approach provides a framework for repairing or re-building relationships and establishing communities where people care about and respect each other.

The 6 basic restorative questions used in the conversations are:

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected and how?
- What needs to happen now?
- What do you need to do now?

A simplified format, supported by sign or symbols would be used where appropriate.

Thought must be given to the specific needs of the pupils when deciding the appropriateness of such visual cues, particularly those with impaired emotional regulatory systems.

Solution Circle

A solution circle can be requested by any member of staff who is having repeated and ongoing difficulties with a particular child. Solutions circles will be facilitated by members of the leadership team, with a minimum of 4 staff required. They are intended to get a range of views from fellow professionals and to develop proactive strategies to move forward with regarding the challenging behaviours being presented. Strategies from solution circles would then feed into engagement plans.

Risk Assessment

On some occasions, pupils may or may not be aware of the dangers and consequences of their own behaviours. By circumstance, this could compromise their safety and/or the safety of others. In such circumstances, a risk assessment would be put in place that will have specific interventions at certain levels of distress, to ensure the safety of all staff and pupils.

Engagement plans are written when there is an ongoing concern regarding the behaviour of a pupil. They can only be written following the investigation into the root cause of the behaviour and are designed to address that cause. An engagement plan may be written or updated following a solution circle and is intended as a proactive way that all staff can work in a consistent manner, using common strategies, in order to best support the pupil and reduce the challenging behaviours being exhibited. Engagement plans are designed as working documents and any ongoing changes would be shared with staff and parent/carers.

Thrive Intervention
If repeated challenging behaviour is observed, the investigation into the root cause may highlight possible interruptions in the emotional development of a pupil. If this is deemed to be a possibility, then a Thrive assessment will be carried out to determine where any interruptions may be evident and an action plan put in place. This action plan would then feed into the pupils' engagement plan and additional timetabled 1:1 intervention may be appropriate from one of our licensed practitioners or trained members of staff.

Class report
This is an internal report aimed to focus the pupil's on their own behaviour. The focus of the report is the behaviour that has caused concerns and to highlight any positive behaviour observed. Staff complete the report each lesson/breaktime commenting on the pupil's behaviour and engagement. Once sustained improvement has been achieved the pupil will cease to be on class report. Developmental conversations and an investigation into reasons for the challenging behaviour must precede this report, to allow the child to potentially access alternative strategies when the situations that have given cause for concern arise.

School report
Where there is no improvement in behaviour whilst on a class report, a 'school' report is then issued. The main difference is that parents/carers are informed and asked to sign the report each evening. At this stage, the report would need to be signed each day by either the key stage leader or member of SLT. Developmental conversations and investigation at this stage could include parents following an invitation to attend a meeting in school.

Team round the child
If all the aforementioned strategies have failed to improve behaviour, or if a pupil has been excluded and it is necessary, similar to TAF meetings, a 6 weekly meeting schedule would be implemented to potentially include the pupil, tutor, key stage leader, member of SLT, parent and PSA. The engagement plan would be reviewed and an agreement would be developed, with action points for various members of the group, particularly the pupil, to be reported back at the next meeting. The inclusion of other professionals or change of timetable may also be required at this point.

Drawing a Line in the Sand (Unconditional Positive Regard)
It is absolutely essential that following any incident of dysregylated behaviour or related consequence, a fresh start is available for the pupil and staff look forward positively rather than reminding of or dwelling on previous events/lessons. Staff should be looking for the earliest opportunity to catch the pupil doing something good and respond appropriately with relevant praise or reward. It is essential that staff separate the behaviour from the child. The behaviour may be unacceptable, however the child certainly isn't and that needs to be made clear to the child.

Ongoing CPD will be provided from a variety of sources, including additional support for any members of staff that require it.

PROCEDURES TO FOLLOW WHEN A PUPIL ABSCONDS.

These procedures are to be followed when more able pupils leave the premises without permission. If a pupil is less able, has little or no sense of danger, staff must make every

effort to prevent absconding or find the pupil as soon as possible, to escort him/her back to school.

1. Where possible, inform a member of staff that you are leaving site (to inform a member of SLT) and maintain visual monitoring of the pupil from a distance to not further dysregulate.

2. Report the name of the pupil to a senior member of staff after making sure that the pupil has definitely left the premises, giving details such as the time the pupil left the building, reason for the pupil leaving if known, the direction he or she was last seen taking and details of clothing last seen wearing.

3. The senior member of staff will make the decision when to contact the police and the pupil's parents/carers (usually 5 minutes).

4. Record the incident on a major incident form and DCC near miss accident form following consultation with a member of SLT.

If the pupil returns to school, all agencies and parents must be informed immediately.

MAJOR INCIDENTS.

There is some behaviour that so severely inhibits the school's positive ethos and totally disrupts education that it is deemed a major incident. Depending on the severity, such behaviour can include:

- physical violence to another pupil and/or adult,
- deliberate excessive damage to the building, its equipment or others possessions,
- absconding,

Such instances must be recorded on a major incident report (MIR) form as soon as possible and reported to the senior member of staff on site.
All completed major incident forms must be given to the Deputy Head Teacher or Head Teacher.

EXCLUSION.

Exclusion is the last resort in terms of a consequence of extreme behaviour and would only normally be used on health and safety grounds.

Only the Headteacher can exclude a pupil from Durham Trinity School & Sports College.

A decision to exclude a pupil for a fixed term or permanently should be taken only:
- in response to serious breaches of the school's behaviour policy; and
- once a range of alternative strategies have been tried and failed; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The School will follow the guidelines issued by the LA and DfE on pupil exclusions

Fixed Term Exclusion.

The law allows the Headteacher to exclude a pupil for one or more fixed periods (including lunch times) not exceeding 45 days in any one school year.
The School and Governing Body will follow the guidance issued by the LA depending on the length or number of exclusions an individual pupil may accrue.
It is the responsibility of the school to provide full time education for any pupil given a fixed term exclusion longer than 5 days. The school will educate such a pupil within a room at school or nearby provision, providing staff and work. This arrangement will be reviewed annually.

Permanent Exclusion.
A decision to exclude a pupil permanently is an extremely serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and failed. In most cases, if the school felt it could no longer meet the needs of a child, an emergency EHCP review would be arranged, to look at a change of educational placement in order to meet the needs of the child more appropriately.

PARENTING CONTRACTS

The DFE has placed a requirement on all schools to have in place procedures/protocols for offering parenting contracts, to parents whose children have been excluded from school. School will utilise this strategy when a pupil has been excluded for more than 2 periods within a term.

USE OF RESTRICTIVE PHYSICAL INTERVENTION

The school has a Restrictive Intervention Policy that was re-written in April 2026 following the publication of "*Restrictive interventions, including use of reasonable force, in schools"* which specifically includes the Use of Team Teach. This outlines the circumstances and procedure when such a strategy would be deemed appropriate. The majority of staff are trained in Team-Teach, a framework which has its focus in prevention and de-escalation of dysregulated behaviours by calming, comforting and diverting the pupil in order to maintain safety and a secure learning environment. Team-Teach recognises however that there are times when it is appropriate to use a physical intervention in the best interests of the pupil. Although all restrictive physical intervention must be reasonable, proportionate and necessary. The Restrictive Intervention Policy also sets out guidance for staff around the use of seclusion.