BRIGHTFIELD
ACADEMY

Inclusion. Choice. Growth.

Behaviour Policy

Regulate first. Relate always.
Restore where possible.

POLICY OWNER	APPROVED BY	DATE ADOPTED	REVIEW FREQUENCY	NEXT REVIEW DUE
Directors, Brightfield Academy	Director	June 2026	Annually	June 2027

Inclusion. | Choice. | Growth.

Brightfield Academy
Together, we grow brighter futures.

Behaviour Policy

The Brightfield Academy
Policy Owner: Directors of The Brightfield Academy
Approved by: Directors of The Brightfield Academy
Date Adopted: June 2026
Review Cycle: Annually
Next Review: June 2027

Brightfield Academy
Behaviour Policy
2026–2027

"Regulate first. Relate always. Restore where possible."

1. Behaviour at Brightfield Academy

Brightfield Academy believes that every behaviour has meaning and that every learner deserves to be understood before they are judged.

We recognise that behaviour is often a form of communication. It may reflect unmet needs, anxiety, trauma, sensory differences, communication difficulties, adverse childhood experiences, frustration, uncertainty or emotional dysregulation.

Our approach is founded upon our values of **Inclusion. Choice. Growth.**

We believe that positive behaviour is best developed through trusting relationships, emotional safety, consistent expectations and opportunities for reflection and growth.

While we actively support learners to understand and regulate their behaviour, we also maintain high expectations for conduct, respect and personal responsibility.

Compassion and accountability are not opposing principles; they work together to create safe environments in which everyone can flourish.

Our aim is not simply to manage behaviour in the moment, but to help every learner develop the confidence, self-awareness and emotional skills needed for lifelong success.

<u>At Brightfield Academy we believe:</u>

•Behaviour is communication.
•Relationships create change.
•Regulation comes before reasoning.
•Every learner is capable of growth.
•Every interaction is an opportunity to build trust.
•Safe boundaries create emotional security.
•Restoration is more powerful than punishment.

At the same time, Brightfield maintains:
clear boundaries
consistent expectations
high safeguarding standards
safe environments for all learners and staff
This policy outlines how Brightfield promotes positive behaviour, responds to dysregulation, and ensures safety for everyone within the provision.

2. Legislative & Guidance Framework

This policy has regard, where relevant, to current legislation and guidance, including:

- the Children Act 1989 and Children Act 2004;
- the Education and Inspections Act 2006, including sections 93 and 93A, where applicable;
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, where applicable;
- the Equality Act 2010;
- the Human Rights Act 1998;
- the Health and Safety at Work etc. Act 1974;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- DfE guidance, Restrictive Interventions, Including Use of Reasonable Force, in Schools;
- DfE guidance, Behaviour in Schools;
- DfE Non-school Alternative Provision: Voluntary National Standards;
- the SEND Code of Practice: 0 to 25 years;
- relevant Milton Keynes City Council and Buckinghamshire Council safeguarding, alternative provision and commissioning requirements, together with the requirements of any other commissioning local authority or school.

Brightfield Academy operates as a non-school alternative provision. Some statutory powers and recording requirements contained in education legislation apply specifically to registered schools and their staff. Brightfield nevertheless adopts the principles of the current DfE restrictive-intervention guidance as a minimum best-practice standard wherever appropriate.

Nothing in this policy creates a power to use force or authorises conduct that would otherwise be unlawful. Staff may act only where their action is lawful, necessary and proportionate in the individual circumstances.

Brightfield's internal threshold is intentionally narrower than the full range of circumstances in which reasonable force may be available to school staff.

Brightfield permits force only where it is necessary to prevent an imminent or continuing risk of physical injury to the learner or another person. The DfE guidance defines reasonable force as no more force than is necessary, used for the least amount of time, and expects decisions to reflect necessity, proportionality, individual vulnerability and welfare.

3. Scope

This policy applies to:

- all learners
- all staff
- volunteers
- visitors
- off-site activities and educational visits

4. Brightfield Behaviour Principles

Behaviour support at Brightfield Academy is guided by the following principles:

Inclusion

Every learner belongs within our community and deserves to be treated with dignity, respect and compassion.

Choice

Learners are supported to understand the consequences of their actions and are encouraged to make increasingly positive choices through guidance, reflection and encouragement.

Growth

Behaviour is viewed as part of each learner's personal development. Mistakes provide opportunities for learning, reflection and positive change.

Safety

The physical and emotional safety of learners, staff and visitors will always remain our highest priority.

Relationships

Positive, trusting relationships provide the foundation for successful behaviour support.

Consistency

Consistency means responding fairly, predictably and proportionately while recognising that different learners may require different forms of support.

5. Key Behaviour Principles

Brightfield believes:
behaviour must be understood within context
dysregulation is not defiance
shame-based approaches are harmful
positive relationships reduce escalation
boundaries and compassion can coexist
We do not believe in:
humiliation
public shaming
aggressive confrontation
punitive behaviour systems
blanket approaches that ignore individual need

6. Understanding Behaviour
Behaviour may be influenced by:
anxiety
trauma
sensory needs
communication difficulties
attachment difficulties
low self-esteem
previous negative educational experiences
unmet emotional needs
Staff should always consider:
“What might this learner be communicating through this behaviour?”

Understanding the Whole Child
Behaviour should never be viewed in isolation.
Staff will seek to understand the wider factors that may influence behaviour, including:
•special educational needs and disabilities;
•communication differences;
•trauma and adverse childhood experiences;
•emotionally based school avoidance (EBSA);
•sensory processing needs;
•attachment experiences;
•physical or mental health needs;
•family circumstances;
•environmental triggers;
•previous educational experiences;
•strengths, interests and protective factors.
Behaviour support plans will always seek to understand the learner before determining the most appropriate response.

Co-Regulation and Emotional Safety
Brightfield Academy recognises that many learners require support from calm, emotionally available adults before they are able to regulate independently.
Staff are expected to:
remain calm and emotionally regulated;
model respectful communication;
reduce emotional intensity where appropriate;
provide reassurance;
offer appropriate choices;
maintain predictable routines;
help learners recognise and understand emotions;
encourage the gradual development of independent self-regulation skills.
Adults regulate first so that learners can learn to regulate alongside them.

7. Behaviour and Safeguarding
Brightfield recognises that behaviour may indicate:

emotional distress
unmet safeguarding needs
exploitation
mental health concerns
abuse or neglect

All staff must:
remain professionally curious
identify patterns of concern
report safeguarding concerns immediately
record incidents factually
Behaviour concerns must never be viewed in isolation from safeguarding.

8. Expectations for Learners
Brightfield maintains clear and developmentally appropriate expectations.
Learners are expected to:
treat others respectfully
use spaces safely
follow reasonable instructions
engage positively where possible
communicate needs appropriately
Expectations are:
explained clearly
reinforced consistently
adapted where appropriate for SEND needs

9. Staff Responsibilities

All staff are responsible for:

- building positive, healthy and professionally appropriate relationships;
- maintaining calm and professional conduct;
- recognising early signs of distress and dysregulation;
- using preventative, relational and de-escalation approaches;
- making reasonable adjustments for SEND, disability, communication and sensory needs;
- following individual behaviour, regulation and risk plans;
- maintaining the safety and dignity of learners;
- seeking assistance promptly when risk increases;
- responding proportionately to incidents;
- reporting safeguarding concerns immediately;
- recording significant incidents factually and promptly;
- taking part in post-incident review, support and reflective practice.

Staff must never:

- shame, humiliate or deliberately frighten a learner;
- use threatening, aggressive or provocative language;
- enter avoidable power struggles;
- use force to punish, intimidate or secure obedience;
- use force merely because a learner refuses an instruction or activity;
- use force solely to protect property;
- use force merely to prevent a learner leaving a room or activity;
- use any restrictive intervention unnecessarily;
- use a physical technique for which they have not been trained, except for the minimum instinctive protective action reasonably necessary during an unforeseen emergency;
- continue an intervention after the immediate risk of physical injury has reduced;
- conceal, minimise or inaccurately describe the use of a restrictive intervention.

Any member of staff who witnesses or becomes aware of potentially inappropriate physical intervention must report it immediately to the Designated Safeguarding Lead or senior leader. The concern must be considered under Brightfield's safeguarding, allegations and low-level concerns procedures.

10. Consistency of Practice

Brightfield recognises that consistency is essential in creating emotional safety and trust.

Consistency does not mean responding identically to every learner. Instead, it means:

maintaining predictable boundaries
responding fairly and proportionately
adapting support to individual needs
ensuring all learners experience safe and respectful relationships

Leaders will monitor practice to ensure approaches remain consistent across the provision.

11. Positive Behaviour Support

Brightfield promotes positive behaviour through:

emotional safety
trusted relationships
consistent routines
flexible provision
meaningful engagement
learner voice and choice

Positive reinforcement may include:

verbal praise
recognition of effort
celebration of progress
increased responsibility
personalised encouragement

Recognition is tailored to the learner and focuses on:

progress
resilience
regulation
participation
relationship-building

12. Environmental Support

Brightfield recognises that environment strongly impacts behaviour.

Where possible, Brightfield provides:

calm, low-pressure spaces
outdoor learning opportunities
sensory-aware environments
reduced stimulation where needed
flexible learning approaches

Reasonable adjustments may include:
movement breaks
alternative workspaces
reduced demands
modified timetables
supported transitions

13. De-escalation Approaches
Staff must prioritise de-escalation at all times.
Strategies may include:
calm tone and body language
reducing demands
distraction or redirection
offering space
regulating alongside the learner
use of trusted adults
sensory or movement breaks
use of Zones of Regulation approaches
Staff must avoid:
raised voices
confrontation
crowding learners
excessive verbal processing during distress
ultimatums wherever possible

De-escalation Before Restrictive Intervention
Less restrictive alternatives must be used before physical intervention wherever it is safe and practicable to do so.
Depending on the circumstances, staff should consider:

- reducing or removing demands;
- increasing physical space;
- reducing noise, language and environmental stimulation;
- offering a trusted adult;
- moving other learners away;
- removing dangerous objects where this can be done safely;
- offering clear, limited choices;
- allowing additional processing time;
- using an agreed communication system;
- offering movement, sensory or regulation support;
- changing the member of staff leading the response;
- summoning senior or emergency assistance;
- allowing the learner a safe route away from the situation.

Staff are not required to work mechanically through every possible strategy or delay emergency action where doing so would increase the likelihood or seriousness of physical injury.
The member of staff must continually assess whether intervention is likely to reduce the danger or whether it may escalate the situation or create greater harm. The DfE guidance similarly requires staff to consider less restrictive options, likely effectiveness, proportionality and whether an intervention itself is increasing risk.

Graduated Behaviour Support Pathway

Stage 1 - Connect
Build rapport.
Notice early signs.
Provide reassurance.
Reduce anxiety.
Maintain emotional safety.

Stage 2 - Support
Offer regulation strategies.
Reduce demands.
Provide movement or sensory breaks.
Offer choices.
Use trusted adults.

Stage 3 - Restore Safety
Increase supervision.
Remove triggers.
Adjust activities.
Review risk.
Seek senior support where necessary.

Stage 4: Protect
Stage 4 applies only where there is an imminent or continuing risk of physical injury to the learner or another person.
Staff should:
summon assistance;
move other learners and bystanders to safety;
remove hazards where safe to do so;
continue calm, clear communication;
contact emergency services where required;
use physical intervention only if it is immediately necessary to prevent injury;
use the least restrictive action and minimum force required;
reduce and end the intervention as soon as the immediate risk reduces;
arrange welfare checks and appropriate first aid or medical support;
report, record, review and notify in accordance with Section 27;
restore safety and relationships when everyone is regulated.

Learning Following Behaviour Incidents
Every significant behaviour incident presents an opportunity to learn. Following incidents, Brightfield Academy will seek to:

understand what happened;
identify contributing factors and triggers;
listen to the learner's perspective;
review existing support strategies;
involve parents or carers where appropriate;
review risk assessments if necessary;
identify any safeguarding concerns;
support successful reintegration;
celebrate positive progress following the incident.

The purpose of reviewing behaviour is not to assign blame but to improve future support and reduce the likelihood of recurrence.

15. Low-Level Behaviour Concerns
Some learners may demonstrate:
low-level disruption
avoidance behaviours
refusal to engage
verbal frustration
withdrawal or shutdown

Staff should respond through:
curiosity and support
relationship-based approaches
encouragement and regulation strategies
flexible adaptation where appropriate
Repeated patterns will be monitored to identify underlying needs or barriers.

16. Restorative Consequences and Accountability

Brightfield Academy believes that positive behaviour develops through accountability rather than punishment.

Where behaviour falls below expectations, responses will seek to:

restore safety;
repair relationships;
encourage personal responsibility;
promote learning;
rebuild trust;
prevent recurrence.
Responses may include:
restorative conversations;
repairing damage caused;
supported reflection;
increased supervision;
temporary withdrawal from activities where necessary for safety;
individual behaviour support planning.

Responses will always be:

proportionate;
respectful;
educational;
individualised;
focused upon future success.

Humiliation, public shaming or punitive sanctions have no place within Brightfield Academy.

17. Use of Respectful Language

Staff must model respectful and emotionally safe communication at all times.

This includes:

calm tone of voice
non-shaming language
avoiding sarcasm or humiliation
using restorative and supportive communication

Learners should also be supported to:

communicate respectfully
repair language-related harm where appropriate

18. Restorative Practice

Where appropriate, Brightfield uses restorative approaches to:

rebuild relationships
reflect on incidents
repair harm
develop empathy

Restorative conversations should occur:

once the learner is regulated
in a calm and supportive manner

19. Reintegration Following Significant Incident

Following significant incidents, Brightfield will support learners to successfully reintegrate into sessions and relationships.

This may include:

- restorative meetings
- adapted timetables
- increased support
- risk review
- re-establishing emotional safety

The aim is always:

- successful re-engagement
- relationship repair
- reduction of future risk

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20. Removal from Learning and Use of Regulation Spaces

Where necessary to reduce distress, disruption or risk, a learner may be invited or supported to:

- leave an activity;
- move to an alternative learning space;
- use a calm, sensory or regulation space;
- work temporarily with a different member of staff;
- take a supervised break.

Removal from an activity or use of a regulation space must not be used to humiliate, isolate or punish a learner.

The learner must:

- be supervised appropriately;
- have their welfare monitored;
- receive continued access to support;
- be helped to regulate and return when appropriate;
- ordinarily remain free to leave the regulation space.

Doors must not be locked, held shut or obstructed to prevent a learner leaving. A learner must not be led to believe that attempting to leave will result in punishment.

Where staff temporarily prevent a learner leaving solely because departure would create an imminent risk of physical injury, that action must be treated as a restrictive intervention. It must be necessary, proportionate, ended as soon as the immediate danger reduces, and recorded and reported under this policy.

21. Leaving Sessions and Walk-Off Behaviour

Some learners may leave a learning area or attempt to leave the provision during periods of anxiety, distress or dysregulation.

Brightfield will respond by:

- remaining calm;
- using agreed communication and de-escalation strategies;

- maintaining observation or supervision where this can be done safely;
- avoiding pursuit that is likely to increase risk;
- dynamically assessing the learner's age, vulnerability, location and immediate surroundings;
- contacting parents, carers, commissioners or emergency services where required;
- following the Missing Learner Procedure when the learner's whereabouts or safety cannot be assured;
- recording and reviewing the incident.

A learner must not be physically held or prevented from leaving merely because they have refused to remain in a session or on the premises. Physical action may be taken only where staff reasonably believe it is immediately necessary to prevent physical injury, for example where a learner is about to enter moving traffic or another objectively dangerous environment.

Any holding, physical blocking or other restriction of movement in those circumstances must:
- use the least restrictive action possible;
- last only for as long as the immediate danger remains;
- be treated as a restrictive intervention;
- be reported and recorded in accordance with Sections 22 and 27.
- Once the immediate danger has reduced, staff must not continue to restrict the learner's movement merely to return them to an activity or secure compliance.

22. Restrictive Intervention and Reasonable Force

22.1 Brightfield's position

Brightfield Academy is committed to preventing the need for physical intervention through:
- positive relationships;
- careful placement planning;
- reasonable adjustments;
- emotionally safe environments;
- individualised support;
- co-regulation;
- early recognition of distress;
- de-escalation;

- appropriate staffing and supervision;
- collaboration with learners, families, commissioners and professionals.

Restrictive intervention is an emergency safety response. It is not a behaviour-management strategy, disciplinary measure or means of securing compliance. Brightfield does not operate a blanket “no physical contact” policy. Appropriate and respectful physical contact may sometimes be necessary to provide first aid, offer agreed support, guide a learner with their consent, demonstrate an activity or protect someone in an emergency.

Such ordinary and appropriate contact must not be confused with restrictive intervention.

22.2 Definitions

For the purposes of this policy:

Appropriate physical contact means ordinary, reasonable contact that does not seek to prevent, restrict or subdue a learner’s movement. Examples may include first aid, an agreed gesture of comfort, support during an activity, or consensual physical guidance.
Restrictive intervention means a physical or non-physical action intended to prevent, restrict, immobilise or subdue movement of the learner’s body or part of their body.
Reasonable force means physical force that is lawful, necessary and proportionate in the individual circumstances. No more force may be used than is necessary, and it may be used only for the shortest possible time.
Restraint means an intervention that immobilises a learner or limits their movement. It may involve direct physical contact or an action such as preventing access to a mobility aid.
Seclusion means confining a learner away from others and preventing them from leaving through physical obstruction, blocking, locking a door or causing them to believe that they will be punished if they attempt to leave.
These definitions reflect those used in the April 2026 DfE guidance.

22.3 Threshold for physical intervention

Brightfield staff may use physical force only where they reasonably believe that:
- there is an imminent or continuing risk of physical injury to the learner or another person;
- physical action is necessary to address that risk;
- less restrictive measures are not available, are unlikely to work quickly enough, or would increase the danger;

- the proposed action is likely to reduce rather than escalate the risk;
- the action is proportionate to the seriousness and immediacy of the potential injury.

Force must not be used merely:
- to obtain compliance;
- because a learner refuses an instruction;
- because a learner uses offensive language;
- because a learner will not engage in education;
- to impose a consequence;
- to remove a learner from an activity;
- to prevent ordinary disruption;
- to protect property alone;
- to carry out a search;
- to prevent a learner leaving where no imminent risk of physical injury exists.

Where criminal behaviour, damage to property or an attempt to leave creates an imminent danger of physical injury, intervention may be used only to address that danger. Its purpose is the prevention of injury, not punishment, property protection or enforcement.

22.4 Decision-making

Before intervening, where time permits, staff must consider:
- the nature, seriousness and immediacy of the risk;
- whether intervention is likely to reduce the risk;
- whether non-physical alternatives are available;
- the learner's age, size and physical presentation;
- the learner's SEND, disability and communication needs;
- known medical conditions;
- sensory differences;
- trauma history and known triggers;
- any individual behaviour, regulation, healthcare or risk plan;
- the effect of the intervention upon the learner's dignity and emotional welfare;
- the physical environment and presence of hazards;
- risks to other learners and staff;
- whether additional staff or emergency services are required.

Where practicable, staff should:
- explain calmly what is happening and why;
- give the learner a clear opportunity to move away from danger;
- use communication appropriate to the learner's needs;

- allow sufficient processing time;
- summon another member of staff;
- ask witnesses and other learners to move away.

Emergency action must not be delayed where waiting would increase the likelihood or seriousness of physical injury.

22.5 Conduct during an intervention

Any physical intervention must:
- use the least restrictive action reasonably available;
- use the minimum degree of force required;
- last for the shortest possible time;
- preserve the learner's dignity as far as possible;
- avoid unnecessary exposure in front of peers;
- allow the learner to breathe and communicate freely;
- avoid restricting the learner's airway, breathing or circulation;
- be continuously reassessed;
- be reduced or stopped if it is increasing danger;
- end immediately when the imminent risk of physical injury has reduced.

One member of staff should, wherever possible, communicate calmly with the learner while others reduce environmental risks.

Staff must monitor the learner throughout for signs of:
- difficulty breathing;
- changes in colour;
- loss of consciousness;
- unusual quietness or reduced responsiveness;
- panic or extreme distress;
- pain;
- vomiting;
- physical injury;
- medical deterioration.

The intervention must stop and urgent medical assistance must be obtained where there is any concern about the learner's breathing, circulation, consciousness or physical condition.

22.6 Prohibited practices
Force must never be used as punishment.

Brightfield prohibits:
- pain-inducing techniques;
- pressure points;
- joint locks;
- deliberately twisting limbs;
- pressure on the neck or throat;
- pressure on the chest or abdomen;
- covering the mouth or nose;
- any action that may compromise breathing or circulation;
- holding a learner face-down or face-up on the ground;
- deliberately taking a learner to the ground;
- holding a learner against a wall, door or fixed object;
- mechanical restraint;
- restricting access to a mobility or communication aid except for a momentary emergency action necessary to prevent injury;
- force intended to frighten, humiliate or demonstrate authority;
- continuing to hold a learner after the immediate risk has reduced;
- techniques outside Brightfield-approved training.

Where a learner accidentally falls or comes to the ground during an emergency intervention, staff must release or reposition them into a safer position as quickly as possible and summon additional or medical assistance.

The DfE warns that force must never be punitive, that breathing and circulation must not be compromised, and that ground restraint presents particular danger.

22.7 Seclusion

Brightfield does not use planned seclusion.
A learner may be offered a quieter or separate place for regulation, but:
- the space must be safe and non-threatening;
- the learner must be supervised appropriately;
- the learner must ordinarily be free to leave;
- the space must not be used as punishment;
- the learner must not be threatened with punishment for attempting to leave.

In an exceptional emergency, staff may temporarily prevent a learner leaving a space only where this is immediately necessary to prevent physical injury.

Any such incident will be treated as a restrictive intervention and must:

- last only while the immediate danger remains;
- be continuously supervised;
- be reported immediately;
- be fully recorded;
- be notified to parents or carers and the commissioner;
- trigger a leadership and safeguarding review.

22.8 Planned and foreseeable risk

Where there is reason to believe that a learner may present a foreseeable risk of injury, Brightfield will develop or review an individual risk assessment and support plan.

The plan should identify:

- known triggers and early warning signs;
- communication and processing needs;
- sensory and environmental factors;
- medical conditions and physical vulnerabilities;
- preferred regulation and de-escalation strategies;
- trusted adults;
- actions to protect other learners;
- circumstances in which emergency physical intervention might become necessary;
- interventions that must not be used;
- post-incident support arrangements;
- arrangements for informing parents and commissioners.
-

Plans should be developed collaboratively with the learner, parents or carers, commissioner and relevant professionals wherever possible.

A plan does not provide standing permission to use force. Every intervention must independently meet the threshold in this policy at the time it occurs.

Similarly, advance parental agreement does not make an unnecessary intervention lawful. Brightfield will not agree to any arrangement that prevents staff taking lawful, proportionate emergency action to protect a person from imminent injury.

22.9 Staff training and assistance

Staff who may reasonably be expected to use restrictive intervention must receive suitable, current and documented training covering:

- prevention and de-escalation;

- legal and policy thresholds;
- trauma-informed practice;
- SEND and communication needs;
- dynamic risk assessment;
- safe disengagement;
- the physical and psychological risks of restraint;
- approved physical intervention techniques;
- medical warning signs;
- recording, reporting and post-incident procedures.

Training must be delivered by a competent provider and refreshed at intervals determined by the training provider, risk assessment and Brightfield leadership. Restrictive intervention training does not authorise routine restraint or create permission to use force. Staff remain responsible for applying the necessity and proportionality test in each situation.

An untrained member of staff should summon trained assistance and use non-restrictive safety measures wherever practicable. During an unforeseen emergency, any staff member may take the minimum lawful protective action reasonably necessary to prevent physical injury.

22.10 Immediate action following intervention

Following every restrictive intervention:
- the learner must be released fully once the immediate danger has reduced;
- the learner and staff involved must receive an immediate welfare check;
- first aid or medical assessment must be provided where appropriate;
- emergency services must be contacted where there is any serious medical concern;
- the incident must be reported immediately to a senior leader and the DSL;
- any safeguarding concern must be acted upon without delay;
- each staff member directly involved should provide their own factual account;
- the learner must be offered an opportunity to give their account when able;
- witnesses should be spoken to separately where appropriate;
- parents or carers and the commissioner must be informed promptly;
- the learner's risk assessment and support plans must be reviewed;
- appropriate support must be offered to the learner, staff and any witnesses;
- restorative work should take place only when the learner is regulated and it is appropriate.

A debrief must not be used to pressure a learner to apologise, accept an adult's version of events or waive the right to complain.

22.11 Safeguarding, complaints and allegations

Any concern that force may have been unnecessary, excessive, unsafe, punitive or otherwise inappropriate must be referred immediately to the DSL.

The DSL and senior leadership will consider whether the matter should be addressed through:

- the child protection procedure;
- the managing allegations procedure;
- the low-level concerns procedure;
- consultation or referral to the Local Authority Designated Officer;
- referral to children's social care;
- police notification;
- health and safety or RIDDOR reporting;
- the complaints procedure;
- staff disciplinary procedures.

The member of staff who was directly involved must not be solely responsible for deciding whether their own conduct requires safeguarding consideration.

Complaints about restrictive intervention will be considered under Brightfield's Complaints and Compliments Policy. An allegation concerning a member of staff will be managed in accordance with the current safeguarding guidance and Brightfield's Managing Allegations and Low-Level Concerns Policy.

DfE guidance similarly requires allegations about inappropriate restrictive intervention to be handled through KCSIE procedures.

23. Prohibited Items & Searching

<u>Brightfield prioritises safety for all learners and staff.</u>
<u>Learners must not bring items that may:</u>
cause harm
compromise safety
disrupt the provision

<u>This includes:</u>
weapons or imitation weapons
illegal substances
alcohol or vaping products
harmful materials

<u>Where there is reasonable concern regarding safety:</u>
senior staff may request that belongings are shown voluntarily
parents/carers may be contacted
Police may be contacted where appropriate

<u>Searches will always:</u>
prioritise dignity and safeguarding
be proportionate and justified
involve another staff member

Brightfield Academy is not a school and does not rely upon statutory school search powers. Staff will not conduct a non-consensual search of a learner or their possessions unless separately authorised by law. Where an immediate safety concern cannot be resolved voluntarily, parents/carers and/or the police will be contacted as appropriate.

24. Individual Behaviour, Regulation and Risk Plans

Some learners may require:

- Positive Behaviour Support Plans;
- individual behaviour risk assessments;
- regulation plans;
- individual healthcare plans;
- communication profiles;
- sensory support plans;
- transition plans;
- missing learner risk plans.

Plans must:

- be based on the learner's individual needs and circumstances;
- identify strengths as well as risks;
- include reasonable adjustments;
- record known triggers and early signs of distress;
- identify effective preventative and de-escalation strategies;
- specify medical, sensory and communication considerations;
- identify any interventions that would be unsafe or inappropriate;
- be shared with staff who need the information;
- be developed with the learner, parents, commissioner and professionals wherever possible;
- be reviewed at planned intervals;
- be reviewed promptly following any restrictive intervention or significant incident.

Where restrictive intervention is reasonably foreseeable, a specific risk assessment must be completed and suitable staff training and staffing arrangements put in place. No plan may prescribe the automatic use of force in response to a particular behaviour. The necessity and proportionality of intervention must always be assessed according to the circumstances at that moment.

The DfE guidance expects individual planning, risk assessment and review following significant incidents, especially where pupils have SEND or other vulnerabilities.

25. Placement Review, Temporary Suspension of Attendance and Termination of Placement

Brightfield Academy aims to maintain placements and avoid disruption to a learner's education wherever it is safe and appropriate to do so.

Where a learner's behaviour presents a serious or ongoing risk that cannot safely be managed through reasonable adjustments, individualised support, risk management and multi-agency planning, Brightfield may initiate an urgent review of the placement. This will normally involve the learner, parents/carers, the commissioning school or local authority and relevant professionals. The review will consider:

• the learner's needs and views;
• safeguarding and welfare;
• SEND and reasonable adjustments;
• existing behaviour, regulation and risk plans;
• whether additional support or resources could maintain the placement safely;
• the safety and wellbeing of other learners and staff;
• whether the placement remains suitable and able to meet the learner's needs.

In exceptional circumstances, Brightfield may determine that attendance must be temporarily suspended while an urgent safety or placement review takes place, or that a placement can no longer safely or appropriately continue.

Any such decision will be proportionate, clearly documented and communicated promptly to parents/carers and the commissioning school or local authority.

Brightfield will work collaboratively with the commissioner to minimise disruption to the learner's education and support appropriate transition arrangements.

As a non-school alternative provision, Brightfield does not exercise the statutory suspension and permanent exclusion powers of a maintained school or academy. Decisions concerning attendance or continuation of a placement will instead be made in accordance with Brightfield's safeguarding responsibilities, contractual and commissioning arrangements, and applicable law and guidance

BRIGHTFIELD
ACADEMY

26. Off-Site Behaviour

This policy applies during:

trips
transport
community activities
off-site learning

Risk assessments will consider:

individual behavioural needs
supervision requirements
environmental risks

27. Recording, Reporting and Monitoring

Brightfield records significant behaviour incidents in order to:

- protect learners and staff;
- maintain accountability;
- identify safeguarding concerns;
- understand patterns, triggers and unmet needs;
- evaluate preventative and de-escalation strategies;
- identify reasonable adjustments;
- inform risk assessments and support plans;
- identify staff training needs;
- improve practice.

Every restrictive intervention must be reported immediately to a senior leader and the DSL and recorded in writing as soon as practicable. Staff should endeavour to complete the record on the same day.

The record must include:

- the learner's name;
- the names and roles of staff directly involved;
- the names of witnesses where appropriate;
- the date, time and location;
- the approximate duration of the intervention;
- relevant SEND, disability, medical, communication or vulnerability information;

- what happened immediately before the incident;
- known or suspected triggers;
- preventative and de-escalation strategies attempted;
- why physical intervention was considered necessary;
- the nature of the imminent risk of physical injury;
- the type of intervention used;
- the degree of force used;
- how the learner responded;
- how and when the intervention was reduced and ended;
- any injury, pain, distress or adverse effect;
- first aid or medical treatment provided;
- whether emergency services were contacted;
- the learner's account, when available;
- separate staff and witness accounts where relevant;
- safeguarding actions considered or taken;
- when and how parents or carers were informed;
- when and how the commissioner was informed;
- post-incident support;
- changes made to risk assessments, plans or provision.

Records must be:
- factual and objective;
- free from judgemental or emotive language;
- completed separately by staff where individual accounts are required;
- securely stored;
- shared only on a lawful and need-to-know basis;
- retained in accordance with Brightfield's records-retention arrangements.

Parent, carer and commissioner notification
Parents or carers and the commissioning school or local authority must be informed promptly and, wherever practicable, on the same day.

Notification should include:
- when and where the incident occurred;
- why intervention was considered necessary;
- the general nature and duration of the intervention;
- any injury or medical attention;
- immediate support provided;
- arrangements for follow-up and review.
- Information should ordinarily be confirmed in writing.

Where informing a particular parent or carer may expose the learner to a serious risk of harm, the DSL must make and record the safeguarding decision about

whom it is safe and appropriate to inform. The DSL must consult the commissioner or relevant local authority safeguarding service where required.

Leadership review

A senior leader or DSL who was not directly responsible for the intervention should review the incident as soon as practicable.

The review must consider:

- whether the policy threshold was met;
- whether de-escalation and reasonable adjustments were used;
- whether the intervention was necessary and proportionate;
- whether it ended promptly;
- whether any injury or safeguarding concern arose;
- whether staff acted within their training;
- the learner's account;
- whether an allegation or low-level concern process is required;
- whether plans, staffing, environment or provision should change;
- whether further staff training or support is needed.

The DfE school guidance requires written recording of significant force incidents as soon as practicable, ideally the same day, and sets out substantially the same core information. Non-school AP standards also expect significant incidents to be reported promptly to parents and commissioners, ideally on the day.

28. Working with Parents & Carers

Brightfield values collaborative relationships with families.

<u>We will:</u>

communicate openly
share concerns appropriately
involve families in planning and review
celebrate successes together

Concerns and Complaints

Learners, parents/carers and commissioners are encouraged to raise any concerns about the application of this policy with Brightfield Academy.

Concerns will be listened to respectfully and addressed in accordance with Brightfield's Complaints and Compliments Policy where appropriate. Concerns involving safeguarding, staff conduct, restrictive intervention or allegations against adults will be managed under the relevant safeguarding, Managing Allegations and Low-Level Concerns, or other applicable procedures.

Raising a concern or complaint will not result in a learner being treated less favourably.

29. Multi-Agency Working

Where appropriate, Brightfield works alongside:

schools
Local Authorities
CAMHS
social care
youth services
external professionals

30. Staff Training

All staff will receive training appropriate to their role, including:

- safeguarding and child protection;
- Brightfield's Behaviour Policy;
- prevention and de-escalation;
- trauma-informed and relationship-based practice;
- SEND, SEMH and communication needs;
- autism and sensory awareness where appropriate;
- reasonable adjustments;
- dynamic risk assessment;
- emergency and incident-reporting procedures;
- supporting learners following distressing incidents;
- whistleblowing, low-level concerns and allegations procedures.

Staff whose role or the needs of learners make physical intervention reasonably foreseeable will receive additional, documented training in safe and lawful restrictive intervention.

Training records will include:

- the training provider;
- content and techniques covered;
- staff attending;
- dates completed;
- competence or assessment requirements;
- expiry or refresher dates.

Brightfield will review training needs:

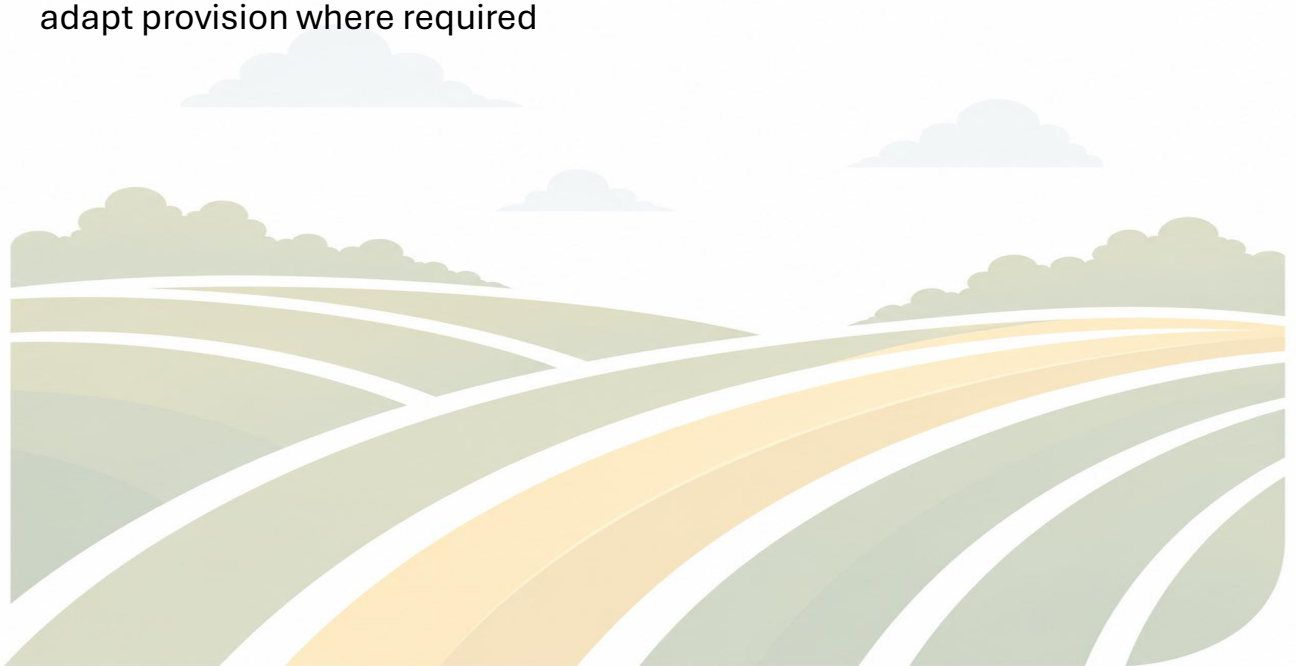
- following a significant incident;
- following a complaint or safeguarding concern;
- when a learner's needs change;
- when legislation or guidance changes;
- when monitoring identifies inconsistent or disproportionate practice.

31. Staff Wellbeing & Support
Brightfield recognises that supporting learners with complex needs can be emotionally demanding.
Staff wellbeing is essential to maintaining safe and effective provision.

Staff will have access to:
supervision and support
debrief opportunities following incidents
guidance from leadership
appropriate training and reflection opportunities

32. Equality & Inclusion
Brightfield recognises that behaviour approaches must consider:
SEND
disability
communication needs
cultural differences
trauma experiences
Reasonable adjustments will always be considered.

33. Monitoring & Review
Leadership will:
review incident trends
monitor safeguarding implications
analyse patterns and triggers
evaluate effectiveness of interventions
identify training needs
adapt provision where required



Behaviour data may include:
frequency of incidents
locations and times
types of dysregulation
patterns linked to specific needs
This supports proactive safeguarding and continuous improvement.

Monitoring Restrictive Intervention

Leadership will review restrictive-intervention information at appropriate intervals, including:

- the number and nature of incidents;
- learners involved repeatedly;
- patterns by time, activity, location or member of staff;
- known triggers;
- duration and type of interventions;
- injuries or medical treatment;
- effectiveness of de-escalation;
- whether individual plans were followed;
- whether interventions were necessary and proportionate;
- complaints, allegations and safeguarding referrals;
- staff training and support needs;
- whether any learner or group is disproportionately affected, including learners with SEND, disabilities or other vulnerabilities;
- whether environmental, staffing or organisational changes are needed.

Because Brightfield is a small provision, information must be interpreted carefully and confidentiality protected. Small numbers must not prevent meaningful review, but leaders must avoid drawing unsupported conclusions from limited data.

Findings will be used to reduce future intervention, improve support and inform quality assurance.

34. Reflective Practice
Following significant behaviour incidents, staff are encouraged to reflect upon:
What happened?
What may the learner have been communicating?
What helped to reduce escalation?
What could we do differently next time?
Does the learner require additional support?
Do staff require additional support or training?
Are any policy or environmental changes required?
Reflection forms part of Brightfield Academy's commitment to continuous improvement and quality assurance.

Learners will be involved, in a manner appropriate to their age, understanding and communication needs, in the development and review of individual behaviour, regulation and risk plans.

35. Policy Review
This policy will be:
reviewed annually
updated in line with legislation and guidance
reviewed following significant incidents if required

Closing Statement:

At Brightfield Academy we believe every learner deserves adults who remain calm, consistent and compassionate, particularly when behaviour becomes challenging. We understand behaviour through curiosity rather than judgement, respond with professionalism rather than emotion and strive always to restore relationships while maintaining safe boundaries. Our goal is not simply to change behaviour today, but to help young people develop the confidence, resilience and self-regulation that will serve them throughout their lives.

BRIGHTFIELD ACADEMY

Inclusion. Choice. Growth.

BEHAVIOUR POLICY

Regulate first. Relate always. Restore where possible.

Behaviour is communication. Our role is to understand, support and help every learner thrive.

At Brightfield Academy, we create safe, respectful and emotionally secure environments. We support behaviour through positive relationships, clear boundaries and individual understanding.

OUR ETHOS
RELATIONSHIPS • REGULATION • RESPECT

- We build trusted relationships.
- We create emotional safety.
- We understand behaviour in context.
- We use trauma-informed approaches.
- We set clear, consistent boundaries.
- We focus on support, not punishment.

OUR APPROACH
UNDERSTAND • SUPPORT • RESTORE

- Regulate first, then reason.
- De-escalate early and effectively.
- Adapt support to individual needs.
- Teach skills for life and emotional wellbeing.
- Use restorative approaches to repair.
- Everyone has the right to feel safe.

OUR EXPECTATIONS
SAFE • RESPECTFUL • RESPONSIBLE

Learners are expected to:

- Treat others with respect
- Use spaces and resources safely
- Follow reasonable instructions
- Engage positively where possible
- Communicate needs appropriately

BEHAVIOUR RESPONSE PATHWAY
A GRADUATED APPROACH

1. **EARLY SUPPORT** — Reassure, redirect, reduce demands and offer regulation strategies.
2. **DE-ESCALATION** — Offer space, remove triggers, involve trusted adults and reduce pressure.
3. **INTERVENTION** — Senior staff involved, remove from activity and implement additional support.
4. **SAFETY RESPONSE** — Immediate protective action. Physical intervention only as a last resort. Emergency services contacted if required.

WHAT WE PROMOTE

Positive Relationships | Emotional Wellbeing | Safe Environments | Meaningful Engagement | Personal Growth

RESTORATIVE PRACTICE
We repair, rebuild and move forward together.

- We reflect on what happened.
- We consider how it felt.
- We take responsibility.
- We repair the impact.
- We build stronger relationships.

WHAT WE DO NOT DO

- We do not shame or humiliate.
- We do not use aggressive confrontation.
- We do not use blanket or punitive systems.
- We do not ignore the reasons behind behaviour.

SAFEGUARDING IS ALWAYS OUR PRIORITY

- Behaviour may indicate unmet needs or risk.
- We remain curious and report concerns.
- We follow KCSIE and safeguarding procedures.
- We keep detailed, factual records.

WORKING TOGETHER

- We work closely with families.
- We collaborate with schools, agencies and professionals.
- We celebrate successes together.

SUPPORTING BEHAVIOUR
We support self-regulation, not just compliance.

Calm routines and structure | Sensory aware | Movement breaks | Regulation strategies | Tailored provision | Clear, consistent boundaries

LEARNER VOICE
We listen, value and act.

- Learners are involved in decisions.
- We encourage feedback.
- Learners help shape their support.

PROHIBITED ITEMS & SEARCHES

- No weapons, illegal substances, vapes, alcohol or harmful items.
- We may request to see belongings if we have reasonable concern.
- Police may be informed where appropriate.

LEAVING SESSIONS

- We respond calmly and assess risk.
- We follow missing learner procedures if required.
- We never pursue in a way that increases risk.

STAFF WELLBEING

- We support our staff.
- Access to supervision, debriefs and guidance.
- Healthy staff = stronger support.

RECORDING & REVIEW

- We record incidents factually.
- We review patterns and trends.
- We adapt and improve provision continually.

IF YOU HAVE A CONCERN
Staff will act quickly and follow these steps:

1. **IDENTIFY** — Assess and ensure safety.
2. **REPORT** — Report to the DSL immediately.
3. **ASSESS** — Consider risk and decide next steps.
4. **ACT** — Take appropriate action and involve agencies if needed.
5. **RECORD & REVIEW** — Record, review and plan to prevent further risk.

Legal basis: Safeguarding Duty, KCSIE, Equality Act 2010, Behaviour in Schools Guidance, Use of Reasonable Force (DfE)

OUR VALUES

- **NURTURE** — We care deeply.
- **EMPOWER** — We believe in potential.
- **RESPECT** — We value every individual.
- **INTEGRITY** — We do the right thing.
- **COLLABORATE** — Stronger together for every learner.

We're here to make a difference.

SAFEGUARDING TODAY • SUPPORTING NOW • BELIEVING IN TOMORROW