



## **Curnow**School

### **Behaviour, Wellbeing and Relationship Policy**

At Curnow School our Behaviour, Wellbeing and Relationship Policy reflects our understanding of the complex needs of all our learners. and how this can affect their wellbeing, ability to self – regulate and manage their behaviour positively in order to engage with their learning.

We aim to take a holistic, whole person approach to behaviour that encompasses; the curriculum and in particular PSHE/RSE, the child centred Education, Health and Care plan, sensory processing, trauma informed approaches, positive behaviour strategies and appropriate environments. All pupils have access to this holistic offer. (Appendix 1)

At Curnow School we endeavour to build relationships founded upon mutual trust, care and respect with all members of the school community. We want all learners to be proud of belonging to our special school family, for young people to feel safe at school, to develop meaningful relationships, make positive behaviour choices and learn how to self –regulate their emotions and feelings. This policy will commit to educational practices, which Protect, Relate, Regulate and Reflect for all.

#### **Aims**

At Curnow School, we have high expectations for all our learners in terms of their ability to learn and every day is viewed as an opportunity to extend experiences, knowledge and skills. However, for some pupils the biggest barriers to achieving this will be their wellbeing needs and ability to self regulate which impacts on their ability to engage within their learning. Access to the curriculum can be severely hindered for a learner who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated learner is more inclined to make progress due to their readiness to learn and engage. We aim to:

- To provide a supportive setting in which learners feel secure and where good behaviour and effort are celebrated.
- To ensure our curriculum engages pupils within their learning and supports where necessary through informed, targeted approaches.

- To celebrate all positive behaviours and achievements in line with our PARRCS Policy and the Curnow Code (Appendix 2).
- To embed strong working relationships with parents and carers to ensure the best outcomes for learners.
- To provide strategies which encourage learners to communicate their feelings in more appropriate ways.
- To ensure that our school environment is calm and informed which improves the quality learning.
- For the learners to develop an awareness and consideration of others.
- To underpin the SPT offer within Spiritual, Moral, Social and Cultural education and through the informed delivery of Promoting British Values.
- To provide consistency of approach to dealing with positive behaviour support through staff training. A large number of our staff have undertaken Team Teach training. We also have school based staff who are trained to deliver Team Teach Training within the SPT.
- To provide a means of systematically recording data associated with positive behaviour management adopted across the SPT and in using this data to inform strategies and support to meet the needs of pupils through an informed approach.
- To provide a means of securing data associated with positive behaviour management strategies adopted across the SPT, using this to accurately report to Governors/Trustees each term for their scrutiny and challenge.
- To provide a means for multi-agency support for our schools, parents and learners with respect to complex behaviour particularly in relation to be-spoke provision which may include for example sensory profiling or specific diets which informs practice.
- To determine the most suitable learning environment and to make reasonable adjustments for any learner within a school following close consultation with parents and carers and multi-agency professionals.
- To ensure the safety of all learners/staff within the school.
- To ensure the school remains compliant within its statutory duty under Section 175 or 157 of the Education Act 2002 for safeguarding in promoting the welfare of children.

## **Trauma Informed Approach**

Curnow Schools aim is to fully understand the learners past life experiences, triggers that affect their lives, emotional situations that they find challenging to self-regulate in and support them through this. We will implement strategies guided by our specialist Trauma and Mental Health Informed Practitioners to support learners who are identified as requiring this additional support. Research suggests that children and young people with Severe Learning Disabilities are more likely to experience a Mental Health need. Our aim is to identify these needs quickly, support the learners in making sense of their experiences, manage emotions and feelings and ensure they maintain the capacity to build relationships despite these difficult events that may have happened to them. Due to the provision Curnow offers, the varying age of learners and their differing needs, we look to use a Trauma Informed style language and approach to support learners through the school day. This will underpin all communication and interactions that staff have with learners across the school will naturally understand the impact of trauma, past and present, on our learners lives. A Trauma Informed Approach acknowledges evidence-based research within health and the neurosciences that demonstrate a clear correlation between the adversities a learner experiences in childhood and its potentially damaging effects on their later physical health, emotional health and social outcomes. We ensure all staff receive training and understanding of a Trauma Informed Approach and identified TiS trained staff are identified on our safeguarding noticeboards within all school settings.

Trauma-informed practice is not designed to treat trauma related difficulties. Instead, it seeks to address the barriers that those affected by trauma can experience when accessing education. Our Trauma Informed approach will be delivered through staff interactions that are based on the Protect/Relate/Regulate/Reflect model and will be supported by using the PACE approach - Play Acceptance Curiosity Empathy. Our Trauma Informed approach identifies a way of relating to pupils that support them to feel safe, this can reduce the need for pupils to enter the fight or flight mode therefore supporting a reduction in anxiety within school.

### **PACE**

- Play – Playfulness, light, open, hopeful and spontaneous.
- Acceptance – Unconditionally accepting of all of the experiences of the learners, so they trust staff not to be judgmental.

- Curiosity – Non-judgmental active interest in how learners experience what happens to them in their lives.
- Empathy – Felt sense of the pupil's feelings and needs which is actively communicated to the pupils.

### **Protect:**

- Ensure that all students are greeted warmly in all areas of the school.
- Staff trained in 'PACE' modes of interaction: warm, empathetic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging, warm and inviting.
- Focused interventions that help staff to get to know learners better on an individual basis. These relationships are key to enabling children to feel safe whilst in school ensuring all learners have access to an emotionally available adult.
- School staff adjust expectations around all learners to correspond with their developmental capabilities and experience of traumatic stress. This includes removing traumatised learners away from situations they are not managing well, providing a calmer, smaller area with emotionally available regulated adult.
- Staff to provide a voice for our learners and advocate on their behalf.

### **Relate**

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively.
- Provide learners with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.
- Staff trained in empathic and playful modes of interaction. Each class to have a nominated TIS Warrior to ensure good practice is consistent in all classrooms.
- Relating with the learner we can show we are listening and seeing their feelings, supporting and recognising the emotions they are experiencing.

## **Regulate**

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) and in class experiences enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-learner interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnt out and stress related absence, debrief sessions are in place to support post incident.

## **Reflect**

- Staff are trained in the art of good listening, dialogue, empathy and understanding.
- Time to reflect post incident, to talk about alternatives to their behaviours while still acknowledging the emotion behind them. You can reassure them that you care about them but the behaviour they are exhibiting is not acceptable.
- Provide learners with other options, give choices. If you feel like this again you can.....
- Provide time to discuss events and situations, this can be done through a social story, books or story sack.
- Discuss feelings within the classroom as a daily experience. Talk about experiences others have had.
- Identify how it feels to be calm/relaxed, provide learners with opportunities and reflect on the differences they may feel in these moments. .
- Avoid putting the learner back in the same situation and reliving a trauma. What can I do differently?
- Staff to reflect on what was the learner trying to tell me in that moment, what is the behaviour telling me?

## **Responses from staff**

**Affect Attunement** – Meet the learner's emotional intensity (positive or negative) on an energetic level, to connect with the pupil in their pain or joy. Mirroring the same level of energy to build a connection around the trauma and help the pupil understand the feelings and emotion. The pupil will hopefully see this as positive connection with staff helping to build the trusting and emotional available relationship.

**Empathy** – Recognition of how the learner is experiencing the event, even if this is very different to how you are experiencing it. Staff won't dismiss the feeling, they will help affirm, understand and recognise what the learner is feeling.

**Containment** – Staff will be able to be in the moment with a learner's intense feelings without absorbing the emotion and acting upon it. At times this will mean being able to bear the learners pain. Containment is also supported through clear structures to the day, boundaries and actions that are followed through on.

**Emotional Regulation** – Bringing down toxic stress to tolerable stress and the moving to states of calm. Soothing and calming the learner's emotional dysregulated state, will over time, develop effective stress regulating systems in the brain and a more positive feeling through the learner's body. This can be done through calming conversations, timeout and sensory support/items but in each case will be bespoke to the learner in question.

**Use of Voice and Body Language** – In most cases, staff will use a calm and lowered tone of voice when managing behaviour to communicate calmness, safety and empathy to a learner. All staff ensure that their body language is always open and non-confrontational.

**De-escalation strategies** – Staff are trained in a range of de-escalation strategies through Team Teach. These include – distraction, re-direction, change of face, use of humour, offering reflection or calming space and time 95%. Only 5% or less requires physical Interventions (Prompts, Guides, Escorts and Restraints). The de-escalation strategies that work for a pupil will be written into their behaviour and wellbeing plan and their behaviour risk assessment so that staff can support in an informed way.

**Terminology that's accepted at Curnow:**

- Dysregulated
- Unsettled
- Emotional
- Distressed
- Displaying behaviours that are challenging
- Unhappy
- Anxious

### **Motivators and Consequences**

The reinforcing of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person's life. Rewards or motivators are those that are given to a learner after he/she has behaved in a way that gains an adult's approval. At Curnow, rewards are likely to take the form of either an object (e.g. iPad) or an experience (e.g. getting a certificate) and are based on the individual preferences of each individual young person. The practice of removing stars or rewards that have already been earned bears a strong resemblance to punishment, and is therefore incompatible with Curnow's' stance on Positive Behaviour Support. It is not acceptable practise for rewards to be revoked or rewards to be used to stop negative behaviours as this will be seen as a 'bribe'.

At Curnow School we do not believe in sanctions or punishments, but we do believe that it is important for our children and young people to clearly link a specific behaviour with its consequences. Therefore, the consequences we use are linked to the presented behaviour's function and make sense to the young person. For example, if a young person presents with a behaviour of concern because he/she is trying to avoid a demand the adults would wait until the young person is calm and will reinstate the demand. At the same time, consideration will be given on the reason the young person is reluctant to follow this demand and appropriate proactive strategies will be implemented in order to reduce the likelihood of this happening again. In addition, the class team will focus on teaching the young person appropriate functional skills that will enable the young person to achieve the same outcome without having to use a behaviour of concern. The consequences may vary for different pupils in line with their individual needs and the function of their behaviour.

Consequences for behaviours of concern will only be used with students who are at a stage emotionally where they can exercise some control or choice over

their behaviour. It is not appropriate to hold a student to account for their behaviour, by implementing a consequence, when they are at an emotional development stage where they operate from the reptilian brain or brainstem when they experience heightened emotions and revert to fight/flight or freeze at these times.

Curriculum activities, including breaktimes, should not be used as consequences for behaviour incidents. However, it may be necessary to reschedule breaks where necessary or to enhance supervision and support around curriculum activities or adapt the activities for safety reasons.

### **Behaviour Support**

At Curnow School we define behaviours of concern as any behaviour which:

- Reduces the quality of an individual's life.
- Reduces access to learning.
- Puts a child or young person at risk (physically or emotionally).
- Puts the people around a child or young person at risk (physically or emotionally).

### **Behaviours of concern may show that:**

- The child or young person has needs or wants which they are not able to communicate through other means.
- The child requires more control or choice during the school day
- The child does not like or want to do the requested activity
- The child or young person's medical needs are not being met – they may feel ill or in pain.
- The child or young person is experiencing demands, which are too much for them.
- The child or young person is experiencing feelings such as frustration, anxiety, depression or anger.
- The child or young person is overwhelmed by their environment or others around them.
- The child or young person needs more help to understand what is expected of them.

Low-level disruption is addressed quickly to ensure learners' behaviours do not disrupt lessons or the day-to-day life of the school. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and

effectively. In judging whether a particular behaviour is a cause for concern adults consider the child or young person's age and level of development. The behaviours of concern displayed by pupils at Curnow typically fall within the following categories: self-targeted behaviours, harm to others and damage to property. Behaviours of concern are categorised into three levels. If a learner presents with a Level Three behaviour or is persistently presenting with Level One or Level Two behaviours a Well-being Plan and a Behaviour Risk Assessment is written (Appendix 3). Well-being Plans are individually tailored behaviour plans which outline proactive strategies, in addition to teaching contextually appropriate skills, developing communication systems and suggestions on modifying the environment to support the young person to learn the necessary skills that will enable them to self-regulate and manage their own behaviour. By colour coding the Well-Being Plans we show the different stages of the behaviour as an individual's behaviour moves between. All staff are expected to follow the strategies mentioned in the learners' Well-being Plan consistently in order to support the learners when moving between the different stages of behaviour safely and effectively.

All Well-being plans and Behaviour Risk Assessments have been shared with and agreed and signed by parents/carers. Individual Risk Assessment are reviewed yearly across the school but given that they are 'live' document, the class teachers in consultation with the Pastoral and Behavioural lead must regularly update them if the behaviours presented change/evolve to ensure a consistent, pro-active approach.

Level 1 Minor Disruption	Level 2 Moderate: aggressive but little evidence of injury caused	Level 3 Severe: injury caused/possible severe injury with intent
<ul style="list-style-type: none"> <li>Task avoidance</li> <li>Refusal to work</li> <li>Not following instructions</li> <li>Walking away from learning</li> <li>Shouting out to learners/staff</li> <li>Swearing at learners/staff</li> <li>Going to ground</li> <li>Destroying own work</li> <li>Throwing items away from others</li> <li>Self-harm – not leaving a mark</li> <li>Pulling down displays</li> <li>Purposefully invading others personal space – staff or learner</li> <li>Screaming</li> <li>Hair Pulling – sensory/attention seeking</li> <li>Climbing on furniture</li> </ul>	<ul style="list-style-type: none"> <li>Destroying work of others</li> <li>Throwing items at others</li> <li>Grabbing</li> <li>Hitting/punching</li> <li>Spitting</li> <li>Slapping</li> <li>Biting</li> <li>Kicking</li> <li>Hair pulling</li> <li>Barging/pushing</li> <li>Purposefully invading others personal space continuously – staff or learner</li> <li>Self-harm – leaving a mark</li> <li>Vandalism: breaking/flooding/defacing</li> <li>Running away: on school site</li> <li>Aiming wheelchair into others</li> <li>Scratching</li> <li>Pinching</li> <li>Refusal to transition</li> <li>Repeatedly going to ground</li> <li>Attempted acquisition of items that are fixated upon</li> </ul>	<ul style="list-style-type: none"> <li><b>ANY PHYSICAL INTERVENTION</b></li> <li>Throwing items at others with intent</li> <li>Continuous Slapping</li> <li>Twisting skin to deliberately cause harm</li> <li>Biting with intent to hurt</li> <li>Kicking continuous and with intent</li> <li>Punching repeatedly</li> <li>Hair pulling to the ground</li> <li>Running off school site</li> <li>Suffocating – prolonged and with intent</li> <li>Attempting to drown</li> <li>Hitting others with wheelchair or any other heavy M&amp;H equipment</li> <li>Refusal/Unable to transition – RPI to support</li> <li>Climbing on furniture – RPI needed to keep safe</li> </ul> <p>Many of these behaviours are classed as level 2 and level 3. Level 3 behaviours are sustained, prolonged or repeated. It may require several staff members to address. It may disrupt learning for a longer period of time. It may require medical attention.</p> <p><b>If you are listing a behaviour on level 3 you must also speak to a member of the Behaviour Team (Jo H, Heidi Bright, Phil) to complete a debrief.</b></p>

<p><b>Support Plan</b></p> <p>The wellbeing profile supports the holistic approach to the social, emotional and mental health needs of students. It provides the guidance/information for adults (staff) to work in a consistent way with the agreed behaviour approach. It provides a framework of evidence and challenge.</p> <p><b>Area of additional support (Please name)</b></p> <table border="1"> <tr> <td>SEN</td> <td>SL</td> <td>Lookups</td> </tr> <tr> <td>Communication</td> <td>Communication</td> <td>Communication</td> </tr> <tr> <td>Autism/ASD Support</td> <td>Autism/ASD Support</td> <td>Autism/ASD Support</td> </tr> </table> <p>Additional information (please refer to the separate section for the appropriate section)</p> <p><b>Notes for support plan (if any)</b></p> <p>Agreement of Plan</p> <p>Student's signature: _____ Date: _____</p> <p>Teacher: _____</p> <p>Class teacher: _____</p> <p>Behaviour Support Team: _____</p> <p>Site Head: _____ Date Plan to be reviewed: _____</p>	SEN	SL	Lookups	Communication	Communication	Communication	Autism/ASD Support	Autism/ASD Support	Autism/ASD Support	<p><b>Behaviour Profile</b></p> <p>Positive behaviour strategies – what works, engaging when can be used</p> <p>Area for further notes</p> <p>Positive triggers which affect the wellbeing</p>
SEN	SL	Lookups								
Communication	Communication	Communication								
Autism/ASD Support	Autism/ASD Support	Autism/ASD Support								
<p><b>Individual Support and Wellbeing Early Intervention Support Plan</b></p> <p>Additional notes (please refer to the separate section)</p> <p>Area for further notes</p> <p>Additional notes (please refer to the separate section)</p>	<p><b>Individual Support and Wellbeing Positive Behaviour Support Plan</b></p> <p>Additional notes (please refer to the separate section)</p> <p>Area for further notes</p> <p>Additional notes (please refer to the separate section)</p>									

## Sensory Processing Difficulties

Sensory Processing is the ability to register, discriminate, adapt and respond appropriately both physically and emotionally to sensory input from the environment. Children and adults living with a disability can often take in and use and process sensory information differently to other people. The way we take in and register, or make sense of sensory information, strongly influences our ability to learn new information, self – regulate, perform activities and to participate in activities with other people.

Staff at Curnow school use differentiated and appropriate strategies to support learners who present with sensory processing difficulties. Multi-agency advice is sought to support learners.

Name \_\_\_\_\_ Date \_\_\_\_\_

Sensory	Difficulties (weak/over)	Impact	Strategies
Visual			
Audial	Sensitive to high pitched noise Doesn't enjoy or hear children crying Sensitive to noisy and abrupt (sudden) announcements	May want to turn off TV when other children are watching May cry or have head aches May not go to school	Other children watching Noise during transitions, arrival What room is easiest
Oral	Throat sticking Phases (swallow) number 4 Eats only single	Swallow difficulty/food	Throat Food (swallow) that he can't eat Play (swallow) with swallowing swallowing
Tactile	Doesn't want to touch walls, carpets, people (adults and kids)	Children don't tolerate direct or indirect activities	Wearing gloves Wearing socks Wearing shoes Wearing long hair Wearing long sleeves Wearing long pants
Vestibular	Doesn't get up or sit down or get up then		Other sensory being
Proprioceptive			

Intervention		
When I am upset these things calm me -		Blowing up balloons Rubbing the hands on the sensory wall Calm music that I like in the sensory room - dim lights please Drinking from my bottle.
When I need to focus in class you can do these things first -		Break-up focused activities with movement breaks - preferably outside Prepare me for attention by using a head morning and a count down Sometimes traffic lights help too Use the shape of the room to support my understanding of what is happening - circle for group time Use the visual timetable.

## Sexualised behaviours

Children and young people experience feelings and emotions of a sexualised nature as they grow up. However, some may display problematic or abusive sexualised behaviour. This may not be intentional; however, it can be harmful and introduce risk to the children and young people who display it as well as the people it's directed towards.

Being able to distinguish developmentally typical sexual behaviour from sexual behaviours that are problematic or harmful will help staff to respond appropriately and provide children and young people with the right protection and support.

Sexualised behaviour can fall into the following categories:

- Problematic sexual behaviour

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.

- Harmful sexual behaviour

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

- Peer-on-peer sexual abuse

Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development

We use the NSPCC Hackett Continuum tool and the Brooks, sexual behaviour traffic lights tool to help to support objective decision making about a child or young persons sexual behaviour and what is considered developmentally typical sexual behaviour, taking into consideration their cognitive development.

All pupils will have access small group, whole class PSHE/RSE sessions to support their understanding of sexualised behaviours. Where appropriate 1:1 bespoke sessions will be delivered to support individual need at the appropriate level. These can be planned and discussed with the PSHE lead and may come as a referral through the weekly safeguarding meeting or directly from the teacher.

It is important that staff are trained and aware of sexualised behaviour, that there is a culture to ensure pupils are kept safe and any concerns recorded via Cpoms and acted upon and that the environment is safe and supportive. This may include a risk assessment being written and in the case of peer on peer sexual abuse, both, for the perpetrator and the victim.

We also ensure that all pupils have access to whole group or where identified 1:1 PSHE/RSE sessions to support their understanding of sexualised behaviours.

### **Masturbation**

Masturbation is a common human behaviour and having a learning disability does not reduce this behaviour. Masturbation is defined as the touching and stimulation of your own genitals for sexual arousal and pleasure.

Masturbation can often, but not always, lead to someone experiencing an orgasm. It is normal for children to touch and explore their genitals from a very young age. However, masturbating for pleasure usually starts during puberty. A poor understanding of and compliance with social and legal rules about public masturbation and inappropriate touch can significantly limit a person's freedom and social interactions. If someone masturbates in public places it is reasonable to conclude that they will not be allowed independent unsupervised access to public place where other people may see them

masturbating. Therefore, allowing inappropriate masturbation can seriously curtail a person's freedom and growth towards independence. Behaviours learned or allowed to develop when a person is young can last a lifetime. Dealing with masturbation in a timely manner can mean that a person with learning disabilities can experience sexual pleasure in private and not put other people in harm's way. They can then experience freedom and social interactions without being labelled as someone who engages in inappropriate sexual behaviour.

PSHE (including Relationships and Sex Education) at Curnow School forms an integral part of our whole school curriculum offer that aims to provide our learners with the necessary knowledge, skills, and attitudes to lead healthy, happy and safe lives. It is important that young people are taught and understand the 'rules' around appropriate behaviour. We recognise that our students have unique needs and challenges and we aim to address these through a tailored, inclusive and well-organised Relationship and Sex Education (RSE) Curriculum. We have specified Safeguarding units identified within our curriculum for our Discovery learners. There are also opportunities built into the curriculum for responsive RSE, including 'grab boxes' to support teaching materials to aid deliver of this. Within classes or phases that are concerning or sexualized in nature, teachers have the opportunity to plan RSE sessions to support learners with these issues

Being able to masturbate is a human right. The right to be sexual is enshrined within the Human Rights Act (1988). Everyone has the right to masturbate in private. Our right to masturbate can only be intervened with if it negatively impacts other people. The Sexual Offences Act 2003 sets clear guidelines around masturbation and public spaces. This also applies to people with learning disabilities. There is no minimum legal age at which you can masturbate on your own and in private, as UK law only looks at sexual behaviour that involves or affects other people. A private place could be a bedroom at home (if not shared by anyone else), or a bathroom at home. The following are **not** private places: Toilets at school/college/work; Shared bedrooms; rooms labelled 'Private' (for example private office spaces); Public toilets; Family rooms at home; Anywhere a person could be seen or heard.

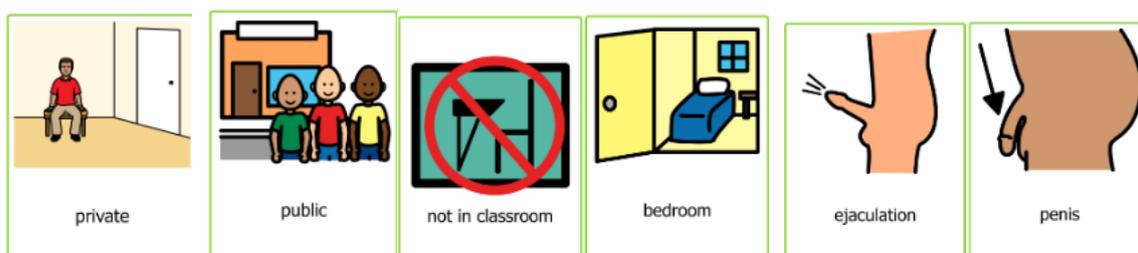
Self-touch can be undertaken for a variety of reasons that have nothing to do with sexual gratification. Sometimes physical conditions or sensory needs that are not about sexual arousal can be missed because it is presumed that the

touch is sexual or primarily sexual. Sensory needs are common with people with autism and/or learning disabilities. Sometimes masturbating can be fulfilling a sensory need rather than a sexual need. This is normal and should not be discouraged but the same rules about appropriate masturbation in public and private will still apply; and it is not acceptable to do this in school or any other public place.

If a learner masturbates or touches their genitals in school, support is likely to include the following:

- Conversation with parent/ carer. Discussion around the most appropriate support based on the individual need of the child/young person.
- School based support. For example, visuals or social stories alongside targeted RSE lessons.
- Referral to external professional eg OT or CAMHS to request intervention support. This is likely to be in the form of a Self-Stimulation Support Plan. A self-stimulation support plan will focus on the Child's self-stimulation behaviour and set out clear strategies for staff and home while being a person-centred response to individual needs. The plan will aim to mitigate risk and ensure best practice approach to supporting the young person. The plan should be developed by the team around the child and include primary care givers when possible. This will promote a consistent approach to supporting the child. A support plan should be written in the first person when a person with learning disabilities has direct input into their plan, or they can be in third person if it gives information about them. The plan will include; Description of the behaviour; Triggers for behaviour; Interpretation of the behaviour; Risks of the behaviour.

### Symbols



### Terminology Used

- Hands up/out
- Private time at home
- Public/ Private
- Save for your bedroom
- Stop/No

### **Anti-Bullying Statement**

At Curnow School, we are committed to providing a safe, inclusive, and respectful environment for all students, staff, and visitors. Bullying in any form—whether physical, verbal, emotional, or cyber—is unacceptable and will not be tolerated.

**Definition of Bullying:** Bullying is defined as repeated, intentional behaviour that causes physical or emotional harm to another person. This can include, but is not limited to:

Physical aggression (hitting, kicking, pushing)

Verbal abuse (name-calling, teasing, threats)

Social exclusion (spreading rumours, encouraging others to exclude someone)

Cyberbullying (sending harmful messages or images via electronic means)

Many of our pupils may not understand the implications of bullying, or know what bullying is and how their actions can be interpreted as bullying. It is therefore important that staff are very aware of the terminology and are able to identify, report and support a pupil whom may be being bullied within school. We also recognise that we will need to support the perpetrator as well as the victim, to support their understanding and to develop strategies and behaviours that do not impact on others in a negative way. We will work with other professionals, if necessary to ensure that the support and learning is appropriate to the needs and ability of the pupils involved.

### **Legislation**

This policy considers relevant legislation, regulations and guidance including the most recent publications from the Department for Education, Department of Health and the Health and Safety Executive. This policy is also based on the special educational needs and disability (SEND) Code of Practice and the Safeguarding and Child Protection Policy/Keeping Children Safe in Education.

## **Positive Handling/ Restrictive Physical Intervention (RPI)**

At Curnow School excellent relationships between staff and learners are vital. It must be recognised that due to the nature of the learning difficulties presented by some of the learners who attend Curnow that the use of physical interventions is an integral element of the teaching and learning process. However, no intervention is used unless it demonstrably considers the welfare of the pupil, it is in their best interest, is proportionate and balances the rights of both staff and learners. We believe there is a clear distinction between physical contact, restrictive and non-restrictive physical intervention (See Safe Touch Policy). None of these methods are used as sanctions or punishment or as a response to staff shortages.

Physical Interventions may include:

- Prompts – This is the lowest form of using force to control a person behaviour.
- Guide – Moving someone forward but they can leave.
- Escort – The person is unable to leave you because you are holding them. The person is complying. It may be moving a person from point A to point B to keep them safe.
- Restraint – Physical control with the application of reasonable force with the intent of overpowering the person.

As the safety and wellbeing of all staff and learners is paramount, staff should always first consider both their own safety and that of others as well as remember that we only ever use the minimum level of force needed to restore safety and care. The guiding principles relating to the use of reasonable force are as follows:

- It is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff must take steps in advance (proactive and reactive strategies) to avoid the need for the use of reasonable force through dialogue and diversion and at the level of understanding of the child or young person.
- To prevent severe distress, injury, or damage, only the minimum force for the shortest amount of time will be used.
- After an incident, staff will be able to show that the intervention used was in keeping with the learner's individual Well-being Plan and Individual Risk Assessment or the Trust's Behaviour Policy.
- Every effort would have been made to secure the presence of other staff, and these staff may act as assistants and/or witnesses.

- As soon as it is safe, the restrictive physical intervention will be relaxed to allow the pupil to regain self-control.
- Procedures are in place for supporting and debriefing pupils and staff after every Level 3 incident as it is essential to safeguard the emotional well-being of all parties involved.
- A distinction will be maintained between the use of an emergency intervention, which is appropriate to a particular circumstance, and the use of planned intervention. (See below)

Emergency Restrictive Physical Interventions (RPI) – An emergency RPI may be employed in response to an incident requiring a rapid physical response (for example a child running on to a road). In such circumstances the ideas of a duty of care and reasonable, proportionate, and necessary actions must remain paramount. Staff should use the minimum force for the shortest amount of time to maintain safety, consistent with the Team Teach training they have received.

Planned Restrictive Physical Interventions (RPI) – Involves a planned RPI being employed by staff in response to an identified behaviour when all other strategies have been unsuccessful, and the learner is posing a significant risk to him/herself and/or others. They should be described in writing (in the Well-being Plan), in advance, by the class teacher and shared with the behaviour lead and class team and, as far as possible, agreed and signed by parents/carers. The identified strategies are based upon the individual behaviour risk assessment and are recorded on the Well-being Plan. If the guide or escort used forms part of the learner's agreed Well-being Plan, it is not necessary to record the use of the guide or escort. All incidents of restraint must be recorded on the behaviour monitoring system as soon as possible. A debrief must be completed by a member of the senior team or behaviour support team within 24 hours.

Sometimes, when faced with extreme behaviour, the judgement may be that by becoming physically involved the member of staff will increase the risk of somebody getting hurt. In this case the correct decision may be to support the young person into a safe space and give the learner time and space to regain self-control. At this point, the staff must decide on the most appropriate course of action, which is to make the environment safe, remove the audience, take vulnerable children to a safer place, remove all potential hazards and weapons, ensure that colleagues know what is happening or get help. The chosen actions should always be designed to reduce the risk to others and to

yourself.

The Education and Inspections Act (2006) states that:

*All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.*

*The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.*

*Schools can use reasonable force to:*

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- restrain a pupil at risk of harming themselves through physical outbursts*

Education and Inspections Act (2006)

Members of staff will not be expected to undertake the use of reasonable force without knowledge of the school's policy. Our current, chosen Accredited Training organisation in Positive Behaviour Management & Physical Interventions is 'Team Teach Ltd'.

Curnow School acknowledges that physical techniques are only a part of a

whole school approach to behaviour management and Team Teach emphasises the importance of diversion, defusion and de-escalation. It provides a gradual, graded system of response.

Training will be regular (according to evidenced risk assessment, both formal [re-accreditation] & informal, according to need) and in line with the Team Teach code of practice. Untrained staff are not expected to engage in restrictive physical interventions with learners except in an extreme emergency when the health and safety of others would seriously be put at risk by a failure to do so. This is in line with Team Teach guidelines.

Curnow School acknowledges that restrictive physical techniques are only a small part of a whole school approach to behaviour management.

Team Teach describes a broad range of risk reduction strategies. It is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, de-fusion, and de-escalation techniques.

The physical techniques are intended to reduce risk and Team Teach techniques always seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. Any such injury will be reported using the appropriate accident form. In some circumstances, following the use of more restrictive holds, it is acknowledged that learners may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief and transient and poses less of a risk than the behaviour they are employed in response to.

### **Recording of behaviour**

At Curnow School we use Trackit-Lights and Cpoms (Appendix 4) to record Level 2 and 3 behaviours and associated responses which may include Restrictive Physical interventions (RPI) and the use of force.

Trackit-Lights is used within each class to record Level 2 and 3 behaviours by the class team as well as recording positive behaviour linked to the Curnow Code. Members of the SLT are able to monitor these behaviours and will be alerted to any level 3 behaviours (see appendix). Level 3 behaviours will also be

linked to the Cpoms system and the DSL and DDSL will be informed and alerted.

Any Level 3 incidents will be followed up with a **Post incident debrief** (Appendix 6) and this will include post incident support and post incident learning. **Post incident support** will focus on the immediate physical and emotional wellbeing of all involved in the distressed episode, with the aim of checking that people are safe and able to recover. **Post Incident learning** will focus on and learn about what caused the distress and how to prevent it in the future. Pupils will be supported through a personalised approach taking into account their needs, level of understanding and preferred communication method to ensure that the process does not increase stress or anxiety. We always ensure that actions are put in place to support the pupil and staff to reduce risk, reduce restraint and provide strategies for the pupil to manage their own behaviour in a more socially acceptable way.

### **Recording and reporting the use of force by members of staff**

#### **Recording the use of force**

Recording the use of force at Curnow School is through the use of our Trackit Light system and this will 'pull through' to Cpoms for recording each significant incident in which a member of staff uses force on a pupil. These are logged as a Level 3 incident which creates a form to be completed, including all relevant information.

Incidents must be recorded by the staff member(s) involved as soon as practicable after the event and before the end of the school day at the latest. This is completed in writing (Trackit Light form), and this applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

#### **Staff must record the following details as a minimum:**

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used

- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- When and how parents were informed

### **Reporting the use of force**

Class teachers or members of SLT will report each significant incident in which a member of staff uses force on a pupil to each parent of the pupil as soon as practicable after the incident and before the child/young person gets home, except where: it appears to the staff member that doing so would be likely to result in significant harm to the pupil. This includes all forms of abuse and neglect. In this instance, the staff member must report the incident to the local authority within whose area the pupil is ordinarily resident.

### **A report of the incident made to parents should include the following details as a minimum:**

- time, date, location and approximate length of time the force was used
- brief account of what type of reasonable force was applied, and the degree of force
- details of any physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- The requirement to report applies even if the use of reasonable force in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

### **Debrief**

Following a Level 3 incident staff and learners will meet with a member of the behaviour support team, within 24 hours, for a debrief. A record of the debrief will be kept in the behaviour monitoring folder. It may not be appropriate for the learner to be involved in the debrief process, post incident. If this is the

case a member of staff who knows the learner well, or the parent/carer can complete the form with a member of the behaviour support team. If a member of staff has been hurt, they will be supported, away from the classroom, for as long as necessary. All injuries, staff, or learner, requiring hospital/GP attention are logged on AssessNet. Learner Behaviour Risk Assessment and Well-being plans are reviewed, and updated if necessary, following an incident. All Level 3 behaviours are reviewed and discussed at the weekly safeguarding meetings. Level 3 behaviours are reported to governors, via the Headteacher's report, on a termly basis.

### Procedure following a Level 3 Incident

Log incident on Trackit Lights immediately\*, using the whiteboard app. Include all lead up behaviours to the Level 3 incident as Level 1 or 2 - this will ensure that this is logged as one incident (which may include a number of behaviours).

\*If it is not possible to log the incident at the time, it must be recorded within 24 hours via the Trackit Lights website (not the whiteboard app). The date and time must be altered to reflect the date and time of the incident.



On the same day of the incident: Complete the incident form (Trackit Lights) \* ask for assistance/support if needed from a member of the SLT

\*Further support and information has been shared with all classes to complete the incident form accurately and in line with statutory guidance



Class teacher to contact parent/carer to verbally inform them of the incident. (Conversation to be logged on CPOMS). The most appropriate Pupil Debrief form to be completed once the learner is calm/regulated.



If the behaviour has resulted in an injury, then an accident form should be completed in the incident book. If the injury is significant and medical attention is sought then following logging in the incident book, this then needs to be reported as a Violent Incident on Assessnet by a member of the SLT within 24 hours and an investigation completed.



Following the debrief, Well-being Plans and Behaviour Risk Assessments are to be reviewed by the class teacher. Where possible, parents/carers are to be involved in this process. Updated plans are to be signed by Rob Armstrong



Actions identified (eg additional PPE, Sensory profile/diet, Interim Review/Multi-agency support) are to be logged on the incident reporting form on Trackit Lights.



All Level 2 and 3 incidents are discussed at the weekly safeguarding meeting to identify patterns and trends

## **Pupil Voice**

It is important the pupil voice is part of any post incident debrief and that this is recorded within the incident report (Trackit Lights/Cpoms). Resources used to support post incident support and learning will be personalised to ensure that all pupils have a 'voice' and that post incident learning provides strategies and support to reduce the incident and/or severity of the incident in the future as well as reducing risk and restraint. (Appendix 6)

## **Monitoring pupil behaviour**

All level 2 and 3 behaviours, recorded through Trackit Lights and Cpoms are reviewed and monitored through our weekly safeguarding meetings. The Senior Leadership Team (SLT), Designated safeguarding Lead (DSL) and the family Liaison worker monitor these incidents and track any trends over time. Where necessary and through the incident debrief process, these incidents are reviewed and any actions, changes to support, or new support will be added to the pupils Well-being plan and/or risk assessment. Where necessary or identified staff wellbeing is supported through class team meetings and any actions addressed to support staff, their safety and wellbeing. Where additional support maybe needed, the behaviour lead/SLT meet with the Specialist Intervention Therapist (SIT) each half term or, as and when necessary to ensure additional support such as an Occupational Therapist (OT) or a referral to CAMHS can be actioned as the earliest opportunity where this support is needed.

## **Complaints and Allegations**

The availability of a clear policy about the use of reasonable force, should reduce the likelihood of complaints but may not eliminate them. If any staff have a low-level concern regarding another member of staff this must be recorded on CPOMS. If any staff experienced another member of staff using

'unacceptable use of force' and banned techniques they must report this to the Head Teacher, the Whistleblowing Governor, or a Designated Safeguarding Lead as per SPT policy as soon as possible.

Where a complaint or allegation is made, the school will follow the Local Authority protocol. For further information, please refer to the SPT Complaints Policy and the SPT Whistle Blowing Policy.

## **Exclusions**

We do not believe that exclusion is the most effective way to support our learners, and we will always try to adapt and personalise the provision for all our learners to ensure that they are able to access education. However, in extreme and exceptional circumstances, the Head teacher may need to exclude a pupil temporarily or permanently - this will be considered very carefully. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this. Safe conduct by learners is essential to ensure that all pupils can benefit from the opportunities provided by education. This is essential when safeguarding the most vulnerable students. All behaviours incidents that potentially warrant an exclusion are discussed by the Headteacher with the CEO of the Special Partnership Trust before finalising this decision and informing parents, as per the Special Partnership Trust Behaviour Policy.

A decision to exclude a learner permanently from Curnow School is only be used as a last resort and will be taken only if:

- there is a significant risk to themselves or others or
- allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.
- in response to a serious breach or persistent breaches of the school's behaviour policy.

Where learners are at serious risk of exclusion, the Local Authority and all relevant external agencies will be involved and an urgent meeting will be called. Exclusion will be the last resort after all other steps have been exhausted.

## **Our Commitment:**

Prevention: We will educate our students about the impact of bullying and promote a culture of kindness and respect through regular assemblies, classroom activities and learning, and school-wide initiatives.

Reporting: We encourage students, staff, and parents to report any incidents of bullying. Reports can be made anonymously if preferred. Staff to use Cpoms to report any incidents of bullying. These will be read and any actions identified by the DSL/DDSL and/or SLT of the school.

Response: All reports of bullying will be taken seriously and investigated promptly. Appropriate actions will be taken to support the victim and address the behaviour of the bully.

Support: We will provide support to those affected by bullying, including counselling services and peer support programs, if necessary.

**Responsibilities:**

Students: Treat others with respect and report any bullying incidents to a trusted adult.

Staff: Model respectful behaviour, intervene in bullying situations, and support students in reporting incidents.

Parents: Encourage respectful behaviour at home and communicate with the school if they suspect their child is involved in bullying.

Together, we can create a safe and supportive environment where everyone feels valued and respected.

<b>Policy approved by the Leadership and Management sub-committee</b>	October 2025
<b>Policy to be reviewed</b>	Every 2 years
<b>Responsibility</b>	Local Governing Body Deputy Head Teacher Head Teacher

## Appendix 1 – Whole school, holistic approach to behaviour



### Wellbeing and Emotional Support



We recognise that all the pupils attending the Special Partnership Trust (SPT) schools have additional needs and require a range of support strategies to enable them to access and achieve their learning outcomes. Throughout the SPT we recognise that positive relationships between staff and pupils are a major influence in encouraging good behaviour. The SPT schools aim to establish a safe and caring environment that provides encouragement, structure, order, a sense of community and high quality education. The pupils experience positive behaviour for learning approaches and management systems employed will be consistent, taking into account every pupil's individual needs.

We ensure that **all learners** at each school are supported through:

- Our curriculum – being interesting, engaging and appropriate to their needs and age
- PSHE and RSE curriculum in supporting and developing their personal and social skills
- The Education, Health and Care plan process and personalised outcomes for all pupils
- Trauma informed schools (TIS) approach embedded within the schools daily practice
- Team Teach and the awareness of behaviour management and the focus and priority being on de-escalation and understanding behaviour as communication.
- The Curnow Code, SMSC and PBV which run through our school day and are celebrated each week through whole school assemblies

For **some learners** who require additional support in meeting their wellbeing and emotional needs we will ensure that by following the behaviour support pathway, liaising with wider professionals (Occupational therapists, Speech and language therapists and Educational psychologists), parents and carers we will support these learners. This may be through a specific plan to support their area of need or comprehensive wellbeing and behaviour support plan. This will provide a graded and consistent approach with the focus on support and de-escalation at each stage and the meeting of their emotional and wellbeing needs in a positive and supportive manner.

## Appendix 2 – Curnow Code

### Our School Philosophy 'The Curnow Code'

At Curnow we are all aiming ....

- To be kind and thoughtful to others
- To look after the school and everything in it
- To always try our best
- To keep ourselves and each other safe
- To always show people how good our school is
- To learn how to cope when things go wrong
- To be happy and healthy

## Appendix 3 – Wellbeing Plan and Behaviour risk assessment

 Curnow School																											
Pupil name:																											
This well-being profile supports the holistic approach to the social, emotional and mental health needs of students. It provides the guidance/information to enable all adults to work in a consistent way within the agreed behavioural approach during times of escalation and challenge																											
Areas of Additional Support (Please name)																											
SaLT Recommendation:	OT Recommendation:	CAMHS Recommendation:																									
Outcome/IEP target :	Outcome/IEP target :	Outcome/IEP target :																									
Medical/ additional information derived from the care plan received from the school nurse details:																											
Reasons for support plan (brief overview):																											
<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;"><b>Agreement of Plan</b></td> <td style="width: 30%; text-align: center;">Sign</td> <td style="width: 30%; text-align: center;">date</td> <td></td> </tr> <tr> <td>Student (if applicable):</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Parent/carer:</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Class teacher:</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Head/ Head of team teach:</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Date Plan written:</td> <td>18<sup>th</sup> July 2018</td> <td>Date Plan to be reviewed:</td> <td>17<sup>th</sup> July 2019</td> </tr> </table>				<b>Agreement of Plan</b>	Sign	date		Student (if applicable):	_____	_____	_____	Parent/carer:	_____	_____	_____	Class teacher:	_____	_____	_____	Head/ Head of team teach:	_____	_____	_____	Date Plan written:	18 <sup>th</sup> July 2018	Date Plan to be reviewed:	17 <sup>th</sup> July 2019
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Student (if applicable):	_____	_____	_____																								
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Class teacher:	_____	_____	_____																								
Head/ Head of team teach:	_____	_____	_____																								
Date Plan written:	18 <sup>th</sup> July 2018	Date Plan to be reviewed:	17 <sup>th</sup> July 2019																								



**Risk Assessment - 8312RA**  
 Internal Reference: (KB- behaviour)  
 Information valid as of 27/04/2022 08:54

**Medium**

<b>General Details</b>											
<table border="1"> <tr> <td>Assessor</td> <td>Rob Armstrong</td> </tr> <tr> <td>Assessment Date</td> <td></td> </tr> <tr> <td>Assigned Reviewer</td> <td>Rob Armstrong</td> </tr> <tr> <td>Next Review Date</td> <td>07/12/2022</td> </tr> </table>	Assessor	Rob Armstrong	Assessment Date		Assigned Reviewer	Rob Armstrong	Next Review Date	07/12/2022	<table border="1"> <tr> <td>Associated with specific area</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li> Education</li> <li> Academy Schools</li> <li> Special Partnership Trust</li> <li> Curnow School</li> </ul> </td> </tr> </table>	Associated with specific area	<ul style="list-style-type: none"> <li> Education</li> <li> Academy Schools</li> <li> Special Partnership Trust</li> <li> Curnow School</li> </ul>
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<b>Overall Current Risk</b>  <b>Medium</b>
--

<b>Persons Affected</b>
<ul style="list-style-type: none"> <li> Children / Students</li> <li> Employees</li> <li> Members of the Public</li> <li> Visitors</li> <li> Volunteers</li> </ul>

## Appendix 4 – Sensory Plan

Name \_\_\_\_\_ Date \_\_\_\_\_

Sensitivity	Difficulties (seek/avoid)	Impact	Strategies
Visual 			
Audial 	Sensitive to high pitched sound Does not like other children crying Sensitive to noisy and unpredictable environments	May seek to hurt child who cries Difficult to settle after transition May cry or hold head during noisy times or after high pitched sound	Offer ear defenders  Remove during transition, return when room is settled
Oral 	Chews clothing Chews/mouths inedible objects Eats play dough	Damages clothing/toys	Chewy tubes/ <del>chewies</del> may be offered  <b>FULL SUPERVISION WHEN USING MALEABLE MATERIALS</b>
Tactile 	Seeks – sand, textured walls, carpets, Avoids – paint, wet food	Limited diet Limited access to curriculum activities	Sensory play opportunities introducing wet texture using tools eg paintbrush to reduce contact
Vestibular 	Tries to get you to lift them up and spin them.		Offer balcony swing 
Proprioceptive 			

## Appendix 5 – Cpoms/Trackit Lights

CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ REMIND ME HIDE NAMES BLANK SCREEN  
It is your responsibility to log out and protect the security of student information.

Curnow School Dashboard Reporting Planner Library Admin Account Settings Add Incident LOGOUT

There are possible student transfers awaiting your action.

### Reporting

Overview Attendance Graphs Custom Report Saved Reports

Categories	Currently Monitored	Incidents (this A/Y)
Attendance	1	3
Behaviour	14	23
Child Protection	3	2
Contact/communication	4	12
Counselling	0	0
Health and Safety	2	1
Legacy	0	0
Medical	9	7
Other	20	18
Safeguarding	35	38
Totals (unique):	49	85

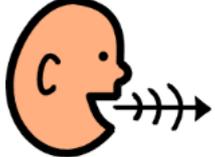
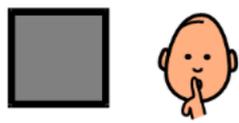
	Total
Attendance	84.2%
Authorised Absences	5495
Unauthorised Absences	13
Lates	0
Highest Attendance	100%
Lowest Attendance	0%

Demo Class Select All Display Daily Points Settings Hello rarmstrong@curnowschool.org.uk Change password Log out

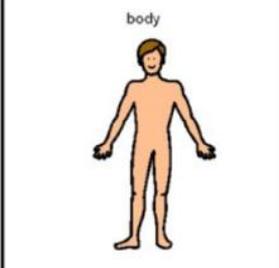
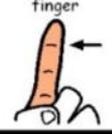
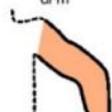
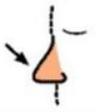
AK Aisha Kattan 0	AR Ajay Robinson 0	AP Alex Phillips 0	AJ Amber Jackson 0	AW Asha Williams 0	CL Chang Lee 0	DH Danna Hill 0
DF David Fisher 0	ES Emily Stone 0	EC Ethan Cook 0	GT George Taylor 0	HW Helen Walker 0	IA Ibrahim Assaf 0	IL Isla Lawson 0
JE Jacob Ellis 0	JC James Clark 0	KW Katie Wood 0	KD Kia Davis 0	LH Layla Hasan 0	LT Lilly Tohan 0	LH Lily Hughes 0
MR Mariah Roberts 0	MR Matthew Russell 0	MW Milly White 0	MB Mohammad Bazzi 0	RC Rita Collins 0	SA Samira Abadi 0	SA Sara Allen 0

## Appendix 6 – Post incident debrief

We will help you to feel better.

<p>Would you like a drink?</p> 	<p>Would you like to talk to someone?</p> 	<p>Would you like a sensory toy?</p> 
<p>Are you hot/cold?</p> 	<p>Would you like it darker/quieter?</p> 	<p>Are you hurt?</p> 

## What Hurts?

<p>It hurts!</p> 	<p>sore throat</p> 	<p>headache</p> 	<p>earache</p> 
<p>stomachache</p> 	<p>body</p> 	<p>finger</p> 	
<p>leg</p> 		<p>arm</p> 	
<p>foot</p> 	<p>mouth</p> 	<p>nose</p> 	<p>eye</p> 

I can use these things to help me to calm.

<p>Playdough</p> 	<p>Squeeze Roll Splat</p>
<p>Bubbles</p> 	<p>Watch Blow Pop</p>
<p>Chewy/snack</p> 	<p>Chew Bite</p>
<p>Stretchy band/worm</p> 	<p>Pull Stretch Ping</p>
<p>Headphones/sound box</p> 	<p>Quiet Listen Choose a sound</p>

When I feel angry.

Sometimes I feel angry.



Most of the time I can calm down. The adults in school help me to do this.



Sometimes this does not work.



When I am really angry I sometimes hurt people or damage equipment. This is dangerous to me and to other people.

