



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

1.1 This policy complements, supports and cross referenced with:

- Safeguarding Policy
- Intimate care Policy
- Anti Bullying Policy
- CIT Suspensions and Exclusion Policy
- Restrictive Intervention Policy

1.2 Children's Act 1989

Every child has a right:

- To an education
- To life
- To be cared for in a way which is best for them
- To be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously
- To be protected from violence, abuse and neglect
- To think and believe what they want, and to practise their religion

1.2 Rationale

All staff have an essential role to play in providing a good example to our pupils. Positive relationships between adults and pupils will highlight the importance of respect, personal values and the necessity to work hard, listen and be receptive for learning. Staff will encourage pupils to show the CREW values of caring for all, being respectful, encouraging others and working together.

The success of our efforts will depend to on our ability to foster a school community, which promotes self-esteem, encourages self-discipline/self-regulation and therewith the personal desire to adhere to high standards of work and behaviour.

Boston Endeavour Academy, strives:

- To create an environment that allows our school community to have appropriate, positive and healthy relationships.
- To provide a culture of personal growth and resilience in an emotionally safe environment.

- To empower staff and pupils to be responsible citizens in school and the community.
- To teach our school community how to have positive interactions and relationships.
- To support staff and pupils to understand the impact of actions and choices.
- To support our school community to demonstrate our school values every day.

2. CORE PRINCIPLES

2.1 Corporal punishment

Corporal punishment is prohibited in all state schools under the *Education (No. 2) Act 1986*, following a ruling by the European Court of Human Rights. In addition to these legal requirements, the use of corporal punishment is wholly inconsistent with the school's ethos and values. Our school is committed to promoting the dignity, welfare and rights of every pupil through positive, respectful and supportive approaches to behaviour management. This commitment ensures that all pupils are treated with care, compassion and respect at all times.

2.2 Behaviour is communication:

At our school, we recognise that all behaviour is a form of communication. We believe that children and young people communicate their needs through their behaviour, particularly when they are unable to express themselves effectively through verbal language or other communication methods. Behaviours that may be perceived as challenging or unexpected often indicate that a pupil has an unmet need, is experiencing distress, or is finding it difficult to communicate their wants, feelings, or concerns.

Our approach is therefore to seek to understand the underlying reasons for a pupil's behaviour and to respond with empathy, curiosity and support. By identifying and addressing the root causes of behaviour, we can better meet each pupil's individual needs and promote positive outcomes.

2.3. Consistent use of language:

When discussing behaviour, we aim to use language that is respectful, non-judgemental and free from shame. We avoid terms such as *naughty*, *difficult*, or suggestions that behaviour is always a conscious choice. Instead, we use language that acknowledges the impact of behaviours while recognising that the behaviour itself may be a response to an unmet need, distress, or difficulty with communication.

We therefore refer to *behaviours that challenge* or *unexpected behaviours*, recognising that these behaviours can be challenging for the individual, the people around them, and the environment in which they occur.

Similarly, while some behaviours may traditionally be described as *attention-seeking*, we understand that this term can overlook the underlying reasons for the behaviour. Instead, we view such behaviours as *connection-seeking*, *care-seeking* or *attachment-seeking*, reflecting a child's need for support, reassurance, belonging, or emotional regulation. This approach helps us to better understand the root causes of behaviour and respond in a compassionate, supportive and effective manner.

2.4 Adult behaviours:

We expect all staff to adhere to the school's Staff Code of Conduct and to model the highest standards of professionalism, care and respect in all interactions.

At our school, we are committed to a relational approach, recognising that positive relationships are at the heart of learning, wellbeing and development. We understand that trusting and secure relationships create the conditions in which pupils feel safe, valued and ready to learn. These relationships support the development of healthy attachments and provide a secure base from which pupils can explore, take risks, build resilience and engage meaningfully in their learning.

Research consistently demonstrates that when pupils feel safe, understood and supported, they are more likely to achieve positive social, emotional and academic outcomes. We therefore place

relationships at the centre of our practice and ensure that all staff respond to pupils in a way that is developmentally appropriate, trauma-informed and holistic.

To maintain a relational approach that reflects our school values, all staff strive to:

- Listen with purpose and seek to understand the underlying reasons for behaviour.
- Respond to behaviour with empathy, curiosity and compassion.
- Maintain unconditional positive regard for every pupil.
- Demonstrate kindness, open-mindedness, perseverance and respect.
- Recognise and celebrate individual strengths and achievements.
- Be emotionally available and responsive to pupils' needs.
- Model the behaviours, attitudes and values we wish to see in others.
- Foster a sense of belonging, safety and inclusion for all pupils.

Through these strong, supportive relationships, we aim to help every pupil feel secure, develop positive self-esteem, regulate their emotions effectively and reach their full potential.

2.4 Emotion Coaching:

At our school, we use Emotion Coaching as a key approach when supporting pupils with their emotional development and wellbeing (see Appendix 4). We recognise that childhood is a crucial period for learning about emotions, including how emotions are experienced, expressed and managed.

Through Emotion Coaching, we help pupils to understand and name their feelings, recognise how emotions affect themselves and others, and develop appropriate strategies to manage strong or overwhelming emotions. We acknowledge that all emotions are valid, while supporting pupils to learn safe and socially appropriate ways of expressing them.

By responding to pupils with empathy, acceptance and guidance, we aim to build emotional literacy, resilience and self-regulation skills. This approach strengthens trusting relationships between staff and pupils and supports children and young people to feel understood, valued and safe. Over time, pupils develop a greater understanding of their emotions and are better equipped to manage challenges, build positive relationships and engage successfully in learning.

2.5 The Six Principles of Nurture

At our school, we recognise the importance of a nurturing approach in supporting pupils' social, emotional and academic development. Research demonstrates that nurturing environments help children and young people develop confidence, self-esteem, resilience and essential social skills, enabling them to engage more successfully in learning. By addressing social, emotional and mental health needs, a nurturing approach removes barriers to learning and supports pupils to take pride in their achievements.

The six principles of nurture underpin our practice and help staff to identify, understand and respond effectively to pupils' individual needs. Through a nurturing approach, we create calm, regulated and supportive learning environments where pupils feel safe, valued and ready to learn. We believe that meeting pupils' social and emotional needs is fundamental to enabling positive outcomes in behaviour, wellbeing and academic progress, preparing them for successful and fulfilling lives beyond school.

Our practice is guided by the six principles of nurture:

- **Safety:** The classroom offers a safe and secure base where pupils feel valued, protected and ready to engage in learning.
- **Wellbeing:** Nurture is essential for promoting emotional wellbeing, resilience and positive mental health.
- **Language:** Language is a vital means of communication, and pupils are supported to develop the skills to express their thoughts, feelings and needs effectively.
- **Transitions:** Changes and transitions are significant events in children's lives and require understanding, preparation and support.

- **Learning:** Children's learning and development are understood developmentally, with support tailored to their individual stage of development.
- **Behaviour:** All behaviour is a form of communication and should be understood within the context of a pupil's needs, experiences and circumstances.

By embedding these principles throughout our school, we ensure that every pupil is provided with the support, understanding and opportunities they need to thrive socially, emotionally and academically.

3. LEARNING ENVIRONMENT

3.1 At our school, we recognise the significant impact that the learning environment has on pupils' wellbeing, engagement and achievement. We believe that thoughtfully designed environments play a crucial role in creating the conditions for successful learning and positive behaviour.

We are committed to ensuring that all learning environments are purposeful, accessible and responsive to the individual needs of our pupils. As a school team, we strive to create calm, safe and regulated spaces that promote a sense of security, belonging and readiness to learn. Our environments are carefully planned to reduce unnecessary distractions, support communication, encourage independence and provide opportunities for meaningful engagement.

A safe and purposeful learning environment enables pupils to feel confident, supported and valued. It helps to promote emotional regulation, develop positive relationships and maximise learning opportunities. We recognise that when pupils feel secure within their environment, they are better able to participate in learning, take appropriate risks, develop resilience and achieve their full potential.

Our classrooms and wider school spaces are therefore designed to be nurturing, inclusive and immersive, ensuring that every pupil can access learning in a way that best meets their needs and supports their progress socially, emotionally and academically.

4. INTRINSIC AND EXTRINSIC MOTIVATION

As part of our whole-school approach, pupils can earn Crew Coins for demonstrating our school values through acts of Care, Respect, Encouragement and Working Together. Crew Coins provide a consistent way of recognising and celebrating positive behaviours, achievements and contributions across the school community.

Teachers issue Crew Coins for their classes and are responsible for designing reward opportunities that are appropriate and motivating for their pupils. Each class is allocated a reward budget, allowing staff to tailor rewards to the interests, needs and learning profiles of the children and young people they support.

Rewards may vary between classes and could include special activities, sensory experiences, social opportunities, preferred interests, community visits, additional responsibilities, or other meaningful experiences that motivate and engage pupils. This flexibility ensures that rewards remain relevant, inclusive and effective for all learners.

By personalising rewards in this way, we aim to celebrate success, strengthen engagement and encourage pupils to consistently demonstrate the values of Care, Respect, Encouragement and Working Together, while developing positive attitudes towards learning, relationships and personal growth.

5. SETTING EXPECTATIONS AND BOUNDARIES

Staff work within a framework of proactive, graduated and responsive strategies to reduce the likelihood of behaviours that challenge escalating. Our approach is firmly rooted in prevention, regulation, de-escalation and support, with the vast majority of interventions focused on anticipating and meeting pupils' needs before difficulties arise.

We recognise that positive behaviour is most effectively promoted when expectations, routines and boundaries are clear, consistent and understood by all. Pupils are supported to understand what is expected of them through positive relationships, explicit teaching, modelling and visual supports that are appropriate to their individual needs.

As a school, we recognise that every pupil is unique. Whilst we share a consistent ethos, values and approach to behaviour, support strategies and rewards are personalised to reflect each pupil's age, stage of development, individual needs and outcomes identified within their EHCP.

Boston Endeavour Academy Behaviour and Relationships Policy

Published: January 2026

Review Date: January 2027

Across the school, expectations are communicated clearly and consistently.

All staff actively promote positive behaviour by modelling the values of Care, Respect, Encouragement and Working Together in their daily interactions. Through positive role modelling, supportive relationships and consistent expectations, we create an environment in which pupils feel safe, valued and able to thrive both socially and academically.

6. PLANNING FOR BEHAVIOUR

Pupils whom present with behaviours that challenge may have an individual plan and sometimes a risk assessments.

7. RESPONDING TO BEHAVIOURS THAT CHALLENGE

Our approach to responding to behaviours that challenge is rooted in understanding, support and teaching. We aim to provide responses and consequences that are meaningful, proportionate and directly linked to the behaviour and circumstances at the time, rather than relying on punitive sanctions. Our focus is on helping pupils learn, develop self-regulation skills and make positive choices in the future.

We recognise that behaviour is a form of communication and that pupils may require different levels of support depending on their individual needs. As a result, we use a graduated approach to behaviour support, ensuring that responses are personalised, consistent and appropriate to the situation.

This approach empowers staff who work most closely with pupils to make informed decisions and respond effectively to behaviours as they arise. Staff use their knowledge of the pupil, alongside agreed support strategies, to provide the most appropriate level of intervention. Wherever possible, interventions focus on prevention, regulation, de-escalation and restorative practice.

By adopting a graduated approach, we aim to ensure that pupils receive the right support at the right time, promoting positive outcomes while maintaining safe, respectful and supportive learning environments for all.

Level 1. Low level disruption and disengagement

Examples may include, but are not limited to:

- Refusal to follow staff requests or instructions
- Brief disengagement from learning activities
- Minor disruption to the learning of others
- Misuse of equipment or resources
- Leaving or attempting to leave a learning activity

Level 1 behaviours are managed by the class team, who are the key adults for the pupil and know them best. Staff respond using low-level supportive strategies designed to maintain engagement and prevent escalation. These may include:

- Calm and reassuring communication
- Emotion Coaching
- Redirection and distraction techniques
- Providing choices
- Adjustment of tasks or expectations
- Offering movement or sensory breaks
- Temporary changes to the learning environment

The aim is to support the pupil to remain within, or return to, their *window of tolerance* so that they can successfully re-engage with learning.

Level 2: Destructive behaviours (human and environmental)

Examples may include, but are not limited to:

- Significant disruption to learning

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

- Persistent shouting or screaming
- Child-on-child abuse, including bullying behaviours
- Attempting to damage property, equipment or resources
- Verbally targeting peers or staff
- Purposeful disruption of activities

Level 2 behaviours may indicate that a pupil is experiencing increased frustration, anxiety, distress or dysregulation. Staff will continue to use a range of de-escalation and co-regulation strategies to support the pupil. These may include:

- A change of environment or workspace
- Emotion Coaching
- Sensory regulation strategies
- Supportive and familiar adults
- A change of face from within the class team or neighbouring classes
- Distraction and engagement techniques
- Increased opportunities for co-regulation

The priority is to reduce distress, support emotional regulation and enable the pupil to return to a state where learning can safely resume.

Level 3: Dangerous behaviour

Examples may include, but are not limited to:

- Attempting to physically assault adults
- Attempting to physically assault other pupils
- Significant damage to property
- Self-injurious behaviours
- Severe disruption that places others at risk or causes widespread distress

Level 3 behaviours may require additional support from available staff and members of the inclusion team.

The focus remains on reducing risk, maintaining safety and supporting the pupil to regulate.

Strategies may include:

- Guidance and support for staff directly involved
- Directed changes to the environment
- A change of face or key adult
- Distraction and diversion techniques
- Emotion Coaching and co-regulation
- Team Teach strategies, including Friendly Guides and Caring C approaches where appropriate

All interventions are designed to reduce risk, preserve dignity and support the pupil's emotional wellbeing while maintaining the safety of others.

Level 4: Crisis behaviour

Examples may include, but are not limited to:

- Severe damage to property that creates a risk of harm
- An immediate and significant risk of harm to self
- An immediate and significant risk of harm to others
- Physical aggression such as hitting, kicking, scratching, biting, headbutting, spitting, pinching or hair pulling
- Behaviour that presents a serious and immediate safety concern

When a pupil reaches crisis point, members of the Inclusion Team and/or Leadership Team will respond as quickly as possible to support the pupil, staff and other pupils. The primary aim is to help the pupil regain a sense of emotional and physical safety.

Staff will continue to use all appropriate de-escalation, regulation and co-regulation strategies before considering any restrictive intervention. This may include:

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

- Reducing demands
- Facilitating access to a safe space
- Providing sensory regulation opportunities
- Supporting communication
- Changing adults or environments
- Using Team Teach-approved approaches

Restrictive physical intervention will only ever be considered when there is an immediate risk of harm and no safe, realistic alternative available. Any intervention must be used for the shortest time necessary and in accordance with the school's Restrictive Intervention Policy and Team Teach training.

All staff are expected to think creatively about alternative strategies that may effectively reduce risk without the need for physical intervention.

Any response to crisis behaviour must always be:

- Reasonable
- Proportionate
- Necessary
- In the best interests of the pupil
- Focused on reducing, rather than increasing, risk

Following any Level 4 incident, a period of recovery, reflection and restorative support will be provided to help the pupil and staff understand the incident, rebuild relationships and identify any adjustments required to prevent future occurrences.

7.2 On call support:

To ensure timely support is available when required, the school operates a radio on-call system, enabling members of the Inclusion Team to respond promptly to situations where additional assistance is needed. The purpose of urgent support is to help de-escalate situations, support regulation and maintain safety, whilst minimising disruption and enabling the rest of the class to continue learning. Staff responding to a call for support will work alongside the class team to assess the situation, reduce risk and implement appropriate strategies to support the pupil.

This may involve:

- Providing an additional supportive adult presence.
- Supporting the pupil to access an alternative space.
- Implementing de-escalation and co-regulation strategies.
- Offering sensory regulation opportunities.
- Facilitating a change of environment or activity.
- Supporting communication and emotional expression.

Where appropriate, a pupil may be supported to leave the immediate environment and access a safe, familiar space where they can regulate using strategies that are effective for them. This support will always be provided in a way that maintains the pupil's dignity, safety and wellbeing.

Where further support is required, members of the Leadership Team may be called upon to assist in managing risk and supporting staff and pupils.

In rare circumstances, where there is a significant risk to the safety of the pupil or others, a decision may be made to temporarily relocate other pupils from the area. Any evacuation of a classroom or learning space will be carefully considered, proportionate to the level of risk and undertaken only when it is in the best interests of maintaining the safety and wellbeing of all involved.

Throughout any incident, staff will prioritise prevention, de-escalation, emotional safety and the restoration of positive relationships, ensuring that all actions taken are reasonable, proportionate and necessary.

7.3 Root cause analysis:

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

With any behaviour it is imperative to work to identify the root cause. Using root cause analysis tools to hypothesise and rule out triggers is essential to long lasting progress. It is important to check the following possible root causes:

- Unmet physical need e.g. hungry, thirsty, in pain, tired etc
- Potential risk of harm/abuse
- Unmet sensory need
- Lack of functional form of communication leading to frustration
- Hormonal/chemical imbalance e.g. puberty or incorrect dosage of medication
- Mental health need
- Trauma response

7.4 Consequences:

At Boston Endeavour Academy, consequences are designed to be educational, restorative and supportive, helping pupils understand the impact of their actions and develop the skills needed to make positive choices in the future.

We recognise that behaviour is a form of communication and that pupils may require different levels of support depending on their age, stage of development, communication abilities and individual needs. Any consequence will therefore be personalised and delivered in a manner that is meaningful and accessible to the pupil.

Our responses focus on:

- Repairing relationships.
- Restoring the learning environment.
- Teaching alternative behaviours and skills.
- Supporting reflection and understanding.
- Ensuring the safety and wellbeing of all members of the school community.
-

Consequences are linked directly to the behaviour and should, wherever possible, occur close to the time of the incident. Staff should avoid punitive approaches and instead use logical and restorative responses that support learning and development. Scripted restorative conversations will be held wherever possible, supported using visual aids to aid communication.

Examples of logical and restorative consequences may include:

Behaviour	Possible Consequence
Damage to property	Supporting the repair, tidying, cleaning or restoration of the environment where appropriate.
Hurting another person	Restorative conversation, apology (in a format appropriate to the pupil), and repairing the relationship.
Disruption to learning	Supporting completion of missed learning or helping to reset the learning environment.
Unkind or discriminatory language	Reflection, restorative discussion and targeted teaching around respect, inclusion and school values.
Child-on-child conflict	Supported restorative meeting when all parties are regulated and ready.
Unsafe behaviour in the community	Additional preparation, teaching and support before future visits.
Misuse of equipment	Temporary removal of the item and reteaching of safe and appropriate use.
Absconding or absenting	Increased supervision, review of environmental supports and teaching of safer alternatives.
Physical aggression	Restorative support, reteaching of regulation strategies and review of behaviour support plans where required.

All significant behaviour incidents, interventions and outcomes must be recorded accurately on Behaviour Smart in line with school procedures.

Boston Endeavour Academy **Behaviour and Relationships Policy**

Published: January 2026

Review Date: January 2027

Where behaviour indicates an unmet need, staff should prioritise identifying and addressing the underlying cause rather than focusing solely on the behaviour itself. Additional support, assessment or amendments to provision may be required to help prevent recurrence.

Consequences should always be:

- Reasonable
- Proportionate
- Developmentally appropriate
- Restorative
- Linked to the behaviour
- Focused on learning and repairing harm

This approach ensures that pupils are supported to develop responsibility, self-regulation and positive relationships while maintaining their dignity and sense of belonging within the school community.

8. DUTY OF CARE

8.1 Power to search pupils without consent

In accordance with current legislation, Headteachers and authorised members of staff have the power to search a pupil or a pupil's possessions, without consent, where they have reasonable grounds to suspect that the pupil is carrying a prohibited item. Where necessary, staff may use reasonable force to undertake a search if doing so is lawful, proportionate and necessary.

Prohibited items include:

- Knives and other weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco products, cigarettes, vapes and associated paraphernalia
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury to any person, or damage property

Any search conducted by school staff will be carried out with respect for the pupil's dignity, welfare and rights. Staff will follow relevant policy, and any related safeguarding procedures. Wherever possible, searches will be conducted by authorised staff who know the pupil well and in a manner that takes account of the pupil's age, understanding, communication needs and identified special educational needs or disabilities (SEND). Where a prohibited item is found, appropriate action will be taken in line with school policies, safeguarding procedures and statutory guidance. Parents/carers will be informed where appropriate, and all searches and outcomes will be recorded in accordance with school procedures.

9. RESTRICTIVE INTERVENTIONS

At Boston Endeavour Academy, we are committed to promoting positive behaviour through relational practice, proactive support and de-escalation strategies. Restrictive interventions are always viewed as a last resort and will only be considered when there is an immediate risk of harm to the pupil or others, or the environment, and where all reasonable alternatives have been explored or are not appropriate in the circumstances.

9.1 Definition

A restrictive intervention is any planned or reactive action by another person that restricts an individual's movement, liberty or freedom to act independently. Restrictive interventions may only be used when necessary to:

- Maintain the safety of the pupil or others.
- Prevent serious damage to property where there is a risk of injury.
- Reduce or eliminate an immediate risk of harm.
- Support a pupil during a crisis when no less restrictive alternative is available.

Any use of restrictive intervention must be:

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

- Necessary
- Reasonable
- Proportionate
- Carried out for the shortest time possible
- In the best interests of the pupil and those around them

The five recognised categories of restrictive intervention are:

- Mechanical
- Chemical
- Physical
- Seclusion
- Segregation

9.2 Mechanical Restrictive Interventions

Mechanical restrictive interventions involve the use of equipment or devices that restrict movement. Within school, any specialist equipment used by a pupil will only be implemented following professional assessment and recommendation from appropriate healthcare or educational professionals, such as Occupational Therapists, Physiotherapists or Medical Practitioners.

Examples may include:

- Specialist seating and positioning equipment.
- Wheelchairs.
- Standing or walking frames.
- Harnesses and positioning supports.
- Lap belts.
- Other professionally prescribed equipment.

Such equipment is used to promote safety, access, mobility, posture, participation and wellbeing rather than as a behaviour management strategy. Where equipment could be considered restrictive, its use will be fully assessed, documented and regularly reviewed in partnership with parents/carers and relevant professionals. For pupils aged 16 and over, decisions regarding restrictive practices will be considered in accordance with the Mental Capacity Act and any associated legal requirements.

9.3 Chemical Restrictive Interventions

Chemical restrictive intervention refers to medication administered specifically for the purpose of controlling behaviour rather than treating a diagnosed medical or mental health condition.

The school does not administer medication as a behaviour management strategy. Any medication given within school will be prescribed by a suitably qualified healthcare professional and administered in accordance with the school's Administration of Medication Policy and individual healthcare plans.

Where medication may affect a pupil's behaviour, wellbeing or level of regulation, school staff will work closely with parents/carers and healthcare professionals to ensure appropriate support is in place.

9.4 Seclusion

Seclusion is defined as the isolation of a pupil in a room or area which they are prevented from leaving.

As a school, we believe that secluding a child by locking them in a room, holding a door shut or otherwise preventing them from leaving a space is not an appropriate practice and is incompatible with our values, which are centred on dignity, inclusion, relationships and respect for children's rights.

Staff must not:

- Lock a pupil in a room.
- Hold a door closed to prevent a pupil from leaving.
- Use seclusion as a punishment or behavioural consequence.
- Prevent a pupil from leaving a space solely for the convenience of staff.

We recognise that pupils may sometimes require access to a quieter, lower-arousal environment when they are dysregulated. Where this occurs, pupils will be supported to access a safe space, and they will remain free to leave that space unless there is an immediate risk of harm that requires an alternative intervention.

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

During periods of heightened distress or crisis, staff will prioritise:

- De-escalation strategies.
- Co-regulation approaches.
- Environmental adaptations.
- Sensory regulation opportunities.
- Support from trusted adults.
- Team Teach strategies where appropriate.

If there is an immediate risk of harm and all other strategies have been exhausted, staff may need to use a proportionate physical intervention in accordance with Team Teach training and the school's Physical Intervention Policy. Any intervention must be used only for as long as necessary to reduce the risk and maintain safety.

If concerns arise regarding a pupil whose needs may appear to require more restrictive arrangements, a multi-agency meeting led by the Senior Leadership Team will be convened to consider available options, seek specialist advice and ensure that any decisions are lawful, ethical and in the pupil's best interests.

Any member of staff who witnesses practice that could be considered seclusion, or believes that a restrictive intervention has been used inappropriately, has a professional responsibility to challenge this and report their concerns in line with the school's Safeguarding and Whistleblowing procedures.

All incidents involving restrictive interventions must be accurately recorded, reviewed and monitored to ensure that lessons can be learned and future risks reduced.

9.4.1 Regulation rooms:

When a pupil requires a different space to regulate, adults will support and direct pupils to a regulation room where pupils can self-regulate with their specific regulation strategies. Some pupils are encouraged to use the regulation room independently as part of their own self-regulation however, this needs to be monitored to ensure that it is being used for the correct reasons and is not overused. Other times, adults will support the pupil through co regulation which may include (but is not limited to) a help hug, sensory integration, personalise the space, distract and re-engage with positive behaviours.

Definition: Physical restrictive intervention involves direct physical contact where the intention is to prevent, restrict or control the movement of a pupil in order to maintain safety. It should only ever be used as a last resort when there is an immediate risk of harm and when all appropriate de-escalation strategies have been attempted or are not appropriate in the circumstances.

The term positive handling describes a range of supportive and protective approaches used to help keep pupils, staff and others safe. At BEA, our approach to positive handling is underpinned by our values of care, respect, encouragement and working together, and is centred on maintaining the dignity and wellbeing of every pupil.

We are committed to creating a safe, nurturing and inclusive learning environment. We recognise that some pupils may, at times, require additional support to regulate their emotions and behaviour. In the vast majority of situations, this support is provided through relational practice, co-regulation, environmental adaptations and de-escalation strategies. However, there may be occasions where a physical intervention is necessary to prevent:

- Injury to the pupil or others.
- Serious damage to property.
- Behaviour that places the health, safety or wellbeing of others at significant risk.

Any physical intervention used must be:

- Reasonable
- Proportionate
- Necessary
- In the best interests of the pupil
- Used for the shortest time possible

Whenever physical intervention is used, the incident will be recorded and reviewed in accordance with school procedures, and parents/carers will be informed where appropriate.

9.5.1 Team Teach

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

The majority of staff at BEA are trained in Team Teach, a nationally recognised approach to behaviour support and positive handling. Team Teach promotes a holistic approach to behaviour that prioritises understanding, relationships, communication and de-escalation.

The Team Teach philosophy is based on the principle that approximately 95% of behaviour support should focus on de-escalation, prevention and relationship-based approaches, with only around 5% involving positive physical intervention when absolutely necessary.

Through Team Teach training, staff develop the skills and confidence to:

- Recognise and respond to signs of distress and dysregulation.
- Use verbal and non-verbal de-escalation strategies.
- Support pupils through co-regulation and emotional coaching.
- Assess and reduce risk.
- Use approved positive handling techniques safely when required.
- Maintain the safety, dignity and wellbeing of all involved.

All physical interventions undertaken within school must be consistent with Team Teach guidance and the principles outlined within this policy. The use of physical intervention should always be viewed as a last resort and form part of a broader, proactive approach to supporting pupils' emotional regulation, communication and behaviour.

9.5.2 Physical Intervention

The use of reasonable force by school staff is permitted within current legislation and statutory guidance. Any physical intervention used within school will always be guided by the principles of safety, dignity, necessity and proportionality.

Parents and carers are made aware of the school's Positive Behaviour Support and Positive Handling approaches as part of the admission process. The school's use of positive handling is reflected within relevant school policies and procedures.

Physical intervention should only ever be used when there is no safe and realistic alternative and for the shortest time possible. Staff are expected to think creatively and proactively about alternative strategies that may effectively reduce risk without the need for physical intervention. The overriding principle is that any action taken must be in the best interests of the pupil and must reduce rather than increase risk.

Any response to behaviour that challenges must be:

- Reasonable
- Proportionate
- Necessary
- The least restrictive option available

Physical intervention will only be considered when there are reasonable grounds to believe that a pupil's behaviour presents an immediate risk to themselves, others or the environment. This may include situations where:

- A pupil is at immediate risk of harming themselves.
- A pupil is at immediate risk of harming another person.
- A pupil is causing, or is likely to cause, serious damage to property.
- A pupil's behaviour presents a significant risk to the safe running of the school environment.
- A pupil is attempting to leave a safe environment and doing so would place them at immediate risk of harm.

When physical intervention is required:

- Staff will use the minimum force necessary to maintain safety.
- Wherever possible, support will be sought from another Team Teach-trained colleague.
- The intervention will be reduced or ended as soon as it is safe to do so.
- The pupil's dignity, wellbeing and emotional welfare will remain central throughout the incident.
- Physical intervention will never be used as a punishment, sanction or consequence.
- Physical intervention will never be used solely to secure compliance with instructions where there is no immediate risk of harm.

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

Following any incident involving physical intervention:

- The pupil will be supported to recover, regulate and return to learning when ready.
- A restorative conversation will take place where appropriate and at a time when the pupil is emotionally ready to engage.
- Parents/carers will be informed as soon as reasonably practicable.
- The incident will be recorded in accordance with school procedures and reviewed to identify any learning, preventative strategies or adjustments required.

All staff have a responsibility to undertake a dynamic risk assessment of the situation before intervening and to consider the safety of the pupil, themselves and others. Wherever possible, staff should seek assistance from another Team Teach-trained colleague before undertaking a physical intervention. The primary aim of any intervention is always to maintain safety, reduce risk and support the pupil to regain regulation.

9.5.3 Use of Reasonable Force

The Department for Education's guidance, *Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies*, provides clear advice on the lawful use of force within schools. Staff must ensure that any use of force is consistent with current legislation, statutory guidance and the principles outlined within this policy.

The school is committed to using Team Teach principles and techniques wherever possible, with a strong emphasis on prevention, de-escalation, risk reduction and positive relationships. The vast majority of behaviour incidents should be resolved through relational practice and proactive support strategies.

In exceptional circumstances, where Team Teach strategies alone are insufficient to maintain safety, staff may use reasonable force in accordance with Department for Education guidance and their duty of care to pupils, staff and visitors.

Any use of force must always:

- Be reasonable in the circumstances.
- Use the minimum force necessary to achieve the desired outcome.
- Be proportionate to the level of risk presented.
- Be used for the shortest possible time.
- Be intended to prevent harm, injury or serious disruption.
- Maintain the dignity, welfare and rights of the pupil.

Reasonable force may be used to:

- Prevent a pupil from hurting themselves or others.
- Prevent serious damage to property.
- Prevent behaviour that places others at risk.
- Prevent a pupil from leaving a safe environment where doing so would place them at immediate risk of harm.
- Restore good order where there is a significant risk to the safety and wellbeing of others.

Reasonable force must never be used:

- As a punishment or sanction.
- To intentionally cause pain, distress or humiliation.
- Solely to secure compliance where there is no immediate risk of harm.
- In a manner that is excessive, unnecessary or disproportionate.

Following any use of reasonable force, staff will ensure that:

- The pupil is supported to regulate and recover.
- Appropriate restorative conversations take place when the pupil is ready.
- Parents/carers are informed as soon as reasonably practicable.
- The incident is accurately recorded and reviewed in line with school procedures.
- Any lessons learned are used to inform future planning and support for the pupil.

The safety, dignity and wellbeing of all individuals involved will remain the paramount consideration in any decision to use reasonable force.

9.5.4 Recording/Reporting restrictive physical intervention (RPI)

Every incident involving a Restrictive Physical Intervention (RPI) must be recorded by the staff involved using the designated recording form on Behaviour Smart as soon as possible following the incident and no later than the end of the same school day.

The Class Lead is responsible for ensuring that parents/carers are informed of the incident by telephone as soon as reasonably practicable, within the same day. During this conversation, parents/carers will be offered the opportunity to receive a written account of the incident if they wish. A message will also be sent via Class Dojo to provide parents/carers with the opportunity to request a copy of the written report.

All staff directly involved in the incident, including those who witnessed the event but did not physically intervene, are required to review the record and add a comment confirming that, to the best of their knowledge, it provides an accurate account of the incident.

A record of the communication with parents/carers, including the date and time of contact and any comments or concerns raised, must be included within the Behaviour Smart record.

All RPI records will be reviewed by school leaders to ensure that interventions were reasonable, proportionate and necessary, and to identify any further support, adjustments or preventative strategies that may reduce the likelihood of future incidents.

9.5.5 Post Incident

After any significant incident, a full debrief should take place so that learning can inform practice. Following an incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that pupils and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective.

9.5.6 Recovery:

Consequences should only be implemented where it is developmentally appropriate and where the pupil is able to understand the link between their behaviour and the consequence. Staff should consider the pupil's age, stage of development, communication needs and level of understanding when determining the most appropriate response.

Pupils should be provided with opportunities to express their thoughts, feelings and emotions following an incident. Staff should use resources and approaches that support emotional literacy and self-regulation, such as the **Zones of Regulation**, Emotion Coaching strategies, visual supports, AAC systems, social stories or other communication methods appropriate to the individual pupil's needs. This reflective process should support learning, understanding and the development of positive future behaviours.

9.5.7 Restorative Practice

Effective restorative practices help pupils to understand how their behaviour may affect others and support them to repair relationships when difficulties arise. The focus is on learning, reflection and making things right, rather than blame or punishment.

Restorative practice separates the behaviour from the individual, recognising that while certain behaviours may be unacceptable, every pupil remains a valued member of our school community. We seek to reject the behaviour, not the child, and support pupils to develop an understanding of the impact of their actions whilst maintaining their dignity and sense of belonging.

Through restorative conversations, pupils are encouraged to reflect on events, consider the perspectives and feelings of others, and identify positive ways to repair any harm caused. This approach acknowledges the inherent worth of each individual and their positive contribution to the school community.

Restorative practice is used daily by all staff and forms an integral part of our post-incident support and behaviour teaching. It helps pupils develop self-awareness, accountability, empathy and problem-solving skills, while strengthening relationships across the school.

Wherever possible, staff should, provide high levels of support, nurture and encouragement alongside clear boundaries, expectations and accountability. Staff should consistently model the behaviours, attitudes and values we wish to see in our pupils, ensuring all interactions are respectful, calm and positive.

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

Restorative conversations should only take place when a pupil is emotionally regulated and able to engage meaningfully in the process. Staff should adapt their approach to meet the pupil's age, stage of development, communication needs and level of understanding.

When using a restorative approach, staff may use questions such as:

- What happened?
- What were you thinking or feeling at the time?
- What have you thought about since?
- Who has been affected by what happened?
- How do you think they may have been affected?
- What could you do differently next time?
- What needs to happen to make things right?
- How can we support you moving forward?

By embedding restorative practice throughout school life, we aim to build positive relationships, develop emotional literacy and support pupils to learn from their experiences in a safe, supportive and respectful environment.

9.5.8 Monitoring

The behaviour lead will report data and analysis within SLT; SLT will review incidents and implement further actions where appropriate.

10. FORMALISED CONSEQUENCES

10.1 Post incident learning:

Where appropriate, post-incident learning should take place as soon as possible after an incident, once the pupil has become calm, regulated and able to engage meaningfully in reflection. Timely support helps pupils to make connections between their actions, the impact on others and the strategies they can use in the future.

Post-incident learning should be tailored to the pupil's age, stage of development, communication needs and level of understanding. The focus should be on reflection, repair, emotional understanding and developing positive alternative responses, rather than punishment.

In most cases, post-incident learning will take place during the school day through restorative conversations, social stories, reflection activities, emotional literacy work or other approaches appropriate to the individual pupil.

On occasion, where additional time is required to complete meaningful post-incident learning, parents/carers may be asked whether they are willing for their child to remain in school for a short period beyond the end of the school day. This will always be discussed and agreed with parents/carers in advance and will focus on supporting the pupil to reflect, learn from the incident and return to school better equipped to make positive choices in the future.

The purpose of post-incident learning is to strengthen understanding, repair relationships, develop self-regulation skills and reduce the likelihood of similar incidents occurring again.

10.2 Suspensions:

At Boston Endeavour Academy, we are committed to understanding behaviour as communication and to identifying and addressing the underlying needs that may contribute to behaviours of concern. Our aim is always to support pupils to remain successfully engaged in education through positive, proactive and inclusive approaches. Suspension or permanent exclusion will only be considered as a last resort where a pupil has committed a serious breach of the school's Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others within the school community.

Only the Headteacher, or in their absence a designated Acting Headteacher, has the legal authority to suspend or permanently exclude a pupil. Any decision to suspend or permanently exclude a pupil will be made in accordance with current Department for Education statutory guidance and will be lawful, reasonable, fair, proportionate and non-discriminatory.

When considering whether suspension or permanent exclusion is appropriate, the Headteacher will consider all relevant circumstances, including:

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

- The nature and seriousness of the incident.
- The context in which the behaviour occurred.
- The pupil's age, developmental stage and level of understanding.
- Any special educational needs and/or disabilities (SEND).
- Whether the pupil has an Education, Health and Care Plan (EHCP).
- The school's duties under the Equality Act 2010.
- Whether appropriate reasonable adjustments have been made.
- Any safeguarding concerns or vulnerabilities.
- The impact of the behaviour on the safety, welfare and education of the pupil and others.
- The support, interventions and reasonable adjustments that have already been implemented.

The school recognises that pupils with SEND, communication difficulties, social, emotional and mental health needs, sensory processing differences or learning disabilities may present behaviours that communicate distress, dysregulation, anxiety, unmet need or difficulties with emotional regulation. Therefore, exclusion decisions for pupils with SEND will be carefully considered and will take account of individual needs, professional advice, reasonable adjustments and the school's duties under the Equality Act 2010.

Where concerns arise regarding the behaviour or risk of exclusion of a pupil with SEND, an EHCP or a child who is looked after, the school will work in partnership with parents/carers, the Local Authority and relevant professionals to consider whether additional support, assessment, intervention or alternative provision is required. This may include requesting an interim, emergency or early annual review of an Education, Health and Care Plan.

A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year, or permanently excluded. A suspension does not have to be for a continuous period and may be used for part of the school day where appropriate. For example, where a pupil's behaviour at lunchtime presents a significant concern, a lunchtime suspension may be issued. Lunchtime suspensions are counted as half a school day.

The behaviour of a pupil outside school may constitute grounds for suspension or permanent exclusion where there is a clear link between the behaviour and the school, and where the behaviour could have repercussions for the orderly running of the school, pose a threat to another pupil or member of staff, or adversely affect the reputation of the school.

The Headteacher may withdraw a suspension or permanent exclusion that has not yet been reviewed by the Governing Board. Boston Endeavour Academy will not use informal, unofficial or unlawful exclusions.

Any exclusion, regardless of duration, will be formally recorded and communicated to parents/carers in line with statutory guidance. Where a suspension or permanent exclusion is issued, parents/carers will be notified without delay. Written notification will include:

- The reason(s) for the suspension or permanent exclusion.
- The length of the suspension or confirmation that the exclusion is permanent.
- Information regarding the arrangements for education during the exclusion period.
- Parents'/carers' rights to make representations to the Governing Board.
- Details of any review process available.
- Information regarding sources of independent advice and support.
- Information regarding reintegration arrangements, where appropriate.

During the first five school days of any suspension, parents/carers are responsible for ensuring that their child is not present in a public place during normal school hours without reasonable justification. Failure to comply with this requirement may result in a Fixed Penalty Notice or prosecution by the Local Authority.

Following a suspension, the school will work collaboratively with the pupil, family and relevant professionals to support a successful reintegration into school. Reintegration meetings will focus on understanding the factors that contributed to the incident, reviewing support strategies, identifying any further reasonable adjustments or interventions required and strengthening plans to reduce the likelihood of future incidents.

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

Where appropriate, post-incident learning and restorative approaches will be used to support reflection, rebuild relationships and promote positive outcomes. The purpose of this process is not to assign blame, but to understand, learn and support future success.

The Governing Board will fulfil all statutory duties relating to suspension and permanent exclusion and will review exclusion decisions where required by legislation and current Department for Education guidance. The school recognises that suspension and permanent exclusion may have a disproportionate impact on pupils with SEND. As a specialist setting, every effort will be made to understand the function of a pupil's behaviour, adapt provision, make reasonable adjustments and provide appropriate support before exclusion is considered.

10.3 Permanent exclusion:

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Boston Endeavour Academy Behaviour and Relationships Policy

Published: January 2026

Review Date: January 2027

Appendix 1: Sexual Behaviour and Sexually Harmful Behaviour Provision Map

The below provision map is used when a child is presenting with behaviours that put themselves or other at harm. The school recognises that sexual behaviour exists on a continuum from developmentally expected and age-appropriate behaviour through to problematic, harmful and abusive sexual behaviour. All concerns will be considered within the context of the child's age, developmental stage, understanding, SEND, communication profile and lived experiences. Where there are concerns that a child may be at risk of harm, may have been exposed to sexual abuse, exploitation, grooming or harmful online content, the school's safeguarding procedures will be followed immediately and referrals made where appropriate.

- **If at any point there is a safeguarding concern due to potential risk of sexual abuse then the usual safeguarding procedures will take place.**
- If it is believed that sexualised behaviours are due to an unmet sensory need then a sensory profile will be carried out.
- This provision map also recognises that intervention strategies need to consider the age and mental capacity of the pupil
- In some physical aggression is due to physical discomfort or frustration due to inability to communicate. SALT and health should be considered.

	Behaviour	Level of risk	Intervention strategies
5 Multi – professional intervention	• Sexually active and engaging in illegal and/or dangerous activities. • Inappropriate touch. • Inappropriate interactions with others. • Displaying adult themes or sexualised acts.	• Risk of pregnancy/STI's. • Risk of criminal prosecution. • Risk of sexual exploitation of self or others. • Risk of being groomed. • Risk of social exclusion.	• MACE • Operation insignia • Safety plan • All incidents will be recorded and reviewed by the Safeguarding Team.
4 Professional intervention	• Unhealthy relationships • Inappropriate use online • Sexualised language • Persistent, concerning or developmentally inappropriate sexual interests. • Sexualised ideology • Sharing or requesting indecent images. • Accessing age-inappropriate sexual content online.	• Risk of sexual exploitation/grooming. • Risk of criminal activity. • Risk of isolating self or others.	• CAMHs • Safety plan • Multi agency plan e.g. TAC/CIN • Parent learning -paceuk.info/for-parents/ • All incidents will be recorded and reviewed by the Safeguarding Team.
3	• Unhealthy views of sex • Inappropriate access online	• Risk of developing unrealistic expectations about relationships.	• Relationship and sex education groups • Eco mapping

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

Out of class intervention	Not age-appropriate understanding.	May try to mimic what they are seeing or hearing.	- Safety mapping - All incidents will be recorded and reviewed by the Safeguarding Team.
2 In class intervention	- Misconceptions - Interest in non-platonic relationships. - Inappropriate use of language - Sexually aroused in public places	- Pupils could cause offence or upset to others in words or action. - Could pass on incorrect information to others who may be more vulnerable.	- Parent contact - Social stories - Small group learning - Personal care plan
1 Universal offer	Age/need appropriate curiosity and interest	Pupil could share with others who are not ready to understand.	- Age/need appropriate RSE curriculum - Parent advice and guidance

Appendix 2: Physical Aggression, Self-Injurious Behaviour and Property Destruction Provision Map

Staff responses will always seek to use prevention, de-escalation, environmental adaptation and positive behaviour support strategies before considering restrictive practices. Restrictive physical intervention will only be used where it is necessary, reasonable, proportionate and in the best interests of maintaining safety.

Level	Behaviour	Level of risk	Adult response	Intervention strategies
5 lethal harm to self or others	- Using weapons - Absconding into danger. - Using fire with intent to harm	- Serious injury - Death	- Calm but assertive - Clear communication - Use familiar adult.	- Contact emergency services. - Restrictive Physical Intervention (RPI) - Remove others. - Limit exit points
4 Harm to others	- Hitting/punching/slapping - Kicking - Biting - Throwing objects with intent to hit - Head butting others. - Pinching - Spitting	- Injury - Infection - Emotional distress - Isolation	- Remain calm and vigilant. - Limited language - Neutral expression - Caring response - Provide safe space. - Provide distraction/motivators	- Provide clear gestures/visuals. - Remove others. - Spit/bite guards - Cushion support - Shoulder guards - Remove objects/furniture. - Restrictive Physical Intervention (RPI)

Boston Endeavour Academy **Behaviour and Relationships Policy**

Published: January 2026

Review Date: January 2027

3 Harm to self	• Biting self • Head butting • Picking skin • Hitting self • Self-harm – range of methods • Making self-sick • Choking self	• Injury • Infection • Emotional distress • Isolation	• Remain calm and vigilant. • Limited language • Neutral expression • Caring response • Provide safe space. • Provide distraction/motivators	• Cushion support • Material wrap • Chew buddy or equivalent • Remove objects/furniture. • Provide items to break.
2 Harm to property and environment	• Slamming doors • Setting fire alarm off • Throwing/spilling items • Breaking items • Damage displays • Damage people's belongings	• Breaking property • Sensory overload • Trips/falls • Lack of equipment • Poor environment	• Remain calm and vigilant. • Limited language • Neutral expression • Support the pupil to understand the impact of their actions and restore the environment where appropriate.	• Protect key locations e.g., fire alarm. • Remove objects/furniture that could be damaged. • Redirect to safer area.
1 Behaviours of Concern	• Not following an instruction • Leaving an area without permission • Interrupting learning • Verbal conflict • Difficulties with transitions	• Learning and progress • Lower level of supervision • Others wellbeing	• Remain calm and considered. • Identify underlying reason. • Provide processing time.	• Redirect to good choices. • Reminder of expectations • Provide time out. • Distraction techniques

Appendix 3: Sensory seeking behaviours

The examples below are not diagnostic criteria and should not be used to identify or diagnose sensory processing difficulties. They are intended as indicators which may support discussion with Occupational Therapy, Health Professionals and families when understanding behaviour and sensory needs.

Category	Definition	Examples
Tactile defensiveness (hypersensitivity)	Tactile input is defined as information that we receive from skin receptors about touch, pressure, temperature, and pain.	• Becomes dysregulated, upset, or anxious with light and unexpected touch • Is bothered by certain textures of clothing, or the tag on clothing • Experiences difficulties walking barefoot on certain textures, like sand, grass, or carpet • Exhibits dysregulation when engaging in “messy play” and may demonstrate a need to always keep hands clean • Demonstrates difficulties with wet tactile mediums, such as soap, lotion, shampoo, etc.

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

Tactile Sensory Seeking	Tactile sensory seeking behaviors may occur for a child who is under responsive to touch and may exhibit a high threshold for registering a tactile sensation. These pupils may exhibit tactile seeking behaviours in order to register the tactile sense	• Demonstrates a need to touch and feel everything within their environment • Touches people or objects to the point of annoying others • Demonstrates a lack of awareness when their face is messy from food • Shows little to no reaction to stimuli that should be painful • Demonstrates a need to engage in messy or wet tactile play • Related Reading: How to Tame Your Sensory Seeker
Proprioception Seeking	Proprioceptive seeking behaviours consist of actions that a child may do in order to self-regulate or gain more information about their body position and can be related to a high threshold for proprioceptive input to register	• Pursues movement to the point where it interferes with function or their daily routine (fidgeting, rocking, not being able to sit still) • Becomes overly excited during movement tasks to the point that it interferes with function • Takes frequent movement or climbing risks that are unsafe • Falls down on purpose frequently for enjoyment or play • Seeks to crash into pillows, or roll on the floor • Prefers that their clothing is as tight as possible • May seek intense proprioceptive input through contact with people or objects.
Proprioceptive Difficulties	Proprioceptive difficulties with grading movements is indicative of a child who has trouble with body awareness in being able to recruit the appropriate amount of force to accomplish a functional task.	• Demonstrates difficulty with being able to produce the appropriate amount of force for Legos, or connective toys • Demonstrates difficulties with being able to grade the appropriate amount of force for writing, coloring, and drawing activities (pushes too hard or too softly) • Breaks items frequently • Has difficulty handling delicate items • May have difficulty understanding and discriminating items that are light vs. items that are heavy
Auditory Defensiveness	Auditory defensiveness consists of a hypersensitivity to sound, and the child may demonstrate a low threshold for auditory input in order for the sensation to register	• Reacts strongly to unexpected or loud noises • May hold hands over ears to protect them from sounds • May have difficulties being productive with background noise present • May demonstrate difficulties with certain frequencies of sound (a person's voice, car sirens, certain musical pitches) • May avoid situations where there is an influx of loud sounds, such as a movie theatre, large crowds, fireworks, etc.
Auditory Hyposensitivity	Auditory hyposensitivity may be indicative of a child who may demonstrates a high threshold for sound in order for auditory input to register	• Does not respond to their name being called • Enjoys making sounds themselves • Needs verbal directions repeated frequently • Can be confused when localizing a sound • Turns up music, TV, or sound settings on a screen device to their max capacity
Olfactory Hypersensitivity	Olfactory hypersensitivity is indicative of a child who demonstrates a low threshold for	• Refuses to eat certain foods because of their smell • May register a smell that is faint, or hard for others to pick up • Reacts negatively to smells that otherwise would not bother anyone else

Boston Endeavour Academy **Behaviour and Relationships Policy**

Published: January 2026

Review Date: January 2027

	smells and may demonstrate an over-responsiveness	• May avoid going to a place, such as the Dentist, classroom, or a friend's house because of a smell
Olfactory Hyposensitivity	Olfactory hyposensitivity is indicative of a child who demonstrates a high threshold for smells and may demonstrate an under-responsiveness.	• Craves foods that have very strong smells • Does not register odors that would typically be considered unpleasant • Smells objects or people as a means of interacting with them • May have difficulty discriminating between different smells
Visual Hypersensitivity	Hypersensitivity to visual input is indicative of a child who demonstrates an over-responsiveness to visual input or may demonstrate a low threshold for visual input	• Sensitivity to bright lights • May retreat to darker settings in order to enjoy play • Avoids eye contact • Can be distracted by subtle visual details in a room (people moving, a clock ticking, certain colors within a room, events occurring outside a window, etc.)
Visual Hyposensitivity	Hyposensitivity to visual input is indicative of a child who demonstrates an under-responsiveness to visual input or may demonstrate a high threshold for visual input.	• May have difficulty identifying differences in puzzles, pictures, words, or objects • May have trouble locating a specific item amongst other items, such as a food pantry, a desk full of supplies, clothes in a drawer, etc. • Demonstrates difficulty visually tracking items, such as a ball being thrown, a car passing by, a pencil drawing a line, etc. • Has trouble visually attending to some food items on their plate • May have difficulties with depth perception • Can have difficulty visually attending to items with little or no contrast
Vestibular Hypersensitivity	Vestibular hypersensitivity is an over responsiveness to vestibular input and may be indicative of a child who demonstrates a low threshold for vestibular input	• Avoids swings, ladders, toy cars, slides, etc. • Demonstrates a fear of heights, even small thresholds like a stair step • Demonstrates an insecurity about being turned upside down or moving backwards • May lose balance easily and can appear to be clumsy • Demonstrates difficulties with activities that require good balance and postural control • Avoids spinning • May be fearful any time their feet leave the ground
Vestibular Hyposensitivity	Vestibular hyposensitivity is an under responsiveness to vestibular input and may be indicative of a child who demonstrates a high threshold for vestibular input	• Can spin for a prolonged period of time without ever getting dizzy • Can swing intensely for a prolonged period of time with enjoyment • Enjoys rollercoasters or other thrill-seeking activities • Rocks in place wherever they are sitting • May love being tossed in the air, or any position where their feet are suspended • Enjoy objects or toys that move them in a linear or circular manner, such as a toy car, bicycle, scooter or a skateboard • Enjoys rocking or nodding their head back and forth

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

Examples of Conditions That May Require Additional and Different Approaches:

We recognise that pupils often have diagnosis that mean that usual strategies may need to be modified or require additional and different approaches, see below examples. We also recognise that some pupils may be diagnosed with multiple conditions (comorbidity) that may impact on how usual strategies may be applied.

Diagnosis	Strategies
PDA PDA Society – Pathological Demand Avoidance	• Provide a quiet area which can be accessed whenever your pupil needs it. • Pick your battles – minimise expectations, enable some choice and control, explain reasoning and accept some things cannot be done. • Adaptations – be flexible in approach • Communication – phrase requests indirectly
ODD Oppositional Defiant Disorder (ODD) – Signs, Symptoms & Treatment Nationwide Children's Hospital	• Strategies in place that are applied consistently is a way to maintain a positive learning environment. • A reward system • Opportunities for the pupil to demonstrate the skills they do well. • When the schedule changes or a different activity has been scheduled, prepare children with ODD individually. • Use authentic, specific and low-key praise that is meaningful to the individual pupil.
Processing delay Supporting children with processing issues • SEN Magazine	• Awareness of pupils processing time • Allow time for pupils to process instructions – don't rush • Clear concise instructions • Repeat instructions • One question at a time • Encourage repetition • Provide outlines and summaries of lessons
Anxiety The Anxious Child Mental Health Foundation Supporting A Child With Anxiety Tips and Advice YoungMinds	• Anxiety management –reduce uncertainty, • Short breaks • Self-sooth resources • Build positive relationships • Environment - low arousal space, safe and calm environment • Coping strategies – mindfulness, breathing, meditation, visualisation • Encourage physical activity and time in nature • Clear expectations – clear guidelines for behaviours and predictable classroom structure
ADHD	• Movement breaks • Visual timetables • Reduced language • Chunked tasks • Immediate feedback • Clear routines • Sensory tools
Collaboration with parents, carers and external professionals aid in the planning, delivery and response to the above.	

Boston Endeavour Academy **Behaviour and Relationships** Policy

Published: January 2026

Review Date: January 2027

Appendix 4: Weighted Vest Agreement (Example letter for parents/carers)

Some individuals can have difficulty processing sensory information and can benefit from the use of weighted equipment such as weighted blankets/vests to provide additional sensory feedback. The effectiveness of the intervention will be regularly reviewed and discontinued if there is no identified benefit.

The tactile and proprioceptive system provides an unconscious awareness of sensations from our skin, joints, muscles, tendons and ligaments and it provides a "map" of our body and environment and information relating to the position, direction and force of our movement. Proprioception is achieved through exerted pressure and resistance to movement and deep pressure touch can be used to alter arousal levels due to its calming and organising effect on the central nervous system. The therapeutic use of weighted equipment can be one method of providing deep pressure, tactile, proprioceptive input within the individual's day as part of their total sensory programme.

Weighted equipment will only be used for the following purposes:

- To support self-regulation
- To lower heightened state of arousal
- To reduce anxious or agitated behaviour
- To support attention and function during daily activities

By signing this agreement, you give consent for your child to wear a weighted vest in school, following the guidelines set out below:

- The vest will be worn for a maximum for 40 minutes, before your child removes it for the same amount of time – giving them a break from the weight and to ensure they do not overuse the vest.
- The weight in the vest will be a maximum of 10% of your child's body weight.
- Whilst staff may encourage/remind pupils to wear a weighted vest, it will never be forced.
- Staff will monitor the use of the vest and record any significant benefits, concerns or adverse responses.

I, _____, give consent for my child _____, to wear a weighted vest whilst at school, agreeing to all of the information above.

Signed: _____

Date: _____

Appendix 5: Emotion Coaching theory

Emotion Coaching with your child when they are feeling stressed works with the physiology of the social engagement system (pre-frontal cortex) and stress response system (Amygdala...) to help them to calm, problem solve and develop more positive social behaviours. Using empathetic role modelling, co-regulation can help them to feel calm and provides opportunities to learn to self-regulate. Children and young people learn to understand, manage and problem solve the stresses in their lives. Through this process your child will learn the skills of self-regulation.

Connect: Step one of this approach is to recognise and empathise. This gives us the opportunity to be attuned and observe and notice what is going on for the child. Empathy is joining the child in their feeling and feeling it with them. This develops a sense of connectedness and is one of the strongest ways to validate a feeling and soothe. Empathy has a powerful impact on emotional regulation and mental health. We learn how to empathise from experiencing empathy. This approach helps us to empathise with a feeling and is not the same as agreeing with the behaviour.

Accept: Step two of this approach is to validate feelings and label them. Children can often struggle to recognise the emotion they are feeling. We use words to reflect on the child's emotions and help the child to label the emotion. As staff we ensure we observe what we see rather than asking probing questions to which the child might not know the answer. We use specific and a wide range of emotional words to help support the child to name the emotion they are feeling. Naming the emotion helps to soothe and regulate the child and their brain so they can recover quickly from their upsets. We ensure we don't tell them how they should feel, dismiss their emotion, minimise it or try to distract them away from it. Staff will help and support the child to understand that their emotion is real and valid and that we recognise that.

Reflect and limit set: Step three of this approach is to reflect and set limits. We recognise and support children to name and label their own emotions but also support them to understand all emotions are OK, but not all behaviours. While we have validated the emotions in step 1 and 2, in step 3, we are clear that we are not validating the behaviour.

End and problem solve: Step four of this approach is focussed on problem solving. Problem solving will only occur once the child has returned to a regulated state and is emotionally available for learning. We only move onto this when all feelings have been acknowledged and when regulated. We work together to explore the feelings that gave rise in the incident/behaviour. We ensure we scaffold a conversation about exploring alternative solutions that could lead to more appropriate outcomes. We ensure we empower the child to feel like they can manage their own emotions, however we continue to support them to understand.