SOLENT
Academies Trust

REDWOOD PARK
ACADEMY

Our vision is that all pupils Redwood Park Academy will be confident communicators, who are growing to be more independent, so that they are happy and healthy young adults who make positive contributions to their community

Relationships and Positive Behaviour Policy

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SOLENT Academies Trust

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1. Aims

Policy aims:

- To provide clear guidance for all staff, volunteers, families, academy committee members and governors on how to support our pupils to feel safe and to co- and self-regulate so that they are ready to learn
- To provide a framework that is consistent with the values of Solent Academies Trust that provides staff and volunteers with the knowledge to understand the function and purpose of a child's behaviour and the skills and confidence to support that child
- To create a positive culture that ensures all pupils can learn in a calm, safe and supportive environment and that gives due regard to staff wellbeing
- Detail how the academy meets its duties as set out by statutory guidance from the Department of Education
- Summarise roles and responsibilities

Solent Academies Trust aims to:

- Create and maintain a safe and respectful learning environment for all.
- Create environments based on high expectations, ensuring that all our pupils engage and enjoy learning and achieve their best possible outcomes
- To build confidence, independence and self-esteem in our pupils
- Promote and model positive, prosocial and socially acceptable behaviour at all times
- Ensure the workforce is well inducted, developed and supported so that they have the skills, knowledge and confidence to support each other and the pupils
- Develop and maintain active partnerships with pupils' families and their communities
- Work with a wide range of partners to ensure the safety and well-being of our pupils
- Listen to and value staff and pupil voice
- Prepare our young people for transition into adult life
- Provide a set of principles to the Head of School/Principal upon which this policy is based. These include screening and searching pupils for items which are banned, and which may be searched for; the power to use reasonable force or make other physical contact; the power to apply the behaviour policy beyond the school gate; pastoral care for school staff accused of misconduct; and when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

2. Legislation and statutory requirements

This policy takes account of non-statutory advice and statutory guidance from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation at school 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024
- Use of reasonable force in schools 2026
    - Supporting pupils with medical conditions at school 2015
    - Special Educational Needs and Disability (SEND) Code of Practice.

Redwood Park Academy is a special school for pupils aged between 11 and 16 years with an Education, Health and Care Plan for severe and complex learning disabilities. We aim to support pupil behaviour through a policy that is clear, coherent and consistently applied. We believe that all staff and pupils have the right to feel safe and secure. School life should be characterised by the ability to learn and develop in a calm and purposeful environment built on mutual respect and core values, and we believe that any form of discrimination is unacceptable. Every member of staff has a key role in applying this policy consistently and promoting and sustaining the highest standards of behaviour for learning.

3. Principles

There are a number of core principles that underpin our approach to supporting co- and self-regulation and it is vital that all staff both understand and support these. They will be explained in broad terms to candidates on interview, covered in more depth on induction and reinforced regularly to staff during training and at other times.

Relational practice

The academy takes a relational approach to supporting behaviour.
This means that we:

- Build strong relationships and connections with pupils
- Adopt restorative approaches to resolving conflict and harm
- Seek collaborative and proactive solutions to issues
- Accept that regulation takes time and space and that we must be patient and persistent, and that it will likely require us to help a pupil co-regulate initially
- Are trauma-informed
- Value and promote diversity, inclusion and equity
- Understand that dysregulated behaviour indicates that a pupil has one or more of their needs unmet (such as the need to feel safe) and it is very likely that adult support will be required to meet that need
- Recognise that a pupil's behaviour may sometimes challenge us both physically and emotionally. To maintain our resilience and ability to support them we need to be self-aware and seek help when necessary.

What we don't do

It is also important for us to recognise that this approach may challenge some of our own and society's expectations of how children's behaviour should be managed. All staff must therefore understand and support the following:

- We do not punish behaviour, rather we seek to understand it's purpose and take action to reduce the chance of reoccurrence
- We do not threaten children with punishment, sanctions, loss or privileges or telling their parents.
- We do not use shame as a response to dysregulation.

- We do not remove curriculum entitlements, such as swimming, as a punishment. We may, however, desist from an activity on safety grounds.
- We are positive and find the positives in situations where possible. Being positive means looking to overcome the negative aspects of a situation.
- We are not consequence-led. There may be natural consequences to a situation, particularly where repair to a relationship is required and this requires actions from the pupil. Adults will facilitate this and use it as an opportunity for the pupil or pupils to learn and develop their understanding. A natural consequence may be that a risk assessment indicates that it is too dangerous for a pupil to take part in an activity or trip. As stressed above, this is not to be used as a punishment.
- We do not force compliance. Staff should understand that if they feel the need to win then the pupil will have to lose, and this will likely escalate a situation.
- We describe behaviours and actions specifically and precisely to avoid judgements, pejorative labelling, such as a 'naughty' child, and to retain a solution-focused mindset.
- Instead of believing that a pupil is just doing something for attention, we view this behaviour as their attempt to influence their environment to have their needs met more successfully and seek to support them to achieve this in a more appropriate way.

We understand that consistency doesn't mean rigidly doing the same thing every time but rather responding in ways that align with the academy's values. We use a flexible approach, acknowledging that responding to behaviour isn't just about repeating set or previously used responses, but about what's most effective for the individual pupil at the time, depending on the context of the situation. We recognise that pupils are at different developmental stages, meaning that the same behaviour from two different pupils may require different approaches to be effective and supportive.

Support for staff

We recognise that supporting pupils to co- and self-regulate can impact staff both physically and emotionally. To minimise this, we take induction and ongoing training seriously. We do not allow harm to become normalised. We will also ensure that staff are debriefed and supported post-incident should they need it. We may make use of toolkits written for staff based on specific approaches, positive support planning, interventions or research. Access to supervision is available if needed. Risk assessments provide a further level of support to colleagues so that they have the best possible understanding of to support a pupil.

Isolation and seclusion

We define seclusion to be:

A non-disciplinary intervention involving keeping a child or young person confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, holding or locking a door closed.

Example 1 - A child becomes highly dysregulated, trying to leave the room and is throwing chairs at people in a classroom. To keep others safe, staff remove the other children and themselves, and hold the door closed, keeping the child in the room until they can summon help.

Example 2 – A child is highly dysregulated and intently seeking to physically harm others. Due to the child's physical stature and strength, physical intervention would present a higher risk of injury to the child or others if it were attempted. As a last resort, the child is secluded within a safe space, under constant visual supervision until emergency planning and de-escalation is possible.

We do not use isolation or seclusion as ways of punishing children for their behaviour. Both can cause and exacerbate trauma. A child can be supported to be in a space away from others to meet their own regulation needs for their safety or the safety of others, but they should be able to leave of their own volition, if it is safe to do so for the child and for others. If it is unsafe for a child to leave a space due to the risks posed to themselves or others being exceptionally high, they may be required to remain in the space under full adult supervision at all times. This will be detailed in a pupil's risk assessment if it becomes a foreseeable issue. Such incidents will also be recorded on our school system and parents will be informed as per the requirements of the government's guidance on seclusion. An overview of incidents of seclusion will be provided on a regular basis to our academy committee and the Solent Academies Trust Standards Board.

4. Roles and Responsibilities

The academy committee is responsible for:

- reviewing this behaviour policy annually in conjunction with the Executive Principal
- monitoring the effectiveness of this policy via the use of data, and by obtaining evidence on link visits including pupil and staff voice
- holding the Executive Principal and Head of School to account for its implementation

The Principal/Head of School is responsible for:

- reviewing and approving this policy in conjunction with the academy committee
- engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- ensure that leaders at all levels are confident to support their teams with pupil behaviour
- ensuring that staff understand the behavioural ethos and the importance of maintaining them
- making sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its approach and how best to support all pupils to participate in creating the culture of the school
- ensuring that staff have sufficient skill, knowledge and confidence to implement the policy and that this is developed over time
- ensure that data from behaviour records alongside other information such as staff feedback and observations of behaviour support, both at an individual and whole-school level, are analysed regularly, follow-up actions are taken and that that data informs policy review

Staff are responsible for:

- creating a calm, safe, respectful and caring environment
- modelling school expectations, routines, values and standards through teaching behaviour and in every interaction
- providing a personalised approach to supporting the regulation needs of pupils
- recording behaviour incidents
- implementing the behaviour policy consistently

Families, where possible, should:

- support their child and work proactively with the school
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

Expectations of pupils

Our vision is that all pupils at Redwood Park Academy will be confident communicators, who are growing to be more independent, so that they are happy and healthy young adults who make positive contributions to their community.

Our pupil values are promoted through positive reinforcement and the language of good choices. The whole school community demonstrate the following values in all that we do.

Kindness
We are kind, helpful and considerate

Communication
We communicate to express our needs and connect with others

Ambition
We are ambitious; we do our best to be our best

5. Safeguarding

The school recognises that changes in behaviour, communication or presentation may be an indicator that a pupil needs help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Child-on-child abuse
Details of how the academy prevents child-on-child abuse and responds to such incidents is covered in the child protection and safeguarding policy in section 7.8.

6. The power to apply the behaviour policy outside of the academy premises

Leaders understand their powers as set out in the DfE statutory guidance to apply the academy's behaviour policy because of incidents outside of the academy's premises. Given the nature of the needs of the pupils at the academy, it is likely that a pupil or pupils may, at times, engage in behaviour that is deemed by the public to be risky or unsafe. Leaders will not punish pupils for this but, where possible, seek to support all involved to better understand the functions of those behaviours and how best the pupil can be supported to better self-regulate.

7. Use of reasonable force

What is restraint?

Department for Education define restraint as "a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint".

We define restrictive physical intervention - Use of Reasonable Force as:

Preventing, restricting, or subduing the movement of a child by the use of force. Reasonable force is defined as no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Example – Using an approved technique to restrict the movement of a child's arms because their actions pose a serious risk of hurting themselves or someone else.

We define Non-force restraint as:

A non-disciplinary intervention which immobilises a child or limits their movement without the use of force.

Example - A child is strapped into a wheelchair, pushchair or specialist paediatric seat against their will and contrary to the intended use of the equipment, to prevent them from moving around.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil or others.

Normal physical contact at Redwood Park Academy

Due to the highly complex and diverse additional needs of pupils at Redwood Park Academy, it is recognised that some individuals may require higher levels of support, particularly during transitions. In such lower-risk situations, staff may use appropriate, proportionate, and necessary physical contact to provide reassurance, guidance, and support. This practice is consistent with current government guidance, which recognises that reasonable, non-restrictive physical contact can form part of everyday support in

schools, particularly for pupils with additional needs, while maintaining a clear focus on promoting pupil independence wherever possible.

Examples of what is considered "normal physical contact" at Redwood Park Academy may include contingent touch, physical prompts, physical guidance, holding hands, and "help hugs." These interactions are supportive in nature, non-restrictive, and are used to enhance communication, safety, emotional regulation, and participation in learning.

Where physical intervention moves beyond this level and the level of risk is assessed as significant, staff will act in accordance with the principles set out in the government's guidance on the use of reasonable force. This includes ensuring that any restrictive physical intervention is lawful, proportionate, necessary, and used as a last resort to prevent harm to the pupil or others, or serious damage to property.

Any incidents involving restrictive physical intervention will be recorded on the CPOMS system. Such incidents will be communicated to families in line with the academy's policy and statutory guidance, ensuring transparency, accountability, and a shared understanding of how pupils are supported.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force as detailed in section 93 of the Education and Inspections Act 2006.
- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- This power applies to any member of staff at the school. It can also apply to people whom the principal has temporarily put in charge of pupils such as unpaid volunteers or families accompanying pupils on a school organised visit.

Solent Academies Trust uses Team Teach, an accredited provider, to provide staff with a holistic approach to supporting and managing dysregulated and challenging behaviour. The focus and ethos of this approach is on the use of de-escalation strategies which calm and reassure the pupil when they find themselves in challenging or difficult situations. It teaches staff how to manage distressed behaviours and conflicts safely and respectfully.

Staff **may** intervene if:

- A pupil is liable to cause physical harm to themselves or to another person
- A pupil is likely to cause considerable damage to property

Incidents of non-force restraint or the use of force must:

- Always be used as a last resort
- Be reasonable, proportionate, necessary and in the best interests of all involved
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment – this is unlawful
- Be recorded on CPOMS and reported to families

- Any follow up action should be recorded on CPOMS and any reviewed risk assessments etc.

Debriefs for staff and pupils will be conducted where appropriate.

Offsite Behaviour

As per the Solent Academies Trust Education Trips Policy, class teachers complete a risk assessment prior to arranging a visit offsite which is signed off by the Education Visits Coordinator. Risk assessments must be submitted two weeks before the visit is due to go ahead (four weeks if the trip is a residential and requires local authority approval). Class teachers, alongside a member of the Senior Leadership Team, also complete a dynamic risk assessment prior to leaving the school to assess whether pupils will be able to safely access the visit. Once offsite if a pupil exhibits behaviour which is high risk to themselves or others then staff will follow the individual risk assessment for a pupil and consider whether the pupil needs to be collected from the activity or if the visit needs to be ceased for the entire group. Visit leaders may contact the school for support.

Absconding

A. Where a pupil present at formal registration, is found to be absent from school without authorisation, the following safeguarding procedures must be followed:

1. Member of staff to inform the Head of School, member of the Senior Leadership Team and main office.

2. The Head of School or member of Senior Leadership Team organises search of buildings and the grounds and known places that the pupil may have gone to. This search should not exceed ten minutes.

3. If the pupil is not found, then all available staff to complete a more thorough sweep of the academy and the grounds. This should not exceed a further fifteen minutes.

4. The academy office must phone the police when the area has been fully checked if the pupil is not found.

5. The academy office to immediately contact parents/carers and inform them of the situation when the Police have been informed. Always keep parents updated.

6. Consideration will be given to whether the search should be extended beyond the academy perimeter. This decision will be based on staff's knowledge of the pupil and on the levels of risk, any active risk assessment and on what action is in the pupil's best interests. Liaise with the police at all times.

7. Any staff who leave the academy grounds must take a school radio and a personal mobile to contact the academy. Staff should (where possible) leave the site accompanied by another member of staff.

8. Once the pupil has been found police and parents are immediately informed. The Senior Leadership Team member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.

9. A written report must be filed on the incident on CPOMS.

10. Member of the Senior Leadership Team must brief police and parents.

B. Absconding from a school visit offsite

Pupils involved in an outing are entered into off-site sheets in Reception. When going offsite staff must wear their ID badges.

All staff on visits out should ensure they have a fully charged mobile phone with them.

A headcount of the pupils should be made at regular intervals and always before a minibus leaves a venue. If a pupil is discovered as missing, then a search (not exceeding ten minutes) of the immediate area is undertaken by all available members of staff, ensuring that all other pupils continue to be appropriately supervised.

If the missing pupil is not located, then:

1. A staff member should notify the most senior member of staff at the academy and act on any instructions given.

2. The senior member of staff will notify the police and provide them with as precise a description of the pupil as possible, the last known whereabouts of the pupil and any other details they may require.

3. Notify the venue that is being visited and ask them to initiate their lost child protocols.

4. The senior leader will notify the pupil's parents and keep them updated as necessary.

5. The member of staff initiating the search should remain in situ until the police or assistance from the academy arrives in case the missing pupil should return or be found.

6. If a member of staff is following the pupil, they must keep with them until the pupil is safe even if this extends after work hours

7. In such stressful circumstances it is important that staff remain as calm and collected as possible.

C. Where a pupil attempts or is seen to be leaving the academy premises without authorisation the following procedures must be followed:

1. Staff must follow the pupil to the perimeter of the academy, the fence or gate and must try to persuade the pupil to stay in the academy.

2. De-escalation techniques must be attempted. In such stressful circumstances it is important that staff remain as calm and collected as possible and follow procedures.

3. If a pupil is deemed to be a high risk to themselves or other people then staff should adhere to the positive handling strategies agreed by the academy as part of the positive behaviour policy with reference to holding the pupil, if appropriate.

4. At all times staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the academy and may also cause the pupil to panic, possibly putting them at risk by running into traffic, for example.

5. If the pupil has left the immediate vicinity of the academy, then the academy office and Head of School or most senior member of the leadership team on site must be contacted immediately, and the lead person will direct the course of action.

6. Staff will follow the pupil and if they lose sight of them engage in a local search. Staff follow the pupil at a safe distance if in view. Staff must take a school radio and/or a personal mobile phone.

7. The senior leadership team lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact the academy.

8. If the searching staff lose sight of or are concerned for the safety of the pupil or themselves, they must contact the academy office giving current details of their location and the clothes which the pupil is wearing.

9. The senior leadership team or designated staff must contact the police and pupil's parents/carers immediately.

10. If the pupil(s) has/have left the immediate vicinity of the academy grounds and is no longer visible then the senior leadership team will make a decision as to how to take matters further which will take into account the age of the pupil, the prevailing weather conditions, the nature of the incident which led to the pupil absconding, the pupil's previous history of being involved in episodes of absconding and their outcomes and their general risk assessment.

11. If the pupil returns of their own volition, parents/carers and the police will be informed immediately.

12. Upon their return to the academy, and when the pupil is calm, the pupil should be seen by the senior leadership team so that the reasons for absconding may be discussed in detail if this is appropriate. At this point a decision will be made as to the appropriateness of further actions.

A written report will be filed on the incident using CPOMS.

It is important that following an incident the issues that arise are addressed and staff must:

- Review and update the individual pupil risk assessment
- Talk through the incident with the pupil and family
- Ensure that a record is kept of the discussion held with the pupil and family
- Keep all colleagues informed and discuss the incident in a staff meeting and/or in
- supervision meetings.

- Review procedures for the individual every half term to ensure appropriate control
- measures are in place and that all staff are fully informed.

Retention of prohibited items

Any prohibited items found in pupils' possession will be retained by the school. These items will not be returned to pupils. The discovery of illegal items will result in the police and social care being informed and the object or objects will be passed to them. Other prohibited items will be returned to families.

Prohibited items include: knives or objects that could be reasonably be considered a weapon and for which the pupil does not have a reasonable explanation for possessing, such as a screwdriver, alcohol, illegal drugs and associated substance misuse paraphernalia, medicines for which the pupil cannot provide a prescription, stolen items, tobacco, cigarette papers and other smoking materials such as lighters, vapes or nicotine pouches, fireworks, pornographic images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The academy's response to the discovery of any prohibited items will take into consideration the needs of the pupil(s) and the consequent need for parental and multi-disciplinary involvement at a level and nature appropriate to the incident or items discovered. The presence of such items, however obtained by the pupil, may indicate a safeguarding need which will be managed in line with the safeguarding policy.

Searching a pupil

The academy recognises that searching a pupil is an invasive action and leaders will exhaust all other options before doing this.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or by the Head of School themselves. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head of School, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

An appropriate location for the search will be found. Every effort must be taken to ensure that this is away from other pupils and that the dignity of the pupil is considered. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

All searches will be recorded on the school's electronic recording system (CPOMS), even when nothing is found.

An authorised member of staff may search a pupil's outer clothing, pockets or possessions.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Informing families

Families will always be informed of any search for a prohibited item, even if nothing is found. A member of staff will tell the families as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken with their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider the impact of the search on the pupil and whether any specific support is needed due to the reasons for the search, the search itself, or the outcome of the search. If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL).

8. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been malicious, the Executive Principal will manage the situation in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Executive Principal will also consider the pastoral needs of staff accused of misconduct. The specific needs of an individual pupil will not be a reason to dismiss allegations, and all allegations will be taken seriously.

9. Training

Training

As part of their induction programme all staff are provided with sufficient initial training to enable them to promote the positive, proactive and preventative approach we take in supporting pupils to remain regulated, calm and happy throughout the day. The strategies underpin the way we work across the school and the Trust and are consistent with our values. Staff are given further training during their time with the academy with regular refreshers throughout the academic year on strategies for supporting behaviour both generally and specifically to support the needs of individual pupils.

Staff are trained in conflict management strategies, including when physical intervention is required, which support pupils through a range of agreed techniques.

Behaviour Risk assessments and Pupil Profiles

Some pupils require individual risk assessments to support them and to ensure that staff adopt a consistent approach to supporting their regulation needs and their behaviour. These are made available to all staff who are required to read, understand and implement them, and agreed by families and pupils are involved in their construction at a level appropriate to the child.

These plans are reviewed regularly on an ongoing basis, and after any serious incidents.

10. The Equality Act 2010

Support

The academy recognises its legal duty under the Equality Act 2010 to ensure pupils with one or more protected characteristics are at a disadvantage due to the academy's systems, policies and approaches. Consequently, our approach to behaviour is differentiated to cater to the needs of the pupil. The school will evaluate a pupil who has been dysregulated to determine whether they have any underlying needs that are not currently being met (a speech, language and communication need, for example). Where necessary, support and advice will also be sought from specialist teachers and/or other professionals to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with families to create the plan and review it on a regular basis. Plans may include interventions such as:

- a sensory diet or OT programme

- a speech, language and communication programme
- intensive interaction
- an interoception curriculum
- Physio/Occupational Therapy programme
- Desensitisation programme
- Thrive

Transition

To ensure a smooth transition to the next year, class or school, a personalised process will be undertaken for each pupil, which could include transition sessions with their new teacher(s) prior to the end of the academic year or if a placement is coming to an end during the school year; staff members holding transition meetings to share knowledge about the pupils and their specific needs, including any covered under the Equality Act over and above that in their EHCP, including safeguarding information; social stories; solution circles to plan transition activities and give consideration to the environment (classroom space, breakout space, staffing, etc.)
To ensure behaviour is continually monitored and the right support is in place, information related to pupils' behaviour needs will be transferred to relevant staff prior to transition. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.
Key documentation such as a pupil profile and risk assessment will be reviewed in the transition process.
Multi-agency partners will be involved where appropriate.

11. Electronic Devices

Pupils' devices should remain on silent and put away during the school day, unless a member of staff wishes for them to be used as a part of a learning activity.

- A lockable safe is provided for every pupil to store electronic devices during the school day.
- Devices must never be used either to photograph a pupil, a member of staff or visitor to the school.

12. Links with other policies

This policy should be read in conjunction with the following:

- Anti-bullying policy
- Health and safety policy
- Equal opportunities policy
- Child protection and safeguarding policy