

# The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

# Behaviour Management and Dynamis Policy

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## **Contents**

1. Purpose
2. Encouraging positive behaviour
3. Core Principles
4. Positive reinforcement systems
5. Managing challenging behaviours
6. Partnerships with Parents/Carers
7. Monitor and review
8. Graduated response
9. Restrictive physical interventions
10. Developing positive handling plans and risk assessments
11. Acceptable forms of intervention
12. Removal from the classroom
13. Use of secure spaces
14. De-briefing post incident
15. Searching and retention of confiscated items
16. Statutory terminology
17. Recording the use of force and/or seclusion
18. Reporting the use of force and/or seclusion
19. Guidance and staff training
20. Complaints

## **Appendices**

Appendix 1 – Positive Handling Plan / Risk Assessment Example

Appendix 2 – De-escalation Strategies

# Behaviour Policy

## 1. Purpose

At The Levett School we have an Inclusive behaviour policy where we support pupils to develop academically and emotionally using Thrive principles, we actively promote a trauma informed, restorative approach through;

- Using a consistent approach.
- Modelling positive behaviour.
- Acknowledging that behaviour is a form of communication.
- Acknowledging that every day is a new day.
- Promoting safe places to make mistakes.

The aims of this policy are:

- To ensure parents, carers, staff and pupils understand the importance of behaviour and safety.
- To promote pupil voice to contribute to a safe, calm, orderly and positive learning environment.
- To boost pupil's levels of engagement, courtesy, collaboration and cooperation in and out of lessons.
- To enable pupils to have excellent, enthusiastic attitudes to learning.
- To assist pupil's managing their own behaviour, supported by systematic, consistently applied behaviour management approaches.
- To make pupil's feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe

## 2. Encouraging positive behaviour

We use positive reinforcement, a structured points system, and where necessary, safe positive handling practices with the support of Dynamis trained staff.

## 3. Core Principles

- Every pupil has the right to feel respected.
- Every pupil has the right to feel safe.
- Every pupil has the right to learn.
- Every behaviour is a form of communication.
- Relationships are at the heart of behaviour change.
- Consistency, clarity, and compassion support behavioural progress.
- Emotional regulation and restoration are key to long-term change.

## 4. Positive Reinforcement Systems

We focus on rewarding positive behaviour and effort. Pupils can earn points and recognition through various schemes:

### 4a. Core Value Lights

- A visual system highlighting key school values (e.g., Integrity, Determination, Reflection, Positivity).

- Lights earned through consistent demonstration of values within classrooms.

#### **4b. Class Dojo / Class Charts**

- Tracked weekly with opportunities to unlock rewards.
- Real-time feedback to pupils and families.
- Used to celebrate effort, focus, listening, participation, and respectful behaviour.

#### **4c. Certificates and Rewards**

- Weekly celebration assemblies
- Weekly certificates (e.g. Subject awards, Core Value Champions).
- Termly celebration assemblies and incentives (e.g., class trips, reward shop).

#### **4d. Kelly's Kindness**

- Recognises acts of kindness and empathy.
- Points contribute to weekly kindness certificates.
- Rainbow mascot to celebrate success.

### **5. Managing Challenging Behaviour**

We understand that our pupils may exhibit challenging behaviour due to a range of social, emotional, and mental health needs.

- De-escalation strategies are always prioritised.
- Thrive and Dynamis trained staff to support emotional regulation with use of PACE and WINE
- Reflection and restorative conversations follow incidents.
- Individual Pupil Risk Assessments and PHPs in place for pupils who need more support.

### **6. Partnership with Parents/Carers**

- Regular communication through phone calls, texting system and emails.
- Involvement in celebration events and behaviour support planning.
- Encouragement of consistent routines between home and school.
- Offering every pupil and their family support to ensure every pupil feels safe and cared for. Each class team will strive to build relationships with families as well as to liaise with professionals in achieving the best outcomes for each learner.

### **7. Monitoring and Review**

- Behaviour data is analysed weekly in leadership meetings.

- The RPI data and reports are tracked and monitored ensuring best practice.
- Strategies and systems are regularly reviewed to meet pupil's half termly.
- Policy reviewed annually or as needed.

## **8. Graduated Response**

As part of supporting and promoting positive behaviour, a graduated response as to the level of support required on an individual basis. The support for pupil's will be based on the following model this is line with the SEND Code of Practice, children are supported at each Wave of Intervention and have individual Support Plans that staff create to ensure the children get the right support at the right time.

- Wave 1 Universal Provision: As part of Quality First Teaching for pupil's who respond and can be managed through school systems, structures and rewards.
- Wave 2 Targeted Support: Additional support with time limited impactful interventions such as one to one or small group provided by trained school staff.
- Wave 3 Bespoke Support: Additional provision, including support from external agencies including AP or educated offsite.

## **9. Restrictive Physical Intervention.**

### **Introduction**

At The Levett School we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For some pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used. The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils. All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

In some cases where there is a risk of harm, permanent staff trained by Dynamis may use positive handling as a last resort. However, DfE guidance authorizes all school staff to use reasonable force to maintain duty of care, safety, and discipline, as permitted under Section 93 of the Education and Inspections Act 2006. This power applies to teachers, support staff, and volunteers, allowing intervention to prevent harm, property damage, or serious disorder.

- All interventions follow the principles of dignity, safety, and proportionality.
- Restrictive Physical Intervention is only used when reasonable, necessary and proportionate to prevent harm.
- All incidents are recorded, reported and reviewed, with parents/carers informed via phone and followed up in a written report.
- The school adheres to current DfE guidance and Dynamis best practices.

### **Definition of 'restrictive physical intervention'**

The Law allows for education staff who have a duty of care for the pupil's they look after to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others

- Causing damage to property
- Engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school.

“Restrictive Physical Intervention” is the term used to include interventions where bodily contact using force is used. It refers to any instance in which a member of staff at a school has to, in specific circumstances, use “reasonable force” to control or restrain pupils. There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident make it necessary to intervene.
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self- injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention. It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a shut or bolted door is a temporary measure while seeking assistance. Where there is significant danger in a situation, if possible, contain rather than restrain.

#### **When the use of restrictive physical interventions may be appropriate in The Levett school**

Restrictive Physical Interventions will be used when all other strategies would be inappropriate or have failed, and therefore only as a last resort. Staff will consider how the school and the classroom environment can support de-escalation, the school will:

- Allow staff to share best practice for whole class behaviour management including managing communal spaces such as playgrounds, shared spaces and corridors.
- Ensure all staff are trained in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
- Develop working staff-pupil relationships and trust.
- Work closely with parents, mainstream settings and multi agencies create detailed risk assessments to support individual pupils.
- Promote strategies to support individual pupils based on their identified needs, including the development of behaviour support plans. Where a pupil has a disability, schools have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offer.
- Support pupil’s and families to understand individual triggers, feelings of fear and anxiety.

However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need to be physically controlled with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and wellbeing of all staff and pupils are important considerations. Staff must consider their legal obligations with respect to their duty of care under Section 7 of the Health and Safety and Work Act 1974 and balance their duty of care to their own safety with that of their duty to others, including the pupil’s.

We take the view that staff should not be expected to put themselves in danger, and that removing the other pupils and themselves from danger is the right thing to do in many circumstances. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

## **Planning for the use of restrictive physical interventions in The Levett school**

Staff may use force which is reasonable in the circumstances that is believed to be necessary and proportionate to restore safety and appropriate behaviour.

The Principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff will use it when there are reasonable grounds for believing that immediate action is necessary. The safety of all children at the school and the staff team will be balanced with the best interests of the pupil.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the pupil or young person.
- Force will only be used where it is necessary as a last resort and then in a way which is proportionate to the risk in the immediate circumstances.
- Staff will be able to show that the intervention used was in keeping with the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control.
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy or an Individual Education/Behaviour plan
- Escalation will be avoided, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual plan will always be taken into account
- In developing Individual's risk assessment, consideration will be given to approaches appropriate to each pupil's circumstance.

Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional wellbeing of all involved at these times.

### **10. Developing a positive handling plan/risk assessment in The Levett school**

All pupil's attending the Levett school will have a Positive Handling Plan/risk assessment. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- Any medical conditions or known injuries which the child has which could preclude the use of certain physical interventions or inform a team about decisions they make during an incident
- Involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- Managing the pupil, recognising individual triggers, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used.
- The type of Restrictive Physical Intervention that would be used with the pupil when required.

- Identifying key staff and school areas to know exactly what is expected. It is best that these staff are well known to the pupil.
- Pupil voice is gathered to discuss views and sharing of risk assessment actions.

### **11. Acceptable forms of intervention in The Levett School**

There are occasions when staff will have cause to have physical contact with pupils for variety of reasons, for example:

- To comfort a pupil in distress (so long as this is appropriate to their age) – to gently direct a pupil
- For curricular reasons (for example in PE, Drama etc.)
- In an emergency to avert danger to the pupil or pupils
- In circumstances when Restrictive Physical Intervention is warranted.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment. All forms of corporal punishment are prohibited. Physical contact will not be made with the participant's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joint. It will not become a habit between a member of staff and a particular pupil.

Elevated levels of risk are associate with:

- Holding someone lying on the floor or forcing them onto the floor.
- Any procedure which restricts breathing or impedes the airways.

### **12. Removal from Classrooms**

At the Levett, all staff understand that any kind of removal from a classroom must ensure that they are acting both within the school guidelines and more importantly within the law. The government's 'Behaviour in The Levett School' Guidance (February 2024) states:

'Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.'

The removal from the classroom would only ever be used at The Levett as a last resort; therefore, we would inform parents/carers/social workers on the same day. The class team will de-brief after the incident to change any student support plans to review its effectiveness as a strategy.

### **13. Use of Secure Spaces**

The Levett School ensures that pupils are not locked in a room or space, unless there are exceptional circumstances linked to immediate pupil/staff safety (e.g. as per lockdown procedures). At all times, The Levett School is compliant with the Deprivation of Liberty Safeguards (DOLS) and/or the Mental Health Act (MHA).

There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of the individual pupils and/or pupils, staff and visitors from immediate risk, but this would be a safety measure and not a disciplinary sanction.

Internal doors are not locked, but have an enhanced system which provides a safe means of ensuring pupils are suitably safeguarded from leaving the classroom area of their own volition. This measure must be reflected in the class risk assessment and parents/carers informed on admissions.

It is acceptable, as part of our site health, safety and safeguarding measures, to have secure buildings or areas of the school building e.g. departments, entrance ways etc, which pupils can move freely within.

Where it is necessary for the safety and protection of a pupil to place them in a room that is secured and only unsecured by an adult, this should be in exceptional circumstances which is underpinned by a multiagency risk assessment and be reflected in a child's EHCP and/or their care plan. These measures must be used as a short-term measure, and a multi-agency review must be held at least fortnightly. Parental consent must be in place and documented in all instances.

### **14. De-briefing Post Incident Restorative Approaches**

After any incident regarding behaviour, pupil's and adults will use reflective, trauma informed approaches to discuss the incident to ascertain if there are any learning opportunities. This is done on an individual basis which is linked to the pupil's level of understanding and these ideas are included in pupil's behaviour plan. De-briefing aims to help pupils understand what has happened and why, learn better ways to act in given situations and rebuild relationships with those involved. It focuses on how the pupil feels and what their unmet need was or what they were trying to communicate. It is always restorative in approach.

At The Levett School, staff intervention over the correction of behaviour is clearly based on pupils' level of development. Staff will use positive strategies to support and to address unwanted behaviours designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

### **15. Searching and the retention of confiscated items**

Staff members will use their discretion to confiscate, retain and/or destroy any item found due to a search with the student's consent, so long as it is reasonable in the circumstances. Where any item is reasonably suspected to be an offensive weapon, it will be passed to the police. Please refer to the searching, screening and confiscation policy for further information.

### **16. Statutory terminology on the reporting and recording of reasonable force, seclusion and non-force related restraint.**

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

### **17. Recording the use of force and seclusion (statutory guidance)**

The Management Committee of the Levett school ensures that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. In discharging their duty to have a procedure in place for recording use of force incidents, the management committee or proprietor must have regard to this guidance and any other relevant guidance issued by the Secretary of State for these purposes.

The school will record the following details as a minimum:

- Names of pupil and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an Identified special educational need or disability and their SEN status code.
- Time, date, location and approximate duration of the intervention.
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- Brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

### **18. Reporting the use of force and seclusion (statutory guidance)**

The Management Committee of the Levett school ensures that a procedure is in place for reporting each significant use of force to the parents of the pupil involved as soon as practicable after the incident, and they should endeavour to do this no later than the same day.

The school's reporting to parent's procedure:

A phone call to parents/carers will be made by a member of class team staff on the same school day as the incident. A text will be sent to parents/carers if verbal contact cannot be made, requesting parents/carers to contact school for the information.

Within 24 hours, parents/carers will be provided with a written report of the incident (preferably via email).

The information the school will report on is as follows:

- names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- Time, date, location and approximate duration of the intervention.
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.

- Brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Exceptions to the requirement to report are where:

- The pupil is aged 20 or over.
- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Schools should communicate this information to parents in writing. For example, via email or online messaging system.

**See Appendix 1 for example PHP/RA.**

PHP/RA are updated as and when pupil's circumstances and/or needs change. In this instance, parent/carers will be informed to review documentation.

**19. Guidance and training for staff**

Guidance and training are essential in this area. We need to adopt the best possible practice. In The Levett School this is arranged at a number of levels including:

- Awareness for management committee, staff and parents.
- Behaviour management strategies complemented with the use of Thrive to support in the de-escalation stage (see Thrive policy for further information).
- See appendix 2 for de-escalation strategies
- Personalised and bespoke training on Restrictive Physical Interventions techniques relevant to each pupil's needs.

**20. Complaints**

It is intended that by adopting this policy and keeping parents and Management Committee informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to The Levett School's Child Protection and Safeguarding policies.



**WHO MIGHT BE HARMED?** Employees, students, work experience students, new & expectant mothers and members of the public

**NAME OF STUDENT:**

**BRIEF HISTORY OF RISK – Mainstream/AP Providers**

HAZARDS RESIDUAL RISK OF HARM TO OTHERS etc.	✓if applicable (any previous history?)	CONTROL MEASURES/COMMENTS	HIGH MEDIUM LOW Risk?
Bites / spits			
Grapples/ wrestles/ inappropriately touches/ pushes			
Head butt			
Kicks / stamps			
Lies on floor / thrashes about on floor			
Self-harm			
Shouts / screams			
Slams doors			
Slaps/pinches/punches/scratches/ pushes / pulls hair			
Throw items / uses 'weapons'			
Unpredictable behaviour			
Verbal abuse / threats			

Causes damage			
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HAZARDS	✓if applicable (any previous history?)	CONTROL MEASURES/COMMENTS	HIGH MEDIUM LOW Risk?


KNOWN 'TRIGGERS' FOR UNACCEPTABLE BEHAVIOUR	✓ if applicable (any previous history?)	COMMENTS	HIGH MEDIUM LOW Risk?

FOR EXAMPLE:			

Are there any other foreseeable hazards associated with this pupil? Please circle YES/NO

ASSESSED BY (Print name)	SIGNED:	DATE:	
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Restraint	Try	Avoid
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Managing space and moving away safely		
Approaching towards and positioning		
Prompting and escorting - front		
Prompting and escorting - back		
Humerus contact and control principle		
Momenary control/self-protection		
Cupped fist hold		
Double wrist hold		
Seated positions		
Kneeling positions		
Straight arm hold		
Brain shake		
Tricep grip		
Metacarpal Rub		

**Preferred method of physical intervention**

**Plan signed and agreed by:**

Class Teacher: \_\_\_\_\_

Parents/Carer: \_\_\_\_\_

Child: \_\_\_\_\_

SLT: \_\_\_\_\_

**Parents Evening Dates:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Reviewed after serious incident:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Control measures are **the things you put in place to reduce risk and prevent harm.**

## Appendix 2 – De-escalation strategies

De-escalation strategies are used to reduce heightened emotions and prevent situations from escalating into conflict or unsafe behaviour. Staff should use a respectful and non-confrontational tone and provide clear, simple instructions. Where appropriate, students may be offered time and space to regulate their emotions, along with supportive choices that help them regain control of their behaviour. Active listening, empathy, and positive reinforcement should be used to acknowledge feelings and guide the student back to a safe and productive state. These approaches aim to preserve dignity, maintain safety, and support students in developing self-regulation skills.

Strategies used may include:

- Agreeing
- Apologising
- Calm talking
- Change of place
- Change of face
- Consequence reminder
- Distraction
- Direction given
- Help script (PACE/WINE)
- Humour
- Limited choice
- Planned ignoring
- Reassurance
- Removing audience
- Simple listening
- Supportive touch
- Success reminder
- Space given
- Step away
- Time out directed
- Verbal advice
- Verbal support