



Tuition, Medical and Behaviour Support Service

Behaviour Policy

Adopted:	9 February 2021
Reviewed:	July 2026
Next Review:	July 2027
Governing Committee:	July 2026
Responsibility:	Lisa Bloomer

Introduction

In all our centres at TMBSS we aim to create a safe, caring environment where students feel they belong and can thrive. Our core values are for students to be for physically and mentally healthy, happy and ready to learn. Ultimately preparing our students to be 'world ready'.

Students who attend TMBSS are complex and the vast majority have experienced social and emotional challenges that are wide ranging and some challenges may develop while at their placement through no fault of their own. These challenges present as significant barriers to success and are individual to each student. The TMBSS behaviour support model categorises these challenges under the following area of need: curriculum implementation; inconsistent educational history; SEND; hypervigilant; dysregulation and crisis. Appendix 1 elaborates on these challenges.

Many of our students have experienced one or more adverse childhood experiences and/or traumatic stress.

Adverse childhood experiences include all forms of abuse and/or family dysfunction, see Appendix 2. Children suffering from adverse experiences or traumatic stress have difficulty regulating their behaviour and emotions. These experiences will impact on their mental health and well-being. Being sensitive to a child's background helps staff maintain a consistent, calm approach.

At TMBSS we believe that learning can only take place when students are socially and emotionally ready to learn and they are able to behave in an appropriate manner. Staff encourage appropriate behaviour by firstly identifying the behavioural challenges and support follows the TMBSS Behaviour Support Model cycle of Identify, Support, Challenge and Change. On arrival in Centres a baseline is completed to identify potential barriers to engagement. For example in Primary they use Boxhall Profiling and in Secondary information is gathered via a Strengths and Difficulties questionnaire completed by parents/carers, the student and staff. Once behaviour related barriers are identified support is tailored to each individual's needs. These include bespoke programmes; coaching/mentoring; ELSA sessions; appropriate academic interventions, this list is far from exhaustive. This process is cyclical and personalised to each individual student's needs.

All staff use a restorative and positive behaviour approach. Staff should treat each student with unconditional positive regard, compassion and understanding.

TMBSS recognises that success looks different for different students. Progress may be demonstrated through improved attendance, engagement, emotional regulation, positive relationships, access to support, increased independence, educational engagement or preparation for the next stage of education. Success is viewed through the lens of each student's individual barriers and starting point.

At TMBSS all staff understand the importance of challenging inappropriate behaviours between children, including those that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable

behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it, staff address these behaviours and do not downplay them.

At TMBSS all reasonable measures are taken to prevent bullying including cyberbullying and prejudice based discriminatory bullying, examples of preventative measures can be seen in the PSHE Policy and practise; positive modelling from staff and the restorative ethos created in each centre. If any bullying does occur it is treated seriously and sensitively in line with our Peer on Peer Abuse Policy.

This policy should be read in conjunction with the following documents: Behaviour Model; Exclusions Policy; Mobile Phone Policy; Drugs and Alcohol; Smoke Free Policy; PSHE Policy; Peer on Peer Abuse Policy, Safety Intervention Policy.

Restorative and positive behaviour model in practice.

All staff who work at TMBSS complete a training course on Safety Interventions. This consists of an online element which takes approximately 3 hours to complete and a whole day face to face training with a licenced Safety Interventions trainer. This training is updated annually.

The course is designed to ensure all staff members apply a calm, consistent and positive approach to managing behaviour. This consistency means that all students know that all staff have the same high expectations of their behaviour.

Staff are taught how to recognise and respond appropriately to different levels of student behaviour and not to over-react or under-react. This is known as The Crisis Development Model – see Appendix 3.

Staff are also taught the use of scripted interventions which helps them to avoid negative interactions such as power plays and ‘cul-de-sac’ conversations – which can lead to limited success.

Scripted interventions consist of the staff member interrupting and clearly stating the behaviour non-judgementally e.g ‘*John, I have noticed you haven’t opened your book yet.*’ This is followed by staff re-directing the student by using prompts and reminders e.g. ‘*John, remember last week you were the star of the class, let’s get back to that.*’ Staff then reinforce what has been said to the student by thanking them for listening, reminding them of the desired behaviour and then walking away to allow the student some take up time.

A restorative approach is used at TMBSS. This focuses on: harm done to others; problem solving; responsibility and repair, apology and change rather than focusing on: rule violations; problems; blame and punishment. The restorative approach is used so that students can recognise the impact of their actions and any harm caused and consider steps they could use to make things right. It focuses upon the repair and nurturing of relationships rather than the management of problem behaviour.

Using a restorative approach encourages students to accept responsibility for their actions, develop empathy for others and find solutions to problems.

Coaching and mentoring

All students have access to coaching and mentoring sessions conducted by an appropriate member of staff. This allows students time to reflect on both positive and negative experiences and with the guidance of the coach/mentor develop strategies to build upon the positives and address the negatives and provides opportunity for the Challenge sector of the Behaviour Support Model.

As students develop confidence and trust, staff provide structured opportunities for them to apply new skills, strategies and behaviours with increasing independence. This may include graduated exposure to challenging situations, opportunities to practise self-regulation strategies, reduced levels of adult support and restorative reflection following setbacks. The purpose of challenge is to develop resilience, independence and readiness for future educational and life opportunities.

Coaching and mentoring supports students in developing self-awareness, resilience, independence and personal responsibility; qualities that contribute directly to becoming World Ready.

Consequences for behaviours positive and negative

The ultimate aim of all behaviour support is positive and sustainable change. Success may be evidenced through improved engagement, increased emotional regulation, strengthened relationships, greater independence, reduced incidents and progress towards becoming World Ready.

Positive relationships between students and staff are central to creating meaningful and sustained change for our students and the importance of these relationships are at the very heart of everything we do at TMBSS. All staff should set high expectations for student behaviour and encourage this at all times. Any student who behaves in a positive manner, produces a good piece of work, tries hard in a lesson, is kind to someone else etc. will be positively rewarded. This may be as simple as a smile or a congratulatory word from the teacher. Students who have performed well under difficult circumstances or have done something exceptional could have a positive phone call home, a postcard mailed to the home, a trip to a coffee shop or other small tailored reward that the individual member of staff deems appropriate. In our primary centre there is a system where students are awarded Dojo's when they have behaved in a positive or kind manner or have tried hard to do their work.

Positive consequences need to be fairly immediate for the students who attend TMBSS, as working towards long term positive consequences or rewards do not work for the majority. In secondary Centre's, the students all have a daily report sheet which include the level descriptors: attendance; learning; conduct and emotional behaviour, these are scored 1 -5 depending on the how the student performs in each lesson.

These are used to form discussions with students, highlight any patterns and put strategies in place to help work towards improvements if so required.

Consequences for negative behaviour include being spoken to by the member of staff who witnesses the behaviour and may be escalated to the Centre manager or the appropriate member of SLT, if the behaviour is deemed serious enough. These conversations are nearly always of a restorative nature, highlighting the harm done by the negative behaviour and the impact it had on others at the time. If the behaviour is consistent or extreme a phone call to parents will be made and if necessary, they could be invited in for a suspension prevention meeting. These meetings focus on identifying barriers, strengthening support and agreeing actions that will enable the student to make positive progress towards becoming World Ready.

In some instances, negative behaviours may lead to a suspension. These behaviours could consist of a consistent breach of school policies or physical assault on a student or member of staff.

Staff responses to students leaving site without permission

There are many reasons why students may leave site. For some students this may be an agreed de-escalation strategy whereby the student goes to a designated area and they return to Centre once calm.

However, some students may leave without permission, in these circumstances the students individual risk assessment will inform staff on how to proceed.

If there are no identified risks, staff should wait ten minutes and then inform the student's parents/carers who will then determine if they want to involve the police.

These points will be superseded by alternative actions such as closer supervision or contact with the police or outside agencies if at the time the student's circumstances show they are at a higher risk and/or they are on a Child Protection Plan.

Parents

By signing the School Registration Form during the initial placement visit, parents/carers and students are committing to a shared ethos and vision to achieve the best for young people both academically and socially. Where there are clear lines of communication, a shared interest and close co-operation success in all its guises is sure to follow.

TMBSS will involve parents/carers at all stages in their child's progress encouraging them to be equally responsive in communicating to school any concerns they may have.

Use of Reasonable Force.

The Education and Inspections Act 2006 gives staff the legal right to use reasonable force in certain circumstances. (See Appendix 4). It is important to note that schools do not require parental consent to use force on a student (DfE., April 2026).

Staff at TMBSS will implement this right in any situation where not to do so would put the safety of any individuals at risk.

Physical Interventions

Whilst it is acknowledged that staff are legally within their rights to use reasonable force, staff at TMBSS are trained to adopt a gradient approach that will ensure that the level of response is appropriate to the level of behaviour presented.

Physical interventions will only ever be used as a last resort when someone's safety is at risk and will be implemented using a least restrictive/minimal force approach.

When physical intervention is necessary staff will use recognised safety intervention techniques that are designed to work with the body's natural movement to keep all parties safe.

TMBSS strongly believes in the benefits and use of de-escalation techniques and we acknowledge that the use of physical intervention techniques should never be used as a means of behaviour management.

Following any physical intervention the parent/carer is informed by telephone followed by a written account of the incident.

All physical interventions are recorded on CPOMs which is viewed by SLT.

Power to search, screening and confiscation.

Current legislation (Education and Inspections Act 2006 and Education Act 1996) gives staff the legal provision to confiscate, retain and dispose of items from students so long as it is reasonable to do so and the power to search for prohibited items. The law protects staff from damage to and loss of any confiscated items provided staff have acted lawfully.

The power to search without consent is given for:

- Weapons/knives
- Alcohol
- Illegal drugs and legal drugs which we believe may be used inappropriately
- Stolen property
- Tobacco and smoking paraphernalia
- Fireworks
- Pornographic images
- Any article that is likely to be used to commit offence, cause injury or damage to property
- Any item banned by school rules

Consequences for the discovery of these items will depend upon the items themselves, e.g. weapons and knives must be handed over to the police. In all cases the parents will be informed.

Staff also have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order discipline in the classroom. The use of corporal punishment is illegal in all circumstances.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a student confined to a place away from others and prevented from leaving, this should only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation. In such circumstances the student is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the student is confined should be a safe and not feel threatening or intimidating to the student. The student should be supervised at all times during the period of the seclusion and as soon as the immediate risk of harm has reduced the student should be allowed to leave, (DfE, April 2026).

Suspensions and exclusions

Suspension prevention meetings often precede a suspension. These consist of a meeting between the student, parents and Centre manager or member of SLT to discuss the concerns that may result in a suspension if not altered. These meetings are solution focused and the aim is that measures are put into place to prevent any further concerns.

Suspensions will only be considered as a last resort, when all other strategies have been unsuccessful – except in circumstances where the student's behaviour is so serious that suspension is the most appropriate consequence. In all circumstances leading to a suspension the procedures laid out in the Education and Inspections Act 2006 are followed.

Following any suspension a post suspension meeting takes place between the student, parents/carers and Centre manager or member of SLT to discuss the issues that led to the suspension and to find a positive way forward to minimise the risk of the incident occurring again. Post suspension meetings are conducted in a restorative manner. These meetings are conducted in a restorative manner and seek to strengthen relationships, identify support needs and support successful re-engagement with education and progress towards becoming World Ready.

Every effort is made to try and re-engage the student following incidents of unacceptable behaviour and conduct to date permanent exclusions have nearly always been avoided, however if such a case did occur the Exclusions Policy would be adhered to.

Behaviour outside of school

The arrangements in this policy apply to student's behaviour not only on school premises but when travelling to and from school and when attending any other placement or venue as part of the school day, examples are:

- Work experience or vocational providers
- College placements
- Outdoor activities
- School visits
- On school transport.

References:

Education Act 1996; <https://www.legislation.gov.uk/ukpga/1996/56/contents>

Education and Inspections Act 2006;
<https://www.legislation.gov.uk/ukpga/2006/40/section/89>

Restrictive interventions, including the use of reasonable force, in schools.
Department for Education, April 2026
[Use of reasonable force and other restrictive interventions guidance](#)

Department for Education 2023; Keeping children safe in education 2023:
Statutory guidance for schools and colleges
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

Instructor guide: The Management of Actual and Potential Aggression Foundation
Programme for Schools; cpi Pivotal MAPA 2019

Appendices:

Appendix 1: Behaviour Support Model
Appendix 2: Adverse Childhood Experiences Table
Appendix 3: The Crisis Development Model
Appendix 4: The use of force

Supporting Behaviour at TMBSS

TMBSS Behaviour Support Model

	Detail of Challenge
1	Students join at any time during the school year and are with us for varying amounts of time. Some will stay with us for only a few months.
2	Students are sometimes taught in groups alongside students from a different key stage.
3	The starting point of each student differs, due to the transient nature of the student cohort and their differing prior knowledge. Some return to mainstream education and others undertake a period of assessment, before referral to the local authority for a place at a specialist provision.
4	Students start with a negative view of education as many students have been permanently excluded from at least one other educational setting or they have had difficulty accessing mainstream education.
5	Many students have significant learning gaps as they have a history of poor attendance and engagement with education. These pupils need to engage at a much earlier stage of development alongside a trusted adult.
6	Absence from education means that classroom routines such as remaining seated in a classroom, waiting to leave the lesson until agreed breaks, focusing on the lesson without external distractions have been lost.
7	Many students have undiagnosed SEN. They often present with challenging work avoidant behaviour until their barriers to learning can be diagnosed and they are supported to re access education.
8	Social communication skills are dependent upon trust for the adults and the relationship. Many students will only share their work, have a reciprocal conversation when they feel safe. On first joining TMBSS many pupils are angry and rejecting of others, hypervigilant and fearful to engage.
9	When dysregulated many students expressive and receptive language becomes limited and they resort to basic offensive descriptors and gestures to destroy the learning environment.
10	Before being available for learning, some students need their biological and physiological needs such as food, drink, warmth, and even sleep to be met.
11	Many students have experienced multiple ACEs which leads them to be at a significant risk of impairments across various cognitive functions, memory, attention and language/verbal ability; poorer academic performance and social outcomes
12	When first joining TMBSS some students are in a crisis situation, due to issues such as their own or parental physical or mental ill-health, exploitation, addiction problems or domestic violence within the home. These students are often unable to access their education until they have built trusted relationships within a safe environment and they can be signposted to outside agencies to receive support.

Curriculum Implementation

Social and Emotional Challenges to Achievement

Students at TMBSS are complex; many present with social and emotional challenges that are wide-ranging.

These challenges present significant barriers to success and are individual to each student.

All students may experience several of these challenges simultaneously and some challenges may develop during the course of their placement, through no fault of their own.

Each challenge is categorised under the following areas of need:

- Curriculum Implementation
- Inconsistent Educational History
- SEND
- Hypervigilant
- Dysregulated
- Crisis

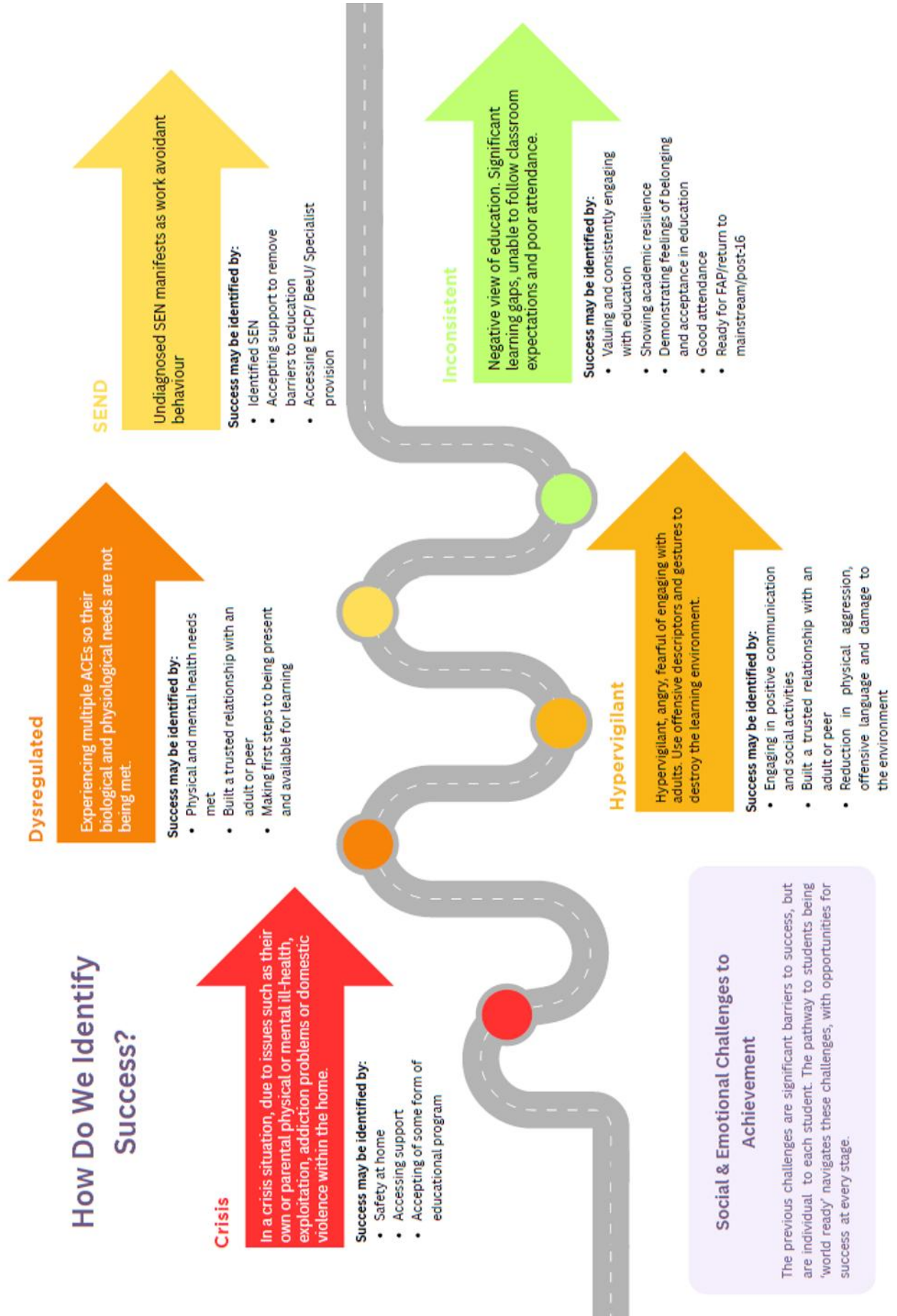
SEND

Hypervigilant

Dysregulated

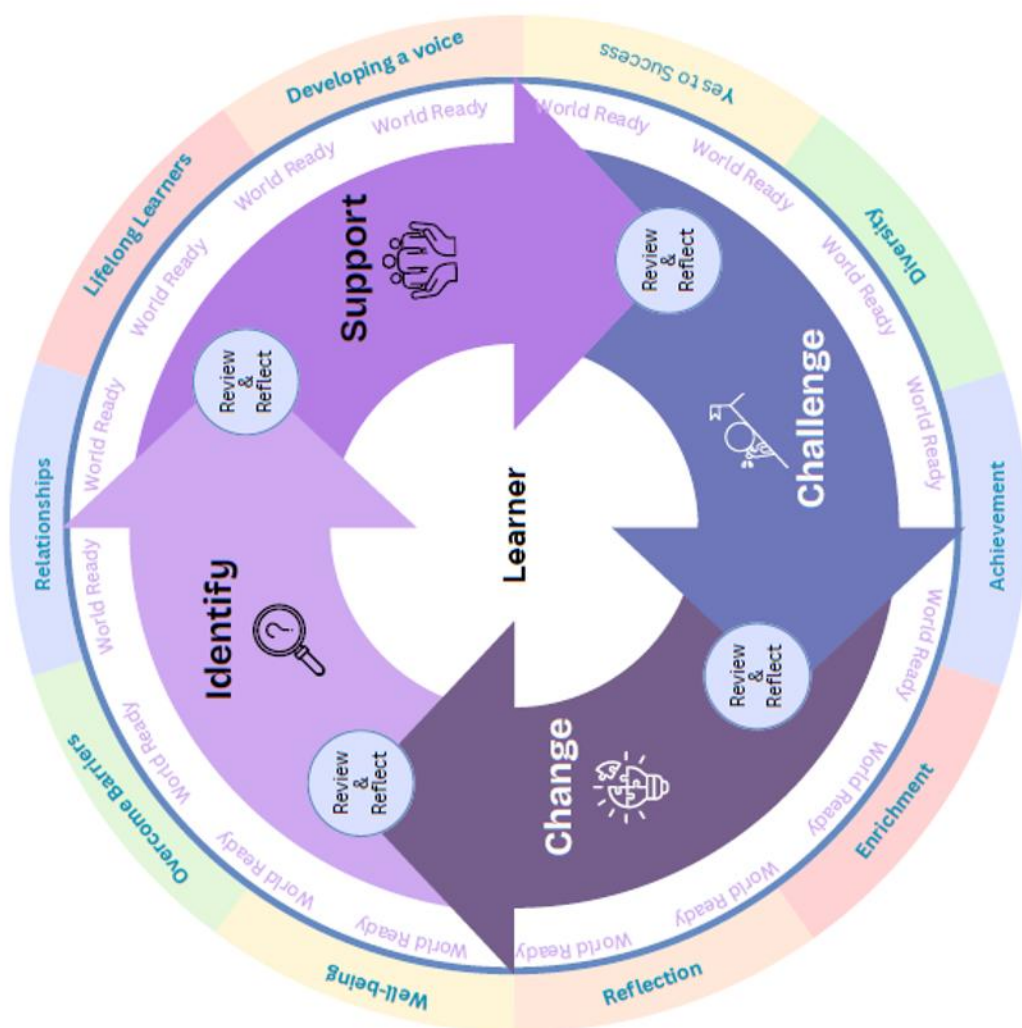
Crisis

How Do We Identify Success?



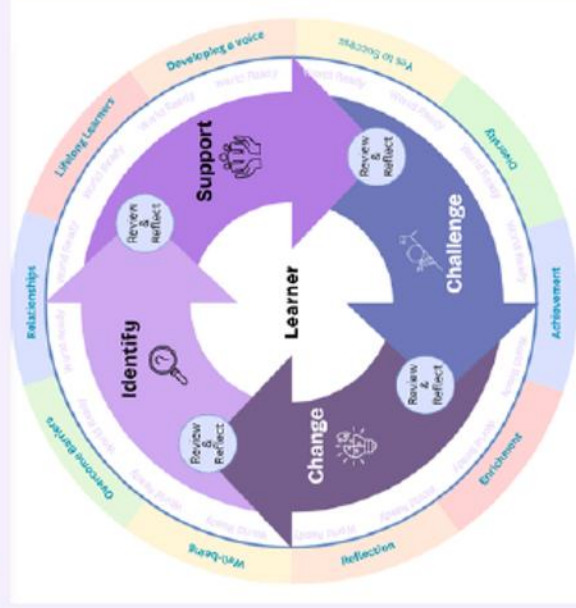
Supporting Behaviour at TMBSS

TMBSS Behaviour Support Model



A closer look...

The students who join TMBS are at different stages of their own personal journey; a journey that has often been difficult, traumatic, and unconventional. Our behaviour support model is designed to address personal challenges and barriers to success and can be represented by the model below:



Each aspect of the 'World Ready' vision underpins the TMBS behavioural support model aims and the approaches that we use to achieve them.

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the processes by which we support students in making positive and meaningful change along the pathway to success.

Identify



Staff identify potential behavioural challenges and behaviour-related barriers to learning and student well-being.

Staff prioritise those that are the are having greatest negative impact.

This may be informed by:

- Referral documentation
- Strengths & Difficulties Questionnaire/profile
- SEMH info and tracker
- Observations

Support



All students access the support offered by attending small, specialist provision. This may be centre based, on a one-to-one basis with the medical outreach team, or within PRH/RAJH via the Hospital Education Coordinators.

Support is planned and allocated on an individual basis

Support may include:

- Curriculum support: see TMBS Curriculum Model
- Bespoke programmes: through PLPs, transport, etc.
- SEMH support: Coaching/mentoring, ELSA, No Worries
- External Referrals/liaison: Social Care, BEEU, School Nurse, CLIMB, With You, etc.

Challenge



TMBS provide opportunities for students to apply new strategies, techniques and behaviour through deliberate practice within the safety net of staff support.

Planned withdrawal of support as students gain confidence, resilience and independence.

This may be supported by:

- Graduated exposure and planned/incremental withdrawal of support
- Restorative practice when setbacks occur
- Opportunities to reflect and discuss
- Deliberate opportunities to practise new skills
- Unconditional positive regard

Change



- Students encouraged to reflect on changes made. All successes acknowledged and celebrated.
- Incidences related to the target behavioural challenge reduced or eliminated.
- Students' 'world readiness' is strengthened.

Appendix 2.



Taken from: Instructor guide: The Management of Actual and Potential Aggression Foundation Programme for Schools; cpi Pivotal MAPA 2019

Appendix 3:

The Crisis Development Model

Behaviour level		Staff Attitudes/Approaches	
1.	Anxiety – a change in behaviour. A non-directed expenditure of energy e.g pacing, finger- drumming etc.	1.	Supportive – an empathic, non-judgemental approach. Attempting to alleviate anxiety. Responding to meet the needs of the student.
2.	Defensive – beginning to lose self – control. An emotionally fuelled reaction to a trigger or stressor that could be challenging or disruptive e.g. refusal, shouting, asking challenging questions.	2.	Directive – decelerating an escalating behaviour. An approach to manage the potential escalation by giving clear and simple request or instruction to prompt co-operative behaviour e.g. ‘Jack, pick up the book you threw and sit on the chair.’
3.	Risk behaviour – behaviour that presents an imminent or immediate risk to self or others. The total loss of control, which may result in physical behaviour that presents risk to self or others. At this point, physical interventions may be considered to minimise harm. e.g. hitting, self-injury, fighting.	3.	Physical Intervention – an emergency response aimed at minimising risks and keeping everyone safe. A safe, non-harmful and least restrictive response to a person in crisis displaying risk behaviour posing a threat to self or others. Skills are reasonable and proportionate to the level of risk behaviour presented.
4.	Tension Reduction – decrease in physical and emotional energy. Decrease in physical and emotional energy that occurs after a person has escalated and begins to return to their normal level of behaviour and rationality. The student may be confused, embarrassed, fatigued or emotional. If you do not address this state it can lead back to a state of anxiety e.g. crying, apologising.	4.	Therapeutic Rapport – restorative approaches to re-establish rational communication, relationships and routine. Approach is mutually beneficial in order to build understanding or repair relationships e.g. restorative conversations, listen and demonstrate empathy, avoid blame, give reassurances.

Taken from: Instructor guide: The Management of Actual and Potential Aggression Foundation Programme for Schools; cpi Pivotal MAPA 2019

Appendix 4:

Education and Inspections Act 2006: Part 7: Chapter 1 School Discipline 9.3 Power of members of staff to use force

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

(a) committing any offence,

(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

(2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

(3) The power conferred by subsection (1) may be exercised only where—

(a) the member of the staff and the pupil are on the premises of the school in question, or

(b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

(4) Subsection (1) does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.

(5) The powers conferred by subsection (1) are in addition to any powers exercisable apart from this section and are not to be construed as restricting what may lawfully be done apart from this section.

(6) In this section, “offence” includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence.

Education and Inspections Act 2006;
<https://www.legislation.gov.uk/ukpga/2006/40/section/89>