

Behaviour Policy and Statement of Behaviour Principles



Serenity School

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Mobile phone guidance](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

3. Definitions

3.1. Our School has in place a range of rewards based on choice to reinforce positive behaviour, and clear consequences for those who choose not to comply with the school's behaviour for learning policy. These are proportionate and fair responses. The following also support positive behaviour management: (See rewards ladder Appendix 1)

1. A consistent approach to behaviour management.
2. Classroom management delivered by teacher and progress partner working together.
3. Behaviour strategies and the teaching of positive behaviour and role modelling expectations.
4. Staff development and support.
5. Pupil support systems.
6. Liaison with parents and other agencies.
7. Managing pupil transition, and
8. Organisation and facilities

For non-verbal pupils in the Nurture cohort, behaviour interpretation and support must include consistent use of individualised communication systems such as PECS, Makaton, or AAC devices. Behaviour should be considered in the context of communicative intent.

3.2. Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

3.3. Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes.
 - Mobile phones and similar devices
 - Fireworks
 - Pornographic images
 - 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)

4. Bullying

4.1. Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All pupils in the school have an individual behaviour management plan, which is developed with class teacher, Progress Partners and parents or carers. This Behaviour Support Plan (BSP) is reviewed after any serious incident and on an annual basis as a minimum expectation. The BSPs can be found in the SEND folder – Pupil Plans on Bromcom.

4.2. Involvement of students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying. Students who find communication difficult can be supported with appropriate Augmentative and Alternative Approaches (AAC) access.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of help lines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address any underlying problems they may have.
- Actively encourage bystanders to tell an adult and/ or get help if they observe bullying and to give sympathy to the person being bullied.

Non-verbal pupils will be supported to express worries or report concerns using visual communication tools, symbols, emotion boards or through observations recorded by staff. Key adults will play a proactive role in interpreting changes in behaviour as potential indicators of distress.

4.3. Strategies for preventing, identifying and responding to bullying.

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience. Our PSHCE; SMSCE, form tutor time and assembly themes will provide most of these opportunities. Other opportunities will be developed through the pastoral support system.
- Monitor and look out for any signs of bullying by observing possible changes in behaviour, such as becoming nervous, feigning illness or clinging to adults.
- Monitor work patterns, absence, truancy and lack of concentration as further possible signs of bullying.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, National Healthy schools programme and through the School Council.

- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.
- Actively create “safe areas” for vulnerable children and young people.
- Regularly remind all students that if they see bullying or are being bullied that they need to seek help from a safe and responsible adult.
- Provide a secure warm environment for discussion.

4.4. Reporting, Recording and Monitoring

We will:

- Provide confidential and varied routes to staff and students to report bullying. This will include utilising The Bullying Ladder and STEPs Model and may also include “Worry” boxes which would be emptied regularly and acted upon, drop-in sessions provided by health services, and an open-door policy to meet a member of the Senior Leadership Team (SLT).
- Provide fair and effective investigation.
- Obtain empathetic support from the participants including the bully.
- Make sure that staff don’t apportion blame to the bully in discussion.
- Make sure that nobody thinks that being a bully works by giving the attention they seek for their negative actions.
- Make sure that staff use every opportunity to praise everyone involved when positive circumstances occur.
- Information will be shared with staff at debriefing meetings and actions agreed to be followed up.
- Parents will be informed – by telephone, meeting in person or a home visit.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- Ensure that all staff agree the approach which will be reflected in the student’s anti bullying plan.
- Encourage parents to talk to class staff or Senior Leaders about any bullying concerns they have.
- Offer lunchtime activities to reduce numbers on the playground and to engage students in positive behaviour.
- Follow up systems to ensure that agreements are sustained.
- Record a clear account of the incident which is logged using 4WWWWs.
- All concerned in the incident will be interviewed by a member of the SLT.
- Information about these incidents will be stored electronically on Bully Watch, giving us the ability to analyse the data over time and react to trends/patterns using the Bully Ladder when appropriate.
- Records of disciplinary steps will be kept, and these will include:
 - **Stage 1.** Official formal warnings and letter issued to parents/carers, and the student where appropriate being placed on the school report system.
 - **Stage 2.** Formal meeting with HOS and contract issued, monitored by SLT.
 - **Stage 3.** Formal meeting with HOS, Schools Police Team and other associated professionals working with the student. An ABC is issued for 6 months with Police team.
 - **Stage 4.** Review of Placement and transfer of EHCP

4.5. Other examples of consequences used to eliminate bullying include:

- Catch Up Time & Detention
 - Exclusion from certain areas of the school
 - Minor fixed term internal or external suspension
 - Major internal or external suspension
-
- Students will not be suspended from the school for being bullied, even if the school believes that they are doing so for the student's benefit.
 - The sanctions that are given will take into consideration the frequency, severity and nature of the bullying and the individual's SEN needs and disability as to what is seen appropriate as a sanction. All good and appropriate behaviour will be celebrated formally in assemblies and in class.
 - Any incidents that involve racial issues will be reported to the LA, Police and all parents of those involved will be notified.
 - All bullying incidents will be recorded by pastoral staff and will be monitored to identify patterns of bullying behaviour by lead staff responsible for Behaviour for Learning.

4.6. Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with class staff, pastoral staff or member of staff of their choice.
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence
- Some students (with parent consent) may be offered the opportunity for school-based intervention sessions on a 1:1 or small group basis.

4.7. Students who have bullied will be supported by:

- discussing what happened
- discovering why the student became involved.
- establishing the wrongdoing and need to change.
- informing parents or guardians to help change the attitude of the student.

4.8. Prevention

Measures that will be taken to prevent bullying within the school include:

- writing a set of class rules
- signing a behaviour contract (if appropriate)
- participating in activities during anti-bullying week
- involving pupils in drawing up the anti-bullying charter for the School.
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying
- making up role-plays

- having discussions about bullying and why it matters during PSHE sessions.
- involving staff in anti-bullying training activities

5. Sexual Harassment

5.1. Peer-on-peer sexual abuse

This can take many forms, such as:

- Abuse in intimate personal relationships between peers.
- Sexual violence and sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm.
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party.

5.2. Sexual violence

- This means rape, assault by penetration, or sexual assault (intentional sexual touching).

5.3. Sexual harassment

- This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

5.4. Recognition and Prevention

- All staff members are to maintain an awareness that abuse could happen here and are required to intervene in inappropriate behaviours promptly.
- Procedures to minimise risk include comprehensive safeguarding training, clear behavioural guidelines, and a robust online safety protocol.
- Recognise the gendered nature of abuse but assert that all forms of peer-on-peer abuse are unacceptable and will be taken seriously.
- For some nurture pupils who are non-verbal and have low cognitive ability, behaviours such as exposing or touching themselves may not be indicative of sexualised intent. These actions can instead be a form of communication or a response to unmet sensory or emotional needs. Staff are to be clear on the intent of the pupil prior to logging it on to Bromcom.

5.5. Reporting and Response Procedures

- **Reporting Systems:** Ensure systems are well-promoted, easily understood, and accessible, enabling pupils to report abuse safely.
- **Immediate Action:** Staff should act immediately upon any concerns or disclosures regarding a child's welfare, including overhearing or observing concerning behaviours.

- **Case-by-Case Response:** Each report will be responded to on an individual basis. The designated safeguarding lead (DSL) or a deputy will take the lead in managing the response.

5.6. Risk Assessment and Intervention

- **Initial Assessment:** Conducted immediately after a report of sexual violence to consider the victim, the alleged perpetrator, and the wider school community.
- **Ongoing Assessments:** Regularly review and adjust as necessary, coordinating with children's social care and other agencies.
- **Scenarios for Action:** Determine the appropriate response—internal management, early help, referral to children's social care, or police involvement based on the specific circumstances of each case.

5.7. Support Mechanisms

- **For Victims:** Provide assurance of taking their concerns seriously with appropriate safety measures on school premises and ongoing support tailored to their emotional and educational needs.
- **For Perpetrators:** Consider their age, developmental stage, and the nature of the allegations to balance safeguarding with educational needs and disciplinary actions.
- **For All Pupils:** Foster a supportive environment where pupils feel secure, are treated fairly, and know that their voices are heard.

5.8. Training and Education

- All staff must be clear on the school's safeguarding policies, their roles in prevention, and response to peer-on-peer abuse.
- Implement regular training updates, particularly in light of new insights or incidents, to ensure all staff are equipped to handle and prevent abuse.

5.9. Policy Review and Improvement

- Record all actions and decisions made in response to reported incidents to ensure transparency and accountability.
- Regularly reflect on policy effectiveness and make necessary adjustments based on feedback and observed outcomes.
- Recognise patterns of concerning behaviour and adjust the school's approach, ensuring alignment with evolving best practices and legal requirements.

5.10. Conclusion

- This policy reaffirms our commitment to a zero-tolerance stance on sexual violence and harassment, ensuring a safe educational environment for all pupils. By addressing these issues proactively and reactively, we uphold our duty of care to our students and staff, promoting respect and dignity for everyone in our school community.

6. School behaviour curriculum

6.1. Expectations:

In line with our ethos of **Inclusion, Independence and Self Worth**, pupils are expected to:

- Behave in an orderly and self-regulated manner.
- Show a willingness to understand and apply the basic principles of their BSP and other top documents.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly and respectfully around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

6.2. Reasonable Adjustments:

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.3. Non-verbal pupils:

Non-Verbal pupils will receive consistent and personalised visual prompts to support them in understanding and meeting behavioural expectations. Social stories, now/next boards, and transition strips will be routinely embedded to structure behavioural learning.

7. Mobile phones

- We have a duty to all members of our school community to minimise distractions, prevent misuse of technology and promote a focused and safe learning environment that is calm and free from distraction so that all pupils, whatever their background, can learn and thrive. As a result, pupils are not allowed to use their mobile phones in school or during any activity which constitutes school activity including those that take place off site such as PE, college attendance, etc.

7.1. Handing in Mobile Phones:

- Pupils are not permitted to use mobile phones during the school day.
- Pupils are required to hand in their mobile phones upon arrival at school.
- Phones will be collected by designated staff and securely stored for the duration of the school day.
- Mobile phones will be returned to pupils at the end of the school day.

7.2. Refusal to Comply:

- Pupils who refuse to hand in their phone will not be permitted entry to the school on safeguarding grounds.
- Persistent refusal to comply will result in further disciplinary action as per the school's behaviour policy.

7.3. Confiscation:

- If a pupil is found with a mobile phone during school hours, the phone will be confiscated.
- Confiscated phones will be held by the school until the end of the term.
- Parents will be notified and requested to collect the SIM card from the school.

7.4. Parent/Guardian Involvement:

- Parents are encouraged to support the school's policy and ensure their child understands the importance of compliance.
- In cases of confiscation, parents must arrange to collect the SIM card and discuss the matter with school staff.

7.5. Exceptions:

- Any exceptions to this policy (e.g., medical reasons) must be discussed with and approved by the school administration in advance.

For more information, please refer to the Department for Education's guidance on mobile phones in schools. [Mobile phone guidance](#)

8. Responding to behaviour

8.1. Use of safe spaces/ calm rooms & areas

- Within the school there are a number of smaller spaces to help children to manage their own behaviour when distressed or challenged. At our School we call them a safe space/time out or calm rooms (dependent upon where they are in the building). There is also the 'I Can Room' led by the Head of Pastoral and Behaviour.
- These spaces have a multipurpose role – dependent upon the need at the time of the incident.

8.2. The Purpose of the Safe Space/Time Out/Chill Out rooms

- To enable children who are distressed, angry, and violent or in an agitated state to spend an appropriate period of time, in privacy, in a safe place, in order to regain composure.

- For some pupils, their individual behaviour plans include, as part of a managed strategy access to these areas, to support them. They are used for the minimum amount of time required.
- Alternatively, this space can sometimes be used for pupils who require a more staff directed time “Time Out” – in some cases to avoid or limit the use of restrictive physical intervention (**PRICE – PROTECTING RIGHTS IN A CARING ENVIRONMENT**).

8.3. Time Out/Isolation

- In the recent DfE’s “Behaviour and discipline in schools – advice for Headteachers and school staff”, the document states in paragraph 42 that a school “can use a separate room when it is in the best interests of the child and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others.”
- We define exceptional circumstances as being
 - when it would be more physically distressing for the child to be restrained;
 - that a restraint may potentially last for a significant period of time, which in our opinion is not healthy for children or adults;
 - that the child is using force directed at other pupils and staff, and needs to be prevented from harming themselves, other people or the property.
- It would be at this point that support staff would be activated/called upon to ensure that the pupil could be prevented from leaving the room.

8.4. Description of spaces

- All rooms/areas have a glass wall or glass vision panel in the door to ensure children can be seen at all times/ in all areas.
- During the daytime the school magnetic access system is available to activate all the doors for safeguarding all persons within the school.
- Some doors such as the medical room have key lock, which can only be secured by the master key. Master keys are not issued to all staff. They are held by the key personnel, Headteacher and site facilities manager.
- The calm room known as the ‘I Can Do Room,’ is a large room and staff are required to be physically present in the room with the child.

8.5. General Practice of usage

- Children, who need peace and quiet or space on their own, for whatever reason, can take themselves to the room, with permission or guidance from staff.
- Children are encouraged, as part of their social skill development to ask or to signal they need to go to the safe space.
- Some children, as part of their positive handling plan have this area as an identified safe place.
- Children may be escorted, using PRICE techniques (single/double elbow) to the safe space Time out room or placed in this safe space. A level 3R incident form will always be completed in this case.
- The child will never be left unattended and should be observed from within the room. If the door is open – staff can sit by the child or just outside the door.
- Once in or at the room the child will be given every opportunity to settle and regain emotional stability. The adult will only begin a dialogue with the child and attempt to resolve the situation, at an appropriate time. Staff are instructed NEVER to take their eyes off the child/young person. Signs on the doors serve as a reminder to this.
- The child will be encouraged, if appropriate, to talk through the antecedent behaviour that led to the situation. In most cases it would be hoped that the child would be able to return to class once any reparation has been made.
- Ask the child/young person, would they like the door to be open or closed; ask if they would like you to be sitting with them in the calm area; ask if they would like to sit outside the room for a short while, whilst calming. Whatever you do – give them options.
- Children will only remain in this safe space, for the **shortest possible time**, and may move to another area for further discussion and independent work – if appropriate.
- If a child is extremely distressed and displays violent/challenging, a senior member of staff, or the pupil support manager should always be alerted in order to support the lead member of staff.
- A record will and is always kept of time spent in the room. The calm room/safe space e-book is located on the Microsoft iCloud to ensure analysis and a permanent record. The frequency of its use will be monitored by the lead teacher responsible for B4L and by the Headteacher.
- Parents are informed via their home-school book, telephone call or by letter that their child has been distressed and the action taken by the school.
- Opportunities for staff to debrief, particularly if the situation has been physically challenging, will be made.

8.6. The identified areas are used to:

- Ensure the health and safety of pupils at all times being aware of any requirements in relation to safeguarding and pupil welfare.
- Ensure that a pupil is kept in a safe space/time out room for the minimum amount of time necessary to calm them down or settle them so that they can return to lessons.
 - All use of safe spaces and time-out rooms are recorded immediately with the information transferred as soon as possible onto Bromcom MIS.
 - When poor behaviour is identified, sanctions or consequences should be implemented consistently and fairly in line with the Behaviour for Learning policy.

8.7. See Response Chart Appendix 1

- a verbal reprimand.
- extra work or repeating unsatisfactory work until it meets the required standard.
- loss of privileges.
- loss of Golden Time and placed in Catch up.
- additional after school detention for repeated behaviour or failure to complete satisfactory Catch Up on any given day.
- or 2-hours detention for further escalated behaviours including failure to meet standards in classroom, Catch Up or failure to attend a one-hour detention.
- school-based community service or imposition of a relevant task e.g. helping to clear up the dining hall after mealtimes; or removing graffiti.
- in more extreme cases the school may use inclusion, fixed term suspension or instruct a change of school placement through the Local Authority.

8.8. Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items, provided they have acted lawfully.
2. Power to search without consent for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - Substances described as "legal highs".
 - Vaping Devices

- Mobile phone and other similar devices (Refer to Section 7)
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

8.9. Damage to school property.

- Students shall not cause or attempt to cause serious damage to school property including but not limited to buildings, ground, and high value equipment or materials.
- Parents may be liable for payment for the cost of repair or replacement of any such property damage caused by the acts of their children.
- The school will attempt to recover damages from the student or his/her parents in case of willful or intentional damage, destruction, or theft of school property.
- Students are responsible for taking care of their books and school materials.
- Where possible, pupils may be asked to carry out restorative practice as part of reintegration to help foster a sense of community.

8.10. Smoking and Vaping

- The use of vapes, cigarettes and any other contraband is not permitted in our school.
- The school will inform parents and carers that pupils found smoking or vaping should seek health advice.
- The school will dispose of any smoking or vaping-related items found or confiscated from pupils.
- The school will ask pupils where they got their cigarette or vape, and may make a complaint to trading standards, or social care, if appropriate.

Please refer to our Vaping Policy for more detailed guidance.

8.11. Positive Action Scheme

8.11.1. Investor in Me Award Programme

The *Investor in Me* Programme is Serenity School's inclusive and aspirational character education initiative that promotes positive behaviour by encouraging pupils to invest in their own development. Through daily and weekly rewards, personalised incentives, and clear goals, pupils are recognised for demonstrating effort, commitment, and behaviours aligned with the school's values: looking after themselves, each other, their learning, their community, and their future. By working towards Bronze, Silver, or Gold awards, pupils are intrinsically motivated to engage positively with their education and school life. The programme reinforces positive behaviours consistently across the school and is accessible to all pupils, including those with SEND, regardless of their starting points. ([see section 8.18](#))

8.11.2. Positive Behaviour Code

- The School's 5 Principles of Positive Behaviour are displayed throughout the school and in classrooms. These are:

1. **We Look After Ourselves**
2. **We Look After Each Other**
3. **We Look After Learning**
4. **We Look After Our School, Our Community and Our World**
5. **We Look After Our Future**

- The 5 principles are sufficiently broad to encompass all other pragmatic “bi-laws” of a successfully functioning school. Rules can be reinforced, and pupils reminded using one of the 5 Principles e.g. “*No running in the corridors*” can fit under “*We Look After Each Other*” or “*We Take Care of Our School*”.
- Pupils are rewarded for good behaviour through praise that reinforces acceptable behaviours. Desirable learning behaviours are especially reinforced; thus, pupils are rewarded for effort and perseverance in addition to successful outcomes.

8.11.3. Whole School Rewards System

It is essential that all staff use rewards as often and as extensively as possible. Rewards must be far more frequent than Consequences.

Rewards help to build a confident, positive ‘can-do’ ethos and will bring clear benefits to your interactions and success with pupils inside and outside the classroom.

- They help to celebrate and validate achievement, service and effort.
- All pupils will start with 1000 points at the start of the new academic year in September. Points are added when rewards are given and taken away when consequences are given. If a pupil keeps their points above 1000 points, they remain eligible for school trips.
- They are an important motivator and are a way of recognising the majority of pupil’s successes.
- When staff issue a reward, they are responsible for logging this on the system or by using the App on the department iPad to instantly record this, which is best practice.
- Rewards can be given to any pupil behaving appropriately around the school not just to those you teach who merit praise. (See Appendix 1 for summary of Rewards and Consequences Ladder from Reward System)
- The Head of Pastoral and Behaviour will regularly contact all parents of pupils who receive R3 and above to congratulate them and send a letter of commendation home as well.
- This will run in parallel to the Behaviour for Learning Consequence Ladder Scheme as the Head of Pastoral and Behaviour will also communicate C3-5 offences via telephone and

letter. C1 and 2 are everyone's responsibility to follow up on and communicate to parent or carer.

- We believe in rewarding pupils extensively for their effort, hard work and contribution to school life.
- To help them celebrate their success and effort, we have many activities/ rewards organised throughout the school year to keep the motivation of all pupils as high as possible.
- Regular celebration of attendance, punctuality, effort in lessons and beyond the classroom form part of our weekly Rewards Assembly. In each Rewards Assembly held on Friday the individual and form group with the best performance for the week based on effort will be celebrated.

8.11.4. Celebration Assemblies

- At the end of each half term, we celebrate the success of many pupils who have outstanding attendance and those who win pupils of the week/month for hard work and dedication and/or contribution to school life.

8.11.5. Rewards Trips for:

- Agreed level of achievement each half term
- 90% or better attendance
- Pupils on or above 1000 points on the league table

8.12. Behaviour Management and Support Strategies

- For many of our pupils, challenging behaviour is usually communication borne out of responses to situations and demands. This may be the only way our pupils have of gaining attention, expressing feelings, expressing needs or refusing to engage. Be mindful of this when considering an appropriate mode of action or response to behaviour.

8.13. Analysing Behaviour

- The Intervention stage of managing behaviour requires staff to use their own professional judgement to analyse behaviour or an incident that has occurred. Due to the broad range of disabilities and general social understanding that our students have, an individualised approach to managing behaviour must be implemented. Therefore, in order to respond to a behaviour or incident appropriately, it is vital that staff analyse each situation accordingly to determine the most appropriate form of intervention. Analysis of these behaviours and incidents can be done by using a STAR (Settings, Triggers, Actions, Results) approach and taking into consideration each student's individual needs and difficulties as described within their Individual Behaviour Management Plan (IBMP).

8.13.1. The STAR Approach:

- The STAR approach offers an eclectic mix of principles and strategies derived from a variety of approaches. The STAR approach adopts the view that challenging behaviour is highly complex behaviour which can have many causes. They recognise that much behaviour is learned but argue that a person's learning history is only one of the factors involved. The STAR approach requires analysis and intervention at the following levels:

S - Settings T - Triggers A - Actions R - Results

- **Settings** are defined as the general contexts in which behaviour occurs. They determine the individual's motivation to achieve, and work for, results which might be available to him at any time. Every attempt is made to find out why the behaviour arose initially. Settings can be internal or external to the individual.

The external influences might be:

- life events (e.g. loss, change, trauma, abuse).
- Current social climate (e.g. deprivation of relationships, conflict and hostility, lack of control, unnecessarily strict control).
- Current activities (e.g. level and type of stimulation, access to desired activities).
- Current physical climate (e.g. noise level, temperature, levels of lighting).

Internal and personal influences may include a lack of self-esteem; anxiety states; sadness and depression; boredom; communication problems; pain; tiredness and poor physical health; disordered thinking; a lack of social understanding; an inability to occupy self; and so on.

- **Triggers** are defined as the particular signals which set off specific actions. They occur just before the behaviour and either increase a personal want, suggest a likely threat, or signal the availability of a desired reward. Examples include a change in activity, a new instruction, a high noise level, a memory of an event, the presence of a person who always responds in the desired way. The emphasis on triggers in the STAR approach reflects the increasing emphasis upon stimulus control in behaviour modification.
- **Actions** are the challenging behaviours themselves. The STAR approach emphasises that the challenging behaviour must be defined in term of observable behaviours.
- **Results** are the consequences which immediately follow the challenging behaviour. Results may be positive, negative or neutral.

The first crucial step is to clearly define in terms of observable behaviour the behaviour which causes concern. Some behaviours may occur as a cluster, e.g. a temper tantrum may include spitting, screaming, self-injury. Therefore, a decision has to be made whether to describe the behaviours as separate behaviours or as a group. Several behaviours may form a progressive sequence escalating in intensity and, therefore, a description of the sequence will be necessary.

8.14. Life Coaching Programme – This profile enables an analysis of behaviour and a programme to be developed with and for the individual child (used for pupils demonstrating significant behavioural issues). In close partnership with staff, parents and carers, a programme is devised by the Pastoral Team and therapist to help address challenging behaviours.

8.15. Recording and Reporting Incidents

The school records all behaviour incidents on Bromcom MIS using a series of forms that are easily accessible via PC, Laptop, tablet or phone. Safeguarding incidents are recorded on CPOMS.

Forms for all serious incidents are signed by the staff and hard copies of incidents filed accordingly. Types of Forms used:

- Child Protection and Safeguarding Form
- Positive Handling Form
- Cause for Concern
- Accident Form

It is school policy that all incidents must be recorded electronically on CPOMS and/or Bromcom before staff leave the site. In the event that this cannot be completed, this needs to be authorised by an SLT manager before the member of staff leaves the site, to ensure a member of the senior leadership team is aware of the incident.

SLT are responsible for following through the incidents, recording any discussions with parents and informing the Headteacher of any serious incident.

Forms of documentation are kept in paper copy and filed accordingly as well as electronic copies placed in the individual pupil's document vault on the Bromcom MIS or CPOMS.

The Head of Pastoral and Behaviour records all incidents on the pupil database, Reward System, which is analysed at least weekly as a standing item at SLT Meetings and on more regular basis if more serious incidents, then immediately.

Where a pupil is causing concern, in relation to their behaviour, the analysis of the incidents impacts on the next actions, which may include:

- Meeting with staff and/or parents to discuss concerns and develop an action plan, with timed review.
- Review of Individual Behaviour Management Plans and current practice
- Identifying any training needs
- Multi agency meetings
- Involvement of EP or other specialist team
- Referral to Doctor or other specialist service i.e. CAMHS

8.16. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with pupils, including:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.17. Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour 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.

8.18. Responding to good behaviour – Investor in Me Award Culture

- When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will celebrate it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
- Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
- Positive behaviour will be rewarded with:
 - Gold, Silver or Bronze status in the Investor in Me Programme
 - Verbal praise and positive behaviour points on Bromcom
 - Communicating praise to parents/carers via a phone call or written correspondence
 - Certificates, prize ceremonies or special assemblies

- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Whole-class or year group rewards, such as a popular activity
- For non-verbal pupils, success and effort may be acknowledged using visual reward systems, tangible reinforcers (such as stickers or tokens), and physical gestures like thumbs up or clapping, depending on the pupil's known preferences.

8.19. Responding to misbehaviour

- When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.
- Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.
- De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.
- All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
- When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.
- The school may use 1 or more of the following sanctions in response to unacceptable behaviour:
 - A verbal reprimand and reminder of the expectations of behaviour
 - Sending the pupil out of the class with an adult to regulate themselves.
 - Setting of written tasks such as an account of their behaviour
 - Expecting work to be completed at home, or at break or lunchtime.
 - Detention at break or lunchtime, or after school
 - Loss of privileges – for instance, the loss of a prized responsibility
 - School-based community service, such as tidying a classroom or the canteen.
 - Referring the pupil to a senior member of staff
 - Letter or phone call home to parents/carers
 - Agreeing a behaviour contract
 - Putting a pupil 'on report'
 - Sending the pupil to the I Can Room to complete their work.
 - Suspension (internal or external)
 - Termination of placement, in the most serious of circumstances

- Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.20. Guidance for pupils with Autism Spectrum Conditions

- A significant number of our pupils have an ASD and therefore, due to the very specific needs of young people with Autism, the following guidance needs to be adhered to.
- For students with ASC and associated pervasive developmental disorders, it is important to allow sufficient time for thinking and responding; failure to do so can result in a sense of failure and extreme frustration. It is also necessary to structure and 'break up' a lesson (e.g. insert a relaxation/choice activity) of an hour's duration in order to provide the extrinsic motivation that students with ASC require. Students with ASC have low intrinsic motivation and rely heavily on extrinsic motivation and rewards to help them complete their work.
- Some students may respond well to receiving point systems, however for many, immediate or 'tangible' rewards are appropriate. It is important to ensure that students know exactly how much work is expected of them: this may be in terms of quantity (in trays or itemised) or a stimulated duration of time, measured by a timer or denoted on the clock. It is also important to clearly explain the context of the teaching or instructions, asking students to repeat back what they understand before proceeding.

8.21. Guidance for pupils with ADHD

- **Supporting Pupils with ADHD**
A significant number of our pupils have ADHD, and as such, staff must follow specific guidance to meet their individual needs effectively. Pupils with ADHD may struggle to sit still, maintain attention, follow instructions, or remain focused for extended periods, not due to defiance, but as a result of how their brains process information. Common characteristics include inattention, hyperactivity, and impulsivity, which can sometimes manifest in ways that disrupt the learning environment.
- Effective teaching for pupils with ADHD should address three key areas:
 - **Accommodations:** Adjustments to the learning environment or tasks to support access and engagement.
 - **Instruction:** Delivery methods that maximise clarity, structure, and engagement.
 - **Intervention:** Proactive strategies to prevent or redirect behaviours that may affect concentration or learning for the pupil and their peers.

8.22. Tailored Intervention for Pupils with ASD and ADHD

In situations where members of staff need to intervene to manage the behaviour of a pupil with ASD and ADHD, the principles outlined in the PRICE approach should be adhered to. In addition, the staff should bear in mind the following:

- **Communication:** It is most likely that the behaviour is not confrontational but occurs as a result of not understanding the situation. Staff should therefore

- Be aware that we may be inadvertently threatening the pupil's structure / security.
 - Use a calm voice and use minimal language when dealing with the situation; allow time for the language to be processed and understood before repeating instructions.
 - Use the same key words in each repetition and always redirect to an appropriate activity area.
 - Ask yourself the following: Was my communication clear to the student? Was my communication at a level and using means that a student could understand? Did I have the student's attention? Did I allow enough time to process the communication? Is the student able to communicate to me what they want/need?
- Flexibility of Thought and imagination: In order to feel sufficiently calm to learn, students with an ASC/ADHD need a sense of safety and predictability, order and routine.

Staff should ask themselves the following:

- Has the environment changed without sufficient warning or preparation?
- Have too many new factors been introduced at once?
- Has an established ritual been interrupted unintentionally?
- Has a school routine been changed or dropped too early?

8.23. Social Understanding and role of teaching team

- Recognising their own feelings and motives of others as well as having an innate ability to empathise with others will be a challenge for our ADHD/ASD students.
- Ask yourself the following:
 - Did I expect the student to infer what was required of them?
 - Did I expect the student to show empathy at a level beyond their ability?
 - Did I expect the student to act on social rules that had not yet been taught?
 - Did I expect the student to read facial expressions/body language without additional support?

8.24. Reasonable force

- Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
 - Causing disorder
 - Hurting themselves or others
 - Damaging property
 - Committing an offence
- Incidents of reasonable force must:
 - Always be used as a last resort.

- 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.
 - Be recorded and reported to parents/carers (see appendix 4 for a behaviour log)
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.24.1. De-escalation & Positive Handling

Use of Force

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to Section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*.
- Teachers at our school do not hit, push, or slap pupils. Staff only intervene physically to restrain a pupil or to prevent injury to the pupil or others, or when a pupil is in danger of harming him/herself. All actions taken are in accordance with government guidance on the use of restraint.
- The school has adopted the **PRICE** approach for the physical management of pupils. There is a clear protocol and expectations for the recording of any incident involving physical intervention.

PRICE Principles and Techniques

- PRICE training provides staff with the knowledge, understanding, and practical skills needed to keep themselves and pupils safe. It is accredited by the British Institute of Learning Disabilities (BILD) and supports staff in recognising early signs of escalation to reduce risk through appropriate de-escalation and preventative strategies.
- This positive behaviour support model helps staff manage physically challenging behaviour in the **least restrictive** way, with a strong emphasis on de-escalation and diversion techniques. The approach reinforces the rights of the pupil and makes clear that **physical restraint should only ever be used as a last resort**. More information can be found at: www.pricetraining.co.uk/about-us
- While the majority of pupils behave well most of the time, it is important to acknowledge that in some extreme cases, physical intervention may be necessary. Where this is the case, it must be carried out by trained staff in a **controlled, expert, and proportionate** manner, following the principles of PRICE.

8.25. Additional Guidance for Non-Verbal Pupils

- Behaviour is understood as a form of communication, especially where pupils cannot articulate distress verbally.

- Staff will use consistent, low-arousal responses alongside the child's known communication method (e.g. Makaton, PECS, visual schedule, AAC device).
- Behaviour incidents must be recorded with reference to communicative triggers where verbal intent cannot be established.
- All adults working with non-verbal pupils must be familiar with the pupil's preferred mode of communication and their Individual Behaviour Support Plan.
- Calm rooms and safe spaces must be accessible using visual symbols and known phrases or cues.
- Restorative practice may be adapted to use symbols, objects of reference, or facilitated modelling to enable pupil participation.
- Visual feedback (e.g. sad face, repair cards) may replace or accompany verbal reprimands.

9. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.1. Confiscation

- Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
- We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

9.2. Searching a pupil

- Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.
- 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 make sure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, 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.

- 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 or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils. 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.
- Before carrying out a search the authorised member of staff will:
 - Assess whether there is an urgent need for a search
 - Assess whether not doing the search would put other pupils or staff at risk
 - Consider whether the search would pose a safeguarding risk to the pupil
 - Explain to the pupil why they are being searched
 - Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
 - Explain how and where the search will be carried out
 - Give the pupil the opportunity to ask questions
 - Seek the pupil’s co-operation
- If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- If they still refuse to co-operate, the member of staff will refer to the Head of Behaviour or SLT to try to determine why the pupil is refusing to comply.
- The authorised member of staff will then decide whether reasonable force is to be used to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.
- The authorised member of staff may use a metal detector to assist with the search.
- An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.
- ‘Outer clothing’ includes:
 - Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
 - Hats, scarves, gloves, shoes or boots

9.3. Searching pupils’ possessions

- Possessions means any items that the pupil has or appears to have control of, including desks, lockers and bags

- A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.
- An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.
- If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

9.4. Informing the designated safeguarding lead (DSL)

- The staff member who carried out the search should inform the DSL without delay:
 - Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
 - If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

9.5. Informing parents/carers

- Parents/carers will always be informed of any search for a prohibited item (listed in section 3.3). A member of staff will tell the parents/carers 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, including any sanctions that have been applied to their child

9.6. Support after a search

- Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm 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). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.7. Strip searches

- The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

- Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.
- Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

9.8. Communication and record-keeping

- Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).
- The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

9.9. Who will be present

- This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.
- For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.
- One of these must be the appropriate adult, except if:
 - The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
 - The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

- No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.
- The appropriate adult will:
 - Act to safeguard the rights, entitlements and welfare of the pupil

- Not be a police officer or otherwise associated with the police
 - Not be the headteacher
 - Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
- Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

9.10. Care after a strip search

- After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.
- As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.11. Screening

- All pupils are screened upon arrival and before entering the school, using a handheld metal detector.
- Where reasonable adjustment is required due to a child's needs, this will be agreed by the headteacher.
- Pupils who refuse to be screened, will not be allowed into the school.

10. Behaviour, Safety and Conduct in Wider Contexts

10.1. Off-site misbehaviour

- Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity (e.g. school trips, college attendance, etc.)
 - Travelling to or from school
 - Wearing school uniform
 - In any other way identifiable as a pupil of our school

- Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school.
 - Poses a threat to another pupil.
 - Could adversely affect the reputation of the school.
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

10.2. Online misbehaviour

- The school can issue behaviour sanctions to pupils for online misbehaviour when:
 - It poses a threat or causes harm to another pupil.
 - It could have repercussions for the orderly running of the school.
 - It adversely affects the reputation of the school.
 - The pupil is identifiable as a member of the school.
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

10.3. Suspected criminal behaviour

- If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, the designated safeguarding lead (DSL) will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

10.4. Zero-tolerance approach to sexual harassment and sexual violence

- The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- The school's response will be:
 - Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis.

- The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
 - Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally.
 - Refer to early help.
 - Refer to children's social care.
 - Report to the police.

Please refer to our Child Protection and Safeguarding Policy for more information.

10.5. Malicious allegations

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The pupil's Risk Assessment will be updated accordingly to reflect the risk which they pose to staff and/or peers.
- The school will also consider the pastoral needs of staff and pupils accused of misconduct.
- Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

11. Serious sanctions

11.1. Detention

- Pupils can be issued with detentions during break, after school or on weekends during term time by SMT.
- The school will decide whether it is necessary to inform the pupil's parents/carers.
- When imposing a detention, the school will consider whether doing so would:
 - Compromise the pupil's safety.
 - Conflict with a medical appointment.
 - Prevent the pupil from getting home safely.
 - Interrupt the pupil's caring responsibilities.

11.2. Removal from classrooms

- In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.
- Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.
- Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.
- Removal can be used to:
 - Restore order if the pupil is being unreasonably disruptive.
 - Maintain the safety of all pupils.
 - Allow the disruptive pupil to continue their learning in a managed environment.
 - Allow the disruptive pupil to regain calm in a safe space.
- Pupils who have been removed from the classroom are supervised by the B4L team or Senior Leader on duty and will be removed for a period of time to assess, evaluate and review the incident and decide when the pupil is ready to return to the classroom to learn with others. This may take 10 minutes, one lesson, or several lessons to ready themselves and others.
- Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.
- Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.
- Parents/carers will be informed on the same day that their child is removed from the classroom.
- The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as
 - Meetings with learning coaches
 - Use of teaching assistants
 - Short-term behaviour report cards
 - Long-term behaviour plans
 - Pupil support units
 - Multi-agency assessment from MDT
- Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

11.3. Suspension and permanent exclusion

- The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
- The decision to suspend or exclude will be made by the headteacher and only as a last resort.

11.4. Supporting pupils following a sanction

- Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.
- This may include but not limited to:
 - Restorative meetings
 - Reintegration meetings
 - Daily contact with the pastoral lead
 - A report card with personalised behaviour goals

12. Pupil transition

12.1. Inducting incoming pupils

- The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2. Preparing outgoing pupils for transition

- To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

- As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
 - How to use Bromcom and CPOMS
 - How to follow the Behaviour Response Chart (Appendix 1)
 - The proper use of restraint
 - The needs of the pupils at the school
 - How SEND and mental health needs can impact behaviour.
- Behaviour management will also form part of continuing professional development.
- A staff training log can be found in appendix 3.

14. Monitoring arrangements

14.1. Monitoring and evaluating behaviour

- The school will collect data on the following:
 - Behavioural incidents, including removal from the classroom
 - Attendance, permanent exclusions and suspensions
 - Use of pupil support units, off-site directions and managed moves
 - Incidents of searching, screening and confiscation
 - Perceptions and experiences of the school behaviour culture for staff, pupils, directors, trustees and other stakeholder. (via anonymous surveys)
- The data will be analysed fortnightly by the behaviour team and SLT in charge of behaviour.
- The data will be analysed from a variety of perspectives including:
 - At school level
 - By age group
 - At the level of individual members of staff
 - By time of day/week/term
 - By protected characteristic
- The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

14.2. Monitoring this policy

- This behaviour policy will be reviewed by the headteacher and the board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the CEO.
- The written statement of behaviour principles (appendix 2) will be reviewed and approved by the board annually.

15. Links with other policies

- This behaviour policy is linked to the following policies:
 - Child protection and safeguarding policy
 - Physical restraint policy
 - Mobile phone policy

16. Roles and responsibilities

16.1. Directors

- The Directors are responsible for:
 - Reviewing and approving the written statement of behaviour principles (appendix 2)
 - Reviewing this behaviour policy in conjunction with the headteacher
 - Monitoring the policy's effectiveness
 - Holding the headteacher to account for its implementation
- The Directors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

15.2. The headteacher

- The headteacher is responsible for:
 - Reviewing this policy in conjunction with the Directors.
 - Giving due consideration to the school's statement of behaviour principles (appendix 2)
 - Approving this policy
 - Ensuring that the school environment encourages positive behaviour.
 - Ensuring that staff deal effectively with poor behaviour.
 - Monitoring that the policy is implemented by staff consistently with all groups of pupils.
 - Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
 - Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
 - Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
 - Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
 - Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

15.3. Staff

- Staff are responsible for:
 - Creating a calm and safe environment for pupils
 - Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (see appendix 4 for a behaviour log)
- Challenging pupils to meet the school's expectations.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4. Parents and carers

- Parents and carers, where possible, should:
 - Get to know the school's behaviour policy and reinforce it at home where appropriate.
 - Support their child in adhering to the school's behaviour policy.
 - Inform the school of any changes in circumstances that may affect their child's behaviour.
 - Discuss any behavioural concerns with the class teacher promptly.
 - Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
 - Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
 - Take part in the life of the school and its culture.
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

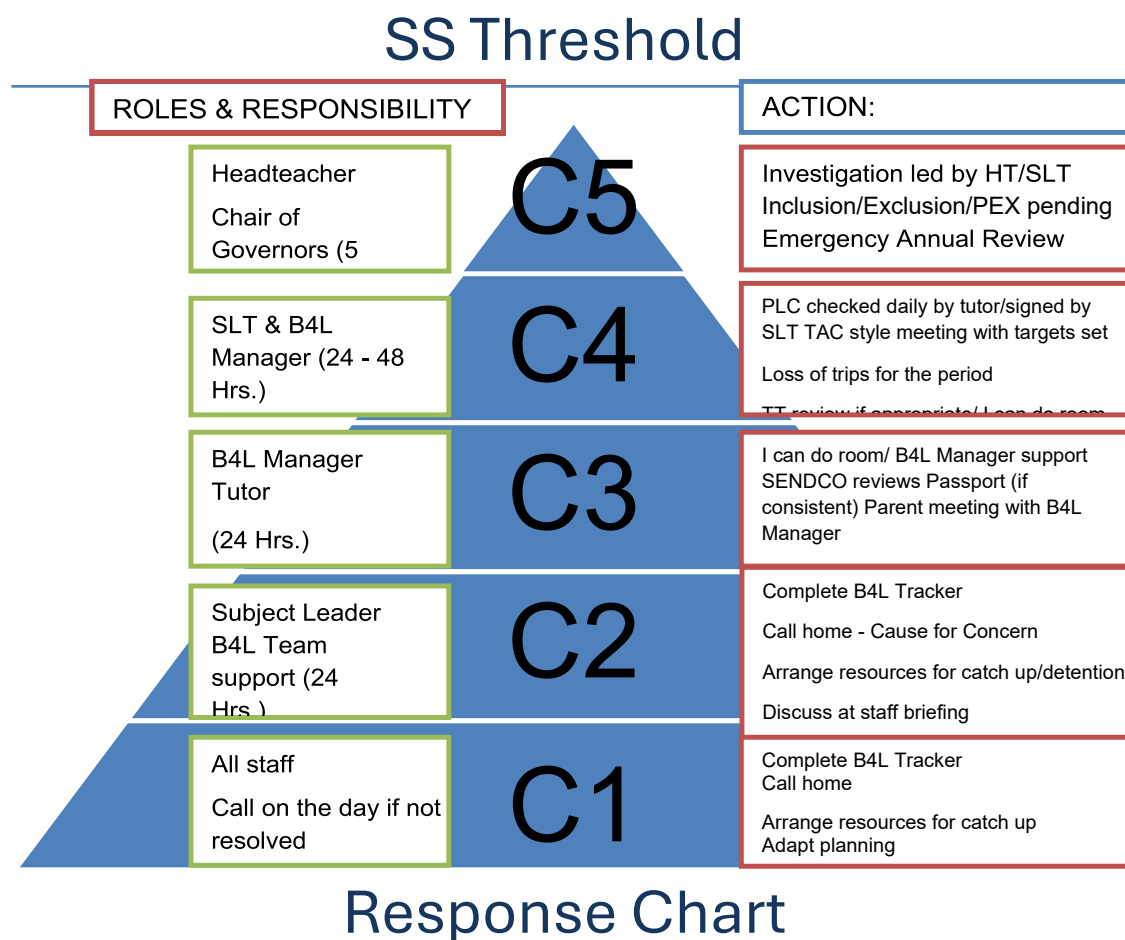
5.5. Pupils

- Pupils will be made aware of the following during their transition period and induction into the behaviour culture:
 - The expected standard of behaviour they should be displaying at school.
 - That they have a duty to follow the behaviour policy
 - The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

5.6. It is the responsibility of:

- Board of Directors to take a lead role in monitoring and reviewing this policy.
- Directors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head of School to communicate the policy to the school community.
- Students to abide by the policy.
- Parents/Carers to support the policy



B4L Code:	Types of Behaviour:
C1	<ul style="list-style-type: none"> Disruption / Off-track Talking / Back Chat Uniform not in good order Misuse of equipment
C2	<ul style="list-style-type: none"> Inappropriate language Lateness
C3	<ul style="list-style-type: none"> Refusal to follow instructions Inappropriate behaviour outside of classroom
C4	<ul style="list-style-type: none"> Truancy from lesson Defiance / Walking away / Ignoring Staff Defacing or damaging equipment Defacing other student's work Swearing aimed directly at staff
C5	<ul style="list-style-type: none"> Bullying / Discriminatory behaviour Fighting / Assault Failure to stay in internal exclusion Smoking on school premises Serious tampering with school equipment or theft Possession of illegal drugs or weapons

Positive Events

Event Type	Description	Points	Event Type	Event Category	Points
R1	Fully Equipped	5	R1	Positive	5
R1	Honesty	5	R1	Positive	5
R1	On Task	5	R1	Positive	5
R1	Positive Attitude	5	R1	Positive	5
R1	Positive Contribution	5	R1	Positive	5
R1	Politeness	5	R1	Positive	5
R1	Resilience	5	R1	Positive	5
R1	Ready to Work	5	R1	Positive	5
R1	Uniform in good order	5	R1	Positive	5
R2	Full completion of work	10	R2	Positive	10
R2	Positive Attitude in Class	10	R2	Positive	10
R2	Punctual throughout the week	10	R2	Positive	10
R3	High levels of effort in class	15	R3	Positive	15
R3	Supportive attitude to others	15	R3	Positive	15
R4	Attendance – 95%+	50	R4	Positive	50
R4	Outstanding cont. to community	50	R4	Positive	50
R4	Outstanding cont. to school	50	R4	Positive	50
R4	Outstanding cont. to sport	50	R4	Positive	50
R4	Sustained hard work and effort	50	R4	Positive	50
R4	Sustained outstanding behaviour	50	R4	Positive	50
R5	Act of bravery/ courage in Com	100	R5	Positive	100
R5	Act of bravery/ courage in school	100	R5	Positive	100
R5	Exc. performance out of school	100	R5	Positive	100
R5	Exc. performance in a subject	100	R5	Positive	100
R5	Exc. performance over a term	100	R5	Positive	100
R5	Significant dedication	100	R5	Positive	100



Negative Events

Event Type	Description	Points	Event Type	Event Category	Points
C1	Disruption / Off-track	-5	C1	Negative	-5
C1	Misuse of equipment	-5	C1	Negative	-5
C1	Poor Attitude	-5	C1	Negative	-5
C1	Talking / Back Chat	-5	C1	Negative	-5
C1	Uniform not in good order	-5	C1	Negative	-5
C2	Eating in class/building	-10	C2	Negative	-10
C2	Inappropriate language	-10	C2	Negative	-10
C2	Lateness	-10	C2	Negative	-10
C2	Refusal to complete work	-10	C2	Negative	-10
C3	Aggressive behaviour	-15	C3	Negative	-15
C3	Chewing Gum	-15	C3	Negative	-15
C3	Refusal to follow instructions	-15	C3	Negative	-15
C3	Spraying Deodorant	-15	C3	Negative	-15
C3	Use of Mobile phone/Device	-15	C3	Negative	-15
C4	Defacing or damaging equipment	-20	C4	Negative	-20
C4	Defiance/Walking away/Ignore	-20	C4	Negative	-20
C4	Truancy from lesson	-20	C4	Negative	-20
C5	Bullying/Discriminatory behaviour	-25	C5	Negative	-25
C5	Defacing other students work	-25	C5	Negative	-25
C5	Fighting	-25	C5	Negative	-25
C5	Persist. refusal to follow ins	-25	C5	Negative	-25
C5	Swearing directly at staff	-25	C5	Negative	-25
C5	Serious inappropriate use of computer	-25	C5	Negative	-25
C6	Assault on pupil	-50	C6	Negative	-50
C6	Failure to stay in int. exclusion	-50	C6	Negative	-50
C6	Intimidating behaviour towards staff	-50	C6	Negative	-50
C6	Smoking on school premises	-50	C6	Negative	-50
C7	Possess. of illegal drugs/weapon	-100	C7	Negative	-100
C7	Equip. Theft/Vandal	-100	C7	Negative	-100
C7	Tampering with Fire Equip	-100	C7	Negative	-100
C7	Violence towards Staff	-100	C7	Negative	-100

Appendix 2: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The Board of Directors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the CEO annually.

Appendix 3: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 4: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, DIRECTORS, PARENTS/CARERS, POLICE):	

Appendix 5: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this matter with me, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____


Parent/carer signature: _____

Date: _____

Appendix 6: Communication and Behaviour Support for Non-Verbal Pupils

This appendix outlines recommended tools and approaches to support the behaviour and communication needs of non-verbal pupils, ensuring equitable access to behavioural expectations and support systems within the school.

1. Template for Visual Behaviour Prompts

Behaviour Expectation	Visual Prompt Example	Symbol System Used
"Stop and listen"	 (Red stop sign + ear)	Widgit / PECS
"Take a break"	Image of calm space / chair	PECS
"Use kind hands"	Hands with heart symbol	Widgit
"Make a good choice"	Smiling face and thumbs up	Widgit / Makaton
"Ask for help"	Person raising hand / helper	PECS / Makaton

Visual prompts should be laminated and available on lanyards or keyrings for staff and accessible in learning and communal environments for pupil use.

2. Example Visual Timetable (Morning Session)

Time	Activity	Visual Cue
9:00–9:15	Arrival & Registration	Image of door + register
9:15–9:30	Morning Routine	Picture of coat peg + circle
9:30–10:15	Literacy	Book + pencil icon
10:15–10:30	Snack / Break	Apple + water bottle
10:30–11:00	Sensory Play	Image of toys + hands
11:00–11:30	Outdoor Learning	Tree + sun + pupil in coat

All timetables should be personalised and include now/next cards and finished boxes to support understanding and transitions.

3. STAR Behaviour Analysis (Adapted for Non-Verbal Pupils)

Element	Description
Setting	What was happening in the environment? (e.g. noise level, group size)
Trigger	What immediately preceded the behaviour? (e.g. transition, denied request)
Action	What did the pupil do? Describe using observable terms (e.g. threw object)
Result	What happened next? (e.g. removed from activity, adult intervened)

Additional Notes: Include communicative function where suspected (e.g. attention seeking, escape, sensory regulation). Use symbols to support reflection where possible.

4. Overview of Symbol Sets Used

Symbol Set	Description	Application Areas
Widgit	Widely used symbol language supporting visual structure and routine	Visual timetables, prompts, displays
PECS	Picture Exchange Communication System for expressive communication	Choice-making, requests, transitions
Makaton	Sign and symbol-based system supporting understanding and expression	Whole-class communication, routines
InPrint	Software for creating visual materials using Widgit symbols	Resource creation, schedules, labels

Note: Staff must ensure consistent symbol usage across settings and align with each pupil's EHCP or communication passport.