



Behaviour Policy

Version	Date	Author	Changes
1.0	7 th June 2024	N Bowker	Created Policy
1.1	14 th March 2025	M Tomes	Amended names
1.2	3 rd February 2026	R Martin	Re-assessed and amended policy sections and legislation
1.3	5 th March 02026	R Martin	Revised language based on implementation of Team Teach

This Policy applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff, the proprietor, and volunteers working in the school.

Related Documents:

- Child Protection Policy and Procedures;
- Physical Intervention – Use of Reasonable Force Policy: Team Teach
- Prevention of Bullying Policy and Procedures
- School, Safer Recruitment Policy & Procedures
- School, Anti (Prevention of) – Bullying Policy.
- School, Curriculum, Teaching & learning Policy
- When to call the police – A guidance for Schools and Colleges National Police Chiefs' Council (NPCC), DfE, and Home Office

This process requires:

- strong school leadership, and a clear, well organised and consistent approach to behaviour support;
- an understanding of, and access to resources of expertise in current legislation and research, on promoting positive behaviour and supporting a young person's behaviour where the presentation may be challenging to others.
- fulfils the duties under the Equality Act 2010; including issues related to young people with special educational needs or disabilities (SEND) and provides reasonable adjustments and support systems for our young people.
- promoting positive behaviour within the school for supporting personal, social and emotional development;
- recognition that rules for interacting with members of the school community vary between cultures and require staff to be aware of and respectful of these rules
- all staff to model high levels of positive behaviours
- support staff with promoting a supportive and high-quality learning environment.
- implementing rewards and consequences to promote expected behaviours.
- supporting young people's transition, liaising with parents and other agencies, allowing prediction and consistency where possible.
- maintaining facilities to a high standard.
- to consider taking disciplinary action against young people if found to have made malicious allegations against a member of School staff community.

The policies, working practices, documentation and record keeping support the implementation outlined above.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher and Directors.
- The Proprietor undertakes a review of this policy and the efficiency of its implementation by no later than 2 years from the date shown below or earlier if; changes in legislation, regulatory requirements, or best practice guidelines so require.

Statement of Intent

This policy is designed to promote and create a framework for encouraging, and achieving, positive behaviour, rather than merely deter anti-social behaviour. It is directly related to the social, physical and emotional well-being of everyone, meaning we aim for every member of the home and school to be a valued and respected member of School community. This policy aims to establish a clear statement of understanding and intent in relation to positive behaviour support, with a child-centred focus within our provision. Young people should be given encouragement and choice, to take pride in their achievements, both academic and social, and support their thoughts and emotions. School is committed to providing a safe environment which empowers staff to offer the highest quality of services to pupils. This will include suitable training in approaches with trauma-informed, attachment, and Autism Spectrum Condition (ASC) behaviours, as well as those with other SEND needs.

We are a caring community, whose values are built on mutual trust and respect for all. The behaviour support policy is therefore designed to provide a consistent and personalised approach to behaviour and a whole school culture where calm, dignity and structure is incorporated in every activity.

When pupils are cared for in a well-supported, emotionally attuned environment, with responsive approaches that have a clear sense of purpose and direction by trusted adults, and understand the needs of the pupils within School , behaviours of concern are less likely to happen. However, there will be occasions when a pupil's emotional dysregulation presents behaviours that challenge. This can sometimes include putting their safety, or the safety of others, at risk. Staff at School are trained to respond using appropriate measures to maximise safety and minimise harm, to encourage co-regulation and positive behaviours, fundamentally safeguarding the welfare of all involved. This may include restrictive physical intervention (TEAM TEACH) when necessary and as an absolute last resort.

Underpinning Philosophy:

The school aims to create a safe and calm environment in which positive mental wellbeing is promoted and the young people are taught to be resilient. Regulation is one of the means by which the homes and education environment can function happily and successfully; it is directly related to the social, physical and emotional well-being of everyone involved in the home. This behaviour policy aims to promote expected behaviour by example and reward/praise whilst guiding young people towards an understanding of what is expected/unexpected behaviour for different scenarios. The use of Positive Behaviour strategies with young people are designed to provide emotional support for the young people in order to alleviate the immediate level of stress and to teach healthier coping skills in an attempt to guide the young person away from unexpected, anti-social behaviours that may present a risk to themselves or others, and towards more expected ways of dealing with stressful situations.

Definition: Expected behaviour – Behaviour that most people do in a certain place or certain situation that follows the rules for that situation. Some of those rules may be hidden rules that people need to figure out. When people have expected behaviour, others usually have good or ok thoughts about that person.

Definition: Unexpected behaviour – The opposite of expected behaviour. It's behaviour that most people wouldn't do in a situation and isn't expected. Unexpected behaviour is when people aren't following the expected rules, hidden or stated, in the situation. When people have unexpected behaviour, others usually have uncomfortable thoughts about that person.

These definitions come from the glossary of the book "Social Thinking and Me" by Murphy and Winner (2016). is used by the Social Thinking curriculum as devised by Michelle Garcia Winner.

The vocabulary

The rewards system aims to identify and acknowledge positive behaviour. The sanctions system identifies the range of available sanctions from verbal prompts to the withdrawal of privileges for unacceptable or unexpected behaviour. Strategies for Un-safe Behaviour and Disengagement are used when a young person is reacting to circumstances by displaying behaviours that are likely to lead to a situation where either the young person, or others, may be at risk of harm.

All staff at School will encourage and reward young people whenever possible. The particular and individual challenges faced by young people at School mean staff should actively seek out examples of expected behaviour by supporting the young person's understanding.

When giving praise staff will ensure;

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to doing, being and effort, as well as outcomes.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere, and with authenticity, and not followed with immediate correction of an unexpected behaviour
- Pupils are encouraged to praise one another.

The prevention of unexpected or anti-social behaviour is better than having to support with the consequences. It is recognised that behaviour incidents in the home environment are significantly reduced by:

- Interesting, well prepared, appropriately resourced and relevant activities
- Clarity and consistency of expectations.
- Early involvement and support of relevant key trusted adults when difficulties begin to be communicated by the young person, verbally or non-verbally
- Building trusted relationships, supporting predictability between staff and young people.

Good work, self-discipline and expected behaviour should be the target for every young person. In the school, positive behaviour should be recognised by all staff with verbal praise, together with helpful and encouraging comments on progress and achievements made. Consistent effort with schoolwork & social skills should be recognised and rewarded.

High expectations and a positive relational approach to young people is vital in establishing expected behaviour. Where unexpected or anti-social behaviour occurs, it will be challenged fairly and consistently with an emphasis on the development of self-esteem; the system of consequences at School can be found within the Behaviour Support policy and this is dovetailed with other policies such as the Anti bullying (Prevention) of Bullying and Safeguarding policies.

As part of our Behaviour Policy, Supreme Start School believes that young people should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Aims:

A clear school behaviour policy when consistently and fairly applied, underpins effective education. It is essential that our behaviour systems help to create a well ordered, calm and respectful environment where children/young people can grow in confidence, feel safe and are able to learn.

This policy aims to fulfil the legal requirement of all schools to:

- Promote positive conduct and relationships, self-discipline and respect;
- Prevent bullying;
- Ensure that pupils complete assigned work.

We acknowledge further our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disability (SEND).

At School we aim to provide a nurturing environment that encourages young people to grow and develop intellectually, socially, emotionally and spiritually.

We will achieve this by:

- Providing an environment in which everyone feels safe.
- Establishing a framework, within which each individual young person and adult is valued and respected.
- Providing specialist support, guidance, care and learning.
- Working in partnership with parents, carers, and guardians
- Recognising and promoting the strengths of each individual.
- Nurturing the academic potential of each student.
- Considering carefully the social and emotional needs of each young person and working to address those needs in an open, sensitive, and caring way.
- Developing the skills and understanding necessary for making informed choices.
- Preparing young people for the demands of adult life.
- Ensuring external support is available to support the whole team of staff and young People with SALT and OT

The Thrive Approach

The Thrive Approach is an approach to meeting the emotional and social developmental needs of all children and young people. Children's healthy development, emotional wellbeing and learning are crucially dependent on, and promoted through, positive relationships. This is supported through the use of PLACE (Playfulness, Loving, Acceptance, Curiosity, and Empathy) along with the Thrive VRFs (Vital Relational Functions).

Together this approach supports the young person understanding that while their behaviour may be unexpected/unacceptable, we continue to care and are committed to maintaining the relationship with them.

Six principles of a relational approach include:

1. We understand behaviour communicates unmet needs and we can separate the child from their behaviour
2. We understand that each developmental stage has a range of typical behaviours which provides opportunities for staff to role model and teach expected behaviours
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage young people to become accountable for their actions and the impact they may have on themselves and others, promoting a solution focused approach to change future behaviours.
5. We hold in mind that we are the staff who role model, and the young people in our setting are still growing, learning, and developing.
6. Following a rupture, we seek to restore the relationship by following the Thrive 3 Rs model; Rupture, Relate, Repair. This promotes reconnection and opportunity to reflect. A fair and consistent behaviour policy approach will provide clear boundaries for pupils and help them to develop and learn responsibility and respect for themselves and others.

Our approaches must:

- Promote in each pupil, a sense of their own value and self-worth.
- Enable all pupils to develop secure relationships.
- Encourage pupils to develop awareness and concern for others in the school community and wider world.
- Be fair and consistent.
- Help everyone to fulfil their learning potential

TEAM TEACH

It is recognised that within Supreme Start School there are a number of individuals for whom physical and/or restrictive intervention may form part of a range of strategies required to meet their needs and to ensure the safety of others. In situations where staff and young people are placed at risk of physical harm, we may have no choice but to remove the young person for a period of time to an alternative environment, where the risk can be safely managed.

This in-house policy needs to be used in conjunction with our document '*Use of Physical Intervention (Team Teach)*

- To clarify the procedures that should be put in place to ensure that where physical or restrictive intervention is used, the techniques used are safe and appropriate/proportionate to the situation.
- To ensure that all adults working with the individuals in our locations are clear about their role, in order that their own rights, and those of the individual in their care, are protected.
- To ensure that staff who are likely to face situations in which physical or restrictive intervention may be necessary are trained and understand the procedures to be followed in planning, applying and reviewing the use of physical or restrictive intervention.
- To authorise staff to use a physical intervention that is 'necessary and proportionate' when managing severe challenging behaviour.
- To support and encourage best practice.

In emergency situations interventions may be used in accordance with guidance in the Use of Reasonable Force document from the Department for Education and the BILD code of Practise. Any use of Team Teach on an individual in our care must be thoroughly recorded and reviewed by the Senior Leadership Team, recorded on CPOMS, the PI tracker and a copy must be sent to parents.

All staff that have control or are in charge of individuals in our care also have statutory power, in addition to common law power. In accordance with the Education and Inspections Act 2006 staff are enabled to use such force as is 'necessary and proportionate' to prevent an individual in our care from doing or continuing to do any of the following within the school:

- Committing an offence (or, for an individual under the age of criminal responsibility, what would be an offence for an older individual)
- Causing personal injury to, or damage to the property of, any person (including the individual himself) Or and only within the school environment
- Prejudicing the maintenance of good order and discipline at the establishment whether during a teaching session or otherwise. (in a learning environment, in the school only)

In drawing up plans for the use of physical or restrictive intervention, close liaison will be maintained between the multi-disciplinary teams involved with the individual in our care. Formal methods of sharing successful approaches and interventions should be adopted in order to ensure consistency and to maximise effectiveness.

A Risk Management Plan (RMP) identifies the specific intervention that will be approved for use, and under those which may not be used under any circumstances. Where appropriate, a Team Teach trainer can be called upon to refresh the team on specific skills.

Young people develop positively when:

- Everyone enjoys being in school, and feels valued and respected

- They are motivated and inspired to succeed and see the relevance of good decision making to their future
- Their efforts, as well as their achievements, are recognised and celebrated
- Their learning experience is meaningful and varied, stimulated by their own interest which is promoted and sustained with support from staff acting in loco parentis.
- They are confident within a supportive, secure, structured environment
- There are clear, achievable but challenging expectations
- They are actively encouraged to express themselves appropriately and make choices and decisions

Staff support is effective when:

- Good communication is valued by all. We believe that people should communicate with one another with politeness and in ways that show respect for all.
- The needs of the individual leads planning
- There are accessible, flexible and stimulating strategies responding to a young person's learning styles
- Staff consistently encourage young people to achieve their best
- There are expectations for young people to take responsibility for their own behaviour
- It co-ordinates the advice of all the disciplines involved with the young person.
- Progress is monitored, assessed and reviewed

The Role of All Staff

All staff encourage and promote expected behaviours and respect for others, applying all rewards and sanctions fairly and consistently.

- All Staff should:
 - Adhere to this policy.
 - Support pupils by adhering to this policy.
 - Promote a supportive and high-quality learning environment.
 - Role model high levels of behaviour.
 - Be aware and vigilant of the signs of behavioural difficulties, to support with de-escalation and co-regulation.
 - Set high and achievable expectations for every pupil.
 - Be aware of the needs, outcomes sought, and support provided to any pupils with specific needs in relation to behaviours.
 - Keep staff up-to-date with any changes in behaviour.
 - Implement effective behaviour support.
 - Understand pupil's behaviour, their Zones of Regulation, and the supportive strategies.
 - Foster positive and secure relationships.

The Role of young People

Young people are expected to take responsibility for their own behaviour and along with their families, will be made fully aware of the school policy, procedures and expectations. Young people also have a responsibility to ensure that incidents of disruption, violence, bullying, and any forms of harassment are reported.

Responsibilities include;

- Maintaining expected behaviours whilst in our care.
- Understand their own Zones of Regulation;
 - o Blue – sad, sick, tired, bored, moving slowly.
 - o Green – focused, ready to learn, happy, calm feeling okay.
 - o Amber – frustrated, worried, silly/wiggly, excited, loss of some control.
 - o Red - mad, angry, terrified, shouting, out of control.
- Replicate expected behaviours in the wider community.
- Communicate any unacceptable behaviour by peers to a member of staff.

The Role of Parents

Supreme Start School strongly encourage an ethos and culture where there is clear communication with, and the support of parents.

Parents are expected to take responsibility for the behaviour of their child both inside and outside the school & home, Parents / Carers are expected to work closely with School in order to maintain high standards of behaviour. We try to build a supportive dialogue between the home and the school, and we inform parents as soon as practically possible if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

By working collaboratively with parents, children receive consistent messages about how to behave at school. We expect parents to encourage their children to support the school and home's rules, and their child's learning.

Other Agencies

Our school has access to Speech and Language Therapy and Occupational Therapy, both weekly and on school site.

Standards of Behaviour

Our school demands high standards of expected behaviour and endeavours to encourage good habits of work and behaviour from the moment a young person joins the school. All

staff are expected to promote expected behaviour and self-discipline amongst young people and to deal appropriately with any unexpected behaviour.

Expectations.

These are:

- to promote the well-being of self and the home & school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to the positive development of an individual's health, safety and emotional development. Our school and home is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist and homophobic behaviour. All young people, staff and parents have a right to be treated equally regardless of ethnic origin, colour, gender or religion.

Young people will be encouraged to accept responsibility for their own behaviour. Young people are expected to behave in a manner that will maximise their learning opportunities - and those of their community. Behaviour which does not reflect the school's 'expectations' around 'respect' will not be tolerated.

Supreme Start School 'Expects':

- Respect others' personal space and opinions.
- Everyone— to be aware and considerate of others around the site.
- Stay on the school site to stay safe.
- Please look after your school environment.
- Everyone-be kind in words & actions to all people.
- Care about yourselves and treat others well.
- To follow your routines & be prepared to help.

Rules are deliberately few in number and should be stated positively and clearly. Young people should always be aware of why they exist. Our school 'Expectations' should be well known to all and reinforced consistently.

Rewards

The Rewards system at Supreme Start School supports the belief that all members of the School have the right to be treated fairly, honestly and with respect. It also recognises that members of the school have a responsibility to act with fairness, honesty and respect for

others and seeks to recognise and reward young people who demonstrate this sense of responsibility.

All staff at school will encourage and reward young people whenever possible. The particular and individual challenges faced by young people at school mean that staff should actively model and seek out examples of 'expected' and / or 'pro-social' behaviour, identify and acknowledge that behaviour and then reward it.

Practical praising strategies with specific reference to ASC:

- Only praise what is worth praising.
- Praise what the young person has done rather than the young person themselves.
- Be specific with praise - focus on what has actually been achieved (work, behaviour).
- Avoid competition / comparisons with others.
- Understand who likes / dislikes public praise.

Systems of rewards and the Rewards system is designed to ensure a measure of flexibility in order to meet the changing demands of a population of young people with increasing levels of co-morbidity. The goal of each system of reward is always to encourage expected, pro-social behaviour as young people work towards independent living and employment within the wider community outside of the school.

The changing nature of the population at Supreme Start School encourages on-going review of the system of rewards available. There is a need for a variety of rewards that can be used to suit individual young people, groups and situations.

Supreme Start School acknowledges all the efforts and achievements of young people, both in the school. Young people are given the opportunity to take on responsibility throughout the year. A young person's successes in all areas will always be celebrated.

Rewards Awarded:

Staff at Supreme Start School take a positive relationship-based approach to supporting students, which throughout any day will consist of such approaches as verbal praise, lucky dips, the use of stickers and positive written feedback.

Behaviour Management:

The consequences of any unexpected/unsafe behaviour with the intent to harm others should be logical and proportionate to the behaviour presented. Under no circumstances is it an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage young people to care about good behaviour. This contributes to community building and fosters pride in the home.

Restrictions on the young person's natural impulse to explore and develop their own ideas and concepts are kept to a minimum.

School may implement sanctions to promote the school expectations, and to ensure a safe and positive environment. We expect young people to listen carefully to instructions. If appropriate, a letter of apology or explanations for behaviour is required from the individual. The safety of our young people is paramount in all situations. If a young person's behaviour endangers the safety of others, the staff member will stop the activity and prevent the young person from taking part for the rest of that activity, to ensure the safety of all participants.

Senior staff will identify patterns/increases in escalation, and if necessary will call the parents or guardians / social workers for a meeting to support a plan moving forward. At Supreme Start School, we aim to establish boundaries in a way that helps young people develop a sense of the significance of their own behaviour and encourages positive/expected behaviour moving forwards.

Sanctions & Consequences:

The main purpose of a sanction is to teach a young person that unexpected behaviours will result in consequences. To promote learning, consequences for unexpected behaviours staff will apply natural and logical consequences as a first port of call. It is hoped that this will deter such unexpected behaviours and teach the young person to take responsibility for their behaviour.

Sanctions applied in the case of unacceptable behaviour, consider the age and stage of emotional development of the young person. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair and chosen dependent upon the severity of the behaviour presented.

Each young person at Supreme Start School faces a set of unique challenges/difficulties. We are all aware that every behaviour has a function and can be an avenue to communicate. When using Sanctions, common sense, knowledge of the young person and their particular difficulties, together with your professional judgment will be paramount in judging at what 'level' the behaviour is occurring. There are examples of high levels and low-level behaviours outlined below. It is however, impossible to arrive at a definitive list of behaviours and the list below should be used as a guideline only.

Behaviour should also be seen within the context of the school's Anti-Bullying (prevention of bullying) policy and procedures and incorporates the DfE Behaviour and discipline in schools and Keeping children safe in education 2025

Low Level Behaviour

Containable behaviour presentations where staff feel independent management by themselves is appropriate and safe i.e. No involvement of other staff necessary and they feel confident to take the appropriate action; at this level staff should always aim for a positive outcome.

Prolonged low-level behaviours can be brought to the attention of senior staff at any time.

Examples of Low-Level Behaviour:

- Damage to property (minor)
- Refusal to engage
- Low level interruption
- Misuse of school device
- Child on Child low level (If this is re-occurring follow anti-bullying procedures)
- Unexpected communication
- Threatening behaviour without intent

If necessary, under professional judgement these are some suggested Sanctions (Short, sharp sanction):

- Verbal warning, promoting redirection to expected behaviour.
- Loss of activity providing it can be matched to the challenging behaviour in question, and not if activity is part of a reward except if safety is an issue.
- Young person placed on daily report to senior management (by agreement with SMT).

Prior to any sanction being imposed careful consideration must be given to any mitigating circumstances, how effective the proposed sanction has been previously, what the impact of any sanction will be and how can it be realistically managed.

Staff should be aware prior to any sanction being imposed and record accurately within the Incident report of Low-Level behaviour what sanction is being imposed (Where possible a discussion with line manager, class tutor, should be actioned prior to the implementation of the sanction)

- Sanctions must be understood by young people, staff and parents
- Sanctions should be developmentally appropriate and fair.
- There should be the shortest possible delay between unexpected/unacceptable behaviour and sanction being imposed.
- Sanctions should be brief and to the point.
- Sanctions should be graduated to reflect the seriousness of the unexpected/unacceptable behaviour.
- Sanctions must be linked to the unexpected behaviour

- Sanctions should encourage reflection on the unexpected/unacceptable behaviour that triggered the sanction.
- Parental involvement should be sought and encouraged where necessary.
- Once the sanction is over, children will re-start with a clean slate.
- All sanctions must be recorded on the behaviour log and on CPOMS

Reflective sanction:

- The young person is encouraged & required to reflect on their behaviour.
- The aim of a 'reflective' sanction is to diminish the possibility of a recurrence of the behaviour.
- Where possible this will involve the staff member with whom the behaviour occurred
- The discussion should take place as soon as is reasonable after the behaviour occurs, this should be within 24hrs of the behaviour occurring.
- The discussion should only take place if there is the realistic possibility of time for both young people and staff member to have the discussion without an 'audience' present.
- Time taken to discuss / reflect on the behaviour should aim for a positive outcome (e.g. alternative strategies for dealing with situation that triggered behaviour, discussion of particular anxieties that triggered behaviour, possible difficulties with activities/environment, and possible difficulties with other persons in the school.
- It is important that the individual has the time and space to discuss what may have triggered the behaviour.

High Level Behaviour

Behaviour that presents a significant level of risk to the young people themselves/others or significant damage to property. It requires support from a number or staff to maximise safety and minimise harm. Behaviour presentation resulting in a Team Teach restrictive hold must always be logged as an incident.

Examples High Levels of Behaviour:

- Physical harm to self or others
- Actual self-harm/ communicated thoughts of Self-harm Suicide
- Significant damage to property (With intent)
- Behaviour/Discrimination on grounds of gender, sexuality, disability, race or religion.
- Missing off-site / missing on-site
- Significant verbal aggression/Threats to cause harm
- Bullying
- Substance use

Sanctions that work should be student specific, and have MEANING for that young person.

For any sanctions, prior approval must be sought from a senior manager e.g. Headteacher, Deputy Headteacher. All sanctions are to be recorded on CPOMS. Sanctions cannot be imposed on any young person without prior authorisation, completion of the sanctions log and clear identification on CPOMS. All sanctions will be monitored by the senior management team.

When to Call the Police

- Where a young person has committed a crime, that is not personal to a staff member, approval must be sought from a senior teacher to contact the police.
- Where a young person has committed a crime towards a staff member the decision to contact the police is the choice of the individual themselves.
- Where a young person has committed a crime towards another young person the decision to contact the police is the choice of the young person and their family and they should not be advised by staff on which choice to make.

When an incident occurs in which a crime has been committed, Supreme Start School staff should consider whether to involve the police or whether the incident can be resolved internally. When involving the police staff should consider the impact and needs of the young person and the wider School. The victim of the crime in any incident should be supported as a priority however those suspected of being the offender will also require high level support – personal circumstances need to be taken into consideration. The seriousness of the incident will be a judgement call for the headteacher or Deputy Headteacher. Staff need to understand that they may not be aware of all circumstances leading to or connected to the incident. When the decision is made not to contact the police it remains the responsibility of School to investigate and resolve the matter with accordance to their behaviour management policy.

Advice on when to contact the Police:

- Safeguarding – incidents where a child is suffering or likely to suffer from harm should be referred to the police and social care immediately.
- Sexual offences – in cases of incidents involving sexual offences School staff should refer to local safeguarding protocols.
- Hate crimes – When hate incidents are reported to the police they become hate crimes. Hate crimes are when incidents are motivated by hostility, violence, or prejudice based on five personal characteristics: disability, race, religion, transgender identity, or sexual orientation.

For further advice see 'When to call the Police: Guidance for Schools and colleges' – Child centred Policing, NPCC (National Police Chief's Council)

The following sanctions / punishments will never be used:

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink or enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by young people, including that of therapeutic self-regulation aiding tools.
- Any form of sanction that places the child at risk of harm or increases current risk of harm

Searching

- School staff can search a pupil for any item if the pupil or family agrees.
- Headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or items perceived as weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Concerns about the welfare of colleagues or young people should be communicated to the Designated Safeguarding Lead, Headteacher or Deputy Designated Safeguarding Lead immediately. Remember, these guidelines will protect you, the young people and the home. Failure to comply may be interpreted by the home as misconduct. Please be aware of the importance of these measures and adhere to them at all times

For further advice on searching see 'Searching, Screening and Confiscation at School: Advice for headteachers, school staff' Department for Education February 2024

Staff Development and Support

We support our staff in managing and modifying young people's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Compliance Updates for 2026

Reference to KCSIE Part 5 and Safeguarding Escalation (2026 Update)

This policy explicitly adopts Part 5 of Keeping Children Safe in Education (2025) for managing child-on-child sexual violence and harassment. All serious behaviour incidents linked to safeguarding concerns will trigger DSL review and, where necessary, referral to social care or police.

Online Conduct Expectations (2026 Update)

Behaviour expectations extend to online conduct in line with the Online Safety Act 2023. Harmful online behaviour, including cyberbullying, sharing indecent images, and discriminatory content, will be subject to sanctions and safeguarding procedures.

Governance and Termly Behaviour Data Review (2026 Update)

Behaviour data will be reviewed termly by senior leaders and the Proprietor to identify trends, ensure compliance, and inform policy updates. Findings will be documented and shared with governance.

GDPR Compliance for Behaviour Logs and CPOMS Records (2026 Update)

All behaviour records will be stored securely on CPOMS in compliance with GDPR and retained for a minimum of seven years. Access will be restricted to authorized personnel only.

Exclusion and Suspension Procedures (2026 Update)

Any suspension or permanent exclusion will follow DfE statutory guidance, including parental notification, right of appeal, and reporting to the Proprietor.

Prevent Duty and Serious Violence Risk Factors (2026 Update)

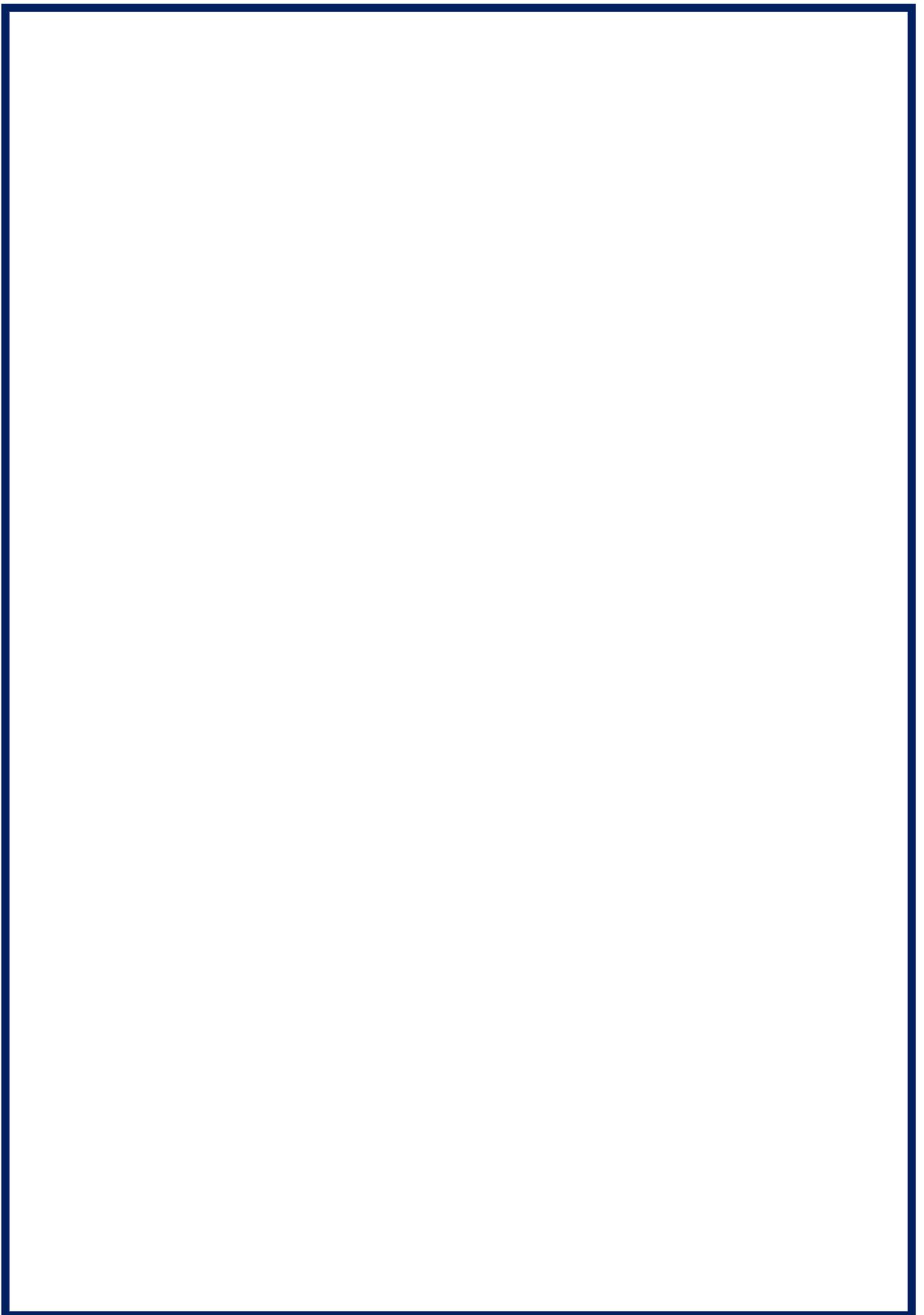
Staff will remain alert to signs of radicalisation and serious violence risk factors as outlined in Prevent Duty and DfE guidance. Concerns will be escalated to the DSL immediately.

Searching and Confiscation Record-Keeping and Parental Involvement (2026 Update)

All searches and confiscations will be recorded, and parents will be informed where appropriate. Procedures will align with DfE guidance on Searching, Screening and Confiscation (2024).

Staff Training and CPD Requirements (2026 Update)

All staff will complete annual CPD on behaviour management, safeguarding, and online harms. Training records will be maintained for inspection.



Appendix A: ASD & Pre-Verbal Behaviour Practice

Purpose

This appendix forms an integral part of the Behaviour Policy v1.2 and sets out specific, lawful and inclusive practice for pupils with Autism Spectrum Disorder (ASD) and pupils who are pre-verbal or minimally verbal. It ensures behaviour practice is child-centred, safeguarding-led and aligned with statutory guidance including Keeping Children Safe in Education, the SEND Code of Practice (0–25), the Equality Act 2010 and DfE Behaviour Guidance.

Behaviour as Communication

For pupils with ASD and/or pre-verbal communication, behaviour is recognised as a primary form of communication. Staff do not expect verbal explanations, written reflection or apologies. Behaviour responses focus on identifying unmet needs, sensory regulation, environmental adjustments and adult-led co-regulation. Behaviour is understood within the context of communication difficulty, sensory processing differences, anxiety, trauma, physical discomfort or changes in routine.

Reasonable Adjustments and Preventative Practice

The school makes reasonable adjustments to meet pupils' needs, including predictable routines, reduced language, visual supports, AAC access, sensory regulation strategies, structured transitions and demand-adjusted tasks. These adjustments are proactive and embedded in daily practice, not applied retrospectively.

SEN-Safe Use of Sanctions

Sanctions are never punitive for pupils with SEND. Consequences are therapeutic, proportionate and individual, and are not used where behaviour is directly linked to disability, sensory overload, communication difficulty or emotional dysregulation. The purpose of any consequence is learning, regulation and safety, not punishment or compliance.

Pre-Verbal Reflection and Repair

Reflection and repair for pre-verbal pupils are achieved through modelling, visuals, symbols, AAC methods, social stories and adult narration. Learning is supported through repetition, predictability and relational repair once the pupil is regulated. Staff prioritise restoring safety, dignity and relationships.

Safeguarding Escalation and TEAM TEACH

Behaviour incidents are reviewed as safeguarding concerns where patterns indicate risk, including repeated dysregulation, self-injury, frequent restraint, significant distress linked to attendance or sudden changes in presentation. These concerns trigger DSL review. Restrictive physical intervention (TEAM TEACH) is used only as a last resort to prevent immediate harm, must be reasonable and proportionate, and is always logged, reviewed and analysed for patterns.

Staff Behaviour Crib Sheet – Pre-Verbal Pupils

- Behaviour communicates need

- Reduce language, increase visuals
- Co-regulate before correcting
- Use AAC, PECS, symbols or gesture
- Narrate calmly and consistently
- Remove demands during dysregulation
- Repair relationships once regulated
- Record observed communication, not assumed intent

Behaviour → Safeguarding → TEAM TEACH → DSL Escalation

1. Behaviour observed and logged on CPOMS
2. Patterns identified by class lead/SLT
3. DSL reviews behaviour through safeguarding lens
4. Behaviour/Risk Management Plan updated
5. TEAM TEACH used only where immediate safety risk exists
6. TEAM TEACH incidents logged and reviewed by SLT
7. Repeated incidents escalate to safeguarding thresholds
8. External agencies engaged where appropriate