

Behaviour Policy & Statement of Behaviour Principles



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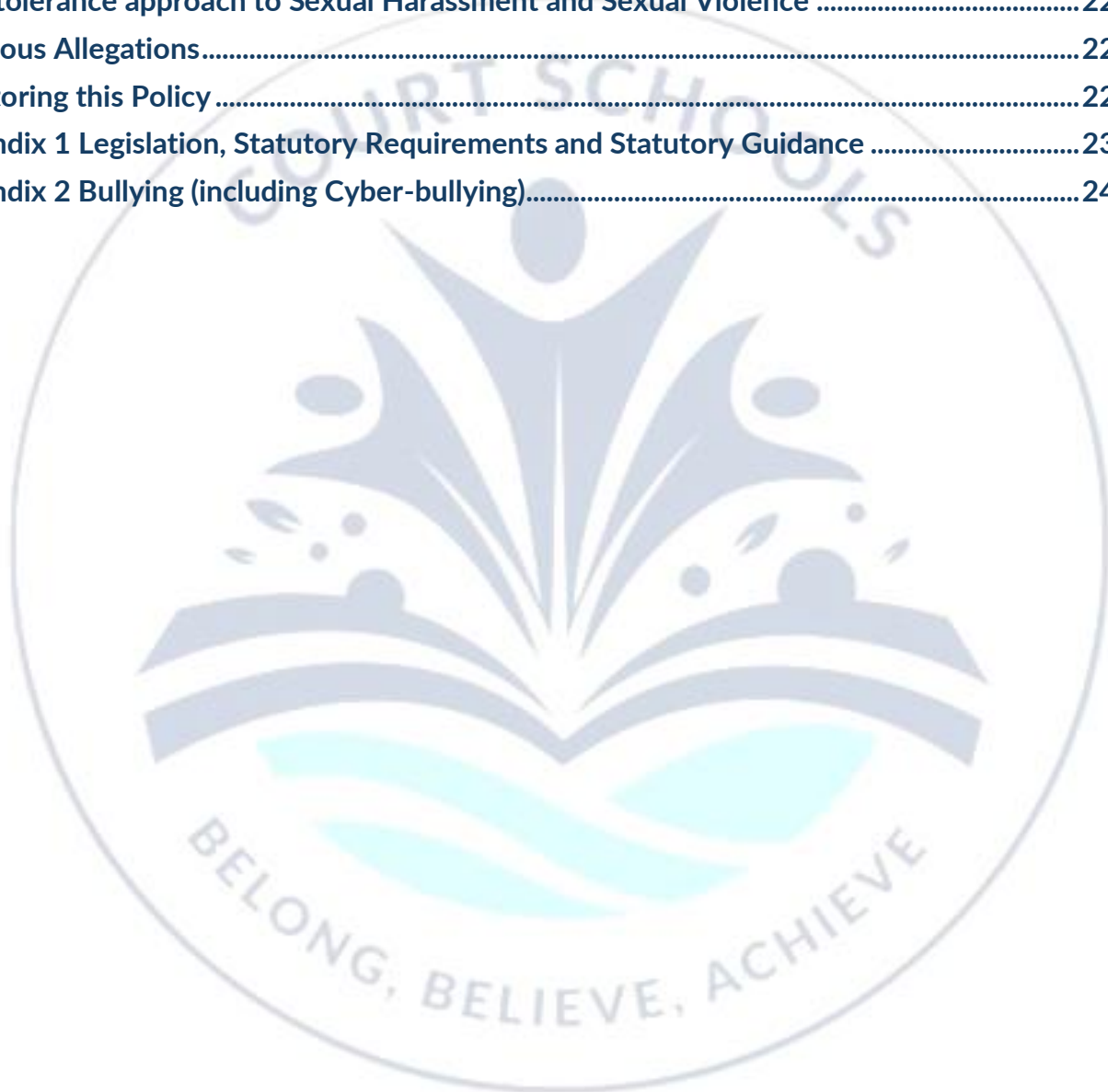
Behaviour Policy & Statement of Behaviour Principles

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Behaviour Policy & Statement of Behaviour Principles

Rationale

At Court schools school, we believe everyone in our school community has the right to feel safe, heard and treated as an individual and their needs met.

Our behaviour policy reflects the importance of social and emotional learning and ensuring that an individual's learning and development needs are fully met so they can engage in their learning. All learners at Court schools have an Education Health and Care Plan.

Court schools School is a community where all learners are encouraged to behave in a safe and respectful way, showing kindness and tolerance. We recognise that a consistent approach to behaviour management is key to supporting learners feeling safe.

Staff understand that behaviour is a form of communication, and that understanding and addressing what is being communicated is essential to support our learners to manage their behaviour in an acceptable way.

Deepening our understanding of how social and emotional learning can be supported and developed is core to our work as a school. There is a strong link between positive behaviour and positive learning outcomes for learners.

This policy will be applied equally to all members of the school community regardless of race, religion, sexuality or disability. We are a community committed to tolerance and inclusion.

We strive to establish a whole school approach building a strong culture that promotes excellent behaviour, trusting relationships within an environment of support and safety, stimulation, respect and learning. Underpinning this are our school values:

Values

At Court schools School, we develop the understanding, interests, and aspirations of our learner through the following values:

- Respect and Resilience
- Kindness and Independence
- Health and Happiness

We teach Respect and build Resilience, through Kindness and being part of our community. Our curriculum has a clear focus on personal development which supports developing Independence and preparation for their future filled with Health and Happiness.

We promote a positive learning environment, culture and ethos, providing our learners with the knowledge, skills, and experiences to develop independence and reach their potential.

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Respect and the importance of relationships are two of the first values we learn and develop when we are at school. We learn to respect people around us and the spaces we are in because respect means that you accept people for who they are, even when they are different from you.

At school, we also learn kindness, to ourselves and our community. Acts of kindness to those around us makes the world a happier place and can boost feelings of confidence, happiness, and optimism. Being kind to others contributes to a positive community environment and enables us to build connections within and outside of school. When we are happy, we are healthier, and our health is one of the biggest factors in determining happiness. Besides feeling good, positive emotions do good things for our brains and bodies. They lower stress hormones, help ease anxiety and improve our immune system. Experiencing positive emotions every day has a big impact on our happiness and wellbeing, which in turn makes us healthier.

Aim

We believe that the best way to ensure that everyone behaves in a positive way is through the development of strong, trusting relationships within an environment of safety, stimulation, respect and learning.

Key Principles

Underpinning this are our key principles which focus on a positive culture:

- That promotes excellent behaviour. *Learners can learn in a calm, safe and supportive environment.*
- Where everyone is responsible for promoting positive relationships and good communication with others; actively building trust and rapport. Adults must act as positive role models in their own behaviour and relationships. *Learners learn by example.*
- Where there are high expectations of all learners demonstrating our belief in them, supporting them to succeed. *Learner's strengths are identified and developed.*
- Where individual needs are recognised and responded to in a supportive and positive way that promoting self-esteem, nurturing self-confidence and independence. *Learners will be provided with social and emotional learning experiences and opportunities that will support them to develop a sense of pride and build self-awareness.*
- Where expressing feelings is encouraged, being kind and promoting happiness. *Learners develop their empathy and understanding of feelings.*
- Where there is a focus on building strong relationships and fostering respect. *Learners develop their friendship skills.*
- Where mutual support and encouragement are focussed upon. *Learners are supported to develop tolerance and build resilience, make good choices, and take responsibility in readiness for them taking their place in society.*
- Where there is a commitment to inclusion, which means including all our learners in the life of the school. *Learners have a sense of belonging to our school community.*

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- Where the curriculum engaging, exciting, and challenging. *Learners experience challenge and success, and sense that learning can be fun and relevant to their lives.*
- Where we aim to equip learners to understand their emotions so that they can manage them by applying thinking between feeling (feelings/emotions) and acting. *Learners recognise feelings, emotions and behaviour triggers.*
- Where staff model - consistently and explicitly. Staff name their own emotions, so that adults are modelling emotional awareness. Learners develop emotional literacy – this is an essential skill for understanding and managing their own feelings.
- Where staff refer to emotional logic, modelling how to respond thoughtfully to different situations. *Learners are supported to identify their emotions, process them effectively, and use emotional insight to make informed decisions and build stronger relationships.*

These key principles promote emotional intelligence, resilience and overall wellbeing.

Behaviour Standards

At Court schools School we strive to establish a whole school approach, building a strong culture that promotes excellent behaviour and trusting relationships within an environment of support and safety, stimulation, respect and learning. Underpinning this are our key principles and school values:

- Everyone is responsible for promoting kindness, good communication, actively building trust and connection.
- We have high expectations of all learners. When we demonstrate our belief in them, it supports them to be successful and become independent adults that become active citizens.
- Learners will be provided with social and emotional learning experiences and opportunities that will support them to develop a sense of pride and build self- awareness to promote health and happiness.
- Learners are supported to develop respect and build resilience, make good choices and take responsibility in readiness for them taking their place in society.
- We have committed to establishing a curriculum that enables learners to experience challenge and success that relates to their future aspirations and needs and to access the wider community successfully.

School Community Behaviour Standards

All learners are expected to:

- Be in the right place, at the right time, doing the right thing.
- Try your best in everything you do
- Work hard, let others work too.
- Be Respectful: self-respect, respect for our school community – people and property
- Treat others as you would like to be treated

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- Practice the school values.
- Wear school uniform – show you are a member of our school community
- Respect other's personal space – no physical interactions

Below standard behaviour is defined as:

- Not being in the right place at the right time doing the right thing.
- Poor engagement with learning in class.
- Being disrespectful including being unkind – to other members of our school community – including staff and learners
- Causing low-level disruption in lessons, or around school
- Incorrect uniform including hoodies, jeans
- Not following staff instructions and school standards
- Purposefully invading a personal space – including play fighting
- Absconding – leaving site without permission
- Damage to property, school items, others personal items
- Refusal to hand in a personal mobile phone on entry to school

Serious misbehaviour is defined as:

- Absconding and being out of bounds on multiple occasions
- Repeated below standard behaviour
- Bullying (see appendix 2 for further information)
- BPRI – (Any form of bullying, prejudicial racial incidents) ***see Anti-bullying Policy for further information.***
- Any sexualised behaviour including comments, perceived jokes or taunts, harassment (meaning unwanted conduct of a sexual nature) including online 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
- Physical behaviour such as interfering with clothes
- Vandalism – permanent damage to property, consistent damage to school and others property
- Theft
- Fighting
- Smoking / Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are: knives or weapons, alcohol, illegal drugs, medication without permission, stolen items, tobacco and any cigarette paraphernalia, E-cigarettes or vapes, fireworks, pornographic images, energy drinks
- 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 learner)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

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Roles and Responsibilities

Governors

- Approve and maintain a review of the behaviour policy in conjunction with the headteacher
- Monitor the policy's effectiveness

The Headteacher & SLT

- Review this policy in conjunction with the governors
- Give due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the roles and responsibilities of the different stakeholders within the policy are implemented consistently
- Ensuring that all stakeholders understand the behavioural expectations and the importance of maintaining them
- Provide 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 learners to participate fully
- Offer 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
- Ensure this policy works alongside other relevant policies including the safeguarding and anti-bullying policy to offer learners both consequences and support as necessary
- Analyse of significant behaviour weekly as presented to the SLT. This enables learner of concern to be discussed, and relational support plans initiated to address behaviours and offer additional support
- Ensuring that the data from the behaviour log (Track-it) is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy
- Supporting staff in responding to behaviour incidents

Staff

- Create a calm and safe environment for learners, building and maintaining positive relationships
- Use and follow our school values
- Establish and maintain clear boundaries of acceptable learner behaviour
- Consistently implement the behaviour policy
- Communicate the school's expectations, routines, values and standards through modelling and teaching behaviour and in every interaction with learners
- Provide a personalised approach to the specific behavioural needs of learners
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Record behaviour incidents promptly on the school's recording system

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- Produce, implement and update Relational Support Plans to reflect the learner's needs and strategies for support and share them with others engaging with the learners
- Be aware of learner's needs and how best to support them
- Build positive relationships with parents and carers by keeping them up to date about their learner and their behaviour as well as highlighting any policy changes
- Support colleagues by being a critical friend and supporting the development of the school community

Parents and Carers

- Familiarise themselves with the behaviour policy and reinforce it at home where appropriate
- Work in collaboration with staff to support their learner 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 using Dojo messaging, phone calls and sharing of relational support plans
- If relevant, take part in any pastoral work following any incidents of poor behaviour (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

Learners

- Learners will be made aware of the following during their induction into school and its culture:
- The expected standard of behaviour they should be displaying at school and why we have these standards
- 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 and sensory support that is available to them to help them meet the behaviour standards

Learners will be supported to meet the behaviour standards and will be provided with repeated induction sessions whenever appropriate.

Learners will be supported to develop an understanding of the school's behaviour policy and wider culture.

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Positive Behaviour

It is the responsibility of the whole school community to promote, guide and reinforce positive behaviour.

Our first approach to managing behaviour is to recognise and reward positive behaviour.

This includes:

- Immediate recognition using verbal praise
- Daily recognition and rewards through issuing green for positive behaviour leading to: -
- Individual or class activity choice time when work is completed
- Giving learners choices of reward activities based on positive behaviour
- Recording and celebrating positive behaviour
- Individual rewards based on specific targets
- Celebration of positive behaviour through contact with home and celebration assemblies
- Positive feedback to parents – telephone/email / Class Dojo
- Presentation of certificates, stickers, and rewards; head teachers, subject and teacher
- Weekly reward shop to buy items with their green lessons

Classroom Management to Support Positive Behaviour

All staff are responsible for setting the tone and context for positive behaviour within Court schools School.

Teaching staff will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display their own classroom rules and expectations
- Develop a positive relationship with learners, which may include: -
- Greet learners in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promoting good behaviour
- Conclude the day positively and starting the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement
- Share positive behaviour and outcomes with their family/carers
- Celebrate success in assemblies i.e. certificates/newsletter
- Complete reward charts
- End of term reward i.e. class excursion/trip
- Be aware of learners' needs (including those outlined in the EHCP) and how best to support them.
- Plan, prepare and support learners to develop socially, emotionally, morally, culturally and academically.

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Monitoring Behaviour

The computer-based logging system 'Track-it Lights' is used to record and monitor learner behaviour both positive and negative. Logged incidents are reviewed by the senior management team and patterns discussed by the senior leadership team weekly. The weekly analysis scrutinises the number of incidents and analyses key incidents in detail. The focus of this process is to review incidents to inform future practice and identify ways to further support learners, so that negative incidents are reduced over time. Feedback is given to staff, and they are encouraged to reflect on incidents, outcomes and suggestions for change. Behaviour log entries are discussed with parents of learners involved where appropriate, and analysis of significant incidents are shared with all parties that support the learner.

Responding to Behaviour

We reward positive behaviour, challenge inappropriate behaviour, and set achievable targets for development. We understand that incentives to comply are more effective than consequences to force compliance. Learners with additional needs are less likely to modify their behaviours if they feel under pressure from consequences and consequences alone. With patience, perseverance and positive behaviour strategies, learners' behaviour is more efficiently and effectively aligned to what is socially acceptable. We focus on recognising and rewarding desired behaviour.

Court schools School may use one or more of the following approaches to supporting learners to manage their negative behaviour (list not exhaustive):

- Distraction
- Humour
- Sensory regulation
- Contact with key members of staff (using previously established relationships)
- Periods of reflection – in an agreed area
- Therapeutic activities
- Contingent touch
- Modelling of acceptable behaviour
- Acknowledging the emotions of the learner
- Directing learners to the school values poster in the classroom
- A verbal reprimand and reminder of the expectations of behaviour
- Offering the learners an opportunity to regulate themselves out of the class for a movement break, using sensory room or quiet spaces
- Dojo messaging or phone call home to parents/carers
- Expecting work to be completed at break or lunchtime, sometimes at home (when working with parents). Learners reminded of previous success
- Offers of a safe space and an opportunity to discuss the incident from their perspective
- Referring the learner to a senior leader
- After school sessions to catch up and reflect on the behaviours displayed
- Loss of privileges and trust – Responsibility

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- School-based community service, such as organising display boards, repairing and putting right
- Following an incident, staff engage in restorative work and reparation activities. This will build understanding and allow learners to make more informed choices

Personal circumstances of the learners will be considered when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Off-site Misbehaviour

Consequences may be applied where a learner has misbehaved off-site when representing the school. This means misbehaviour when the learner is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a learner of our school

Consequences may also be applied where a learner 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 learner
- Could adversely affect the reputation of the school
- Unsafe behaviour putting themselves or others at risk

Consequences will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Misbehaviour

School may issue behaviour consequences to learners for online misbehaviour when:

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The learner is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member.

Behaviour & Safeguarding

Court schools School recognises that changes in behaviour may be an indicator that a learner is in need of help or protection. Staff attend regular training to identify factors that are potential indicators for safeguarding concerns. We will consider whether a learner'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.

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Please refer to our Child Protection and Safeguarding policy for more information [Court schools School - Policies](#)

Being Responsible, Reflection and Moving on

We promote a culture of learners taking responsibility for their own behaviour.

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 learners know with certainty that misbehaviour will always be addressed.

Dependent on the learner's understanding, we seek to work through the circumstances and/or issues that have contributed to a behavioural incident, to identify more appropriate choices or options they could have selected.

Being Responsible: Consequences

We work to develop our learners' self-management of their behaviour, so that they learn that choices and actions have rewards as well as consequences and promote safety for all.

To help develop learners' understanding that there may be consequences for their actions.

Although our emphasis is on rewarding appropriate behaviour there are occasions when consequences for poor choices are required. Consequences are only ever applied to promote social and emotional learning opportunities. Consequences address a behaviour or incident with the driver being for the learner to reflect, recognise and repair, often through a restorative approach.

It may be suitable to implement an appropriate consequence to a negative behaviour such as loss of a privilege or reduction of choice time. Consequences may include loss of break, opportunity given for a learner to catch up on work missed, contact with home, and reduction in the choices a learner can make at the end of the day/week. Consequences may be applied to provide the learners the opportunity to develop social and emotional learning. The choice of consequence is made after reviewing the antecedent, behaviour displayed linked to the relational support plan.

For incidents that are more serious or re-occurring, a Behaviour Contract may be issued. The purpose of this is to provide an opportunity to monitor and support the learner to maintain expected behaviour standards through regular check-in discussions. These discussions may take place during lunch or break times, offering more positive ways of managing the situation and understanding the impact on others. The duration of the Behaviour Contract is dependent on the individual and the incident. Although this is a consequence that limits a learner's choice, we talk through why the contract was issued and alternative ways to have managed the situation. Behaviour Contracts may be issued following incidents that include:

- Damaging property
- Incidents of aggression
- Leaving site without permission
- Re-occurrences of the same type of incidents

The issuing of a Behaviour Contract may affect a learner's attendance on reward trips. Parents are informed of any serious incident and may be invited into school to discuss them.

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Serious Consequences

Detention

The headteacher and SLT are the staff authorised to give learners detentions.

Learners can be issued with detentions during break times or after school during term time.

The school will decide whether it is necessary to inform the learner's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the learner's safety
- Conflict with a medical appointment
- Prevent the learner from getting home safely
- Interrupt the learner's caring responsibilities

Learning way from Peers

In response to serious or persistent breaches of this policy, the school may remove the learner from the classroom for a limited time.

Learners 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 with mentoring and therapies when appropriate.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove learners 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 learner is being unreasonably disruptive
- Maintain the safety of all learners
- Allow the disruptive learner to continue their learning in a managed environment
- Allow the disruptive learner to regain calm in a safe space

Learners who have been removed from the classroom are supervised by staff they know and will be removed for an agreed period of time.

Learners will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Learners 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 learner 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 or if it is in place the next day.

The school will consider an alternative approach to behaviour management for learners who are frequently removed from class:

- Therapies needed to support behaviour
- Use of teaching assistants
- Short-term behaviour contracts
- Long-term behaviour support plans

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- Update relational support plans with the learners
- Multi-agency assessment

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.

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 consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

In some cases, a learner may be suspended for a period of time or excluded permanently.

For more information, please refer to the school's Suspension and Exclusion policy.

Supporting Learners following a Consequence

Following a consequence, the school will consider strategies to help the learner to understand how to improve their behaviour and meet the expectations of the school.

We will have a reintegration meeting with both parents and the learner. This will outline the incident, follow up, expectations on return and next steps this could include being on report for a set period of time. There will be daily contact for agreed set period of time where the learner comes and sees either their class teacher or SLT member.

Restorative Approaches and Reparation

It is the school's considered view, supported by research, that punishments alone do not support a change in behaviours. Therefore, our approach aims to support learners to understand what they did was wrong, what acceptable alternatives might have been, why they carried out the act and the wider impact on others.

As part of this, learners are encouraged to restore relationships with others as well as, where appropriate, fix or contribute to the replacement / repair of damaged items.

Learners might be supported to come to an understanding of their role in an incident through:

- Social stories
- Reflective conversations
- Mentoring
- Intensive support away from peers
- Seeing the impact
- Therapeutic support
- Restorative conferencing between learners
- Restorative conferencing between learner and staff

Where a learner continues to struggle to manage behaviours appropriately for a school setting, Relational Support Plans (RSP) and Risk Assessments can be used to support learner choices, considering triggers and supporting measures in order to keep learners safe.

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On occasions, it might be considered beneficial to the learner to work away from peers (either onsite or offsite), catch up missed learning, undergo a suspension or make a financial contribution towards damage caused.

Reflection

Where appropriate following an incident, we seek to work through the issues with learners and mutually agree a way that the situation can be resolved or rectified.

Parents are informed of serious incidents and may be invited into school to discuss behaviours of concern with key staff involved and senior leaders. The emphasis is put on restoring a situation or relationship positively. Key to this process is that the learner can talk to a trusted adult that may not be a senior leader. All staff are responsible for addressing behaviour at this level.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. Staff are trained and supported to manage behaviour incidents in a manner which supports learners to de-escalate in order to reduce the risk of significant incidents.

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour consequences, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future. This may be recorded onto a Relational Support plan and/or agreed with the individuals supporting the learner.

Moving On

When there has been an incidence of poor behaviour and there has been learner responsibility and reflection, the school moves on. The school community should encourage that there has been learning from the incident, and we move on.

When a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Multi-Agency Working

We recognise that the complex needs of our learner often require support from other agencies and often in the format of Early Help. Additional advice and support for young people may be sought from professionals such as CAMHS, SALT, OTs, Educational Psychologists and other agencies as appropriate. This helps us to better understand and meet the needs of the learner. Working collaboratively with parents and other professionals better helps us understand and meet the needs of learner and promote positive behaviour. Some incidences will be reported to the local authority as appropriate.

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Supporting Learners to Regulate

Staff are provided with training in de-escalation strategies and physical intervention techniques on a targeted rotational schedule and as continuing professional development. This builds a school-wide set of skills and knowledge together with a range of strategies to support behaviour. They also receive regular refresher training in positive behavioural strategies to equip them better to keep learner and themselves safe.

Use of Reasonable Force and Physical Interventions

Reasonable force covers a range of interventions that involve physical contact with learners.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learners 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learners, including SEND, mental health needs or medical conditions.

Court schools Staff have designated staff members who are specifically trained ('Team teach') to support in scenarios such as these. The rationale for selecting certain staff members to be 'Team teach' trained is dependent upon the learners they are directly supporting and the flexibility within their role to support learners out of class.

Underlying Principles Positive and proactive care: reducing the need for restrictive interventions.

Positive and Proactive Care: reducing the need for restrictive interventions

Staff and management within all settings should seek to minimise the need for restrictive interventions by:

- Maintaining a positive culture
- Promoting ethical practice
- Maintaining a child-centred approach
- Understanding and recognising the possibility of challenging behaviour

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- Promoting an awareness in staff of their own reactions to aggressive or violent behaviour and the effect of their own emotions on others
- Using authority appropriately
- Maintaining and implementing a policy to manage behaviour positively
- Promoting positive relationships
- Challenging the behaviour and not the learner through the functional analysis of behaviour process

Restrictive Interventions – a last resort

From time to time, with some learners, it may be necessary to support them through the use of restrictive physical intervention. Staff are trained to apply de-escalation strategies and, where practicably and safely possible, will apply them exhaustively before considering the use of restrictive physical intervention.

The use of contingent touch and using your body as a physical barrier are not physical interventions.

Restrictive intervention will only be used when all other strategies have been considered/exhausted, or the situation demands immediate intervention e.g. to prevent a learner from harm.

Restrictive intervention will:

- never be used to impose will upon a learner
- never be used as a punishment
- not be used as a means of aiding the smooth running of settings to the detriment of the learner
- be proportionate and in place for no longer than is necessary to manage the immediate risk.
- Under no circumstances be used with the intention to cause pain

When considering the use of physical intervention, two fundamental principles of care for children and young people need to be considered:

- The duty of a member of staff to care for and protect the learner
- The rights and liberties of that learner

It is the intention of this policy to create a framework in which both these principles can co-exist whilst recognising that any policy cannot give specific guidance for every situation where physical intervention may be necessary.

The professional judgement of staff remains critical at all times. Staff need to adhere to the principles outlined in this policy at all times.

Staff are trained through Team Teach in-house trainers. We aim to develop a consistent, acceptable, team approach to preventing and managing disruptive/aggressive behaviours in a manner that maintains positive relationships and continues to care for the learner at times of crisis. Physical interventions are never risk free. The decision to intervene physically or not will always be a professional judgement based on risk assessment. Team Teach skills are designed to reduce risk to both staff and learner should it be decided that the use of physical intervention is appropriate and is the safest option.

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Team Teach Core Values:

'All behaviour is communication' is the core belief that underpins all our training. By understanding the driving forces behind different behaviours, we can create positive behaviour cultures and improve outcomes for those in our care.

Searching a Learner for Prohibited or Banned Items

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, and wider SLT.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learners, 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 learners 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 learners; **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 learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner 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 learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, 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 learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched

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- Explain to the learner 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 learner the opportunity to ask questions
- Seek the learner’s co-operation

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner 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.

An authorised member of staff may search a learner’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

Searching Learners’ Possessions

Possessions means any items that the learners have or appears to have control of, including:

- Bags
- Lunchboxes

A learner’s possessions can be searched for any item if the learner agrees to the search. If the learner 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 learner’s possessions when the learners 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.

Confiscation

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

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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 learner 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.

Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 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 consequences that have been applied to their child

Support after a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner 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.

All searches will be logged on CPOMS.

Suspected Criminal Behaviour

- If a learner 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 headteacher, member of the senior leadership team and/or the safeguarding lead 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 consequences, 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.

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Zero-tolerance approach to Sexual Harassment and Sexual Violence

Court schools School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Learners 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

Malicious Allegations

Where a learner 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 learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner 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 learner 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 school will also consider the pastoral needs of staff and learners accused of misconduct. Please refer to our Child Protection policy

Monitoring this Policy

This behaviour policy will be reviewed by the headteacher and members of the SLT, annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher and governors.

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Appendix 1 Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) Education Act 2011

The Disability Discrimination Act 2001 still applies when behaviour is the disability

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Children and Families Act 2014](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and learner referral units in England, including learner movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting learners with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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 learners
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate learners' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

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Appendix 2 Bullying (including Cyber-bullying)

Bullying is behaviour that is repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexuality (DfE, 2023).

Bullying is, therefore:

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

Bullying can be:

- **Emotional** – Being unfriendly, threatening, excluding, tormenting
- **Physical** – Hitting, kicking, pushing, taking another's belongings, any use of violence
- **Sexual** – Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- **Racial** – focussing on race, religion or culture
- **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)
- **Prejudice-based and discriminatory, including Racial, Faith-based, gendered (sexist), Homophobic/biphobia, Transphobic, Disability-based** - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Within the school, bullying is not tolerated. Bullying should never be ignored

- All instances of reported bullying must be investigated, recorded and monitored
- Parents and carers should be informed by staff of any incidents of bullying
- Every instance of bullying needs to be addressed, in line with this policy. With each learner involved being encouraged / supported to take responsibility for their actions, and acknowledge the impact of their behaviour on others.
- Learners need to be supported to develop age or stage appropriate understanding of e-safety so that they can keep themselves safe on-line and report cyber-bullying.

Further guidance is available in the school's Anti-Bullying Policy.