



Behaviour Policy

Harlescott House School

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Headteacher | Education Director

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Statement of intent

Harlescott House School is an independent specialist SEND school. The school supports pupils with autism spectrum disorder (ASD), complex needs, communication and interaction needs, cognition and learning needs, sensory processing needs, and social, emotional and mental health (SEMH) needs. The school believes that positive behaviour is most likely when pupils feel safe, understood, regulated and supported by consistent adults who know them well.

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour is a form of communication and may reflect unmet SEND, sensory, communication, emotional regulation, mental health, safeguarding or medical needs. The school will respond through an individualised, trauma-informed and neuro-affirming graduated approach, using assessment, planning, provision, review and reasonable adjustments before, alongside, and after any sanction.

Legal framework

This policy is written for an independent specialist SEND school in England. It is based on the legal duties and government guidance that apply to independent schools, including duties relating to behaviour, safeguarding, SEND, equality, attendance, reasonable adjustments, restraint, seclusion and exclusions.

Main legislation and standards

- Education Act 1996, Education Act 2002, Education and Inspections Act 2006, Education and Skills Act 2008, and Health Act 2006.
- The Education (Independent School Standards) Regulations 2014, including the Independent School Standards, which all independent schools must meet at all times.
- Equality Act 2010 and Children and Families Act 2014, including the duty to make reasonable adjustments for disabled pupils and to have regard to SEND duties.
- The School Information (England) Regulations 2008 and Voyeurism (Offences) Act 2019.
- The Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025, including requirements to record and report relevant incidents involving restraint, seclusion and other restrictive interventions.

Government guidance used in this policy

- DfE 'Independent school standards guidance' April 2026, which explains how proprietors, leaders and staff should understand and meet the Independent School Standards.
- DfE 'Behaviour in schools: Advice for headteachers and school staff' February 2024, including expectations for behaviour culture, reasonable adjustments, sanctions, removal from classrooms and support for pupils with SEND.
- DfE 'Special educational needs and disability code of practice: 0 to 25 years', which sets out expectations for identifying needs, involving pupils and parents, using the graduated approach and supporting pupils with SEND.
- DfE 'Keeping children safe in education 2025' and 'Keeping children safe in education 2026', with the 2026 guidance applying from 1 September 2026.
- DfE guidance on restrictive interventions, reasonable force and seclusion, including the April 2026 guidance on recording and reporting duties.
- DfE guidance on searching, screening and confiscation, mobile phones in schools, school suspensions and permanent exclusions, working together to improve school attendance, preventing bullying, alternative provision, and cost of school uniforms.

In practice, this means the school will ensure that behaviour expectations, rewards, sanctions and support are lawful, fair, reasonable and adapted to the needs of pupils with ASD, complex needs, communication needs and SEMH needs. This policy should also be read alongside the following school policies and procedures:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Accessibility Plan
- Positive Behaviour Support and Individual Risk Management procedures
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy

Roles and responsibilities

The proprietor will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.
- Ensuring the school continues to meet the Independent School Standards at all times, including standards relating to pupils' welfare, health and safety, SMSC development, leadership and management, provision of information, and the publication and implementation of required policies.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents, and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Ensuring behaviour arrangements align with independent school requirements, including safeguarding, attendance, reasonable adjustments, mobile phone restrictions, and the recording and reporting of any use of restraint or seclusion.
- Ensuring that behaviour systems are adapted for a specialist SEND context, including pupils with ASD, complex needs and SEMH, and that reasonable adjustments, communication supports, sensory supports, individual behaviour support plans and risk assessments are implemented consistently.

The SENDCo, mental health lead and relevant senior leaders will make sure that behaviour support is planned around each pupil's individual SEND, communication, sensory, emotional and mental health needs. They will be responsible for:

- Leading a whole-school approach to behaviour, SEND and SEMH so that pupils with ASD, complex needs and SEMH needs are supported consistently.
- Ensuring each pupil's behaviour support reflects their EHCP outcomes, communication profile, sensory profile, risk assessment, behaviour support plan, therapeutic advice, known triggers and preferred regulation strategies.
- Supporting staff to understand the reasons behind behaviour, including communication barriers, sensory overload, anxiety, trauma, attachment needs, emotional dysregulation and unmet learning needs.
- Advising staff on reasonable adjustments, including visual supports, reduced language, processing time, now-and-next approaches, sensory breaks, calm spaces, adapted routines and individual motivators.
- Working with the headteacher, DSL, teaching staff, parents/carers, pupils and external professionals to assess behaviour patterns and agree support that reduces distress and prevents incidents from escalating.
- Reviewing behaviour incidents and CPOMS records to identify patterns, triggers, safeguarding concerns, SEND needs, SEMH needs, staff training needs and whether existing support is effective.

- Ensuring behaviour support plans, risk assessments and pupil passports are reviewed following serious incidents, repeated incidents, changes in presentation, new professional advice or annual review of an EHCP.
- Making sure sanctions, removals from class, physical intervention, restraint or seclusion are considered carefully in light of the pupil's SEND, equality duties, reasonable adjustments and safeguarding needs.
- Supporting communication with parents/carers so that behaviour support is consistent between school and home wherever appropriate.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the Headteacher, and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents/carers, ensuring that they feel included in their child's educational experiences.
- Using pupil-specific communication approaches, visual supports, now-and-next language, sensory regulation strategies, reduced language, processing time, and individual motivators where these are identified as effective for the pupil.

All members of staff, including teaching and support staff will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Headteacher.
 - Lead Teacher.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/Carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour that may cause harm to oneself or others, damage the reputation of the school within the wider community, or constitute illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive, and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks, and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The Headteacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The Lead Teacher and the headteacher will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional, and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe, calm environment where positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will encourage resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and well-being of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents/carers, outside agencies, and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how autism, complex needs, communication barriers, sensory processing differences, trauma, adverse childhood experiences, anxiety, attachment needs and mental health difficulties can affect a pupil's behaviour, learning and relationships. Vulnerable pupils will be supported and their positive mental health promoted. The school's SEMH Policy, SEND Policy and individual pupil plans outline the procedures for assessing these pupils and identifying support that may reduce distress, dysregulation or behaviour that challenges.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably, and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The lead teacher will keep a record of all reported incidents using CPOMS to help identify pupils whose behaviour may indicate potential mental health, attendance, safeguarding or welfare concerns. All staff will be alert to changes in a pupil's behaviour, absence patterns, online conduct or peer relationships that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour, and how to engage with them when needed.

Support, such as targeted discussions with pupils, a phone call with parents/carers, and inquiries by the DSL into circumstances outside of school, will be provided alongside the use of sanctions to prevent the misbehaviour from recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Reminder of the expected behaviour (Staff modelling positive behaviour)
- Setting a written task, such as an account of their behaviour (Where possible)
- Removal of privileges
- School-based community service, e.g. tidying the classroom

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the lead teacher immediately or, in the lead teacher's absence, the most senior member of staff
- The lead teacher investigates the incident and decides whether it constitutes unacceptable behaviour
- If the lead teacher deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record

- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the lead teacher will determine the period the pupil will be removed from the classroom, as well as any detention time
- The lead teacher will inform the pupil's parents/carers on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and teaching staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents/carers, including home visits where necessary
- Providing mentoring and coaching

- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Curriculum

Positive behaviour will be taught to all pupils as part of the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness, and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver, and review the impact of support being provided.

The school will aim to anticipate potential triggers of misbehaviour and implement support to prevent them, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement, where appropriate, include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with a visual or hearing impairment is seated within sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or a relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

When negative behaviour is present, staff will implement de-escalation strategies to defuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.

- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with the school’s Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force only where it is reasonable, necessary and proportionate to prevent pupils from committing an offence, injuring themselves or others, damaging school property, or prejudicing good order and discipline. Any use of force, restraint or seclusion will be recorded and reported in line with current requirements and the school’s safeguarding procedures.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgment of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second staff member is present to witness the physical intervention.

Parents/carers will be notified of any use of restraint or seclusion as soon as reasonably practicable, unless a permitted exception applies because notification would be likely to cause significant harm to the pupil. The headteacher will ensure records are monitored to identify patterns, disproportionality, staff training needs and any safeguarding or SEND concerns.

Following any instance of physical intervention, the pupil will be taken immediately to the headteacher, and the parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school by suspending them. Where suspension is imposed, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day; pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may remove pupils from the classroom for a limited period at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety are not compromised during their time away from the classroom and that any additional requirements, such as SEND needs, are met.

The time a pupil spends away from the classroom is at the school's discretion. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge of and supervising the pupil will determine what the pupil may and may not do during their time removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to the support needed to enable the pupil to return and meet the expected standards of behaviour. Reintegration meetings will be held with the school, the pupil, their parents/carers, and other relevant agencies, as needed.

Pupils may eat during the allocated times of the school day and may use the toilet as required.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying, and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-Child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any recurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved, and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils, and confiscation

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the school day in accordance with the Pupils' Personal Electronic Devices Policy. The school's approach is that mobile phones and similar devices are not used, seen or heard during the school day, unless a specific exception has been agreed for medical, safeguarding, SEND or other exceptional reasons. Any pupil found using their mobile phone during the school day may have their device confiscated. Staff members will consider whether confiscation is lawful, reasonable and proportionate, including any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Pupils who bring mobile phones to school must keep them switched off and out of sight throughout the school day, unless authorised arrangements apply. The school will communicate expectations clearly to pupils, parents/carers and staff.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items that may be searched for by authorised staff without consent if necessary; however, the reasonable force will not be used under any circumstances:

- **E-cigarettes and vapes**
- **Lighters**
- **Aerosols**
- **Legal highs/psychoactive substances**
- **Energy drinks**
- **Mobile phones**

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

All pupils will be supported to understand and follow the school's Pupil Code of Conduct. Expectations will be taught, modelled, practised and revisited regularly. Where a pupil's SEND, ASD, complex needs, communication needs, sensory needs or SEMH needs affect their ability to meet an expectation, staff will make reasonable adjustments and follow the pupil's individual plans.

- Move around the school safely and respectfully, with adult support, visual prompts or agreed routines where needed.
- Arrive to lessons as calmly and promptly as possible, with support for transitions where this is identified in the pupil's plan.
- Follow reasonable instructions from staff, with clear language, processing time, visual support or communication aids where needed.
- Use safe and respectful communication with staff and pupils, recognising that some pupils may need support to express feelings, needs or choices appropriately.
- Show respect for other people's views, beliefs, differences and personal space, with teaching and support to understand social situations where needed.
- Engage with learning tasks as far as they are able, with reasonable adjustments, adapted resources, sensory support, breaks or adult support where appropriate.
- Complete home learning or agreed practice tasks where these are appropriate to the pupil's needs, abilities and individual learning plan.
- Tell, show or otherwise communicate to a trusted adult if they feel unsafe, upset, dysregulated, worried, bullied or concerned about behaviour.
- Look after the school environment, equipment and resources, with support to understand routines, boundaries and safe choices where needed.

Classroom rules and routines

The school will have a small number of clear, positively worded classroom rules that describe the behaviours pupils are being supported to learn. Rules will be simple, consistent and accessible for pupils with SEND, including pupils with ASD, complex needs, communication needs, sensory needs and SEMH needs. Rules will be taught explicitly, modelled by adults, practised regularly and supported through reasonable adjustments where required.

Classroom routines will be predictable and consistent so pupils know what will happen, what is expected of them and how to access help. Staff will use clear language, visual supports, now-and-next prompts, individual timetables, transition warnings, sensory regulation strategies, processing time and communication aids where these are needed. Routines will be adapted where a pupil's EHCP, pupil passport, sensory profile, behaviour support plan or risk assessment identifies a different approach.

The headteacher will ensure that all teachers understand the classroom rules and routines, how to teach and reinforce them, and how to apply them fairly. Staff will understand that pupils may need additional teaching, practice, visual reminders, regulation support or reasonable adjustments before sanctions are considered.

Teachers will support pupils to understand and follow classroom rules and routines at the start of the academic year, when a pupil joins the school, and throughout the year. Routines will be revisited daily or as often as needed. Staff will explain the reason for routines in developmentally appropriate language, model what success looks like, and use consistent scripts and visual reminders. Where a pupil finds it difficult to meet an expectation because of SEND, ASD, complex needs, communication needs, sensory needs or SEMH needs, staff will first consider the pupil's individual plan and whether further support or reasonable adjustments are needed.

Classroom rules and routines will be reinforced using accessible methods such as visual displays, social stories, communication boards, checklists, task boards, individual reminder cards, modelling, rehearsal, praise and calm verbal prompts. Staff will avoid unnecessary confrontation and will use supportive language that helps pupils return to learning or regulation.

Where appropriate, pupils will be involved in developing or reviewing classroom expectations so these are meaningful and understood. Pupils will not be expected to sign an agreement unless staff are satisfied that the pupil has understood it and that any communication, cognition, language, anxiety or SEMH needs have been

taken into account. Alternative ways of showing understanding may be used, including discussion, visuals, symbols, verbal agreement, supported communication, or evidence through practice.

Pupils will be taught and encouraged to ask for help, request a break, use a safe space, communicate distress, or use agreed regulation strategies when they are finding expectations difficult. Staff will respond consistently and will provide individualised support in line with the pupil's needs and plans.

The school understands that a well-structured and sensory-aware classroom environment helps prevent distress, dysregulation and behaviour that challenges. Staff will consider noise levels, lighting, visual clutter, seating, movement needs, access to calm spaces, sensory equipment, communication resources and safe exit routes when planning the classroom environment.

Teachers will use seating arrangements that support learning, regulation, safety and positive relationships. Seating will not be used as a punishment. Decisions about seating will take account of pupils' sensory needs, communication needs, peer relationships, anxiety, trauma history, SEMH needs, safeguarding considerations, access to adult support and the pupil's individual plan.

- Placing pupils where they can access adult support, visual prompts, communication aids and learning resources.
- Considering sensory needs, including noise, movement, lighting, touch, smell and visual distraction.
- Separating pupils where this is needed to reduce conflict, anxiety, peer pressure or known triggers.
- Ensuring the teacher and support staff can monitor the room safely and respond quickly to emerging signs of distress or dysregulation.
- Allowing agreed movement, regulation breaks or access to a calm area where this forms part of the pupil's support plan.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers 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 effort, rather than only to work produced.
- 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 is not followed by immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun, and supportive environment. Teachers will encourage pupils to praise one another and to praise another pupil to the teacher when they see them modelling good behaviour.

As with praise, the school understands that providing rewards for certain behaviour makes pupils more likely to repeat it. For rewards to be effective, the school recognises that they need to be:

- **Immediate – immediately rewarded following good behaviour.**
- **Consistent – consistently rewarded to maintain the behaviour.**
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

Effective pupil support

The school will support pupils within the school wherever possible and will not use alternative provision as part of its routine behaviour support offer. As an independent specialist SEND school, support will be planned around each pupil's individual needs, including ASD, complex needs, communication and interaction needs, sensory needs and SEMH needs. The aim of pupil support is to help pupils feel safe, regulated and ready to learn, while reducing distress, preventing escalation and supporting positive behaviour over time.

Designated staff will have clearly defined responsibilities so pupils receive consistent and individualised support throughout the school day. This may include support from teaching staff, support staff, the SENDCo, mental health lead, DSL, senior leaders and any relevant in-school therapeutic or pastoral staff. Staff will use the pupil's EHCP, pupil passport, behaviour support plan, risk assessment, communication profile and sensory profile to understand what support is needed.

Support may include individual check-ins, trusted adult support, visual and communication aids, sensory regulation strategies, calm spaces, movement breaks, adapted learning tasks, restorative conversations, social communication work, emotional regulation support, and review of triggers and patterns of behaviour. Where further advice is needed, the school will work with parents/carers, the local authority and external professionals; however, pupils will continue to be supported through the school's own provision unless a different arrangement is formally agreed through the pupil's EHCP or statutory processes.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Where behaviour outside school is linked to absence, persistent absence, online safety, exploitation, bullying, harassment or safeguarding concerns, staff will follow the Child Protection and Safeguarding Policy and attendance procedures, including appropriate liaison with parents/carers, the local authority and other agencies.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed **termly** by the headteacher and the SLT. This will include analysis of behaviour incidents, removals from classrooms, suspensions, permanent exclusions, attendance, bullying, sexual harassment, searching and confiscation, mobile phone incidents, and any use of restraint or seclusion. Attempts will be made to identify possible factors contributing to behaviour, including safeguarding, SEND, SEMH, attendance, curriculum access, peer relationships, discrimination, and any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

Monitoring and review

This policy will be reviewed by the headteacher and Education Director on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is 06/08/2026.

The school will also review this policy whenever legislation, statutory guidance or independent school standards guidance changes in a way that affects behaviour, safeguarding, attendance, use of reasonable force, seclusion, exclusions, mobile phones, equality or SEND duties.

Behaviour incident form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	
Before the incident: what led to the behaviour?			
During the incident: what did the pupil do?			
After the incident: what were the consequences of this behaviour?			
Additional comments			

