



Behaviour Policy

Aspiration and Inspire House School

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Headteacher | Education Director

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Statement of intent

Aspiration and Inspire House School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- 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 can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Legal framework

[Updated] This policy has due regard to relevant legislation, statutory guidance and non-statutory guidance applicable to independent schools in England, including the Independent School Standards, safeguarding duties and behaviour guidance. It should be read alongside the most recent Department for Education guidance in force at the time of review.

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- **[New]** DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- **[New]** DfE (2026) 'Independent school standards guidance'
- **[New]** Education (Independent School Standards) Regulations 2014

[Updated] This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- 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
- **[New]** Behaviour Action Plan (Positive Behaviour Plan)

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.

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.

The mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regard to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.
- Collaborating with the proprietor, headteacher, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

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.

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.
 - Deputy Headteacher.
- 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 which may cause harm to oneself or others, damage the reputation of the school within the wider community,/or any 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 Deputy Head 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 potentially traumatic adverse childhood experiences, including abuse and neglect, can impact a pupil’s mental health, behaviour, and education. Vulnerable pupils will be supported and their positive mental health promoted. The school’s SEMH Policy outlines the procedures for assessing these pupils for any SEMH-related difficulties that may affect their behaviour.

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 Deputy Head Teacher will ensure that behaviour, safeguarding-related behaviour concerns, incidents and positive recognition are recorded on **CPOMS** to support timely communication, monitoring and analysis. Staff will record key information such as what happened, likely triggers/antecedents, communication attempts (including AAC), sensory or environmental factors, the strategies used to support regulation and repair, outcomes and follow-up actions. This helps the school to identify patterns, review the impact of reasonable adjustments and Positive Behaviour Plans, and ensure that safeguarding or wellbeing concerns are acted upon promptly. All staff will remain alert to changes in a pupil's behaviour 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:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- 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 headteacher immediately or, in the headteacher's absence, the most senior member of staff
- The Deputy Head Teacher investigates the incident and decides whether it constitutes unacceptable behaviour
- If the Deputy Head 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 Deputy Head Teacher will determine the period the pupil will be removed from the classroom, as well as any detention time
- The Deputy Head 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 early intervention strategies will be used to support pupils to regulate, communicate needs safely and re-engage with learning, reducing the likelihood of incidents escalating. In an SEND school for pupils with complex needs, interventions will be tailored to the pupil's profile and will consider communication differences (including AAC), sensory processing, trauma and attachment, medical needs, and any identified triggers. Support may take place in class, in a low-arousal space, in small groups or 1:1, and will be delivered through a graduated response (assess, plan, do, review) aligned with the pupil's EHCP and/or Positive Behaviour Plan.

- Regularly showing signs of increasing dysregulation, distress or anxiety (e.g. withdrawal, shutdown, agitation) that is impacting access to learning or safety.
- Experiencing repeated difficulties despite reasonable adjustments and universal supports (e.g. visual structure, reduced demands, sensory supports, predictable routines).
- Presenting behaviours that challenge that are escalating in frequency/intensity, or a sudden change from typical patterns, suggesting an unmet need.
- Finding transitions, change, social demands or specific environments particularly difficult, indicating the need for additional planning and support.
- Showing difficulties communicating needs effectively (including AAC use), which may be leading to frustration or unsafe behaviours.

Examples of initial interventions and supportive strategies may include (this list is not exhaustive):

- Proactive communication with parents/carers (and home-school consistency planning), including supported meetings and, where appropriate, home visits.
- A brief functional assessment of behaviour (ABC) to identify patterns, triggers, communication attempts and effective de-escalation strategies.
- Reviewing and strengthening reasonable adjustments (e.g. visual timetables/now-next, reduced language, processing time, sensory adaptations, adapted curriculum, structured choice, planned movement or regulation breaks).
- Targeted teaching of regulation and communication skills (including AAC), social understanding and transition routines using modelling, rehearsal and repetition.
- Short-term, measurable targets within a Positive Behaviour Plan, with agreed strategies for co-regulation, repair and reintegration following incidents.

- Pastoral or therapeutic input where available (e.g. ELSA-style support, counselling, play-based support, occupational therapy strategies, sensory diet guidance).
 - Mentoring or key adult check-ins to build trust, predictability and emotional safety.
 - Multi-agency working with relevant professionals (e.g. Speech and Language Therapy, Occupational Therapy, Educational Psychology, CAMHS, Social Care, Early Help) to align strategies and reduce risk.
- 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.

Behaviour curriculum

Positive behaviour will be explicitly taught, practised and revisited with all pupils in ways that are accessible for autistic pupils, pupils with complex needs and pupils who are non-speaking. Teaching will be broken down into small, achievable steps and supported through visuals, modelling, role play, rehearsal and repetition. Staff will recognise that behaviour is communication and will use co-regulation and positive reinforcement to build pupils' confidence and success. The behaviour curriculum will describe expectations in concrete, observable ways and show what they look like across the school day (for example: moving safely in corridors, using a 'help' card/symbol/sign/AAC to request support, waiting/turn-taking, and using agreed regulation strategies).

Routine, predictability and clear structure will be used to teach and reinforce expected behaviours for all pupils. Reasonable adjustments will be personalised and may include sensory regulation support, additional processing time, reduced or adapted demands at times of stress, and access to calm or low-arousal spaces. Visual timetables, now/next and first/then prompts, transition warnings and clear endings will be used to reduce anxiety and support engagement. When acknowledging positive behaviour or responding to behaviour that needs support, staff will use consistent, minimal language alongside visuals and AAC, and will adapt their approach to each pupil's communication and sensory profile.

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 graduate approach will be used to assess, plan, deliver, and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, 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 visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse 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 to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

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 member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, 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 decide to use a **supported removal** (sometimes called a 'planned change of space') for a short, time-limited period to help a pupil with complex SEND to regain regulation, reduce distress and maintain safety. This is an **educational and wellbeing strategy**, not a punishment, and will always be used alongside reasonable adjustments and the pupil's individual support plans (e.g. EHCP, Positive Behaviour Plan, risk assessment). Wherever possible, staff will use early intervention and co-regulation to prevent escalation before a supported removal is considered.

If a supported removal is needed, the pupil will be supported to move to an agreed space that is:

- A **low-arousal, safe and calm** environment, with consideration for sensory needs (e.g. reduced noise/lighting, minimal clutter) and access to regulation resources as appropriate.
- In an appropriate, supervised area of the school with **clear lines of sight** and safe furnishings, informed by the pupil's risk assessment.

- Stocked with **accessible resources** to support communication and regulation (e.g. visuals, now/next, symbols, AAC, calm box, sensory tools) and meaningful, appropriately pitched learning or engagement tasks.
- Suitable to **recover, refocus and return** to learning when ready, with a clear plan for reintegration.
- Supervised by staff who are **trained in de-escalation, co-regulation and communication support**, and who will prioritise dignity, least-restrictive practice and safeguarding.

The school will only use supported removal where necessary, proportionate and in the pupil's best interests, for example:

- To maintain the **safety** of the pupil and others and restore stability following a significant incident or escalation risk.
- To enable the pupil to access education in a **more regulated, low-demand environment** for a short period, where learning or therapeutic engagement can continue with appropriate support.
- To allow the pupil to **regain calm** and reduce sensory/emotional overload in a safe space, supported through co-regulation and accessible communication.
- To implement a **planned strategy** within an agreed Positive Behaviour Plan or risk management plan (e.g. following identified triggers or early warning signs), to prevent behaviours that challenge.

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 amount of time that a pupil spends removed from the classroom will be up to the school to decide. 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 and supervising the pupil will decide what the pupil may and may not do during their time spent 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 what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to 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 reoccurrence. 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

In line with DfE guidance on searching, screening and confiscation, the Headteacher and staff authorised by them may search a pupil or their possessions where there are reasonable grounds to suspect the pupil is in possession of a prohibited item. In an SEND school for pupils with complex needs, any search will be carried out in a way that prioritises **safety, dignity, communication and emotional regulation**. Staff will use a calm, low-arousal approach and will make reasonable adjustments (including the use of visuals/AAC, simplified language and additional processing time). Wherever possible, staff will seek the pupil's cooperation and will only carry out a search without consent where it is lawful, necessary and proportionate. If there is an immediate risk of harm, staff may use reasonable force only in accordance with the school's Physical Intervention Policy and only for those items where the law permits this.

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco products and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that a 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); or
 - To damage property (including the pupil's own property).

Pupils' use of mobile phones and similar devices is managed in line with the school's Pupils' Personal Electronic Devices Policy. Where a device is used in a way that breaches the policy, staff may ask for it to be handed in and may confiscate it where this is reasonable and proportionate. In an SEND setting, staff will consider whether the device forms part of a pupil's reasonable adjustments (for example, a communication aid, medical monitoring, or a personalised support plan) and will follow the pupil's EHCP/Positive Behaviour Plan/risk assessment where relevant. Confiscation will be explained in an accessible way (using visuals/AAC where needed), carried out calmly, and for the shortest appropriate time. The Headteacher will determine the length of time for confiscation and arrangements for return or collection by parents/carers where required.

Where pupils bring mobile phones to school, they must be switched off and kept out of sight unless an agreed exception is in place as part of reasonable adjustments or an individual plan (e.g. communication or medical needs). Any exceptions will be recorded and shared with relevant staff to ensure consistent practice and safeguarding.

Staff authorised by the Headteacher may search a pupil or their possessions where there are reasonable grounds to suspect the pupil is in possession of a prohibited item, including mobile phones and similar devices where their presence or use breaches policy. Searches will, wherever possible, be conducted with the pupil's understanding and cooperation, in a private space, with a second member of staff present as a witness. Staff will consider the pupil's communication needs, sensory profile, trauma history and any relevant risk assessment, and will use reasonable adjustments (e.g. visual prompts, offering choices such as 'show me'/'hand it to me', allowing processing time). The school will take particular care where a pupil's disability means they may not understand why a search is taking place, and will pause or stop the search if the pupil becomes significantly distressed unless an immediate risk of harm makes it unsafe to do so.

In addition to the statutory prohibited items listed above, the school also identifies the following as items that may be restricted on site because they can increase risk, dysregulation or safeguarding concerns. Authorised staff may search for these items where necessary; however, reasonable force will not be used to search for these items. Any action will be proportionate, informed by risk assessment, and carried out in a calm, supportive way.

- E-cigarettes and vapes.
- Lighters and matches.
- Aerosols.
- Legal highs/psychoactive substances.
- Energy drinks.
- Mobile phones (where not permitted by policy or not covered by an agreed reasonable adjustment).

All members of staff may use their power to search without consent for the statutory prohibited items listed above where it is lawful to do so. Any search and/or confiscation will be recorded, including the reason for the search, items found, any reasonable adjustments used, and the outcome. Confiscated items will be stored securely and returned in line with DfE guidance and school procedures; where appropriate, items will be returned directly to parents/carers. Parents/carers will be informed as soon as reasonably possible following a search or confiscation, particularly where the incident relates to safeguarding, significant risk, or a pupil's individual support plan.

Effective classroom management

Well-managed classrooms are central to preventing distress and reducing behaviours that challenge. In an SEND setting for pupils with complex needs, effective classroom management prioritises predictability, sensory and emotional regulation, accessible communication and calm, consistent adult responses. This approach helps pupils feel safe, understand what is expected and engage in learning. It enables staff to:

- Introduce a small number of clear rules and routines using visuals, modelling, practice and repetition so they are accessible to all pupils, including non-readers and pupils who communicate non-verbally.
- Use agreed, meaningful rewards and positive reinforcement that reflect individual needs, interests and motivators (e.g. specific praise, choice, preferred activities, sensory regulation breaks, token systems).
- Use supportive, proportionate responses rather than punitive approaches, informed by the function of behaviour, communication needs and sensory factors. Where consequences are used, they will be explained accessibly and focus on learning, repair and rebuilding success.
- Implement clear, consistent responses for behaviours that need support, including early intervention, de-escalation, co-regulation, use of AAC/visuals, and safe space/time to recover.
- Build respectful relationships through predictability, attunement and accessible communication, recognising that safety and trust reduce anxiety and support regulation.
- Make effective use of space to reduce sensory overload and risk (e.g. clear pathways, defined work areas, access to calm zones, and reduced visual/auditory clutter where possible).
- Plan learning with clear structure (now/next, first/then), manageable chunks, choice and movement opportunities to support attention, engagement and independence.

Expectations will be individualised and subject to reasonable adjustments for pupils whose SEND, autism, complex needs or communication profile may affect their behaviour. Pupils will be supported to access the Pupil Code of Conduct in ways that are meaningful and achievable for them, including through visuals, social stories, modelling, structured practice and AAC (e.g. symbols, signs, communication boards/devices). Staff will prioritise safety, dignity and regulation when supporting pupils to meet expectations.

- Conduct themselves around the school premises in a safe, sensible, and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.

- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will use a small number of clear, consistent classroom expectations that are **accessible** to pupils with complex needs. Expectations will be written and communicated using **positive, simple language** and supported through visuals, modelling and repetition (e.g. “kind hands”, “walking feet”, “use your help card”, “safe space for bodies”). Rules will focus on what pupils **can do** and will be adapted through reasonable adjustments so that they are achievable for each pupil.

Classroom routines will be explicitly taught to reduce anxiety and support regulation. Predictable structures (e.g. visual timetables, now/next, first/then, countdowns and clear endings) help pupils understand what is happening and what is expected. Staff will use calm, consistent start-of-lesson routines to support attention and engagement, including giving pupils processing time and using AAC/visual prompts where needed.

The Headteacher will ensure all staff understand the agreed classroom expectations and routines, including how to teach them accessibly and how to respond consistently when a pupil is struggling. Staff will be supported with training in de-escalation, co-regulation, communication support (including AAC) and sensory-informed practice to ensure approaches are consistent across the school.

Teachers and support staff will help pupils to understand and follow classroom expectations through daily practice, modelling and rehearsal. Expectations will be revisited regularly and embedded into the school day using visuals, social stories, role play and supported practice. Where appropriate, staff will explain the purpose of routines in ways pupils can understand and will demonstrate what success looks like. When pupils find an expectation difficult, staff will respond by reducing demands, offering choice, supporting communication and providing co-regulation, alongside any relevant Positive Behaviour Plan, risk assessment or EHCP provision.

To support continued understanding, staff will reinforce expectations using consistent visuals in the classroom, frequent specific praise, and clear prompts (verbal, visual or AAC). Routines will be maintained consistently across staff teams and settings, and will be adjusted where needed to reflect a pupil’s sensory profile, communication needs and stage of development. This consistency supports safety, regulation and readiness to learn.

Where appropriate, classroom expectations will be shared with pupils and parents/carers in an accessible format (e.g. symbol-supported, easy read, photos, short videos). Pupils will be supported to show understanding in a way that suits them (for example, choosing a symbol, giving a thumbs up, or demonstrating the routine), rather than being expected to read and sign a written agreement. Expectations apply across the school day and are reinforced consistently in different environments (classrooms, corridors, lunch, transport and off-site activities).

Pupils will be supported to ask for help in ways that are accessible to them, including using a help card/symbol/sign, AAC device, gesture, or approaching a trusted adult. Staff will proactively offer support and check-ins for pupils who are showing early signs of distress or dysregulation. Individually targeted pastoral, therapeutic or key-adult support will be provided when necessary and will be recorded in the pupil’s support plan.

The school recognises that a well-structured, low-arousal classroom environment is key to preventing distress and supporting regulation. Staff will organise space to reduce sensory overload and risk (e.g. clear walkways, defined work areas, access to a calm zone, safe storage of potentially unsafe items) and will position themselves to maintain appropriate supervision, offer support quickly and notice early signs of escalation.

Staff will plan seating, groupings and room layout to support learning, communication, regulation and safety. This may include:

- o Placing pupils who benefit from increased adult support within easy proximity to a trusted adult, without creating stigma, and ensuring support can be offered early.

- o · Considering sensory needs and distractions (e.g. avoiding high-traffic areas for pupils who find movement/noise difficult; offering quieter workspaces where appropriate).
- o · Ensuring pupils can clearly access key learning information (board/screens/visuals), and that communication supports (AAC, symbols, now/next) are within reach.
- o · Ensuring adults can move safely around the room to supervise, support regulation, and respond quickly, while maintaining clear exits and safe spaces for pupils.

Praise and rewards

The school recognises that praise and reinforcement are key to helping pupils feel safe, valued and motivated. For many pupils with complex needs, reinforcement may look different and can include attention from a trusted adult, access to a preferred item or activity, sensory regulation opportunities, choice, movement breaks, or time in a calm space. Praise will be given in ways that respect a pupil's communication profile and sensory needs (including for autistic pupils and pupils who are non-speaking). When giving praise, staff will ensure:

- They describe the specific behaviour, skill or strategy being reinforced, using simple words and/or visuals where appropriate.
- Reinforcement is offered as close as possible to the behaviour, allowing processing time where needed.
- The way praise is given is individualised and sensory-aware (e.g. quiet verbal praise, thumbs up, symbol/token, written note, preferred gesture) and does not force eye contact or interaction.
- Praise recognises effort, attempts, communication (including AAC use) and regulation strategies, not only finished work.
- Perseverance, independence and help-seeking are encouraged through scaffolding, prompts and gradually reducing support.
- Reinforcement is purposeful and linked to agreed targets; some pupils may need more frequent, immediate reinforcement when learning new skills.
- Praise is sincere, calm and not followed by immediate criticism; any corrective feedback is given later, privately and accessibly.

Positive rewards will be used to help pupils learn and maintain new skills, particularly where pupils are developing communication, self-regulation and independence. Rewards will be matched to the pupil's individual profile and may include tokens/points, visual reward boards, choice of a preferred activity, access to a special job, sensory resources, additional outdoor time, or time with a trusted adult. Rewards will be used alongside clear teaching of expectations and will be reviewed regularly to ensure they remain motivating, achievable and fair. Where pupils have an EHCP or Positive Behaviour Plan, reward systems will align with agreed targets and will be shared with parents/carers to support consistency between home and school.

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 praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. 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 recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

Behaviour outside of school premises

The school recognises that pupils with SEND and complex needs may require additional support to stay safe and regulated in the community and online. Our expectations focus on **safety, respectful behaviour and safeguarding**. Where an incident occurs outside school, staff will respond in a supportive, proportionate way that takes account of the pupil's communication needs, understanding, sensory profile and any relevant risk assessment, EHCP or Positive Behaviour Plan. The Pupil Code of Conduct will be shared in accessible formats (e.g. symbols, photos, social stories, AAC) and reinforced through teaching and practice.

The school may need to respond to behaviour outside of school (including online behaviour) when it is connected to school life or affects the wellbeing and safety of pupils, staff or the wider community. This may apply when the pupil is:

- Travelling to or from school, or using transport arranged by/linked to the school.
- Taking part in any school-related activity, trip, visit or work experience placement.
- In circumstances where they are reasonably identifiable as a pupil at the school (e.g. uniform, school transport, or online references).

The school may also respond to behaviour outside school (including online) where it:

- Presents a safeguarding concern or risk of harm to the pupil or others.
- Involves bullying, harassment, discrimination or threatening behaviour towards another pupil, a member of staff or a member of the public.
- Is likely to have a significant impact on the pupil's ability to access education, or on the calm, safe running of the school (for example, where there is ongoing conflict between pupils).

Any bullying, including cyberbullying, that occurs outside school and is reported to the school will be addressed in line with the Anti-bullying Policy. In an SEND setting, pupils will be supported to report concerns in accessible ways (e.g. symbols, help cards, AAC, supported conversations) and staff will work closely with parents/carers and relevant agencies to reduce risk and restore safety.

Where the school responds to behaviour outside school, actions will be **supportive, proportionate and individualised**. Staff will consider the pupil's SEND, understanding and communication needs, the function of behaviour, and any reasonable adjustments required. Responses may include restorative and educative work, increased supervision/support, review of risk assessments or Positive Behaviour Plans, and partnership work with parents/carers and external professionals. Where a formal sanction is considered appropriate and lawful, it will only be applied when the pupil is back in school or under the supervision of school staff, and will be explained accessibly.

Concerns or complaints from members of the public about pupils' behaviour outside school are taken seriously and will be managed in line with the Complaints Procedures Policy. The school will respond promptly, gathering

information carefully and considering safeguarding, SEND needs and reasonable adjustments. Where appropriate, the school will work with parents/carers and partner agencies to support the pupil and reduce future risk.

Data collection and behaviour evaluation (including autism, communication and regulation needs)

The school will collect and review a range of information to evaluate how effective our behaviour support is and to ensure pupils with SEND and complex needs can access education safely and successfully. In a complex-needs setting, data analysis will focus on understanding **what the behaviour is communicating** and identifying patterns in triggers/antecedents, communication needs (including AAC), sensory and environmental factors, medical needs, and the impact of reasonable adjustments and individual plans (EHCPs, Positive Behaviour Plans and risk assessments). This information is used to improve practice, reduce risk, and strengthen consistency across the school.

Behaviour data will be monitored primarily through **CPOMS**. Staff will record both positive recognition and incidents that require support, using clear, factual language. Records should include context such as the time and location, likely triggers/antecedents, any communication attempts (including AAC), sensory/environmental factors, strategies used for de-escalation/co-regulation, and outcomes (including repair and reintegration). Reports from CPOMS will be used to review patterns over time and to evaluate the impact of reasonable adjustments and targeted support. Findings will inform planning, supervision arrangements, review meetings (including EHCP/Annual Reviews where appropriate), and updates to Positive Behaviour Plans, risk assessments and environmental/timetable adjustments. Relevant information will be shared with parents/carers in a supportive way and in line with safeguarding and data protection requirements.

- Behaviour incident data (including supported removal), with notes on antecedents/triggers, communication attempts (including AAC), sensory factors, and strategies used to support regulation, safety and repair.
- Attendance, suspension and exclusion data, considered alongside SEND, wellbeing indicators and the reasonable adjustments/support offered.
- Use of pupil support provisions (e.g. planned regulation spaces, additional staffing, alternative timetables or off-site provision where relevant), including rationale, support provided, outcomes and reintegration planning.
- Incidents of searching, screening and confiscation, including any risk assessments and reasonable adjustments made to reduce distress and maintain dignity.
- Feedback from staff, pupils, parents/carers, governors and partner agencies on the behaviour culture and support offer, using accessible methods (e.g. symbols, visuals, supported interviews) where needed.

The data will be monitored and analysed termly by the Headteacher and SLT, with a focus on improving outcomes for pupils with SEND and complex needs. Analysis will look for patterns, system issues or gaps in provision, and whether reasonable adjustments and support plans are working as intended. The school will also consider its duties under the Equality Act 2010 and will check for any disproportionality for groups with protected characteristics, using the findings to inform staff training, environmental adaptations and policy/practice updates. Safeguarding considerations will be escalated immediately in line with the Child Protection and Safeguarding Policy.

All staff contribute to an effective, consistent behaviour culture by following agreed approaches, recording information accurately (including positives), and reflecting on what the data shows. Leaders will support staff through coaching, training and supervision so that practice remains calm, consistent and rooted in understanding pupils' needs. This shared responsibility helps the school maintain safe environments and continually improve support for pupils with complex needs.

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 24/08/2027.

Annex A: 2026 legislative and procedural updates

Independent school standards: The policy has been updated to reflect the current Department for Education guidance for independent schools, including the Independent School Standards and the proprietor's responsibility to meet welfare, health and safety, safeguarding, information and leadership standards consistently.

Safeguarding and record keeping: The policy now aligns behaviour recording with safeguarding expectations by requiring behaviour concerns, incidents, positive recognition, actions taken and follow-up to be recorded on CPOMS, with escalation to safeguarding leads where concerns indicate that a pupil may need help or protection.

Behaviour guidance: The policy continues to reflect DfE behaviour guidance for schools, including independent schools, by emphasising a calm, safe and supportive culture; accessible behaviour expectations; reasonable adjustments for pupils with SEND; proportionate sanctions; reintegration; and monitoring behaviour data to improve support.

Implementation note: Leaders should ensure staff are trained to record consistently on CPOMS, including factual descriptions, antecedents/triggers, communication attempts, de-escalation strategies, outcomes, follow-up actions and any safeguarding referrals or parental contact.

Behaviour and positive recognition will be recorded in CPOMS. Staff will log incidents, strategies used, outcomes and follow-up actions, alongside positives and reward information, to support consistent responses, safeguarding oversight, communication with parents/carers and termly monitoring by leaders.

