BEHAVIOUR POLICY

Approved by: Leanne Jarvis	**Date:** September 2024
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Contents

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- Outline the expectations and consequences of behaviour

- Provide a consistent approach to behaviour management that is applied equally to all students

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

Definitions

At Springboard Education, we recognise that our students have a wide range of significant and complex needs, including Social, Emotional and Mental Health (SEMH) difficulties, Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), and Attachment Disorders. Many of our students have also experienced Early Childhood Trauma.

These experiences and conditions can profoundly influence how young people perceive, understand, and interact with the world around them. Students with learning differences may face challenges with communication, social interaction, and

sensory processing and regulation. Such difficulties can impact their confidence, self-esteem, and emotional wellbeing.

We understand that our students may sometimes communicate their needs through behaviours that can be concerning or challenging. These behaviours can affect not only the individual but also those around them, their environment, relationships, and overall quality of life. At Springboard Education, we believe that all behaviour has meaning and serves a function. Through a **trauma-informed approach**, we aim to understand the underlying causes of behaviour and respond with empathy, consistency, and support.

Our commitment is to help students develop alternative, functionally equivalent, and socially appropriate ways to express their needs. We work collaboratively to build trust, emotional safety, and positive relationships, which are the foundation for learning and growth.

This policy has been written with respect for the rights, dignity, and individuality of every student. It reflects our positive and caring ethos, our trauma-informed practice, and our dedication to supporting students to overcome challenges, express themselves effectively, and lead happy, purposeful lives.

The purpose of behaviour is to have needs met. In this policy and procedure 'challenging behaviour' refers to behaviour which:

- Interferes with or prevents the person from engaging within education, or interferes with or prevents the engagement of others.
- Is not socially acceptable or appropriate
- Endangers the person, others, environment and/or equipment
- Offers an unacceptable level, of challenge to staff in their support of the person

It may be exhibited as:

- Acts of verbal or physical aggression
- Withdrawal or refusal to participate
- Refusal to move/unable to engage (dynamic risk assessment)
- Life threatening self-injury
- Injury (intentional or not) to others or damage to objects, equipment and resources
- Behaviours that fulfil a sensory need

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Serious violence towards others

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour such as interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- E-cigarettes or vapes

- Fireworks

- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Bullying

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

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

For further details on how the school addresses bullying concerns, please consult the Anti-Bullying Policy.

Roles and responsibilities

The Director

The Director is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring how staff implement this policy to ensure rewards and Restorative actions are applied consistently to all groups of students

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the Child Protection and Safeguarding policy to offer students both Restorative actions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students

- Establishing and maintaining clear boundaries of acceptable student behaviour

- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students

- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular students

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly

- Challenging students to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy

- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards

- The pastoral support that is available to them to help them meet the behaviour standards

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

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

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

School behaviour curriculum

At Springboard Education, we aim to create a safe, respectful, and nurturing environment where every student can learn, grow, and thrive. We understand that behaviour is a form of communication and that some students may need additional support to meet expectations. Our approach is rooted in empathy, consistency, and understanding, recognising that connection and trust are the foundation for positive behaviour.

Students are supported and encouraged to:

- Act in a calm, safe, and considerate manner, showing self-awareness and self-regulation with guidance from staff.
- Show kindness, respect, and understanding to staff and peers, recognising everyone's right to feel safe and valued.
- Contribute to a positive learning environment, allowing all students to engage, learn, and succeed.
- Move safely and calmly around the school, being mindful of others and the shared space.
- Take care of the school environment and property, showing pride in and respect for their surroundings.
- Engage in restorative or reflective conversations when difficulties arise, to repair relationships, rebuild trust, and learn from experiences.
- Represent themselves and the school positively, including when in the community or online.

We recognise that some students may require individualised support or adjustments to routines within the curriculum to help them meet behavioural expectations. These adjustments are made with care and understanding, ensuring that every student has the opportunity to succeed within a supportive and inclusive environment.

We encourage teachers to establish clear, positive expectations with their students at the start of the academic year, and to revisit them regularly. Displaying these expectations in the classroom can provide a helpful visual reminder and can be referred to calmly when behaviours begin to escalate, supporting students to regulate and re-engage positively.

Mobile phones

Please refer to the Student Mobile phone policy for more information.

Responding to behaviour

Positive Behaviour Support and Trauma Informed Practice

Springboard is committed to creating a safe, supportive, and consistent environment that is respectful, welcoming, and trauma-informed. We take a whole-person, person-centred approach that considers all available information, involves open communication with families, and meets individual needs in a tailored, compassionate way, recognising the impact that past trauma may have on behaviour and engagement.

As part of this approach, every student at Springboard will have a risk assessment that identifies appropriate risk mitigation strategies. Where behaviour that challenges is identified as a potential risk, a Positive Behaviour Support Plan will be developed. These plans will detail strategies for managing such behaviours in a way that is consistent, respectful, and trauma-sensitive. Students, parents, relevant professionals, and all staff working with the student will be involved in the creation of these plans.

This process ensures the safety of the individual, their peers, staff, and property, while promoting consistent, informed, and compassionate responses from all staff members.

To support this, all staff receives **Staff Safety Training**, which equips them with the knowledge, skills, and confidence to act proactively rather than reactively. The training places a strong emphasis on trauma-informed practices, de-escalation techniques, and the safe use of physical intervention, ensuring responses that prioritise dignity, safety, and emotional wellbeing at all times.

Classroom management

Student behaviours such as refusal to attend sessions and refusal to complete work are monitored on a regular basis. Attendance and punctuality are taken very seriously, as consistent participation in lessons is vital for student progress and engagement. Staff are encouraged to create an environment that meets all students' needs and to differentiate their teaching accordingly. Teaching and support staff play a crucial role in setting the tone and creating a positive environment that supports good behaviour throughout the school. They are responsible for maintaining an engaging and stimulating atmosphere that encourages students to participate actively in their learning.

Classroom rules should be clearly displayed, and staff should consistently remind students of the expected standards of behaviour, attendance, and punctuality. Building positive relationships with students is essential and can be achieved by greeting them at the start of the day or lessons, establishing clear routines, and communicating behavioural expectations in both verbal and non-verbal ways. Staff should highlight and promote good behaviour, use positive reinforcement, and handle low-level disruption effectively through planned strategies. Ending each day on a positive note and starting the next afresh helps reinforce a supportive learning culture. Additionally, allocating time at the end of each session to discuss positive behaviours and award Class Chart points encourages ongoing engagement and recognition of good conduct.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies, Class charts individual rewards or special assemblies
- Positions of responsibility, being entrusted with a particular decision or project
- Whole class or year group rewards, including school trips.

Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

Proactive/Preventative strategies and Secondary/De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Restorative actions will need to be agreed by the Senior Leadership Team.

When giving behavioural restorative actions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following restorative actions in response to unacceptable behaviour:

- Loss of privileges – for instance, the loss of a prized responsibility

- School trips bans

- School-based community service, such as tidying a classroom

- Referring the student to a senior member of staff

- Referring the student to speak to the school police liaison

- Letter or phone call home to parents/carers

- Agreeing a behaviour contract

- Removal of the student from the classroom

- Internal Suspension

- External Suspension

- Permanent exclusion, in the most serious of circumstances

- Reductions of points in Class Chart reward system

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

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder

- Hurting themselves or others

- Damaging property

- Committing an offence

Reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents/carers

Springboard staff receive training in **Staff Safety Training**, and all members are fully aware that restrictive physical interventions should only be employed as a **last resort**, when all other strategies have been exhausted. Such interventions should typically form part of a planned response to support individual needs and to safeguard the individual or others.

Before any physical intervention is considered, staff must always attempt to **defuse or redirect** the situation using alternative methods. Any intervention used must be

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necessary and proportionate to the circumstances and should be clearly outlined in the individual's **Positive Behaviour Support Plan**

Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Refer to the Confiscation, Screening and Searching procedure for more information.

Off-site misbehaviour

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

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

Restorative actions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

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

Online misbehaviour

The school can issue behaviour related restorative actions to students for online misbehaviour when:

- It poses a threat or causes harm to another student or staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school
- Misuse of AI to cause harm to another student or staff

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

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher and/or a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report is made to the police, the Designated Safeguarding Lead (DSL) will also, where appropriate, make a corresponding referral to Children's Social Care and/or follow any advice provided by the police regarding the school's next steps.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has established clear procedures to address any allegations or concerns relating to a child's safety or wellbeing. These procedures outline specific steps for responding to reports and, where appropriate, conducting risk assessments to determine the most suitable course of action. Depending on the outcome of the assessment, the school may choose to manage the incident internally, refer the matter to early help services, involve children's social care, or report the concern to the police.

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

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer

(LADO), where relevant) will consider whether the student who made the allegation is in need of support, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our **Child Protection and Safeguarding Policy** and the **Staff Handbook** for more information on responding to allegations of abuse against staff or other students.

Serious breaches of the policy

Removal from classrooms and/or Internal suspensions

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

Students who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a designated member of staff allocated by the management team or the class teacher.

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

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Depending on the circumstances, parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as

- Meetings with the pastoral team

- Use of 1:1 support

- Short-term behaviour plans

- Timetable changes

- Long-term behaviour plans

- Multi-agency assessment

- Meetings with the safeguarding team

- Meetings with SLT

- Parents will be invited to school to discuss behaviours with SLT

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log (Class Charts).

Suspension and permanent exclusion

Any suspensions and exclusions or controls used to manage behaviour must be part of the Positive Behaviour Support plan and must work towards reducing or eliminating the challenging behaviour and replacing this with another more appropriate behaviour. The safeguarding team in conjunction with the Head Teacher will investigate relevant staff and the incident and dynamically risk assess the length of time each suspension will be. Suspension will never be used as an end in themselves. Actions by staff will be proportionate to the actions that constitute the challenging behaviours i.e. staff must judge that their intervention is necessary to prevent greater harm occurring to the person themselves, other students and/or staff, or property.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school restorative actions and interventions.

The decision to externally suspend will be made by the Senior Leadership Team and only as a last resort.

Examples of behaviours that can lead to external suspensions:

- Physical behaviours towards students and staff

- Serious levels of classroom disruption

- Damage to school property

- Serious attempts to put self or others at risk (i.e.: running into the busy roads)

- Constant levels of absconding

- Smoking/Vaping indoors

- Being in possessions of prohibited items (listed previously).

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

Please refer to our Discipline and Exclusion policy for more detailed information.

Recording Incidents

Staff at Springboard have all been trained on how to record incidents and the importance of it.

All Staff will have access to Class Charts.

Managers are encouraged to support new staff to follow the relevant policies and teach staff how to use the system put in place by Springboard.

(Only staff that was involved on the specific incident should record it)

The description of the incident needs to have:

- Names (Student/Staff) – No Initials
- Date
- Times
- How it started
- During
- How it ended
- Communication
- Where
- Environment
- Strategies
- Objects
- Items
- What you said
- What they said
- What you saw
- Any other relevant people involved (members of the public)
- Guiding techniques
- Physical intervention

- Injuries/first aid

Supporting students following a suspension

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

The following are some examples:

- Discussion with a member of the pastoral team about behaviours, expectations and further support.
- Attend a set of sessions with the pastoral team to complete more in-depth work.
- Discussion with the DSL

Depending on the seriousness of the exclusion, students will have to attend a back-to-school meeting led by a member of the Senior Leadership Team where they will be discussion the impact of those behaviours in the school community, strategies to improve behaviour and self-regulatory strategies. Often but not always parents can be invited to attend these meetings.

Student transition

Inducting incoming students

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

Integration will be bespoke to each student and with parents/guardians/carers agreement.

Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Springboard Education aims to provide support to enable people to manage their own behaviour in order to improve their emotional wellbeing i.e., confidence and resilience.

We aim to:

- improve the quality of life for the individual by providing staff with the necessary information and skills to maintain an environment that meets the needs of all students
- develop a proactive approach in the management of escalating behaviours
- increase the competence and confidence of all those who deal with escalating behaviours
- increase confidence of all staff who deal with crisis
- build resilience levels

Whilst at Springboard, staff are likely to be in contact with students who may demonstrate behaviour that challenges, to ensure everyone's safety staff will receive appropriate training in positive behaviour support strategies and physical intervention training, tailored to meet the needs of Springboard students which they are supporting.

Springboard staff are trained in **STAFF SAFETY TRAINING.** Following the training, stall will be expected to be able to proactively support the students to ensure the reduction of behaviours so that students have a better quality of life and improvement on their educational learning whilst at Springboard. Staff are encouraged to use physical intervention as a **LAST RESORT**. These techniques rely on staff having access to the individuals' detailed behaviour support plan and to an individual, risk assessment and EHCP, where appropriate.

Proactive/Primary Interventions:

- These identify and respond to a person's needs which, if unmet, could result in behaviour that challenges. Proactive approaches should aim to help the person to gain increasing self-control resulting in a reduced need for interventions.

Secondary interventions:

- Active interventions are agreed approaches known to be effective in eliminating or reducing the immediate likelihood of a crisis occurring and are focused on calming techniques used when early warning signs are displayed by a person. These include verbal and non-verbal techniques used to calm situations.

Tertiary interventions:

Reactive interventions respond to a behavioural crisis as it occurs. These may include but are not limited to physical interventions and are agreed approaches known to provide a safe environment for the individual and for the staff and other people immediately affected. The agreed plan will include actions that staff need to take to reduce the crisis behaviours in as positive way as is possible. Physical interventions should only be used as a **LAST RESORT** where all other interventions have failed. Before any physical intervention is considered, staff must always attempt to **defuse or redirect** the situation using alternative methods. Any intervention used must be **necessary and proportionate** to the circumstances and should be clearly outlined in the individual's **Positive Behaviour Support Plan.** All interventions of this type will be non-personal, non-judgemental and non-punitive.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, internal and external suspensions, and permanent exclusions
- Incidents of searching, screening and confiscation
- Safeguarding reports
- Anonymous surveys for staff and students on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by Pedro Lima/Behaviour Support Manager and Leanne Jarvis/Headteacher.

The Senior Leadership Team will then review the data with the Behaviour Team every Monday.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

The Behaviour Team will provide feedback on each ClassChart report of negative behaviour, with outcomes ranging from continued monitoring and recording to a fixed-term suspension.

The Behaviour Team will also offer constructive feedback, where appropriate, on how certain behaviours have been managed by staff. Staff are encouraged to be open about the decisions they make, and feedback will be given to support the implementation of improvement measures, with safety remaining the highest priority.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher, SENCO and Behaviour Support Manager at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

Anti-Bullying Policy

Accessibility Policy

Attendance Policy

Child Protection and Safeguarding Policy

Missing Person Procedure

Positive behaviour support and Physical intervention Policy

Discipline and exclusion Policy

Education and Welfare Policy

Health & Safety Policy and Procedure

Lone Working Policy

Managing Accidents, First aid and medication Policy

Critical incident Policy

Pastoral intervention procedure

Relationship and Sex education Policy

Student Mobile phone policy