

Behaviour Management Policy



Approved by:	Simon Wood (Head Teacher) Penny Harris (Director) Jane Cox (Director)	Date: 1 st September 2025
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Last reviewed on:	1 st September 2024
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Next review due by:	1 st September 2026
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All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

1. Aims

This policy aims to:

- provide clear expectations and a consistent and positive approach to behaviour management.
- provide an approach that supports our pupils to develop the skills they need to manage their behaviour.
- have regard to the special educational needs of pupils and the impact of these on their behaviour.
- summarise the roles, responsibilities and expectations with regards to behaviour management
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.
- for every member of the school community to feel valued and respected, and for all persons to be treated fairly.

2. Legislation and Statutory Requirements

This policy is based on:

- The Special Educational Needs and Disability (SEND) Code of Practice, 2014 (DfE)
- Education (Independent School Standards) Regulations, 2014
- [The Equality Act, 2010](#)
- [Supporting Pupils with Medical Conditions at School](#), 2014 (DfE)
- Searching, Screening and Confiscation, Advice for Schools, 2022 (DfE)
- [Behaviour and Discipline in Schools, 2016 \(DfE\)](#)
- Sexual violence and sexual harassment between children in schools and colleges, 2021 (DfE)

3. Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Incident and Information Reporting Policy
- Anti-Bullying Policy

- Suspension Policy
- Staff Code of Conduct Policy
- Staff Development Policy
- Staff Recruitment Policy

4. Principles

Behaviour in this school will be managed in such a way as to:

- Recognise and celebrate pupils' behavioural improvements and achievements.
- provide pupils with a sense of success and positive achievement which will support them in feeling more able to make positive choices and confidently manage their own behaviour.
- meet the emotional and educational needs of pupils.
- raise the self-esteem and confidence of pupils.

5. Roles and responsibilities

The Directors are responsible for:

- monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- be involved in the development of the policy in accordance with the stated aims of the school
- support staff in implementing the policy.

The Headteacher is responsible for:

- reviewing and approving this behaviour policy.
- ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour in the best interests of the pupil.
- support staff in implementing the policy.
- monitor how staff implement this policy.

All school staff are responsible for:

- building and maintaining positive professional relationships with all pupils.
- modelling calm and professional behaviour at all times.
- treating pupils with tolerance and respect.
- managing pupils in relation to their individual differences and behaviour support plans.
- ensure the school ethos and class expectations are understood and applied in their class, and that their class behaves in a responsible manner during lesson time.
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons.
- inform parents about expected behaviour and seeking their support.
- use praise to reinforce expectations.
- ensure all children are noticed and receive attention in class.
- treat each child fairly and apply the rules consistently.
- organise the classroom in a way that encourages successful learning by giving attention to:
 - space for working and movement.
 - seating arrangements.
 - access to materials and equipment.
 - noise levels.
 - routines.
- be aware of safety issues when planning activities in conjunction with the pupil's risk assessment.
- allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum.

- teach children about acceptable behaviours and the strategies they can use.

All school staff follow a comprehensive induction programme to ensure they have read, understand and will implement all relevant school policies including this policy, the Staff Code of Conduct and those relating to Safeguarding and Child Protection.

All parents/ carers are responsible for:

- working collaboratively with the school so that children receive consistent messages about how to behave at home and at school.
- agreeing with the school rules at our introductory parents' meeting with an expectation to help to support the school in implementing these.
- building a supportive dialogue between school and home and inform the school appropriately if they have concerns about their child's behaviour or welfare.
- informing the school of any medical or social circumstance that might affect the behaviour of their child.
- providing their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage.
- keeping in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.
- supporting and co-operating with the school in implementing the behaviour policy.
- respecting the staff of the school and valuing their professional opinions.
- promoting positive attitudes towards school.
- providing a good example of behaviour.

6. Individual Behaviour Support Planning

Each pupil has a Behavioural Risk Assessment which is begun before they start at the school to include information from previous school/s and professionals. This individual behavioural risk assessment is then finalised after a pupil's induction period to include any new findings and observations.

The Behaviour Support Plan is then written to address issues raised in the Behavioural Risk Assessment and includes:

- The pupil's positive characteristics, strengths and interests.
- The pupil's specific behaviours that are planned for. ☐ Triggers that are known to bring about behaviours.
- Warning clues.
- Early interventions.
- Active interventions.
- Specific planning issues.
- Interventions which should be avoided.
- How the pupil can help his/herself to reduce difficulty/risk.
- How success will be measured.
- Key staff to be involved.
- Further staff training required.

This plan, and the proactive and reactive strategies, are reviewed regularly, in light of incidents of difficult behaviour and of successes. Staff apply a level of flexibility in accordance with the needs of the pupil, and their own dynamic with the pupil, on any given day. Staff recognise that a reduction in the frequency or intensity of poor behaviour is improvement and progress for an individual pupil.

7. Positive Behaviour Management Strategies

THRIVE

The Thrive Approach draws on insights in attachment theory, child development and neuroscience to provide a way of working with children and young people that supports optimal social and emotional development and helps them re-engage with life and learning. We base our emotional development planning and delivery on the Thrive programme. Each pupil has a Thrive assessment each half term which provide targets for emotional development which feed into Thrive programme planning, lesson delivery and intervention work for each pupil.

Success forms are completed and sent home to parents to share children's successes throughout the day. Positive phone calls home Weekly and half term rewards

Early Intervention and De-escalation

We recognise that timely, well-chosen early interventions are the safest and most valuable way of influencing behaviour and de-escalating a situation. Staff are empowered to make decisions regarding the timing and style of early interventions, which may (but not exclusively) include, for example:

- Making a cup of tea and talking
- Negotiation and giving choices
- Reassurance and advice
- Planned or purposeful ignoring
- Providing a change of face
- Providing a change of activity
- Meeting with the Head Teacher so their voice can be heard
- A period of physical exercise
- Leaving the school with a member of staff to completely change the environment
- Moving the pupil away from the 'audience'
- 1:1 Thrive session

When people are paid attention to they feel validated, they feel important. The opposite is also true; people feel less important, and sometimes feel they need to up the ante, if they feel like they need attention. Paying attention doesn't just mean saying, "I'm listening." It means looking at the person, making eye contact and virtually listening with the entire body. By really listening, and conveying that through body language as well as words, our staff can take away a pupil's reason for escalating a situation.

Rewards

Rewards are used as springboards towards the pupil improving and taking responsibility for their behaviour and ultimately to towards them being able to regulate their behaviour. As such, rewards systems, schemes and the reward itself are personalised and reviewed regularly. For many of the young people, praise from trusted adults is the main reward that they respond to and we recognise that important rewards may be intangible but very powerful.

Use of 'Time Out'

If a pupil wishes to remain in the building and find a space to calm down, they can choose any room to use for this, under staff supervision. If a pupil requires time away from a situation or away from the school site, staff will take that pupil to a safe place outside the building, and maybe a distance away from the building to give them the space and change of scene required to calm.

Pupil Involvement and Voice

We recognise that pupil involvement in the planning of how best to support them to manage their own behaviour can enable them to take more ownership in the process, and pride in their own behavioural progress and improvement. We also recognise that greater involvement and engagement by pupils in the life

of their school community supports important aspects of each pupils physical, emotional, social and educational development; see Pupil Voice Policy.

Parental / Carer Support and Contact

We seek the support of families to work as a team to help our pupils to improve their ability to self-regulate and make safe choices. The Headteacher and school staff prioritise maintaining regular contact with parents/carers, keeping them fully informed and involved in the pupil's education and time at school. All contacts with parents/ carers are recorded on the School pod.

Multi-agency support and Contact

The school will work with a variety of outside agencies to support pupils to address issues which are impacting on their behaviour. If there begins to be difficulties surrounding a pupil's behaviour where there were no difficulties before, or the levels of inappropriate behaviour have significantly increased, a multi-agency meeting will be arranged. The meeting will involve all professionals working with the pupil and will aim to find new strategies and ways forward to more effectively support the pupil. An Early Help Assessment may be considered to support the pupil and, potentially, their family.

8. Inappropriate Behaviour

Our staff address pupil's inappropriate behaviour in line with strategies contained within each individual pupil's behavioural support plan and with regard to their relationship and dynamic with each pupil on any given day. Therefore, inappropriate behaviour may go unaddressed but this will be part of the agreed behaviour management strategy for an individual pupil.

This school recognises that each pupil's capacity to manage their own behaviour is different and is dependent on internal and external factors, including their special educational needs.

In general, the behaviour that is deemed inappropriate in this school includes:

- Bullying / cyber bullying / abuse of social media
- Physical abuse
- Peer on peer abuse
- Sexual violence
- Sexual harassment
- Harmful sexual behaviour
- Throwing causing harm
- Violence towards others
- Spitting or coughing directly at another person
- Damage to property
- Verbal abuse / derogatory comments
- Threatening behaviour
- Use of racist or discriminatory language
- Lighting a fire / misuse of lighters
- Stealing
- Possession of a prohibited item
- Absconding

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under this policy, but the Child Protection and Safeguarding policy will apply to any allegations that raise safeguarding concerns.

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- use of cyber bullying outside of school.
- inappropriate behaviour taking place close to the start/end of day when pupils are in school.
- behaviour that poses a threat to another pupil or member of the public.
- behaviour that could have repercussions for the orderly running of the school.
- behaviour that could adversely affect the reputation of the school.

9. Overcoming Barriers

Smoking

We want to discourage young people from smoking. If we have parental permission for a young person to smoke, this will take place off the school site, out of sight of the school building and supervised by an adult. We recognise that, for pupils with a nicotine addiction, smoking may work to help them to calm and if it is necessary to keep the pupil, and others safe, we will use this as a way to maintain safety.

Use of Mobile Phones

In order to prevent distractions, and to promote e-safety, all pupils are required to hand their phone in during morning tutor time and it is kept securely, in the office, until the end of the school day. All pupils, parents/ carers are aware that if they need to contact their child urgently they can call the school, on either our landline or mobile number, at any time. If a pupil is waiting for news, or is particularly anxious about something or someone, we will allow them to check their phone during break times.

The handing in of all mobile phones is non-negotiable and this is explained to all potential pupils and their parents/ carers when they first attend the school for an interview; it is made clear that by agreeing to attend the school they are agreeing to abide by this rule.

Absconding

If a pupil absconds from the school or a staff member, the pupil will be followed at a distance which does not provoke the pupil to run (putting themselves in a less safe situation) but which enables the staff member to retain sight of the pupil at all times. The staff member must report the absconding to the Headteacher or a member of the SLT and follow directions given. If the staff member loses sight of the pupil then the Head Teacher/member of SLT will phone 999 to report them as missing and they will inform parents or carers.

10. Post incident Support

We recognise that, following a behavioural incident, pupils and staff may need time and space to be able to be calm and reflective. An appropriate staff member, or Headteacher, will discuss the incident with the pupil at a time when the pupil has calmed sufficiently to ensure that the discussion itself does not create a situation of re-escalation. School staff are aware that other pupils may witness incidents that cause them to be upset and they will also be offered support. During post incident support the voice of the pupil will be listened to in order to inform understanding and outcomes.

11. Behaviour Tracking

- The behavioural progress for each pupil will be tracked to provide a measure for current behaviour and to allow evaluation of interventions, monitoring of improvement, as well as enabling staff to develop effective and consistent interventions. Robust measures are in place to track, record and monitor behaviour utilising School Pod, the school's information management system.

- The Headteacher monitors the effectiveness of this policy on a regular basis and makes reports to the Directors on the effectiveness of the policy and if necessary, makes recommendations for further improvements.
- The Directors and the Headteacher review the policy every year. The Directors and the Headteacher may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

12. Sanctions and Reprimands

This school prioritises rewarding positive behaviour as opposed to sanctioning poor behaviour. Consequences for poor or inappropriate behaviour will be personalised for each student but may include:

- Restorative action
- Keyworker meeting
- Meeting with Headteacher
- Withdrawal of privileges
- Temporary change to timetable
- Phone call/meeting with parents/carers and other professionals
- Suspension (see separate school policy)

Our school staff will make sparing and consistent use of reprimands, in a non-aggressive and advisory tone, addressing behaviour and not the person. Our staff will use private, rather than public reprimands whenever possible.

13. Restrictive Physical Intervention

School staff are CPI Safety Intervention trained ensuring that we operate within the principles of BILD and according to DfE guidance.

In extreme circumstances, and where there is no other choice, restrictive physical interventions may be used by trained staff members, as follows:

- Restrictive physical intervention should be an absolute last resort.
- Restrictive physical intervention will only be used when a person is in real danger i.e. causing real harm to themselves or others.
- The least restrictive form of physical intervention will always be used and used for the shortest time possible for staff to gain control of the situation and eliminate the immediate risk of injury.
- All incidents involving restrictive physical intervention will be recorded and logged.
- Post-incident support will be offered to the pupil and staff members involved in restrictive physical interventions.
- Parents/carers will always be informed when a restrictive physical intervention has taken place.
- Where relevant, social workers, Youth Offending Team or other involved professionals will be informed.
- Each pupil's Behaviour Support Plan should be reviewed and updated if necessary following the use of restrictive intervention.
- Under no circumstances should a pupil be struck or handled. Corporal punishment is illegal in all circumstances.

14. Searches

Safeguarding and the best interests of the child should be the primary consideration in relation to searching a pupil. There must be a balance between:

- The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of pupils suspected of possessing these items

Keeping Children Safe in Education (KCSIE) sets out the statutory duty of all staff to make sure that they make decisions in the best interests of the child. This applies to decisions to search pupils and confiscate items. There should be vigilance about possible biases affecting the decision to search a pupil and consideration that all pupils

have a right to expect a reasonable level of personal privacy, under Article 8 of the European Convention on Human Rights. Any 'interference' with this right by our school must be justified and proportionate.

A pupil will only be searched if there is a good reason to, considering that it could infringe upon their wellbeing and rights in several different ways. For example:

- Loss of privacy when clothes, bags or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- Impact on a pupil's dignity or reputation if they are searched or suspected of possessing prohibited items

Confiscation of items should be treated as a safeguarding issue. Children in possession of drugs, alcohol or weapons should be considered vulnerable and at risk of exploitation. Paragraph 20 of KCSIE highlights the need to be alert to the potential risks of children who are:

- Showing signs of being drawn in to anti-social or criminal behaviour
- In challenging family circumstances, such as drug and alcohol misuse
- Misusing drugs or alcohol themselves
- Children in possession of drugs, alcohol or weapons should be considered vulnerable

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The designated safeguarding lead (DSL) should make an immediate referral if they find evidence that a child is at risk of harm.

Who can carry out a search and when

Only the head teacher, and members of staff authorised by the head teacher, have the power to search a pupil for a prohibited or banned item. They can do this if:

- The pupil agrees to the search, or
- The authorised staff member has 'reasonable grounds' to suspect that the pupil may have a prohibited or banned item (see the next section for definitions of these)

Under law:

- The person carrying out the search must be the same sex as the pupil being searched
- There must be another member of staff present as a witness to the search

The only exception to this is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently and
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

The member of staff witnessing the search must also be the same sex as the pupil being searched if this is reasonably practicable (paragraph 6(d) of section 550ZB of the Education Act 1996).

What you can search for

Head teachers and authorised staff members can search a pupil for:

- Any items with the pupil's informed consent
- Prohibited or banned items, with or without the pupil's consent

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

- Commit an offence
- Cause personal injury (including the pupil) or damage to property

How to carry out a search

The head teacher or authorised staff member should:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it
- Always seek the pupil's cooperation

If a pupil refuses to cooperate, the authorised member of staff should first consider why this is, and act proportionally. It may be that the pupil:

- Is in possession of a prohibited or banned item
- Doesn't understand your instructions or what a search will involve
- Has had a previous distressing experience of being searched

If the pupil still refuses to cooperate, and there is no evidence that a search is needed urgently, the pupil should be supervised somewhere away from other pupils. The head teacher should assess whether it's necessary to use reasonable force to conduct the search. This should only be considered if this would prevent the pupil from harming themselves or others.

The pupil should only be searched in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:

- Hats
- Scarves
- Shoes or boots

Pupils cannot be asked to take off any further items of clothing.

Authorised staff can search bags in the presence of the pupil and another member of staff (except in cases where there's a risk of harm and where it's not reasonably practicable to summon another member of staff - see section above on who can conduct a search for more detail). A metal detector may be used.

School staff are not allowed to carry out strip searches, including the head teacher and authorised staff. Only police who have been asked to come to the school may decide whether a search is necessary and carry it out. The police can only carry out a search if they:

- Think this is necessary to remove an item related to a criminal offence, and
- Reasonably consider the pupil might have concealed such an item

The police should be called into school as a last resort and the best interest of the child should be considered first. Before the police are called:

- Ensure all other approaches have been exhausted
- Carefully weigh up the risks to the pupil's mental and physical wellbeing with the need to conduct a search

Where reasonably possible, parents should be informed that a strip search will happen (and should always be informed after it has been carried out)

There must be an 'appropriate adult' present during the police search. This is a person whose role is to safeguard the rights and welfare of children who are suspected of a criminal offence, by ensuring they are treated fairly and are able to participate effectively.

The police officers conducting a strip search must be the same sex as the pupil. There must be at least two people present other than the pupil, including the 'appropriate adult'. The search may only take place without an appropriate adult if:

- It is an urgent case where there is risk of serious harm to the pupil or others, or
- The pupil explicitly states that they don't want an appropriate adult present for the search, and the appropriate adult agrees and signs a record of the pupil's decision

The appropriate adult should be the same sex as the pupil, unless they specifically request someone else. The role of the appropriate adult is to advocate for pupils' wellbeing at all times. A strip search can be highly distressing for the pupil, and for staff and other pupils affected.

The police cannot overrule this safeguarding duty, for example by requesting that the appropriate adult leave the room when they talk to the pupil.

Always put safeguarding at the centre when supporting the pupil, regardless of whether a prohibited item is found. The pupil should have an opportunity to express their views regarding the search.

If a prohibited item is found:

- Consider it a safeguarding matter as well as a police matter
- Involve relevant staff and treat the pupil as potentially vulnerable

If a prohibited item is not found:

- Take a safeguarding approach to supporting the pupil to cope with the experience of being searched
- Consider the wider issues that may have informed the decision to request a search in the first place

How to record searches

A record should be made on SchoolPod of:

- Any searches for prohibited items
- Any search conducted by police officers
- Record these whether or not any items were found.

The head teacher should look for any trends in the searches carried out and identify any possible risks that may require a safeguarding response.

What you can confiscate

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is a prohibited or banned item
- Is evidence in relation to an offence

Authorised staff members will need to do different things with confiscated items, depending on what they are:

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, or return to the owner or dispose of (see the advice on page 18 of the DfE guidance)
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to commit an offence or cause injury or property damage	Deliver to the police return to the owner, retain or dispose of (see the advice on pages 18 and 19 of the DfE guidance)
Pornographic material	Dispose of (see the section below for guidance)
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

Searching and confiscating electronic devices

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so; grounds for reasonable suspicion that the device has (or could be used to):

- Cause harm
- Undermine the safe environment of the school or disrupt teaching
- Commit an offence

If inappropriate images, video, or other material, are discovered, they may be disposed of (see page 20 of the DfE's guidance for advice).

If there are reasonable grounds to suspect that their possession is related to a specific illegal offense, the material must not be destroyed. Instead, the material, or device containing the material, should be handed over to the police as soon as possible.

If there is a suspicion that an indecent image or video of a child is on a device, avoid viewing it and never copy, share, or save it; the DfE's guidance on responding to pornographic image-sharing in education settings should be followed.

15. Review

In order to ensure that this policy is relevant, if you have any suggestions for additions or amendments please email directors@ontrackededucation.com