

Wisbech Behaviour Management Policy



Approved by: Penny Harris (Director) Jane Cox (Director) **Date:** 1st September 2025

Last reviewed on: 18th September 2024

Next review due by: 1st September 2026

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 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

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 School Manager and Deputy Manager to account for its implementation.

The School Manager and Deputy are responsible for reviewing and approving this behaviour policy. The Manager will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour in the best interests of the pupil, and will monitor how staff implement this policy.

All school staff are responsible for:

- Building and maintaining positive professional relationships with all pupils
- Ensure effective person centred transition plans in place are consistently followed supporting new students joining on track.
- Modelling calm and professional behaviour
- Treating pupils with tolerance and respect
- Managing pupils in relation to their individual differences and behaviour support plans
- Embedding the Thrive approach.
- Being alert and responsive in safeguarding students from child on child abuse.

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.

6. Individual Educational Behaviour Support Plan

Each pupil has an individual Risk Assessment, which is begun when they start at our school, they may include information from previous school/s and professionals. This individual risk assessment is then an ongoing live document being reviewed/updated throughout the pupil's stay whilst attending on track education.

The Individual educational support Plan (IESP) is then written to address issues/concerns raised in the Risk Assessment alongside any other difficulties, previously known behaviour being displayed or information shared to support the student in these areas, this includes:

- The pupil's positive characteristics, strengths and interests
- The pupil's summary of needs and specific behaviours which may be displayed
- Triggers that are known to bring about behaviours
- Early interventions, teaching and learning interventions.
- The Thrive Approach including: VRF's (Vital Relational Functions) and PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Active interventions
- Specific planning issues
- EHCP targets
- Curriculum interventions
- How the pupil can help his/herself/themselves to reduce difficulty/risk
- How success will be measured

- Key staff to be involved

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

Meeting the need of the students

We know how important it is for our students to be ready to learn and they need their basic needs met first. We offer breakfast and lunch to all of our students to meet 'physiological needs'; we ensure a safe environment and that students feel that they belong to the On Track community, with students working with key staff and supporting their psychological needs and building relationships. (Maslow 1943).

To support students who are struggling to engage we offer off site learning and experiences to support students in building relationships with staff.

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 completed each term, which provides targets for emotional development. This feeds into Thrive programme planning, lesson delivery and intervention work for each pupil.



All new students will be assessed using the Thrive behaviour assessments.

This is to enable us to get a clear understanding of specific behaviours to focus our support when managing students during times of anxiety, upset and anger.

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:

- Thrive Approach (adapting our language used)
- Use of VRF's (Vital relational Functions)
- Use of PACE (playfulness, acceptance, curiosity, empathy)
- Making a cup of tea and talking
- Negotiation and giving limited choices
- Reassurance and advice
- Playing down the attention to the behaviour where safe to do so (not ignoring the pupil)
- Providing a change of face
- Providing a change of activity
- Meeting with the School Manager so their voice can be heard
- A period of physical exercise such as sensory circuits
- Leaving the school with a member of staff to completely change the environment

- Consider whether to move the pupil or the audience
- 1:1 Thrive session
- Mediation to seek repair and closure.

When staff use the VRF's (Attunement, Validation, Containment and soothing/regulating), as our general way of being, the students feel heard and supported. If we do not take this approach as the adults, the students may feel that they do not matter and their own thoughts and feeling are not important. We recognise behaviour is a form of communication, which needs to be noticed, this includes body language, and tone of voice, proximity and eye contact. By really listening with our whole body, so the student experiences a 'good enough' experience of attunement, validation, containment and soothing/ regulation by a responsive adult, we will reduce the likelihood of escalation.

Trauma Informed approach

We understand that children need emotional connection with adults and children where they feel safe, cared for and known. Traumatized children can often end up behaving in ways that are actually familiar to them, where their subconscious is replicating early and frightening relational experiences they have experienced. (Betsy de Thiere, 2017) We provide trauma informed sessions delivered by a trained Licensed Practitioner.



Rewards

Rewards are used as an incentive towards the pupil managing and taking responsibility for their own behaviour and ultimately towards them being able to regulate their behaviour independently. The school operates a reward/celebration system that sees each week a student being nominated during our Thursday staff meetings for effort and commitment to learning. This student is presented with a certificate and voucher during our Monday assembly highlighting great effort. Additionally, each school day all students are awarded points per lesson in relation to behaviour management. The maximum amount of points that could be achieved per week is 75. Each student is set a target to achieve 110 points or over, over 3 weeks. Students are included when deciding upon the rewarded activity. Following student voice meetings, the students are each given the opportunity to choose three possible interests from the list, which they would like to be included in.

Our points system may need adaption where attendance may be impacted due to health needs.

Celebrating and recognising success is an important factor in allowing pupils to understand their actions and begin to gain confidence in accepting praise. Alongside the planned enrichment, sessions to celebrate good work and positive attitude staff can reward students with something from the “dippy box”. Students can choose something from a box of treats in recognition of good work, a change in attitude, positive social interactions and acts of kindness.

Use of ‘Time Out’

If a pupil wishes to remain in the building and find a space to calm down, they have an identified space/area detailed on their ‘all about me’ document. A dedicated Thrive room is also available to all students who require a calming environment and additional staff available. 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. A decision about an appropriate location would be made based on knowledge of the individual and their behaviours and in line with their behaviour support plans.

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 School Manager and Education Manager support keyworkers to prioritise maintaining regular contact with parents/carers, keeping them fully informed and involved in the pupil’s education and time at school. Each student is allocated a key worker, who is the first point of contact for parents and carers.

Multi-agency support and Contact

The school will work with a variety of outside agencies to support pupils to address issues, which are influencing 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.

8. Inappropriate Behaviour

Our staff address pupils’ 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 and understanding.

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

- Bullying / cyber bullying / abuse of social media
- Child on child abuse
- Sexual violence
- Sexual harassment
- Harmful sexual behaviour

- Intimidating behaviour
- Physical abuse
- Throwing causing harm
- Violence towards others
- Serious damage to property that will require costly repairs
- Verbal abuse
- Threatening behaviour
- Use of racist or discriminatory language
- Lighting a fire
- Stealing
- Possession of a prohibited item
- Absconding
- Spitting directly at another person.

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.

9. Overcoming Barriers

Smoking

The school is a no smoking site.

Use of Mobile Phones

Mobile phones can be a distraction, a trigger or on occasions a safeguarding concern, therefore we discourage pupils from bringing mobile phones into school. We are also aware that the lack of being able to contact family may provoke extreme anxiety responses and in turn create situations that are incompatible with the safety of others or the pupil concerned. We expect all pupils who bring mobile phones into school that their phones must be handed in on arriving into school during tutorial sessions. Students will be permitted access to their phones during lunch break but are expected to return them to their tutors at the end of lunch.

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, this would be depending on their individual support plan and risks to self (putting themselves in a less safe situation). This enables staff to retain sight of the pupil at all times. The staff member must report the absconding to the School Manager or a member of the SLT and follow directions given. If the staff member loses sight of the pupil then they should phone 999 to report them as missing, and inform the school managers who 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 reflect. The School Manager or Deputy 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 be offered support. During post incident support, the voice of the pupil will be listened to in order to inform understanding and outcomes.

De-Briefings

Staff will also be given the opportunity to reflect following an incident with the School Manager and Deputy seeking what could have been done differently to avoid repeated incidents and help restore interactions.

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 record accomplishment and monitor behaviour utilising the school's information management system.

Our behaviour analyst compiles and tracks records for students who may display repeated incidents, analysing allows an overview over time in possible patterns emerging. These findings are then shared with parents/carers where further discussion takes place to implement possible strategies to reduce the frequency in events being displayed.

Will monitor and analyse our whole school incidents in suspensions, harmful sexual behaviours, bullying, physical interventions and discrimination.

12. Consequences 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 pupil but may include:

- Restorative action
- Keyworker meeting
- A natural occurring consequence
- Meeting with School Manager or Deputy
- Temporary change to timetable
- Phone call/meeting with parents/carers and other professionals
- Suspension (see separate school policy)
- Doing something kind for another

Our school staff will make sparing and consistent use of reprimands, in a non-aggressive tone whilst correcting the behaviour. Our staff will use private, rather than public reprimands whenever possible.

13. The least Restrictive Physical Intervention may be used

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, trained staff members may require a physical intervention, as follows:

- Physical intervention should be an absolute last resort
- Physical interventions will only be used when a person is in real danger i.e. causing, or likely to cause, 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.
- Any student having been supported by the use of a physical intervention will be offered immediate medical intervention.
- During a physical altercation, staff may separate pupils if it is safe to do so
- All incidents requiring a physical intervention will be recorded and logged

- Post-incident support will be offered to the pupil and staff members involved in the physical intervention
- Parents/carers will always be informed when a physical intervention has taken place
- Where relevant, social workers, Youth Offending Team or other involved professionals will be informed
- Each pupil's Individual Educational Support Plan and risk assessment is a working document and therefore reviewed and updated frequently by our Nurture lead and School Deputy.
- 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 School Manager and members of SLT staff authorised by the School Manager, 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 not 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' is 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 the school's MIS (Engage platform) 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