Behaviour Policy: Meeting Needs

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Applies to	All registered pupils aged 7–16 at Grovehill and Gaddesden, and relevant staff
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Proprietor/chair signature	

Related policies

Anti-bullying Policy
Child Protection and Safeguarding Policy
Online Safety Policy
Complaints and Compliments Policy

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1. Aims

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 pupils

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

2. Legislation, statutory requirements and 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

- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education

Independent School Standards guidance

Restrictive interventions, including the use of reasonable force, in schools

- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- 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

- DfE Behaviour in Schools guidance, which independent schools should use to support the publication and implementation of their behaviour arrangements

This policy has been prepared in accordance with the Independent School Standards and the school's proprietor and governance arrangements.

3. Definitions

Redbourn Park supports pupils with autism and complex needs to learn, thrive and achieve. We meet each pupil where they are, understand their communication, sensory and developmental needs, and remain ambitious for their future. Our approach is built on three values:

1. Safety – we create the conditions in which pupils feel and remain safe

2. Empathy – we meet each pupil where they are

3. Ambition – we support every pupil to learn, thrive and reach their potential

These values guide day-to-day decisions. Staff use accessible communication, reasonable adjustments and individual planning so that safety, dignity, learning and accountability are considered together.

These principles underpin everything we do.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Unexplained or repeated non-participation after staff have considered communication, SEND, health and reasonable adjustments
- Behaviour that is disrespectful or unsafe, considered in context and with appropriate communication support
- Non-compliance with agreed dress expectations after reasonable adjustments and individual circumstances are considered

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
- Bullying
- Abuse in intimate personal relationships between children
- Physical abuse
- 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, physical behaviour, and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of a statutory prohibited item under current DfE guidance. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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 pupil)
- School-rule-only items include e-cigarettes or vapes and any other item banned by the published school rules. These items may be searched for only with the pupil's cooperation; force must never be used.
- School-rule item: mobile phones may be brought for travel but must normally be switched off and placed in the designated secure store on arrival. The Headteacher, or a person they delegate, is responsible for receipt, storage, access and return, subject to agreed medical, disability, communication, regulation, transport, safety or emergency adjustments.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

5. Roles and responsibilities

5.1 Proprietor/chair

The proprietor/chair is responsible for:

- Approving this policy and the school's behaviour principles
- Reviewing this policy with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The proprietor/chair monitors the effectiveness of this policy and holds the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible at Grovehill and Gaddesden for:

- Reviewing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring implementation so that recognition, responses and reasonable adjustments are applied consistently and equitably
- 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 pupils 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 safeguarding policy to offer pupils emotional and behavioural support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly in the Behaviour incident log and escalating any safeguarding concern immediately to the designated safeguarding lead (DSL) and a deputy designated safeguarding lead (DDSL)
- Challenging pupils to meet the school's expectations
- The Headteacher will support staff in responding to behaviour incidents.

5.4 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.

5.5 Pupils

Pupils 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

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

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

Pupils 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 pupils who are mid-phase arrivals.

6. School behaviour curriculum

Redbourn Park combines clear whole-school expectations with an individualised approach that recognises each pupil's strengths, communication, sensory profile, health, trauma, emotional regulation and support needs.

As such, we have key documents that outline each pupil's needs, risks and support strategies to allow staff to follow our ethos, values and policies. These are:

Risk assessment (live, reviewed at least termly)

Risk assessments outline key needs, any additional risks to consider and ways in which staff can negate these risks.

Development plan (for each half term)

Development plans outline annual or key targets from EHC plans and professional assessments that staff are working towards. They also outline any learning projects or themes for the half term ahead and also any focus targets (deficits or areas to secure) and extending or mastery targets.

Support plan (live, reviewed at least termly)

Support plans first describe the behaviours or non-verbal communication we may see because of specific needs, emotions or situations. They also outline approaches we would use to engage each pupil with learning. They consider how the pupil may be feeling and how ready they are to learn, and provide planned strategies to support the pupil to become ready to learn.

Pupils are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Follow agreed dress expectations, with reasonable adjustments for disability, sensory, health and individual needs
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Recognition and positive reinforcement help pupils understand what is working and build safer, more independent skills. Points may be used accessibly to notice and share progress, without disadvantaging pupils whose disability affects how they show learning or regulation.

Staff use proactive support, reasonable adjustments and carefully judged demands rather than assuming that all demand should be removed. Behaviour, incidents and dysregulation are recorded proportionately so that patterns can inform support, teaching, safeguarding and risk reduction.

Where appropriate and accessible, a reflect-and-restore process may help a pupil and staff understand the incident, repair harm and identify safer future action. It is recorded in the Behaviour incident log and is not automatically placed on CPOMS. The DSL decides whether a safeguarding record is required.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

During the school day, pupil mobile phones are switched off and placed in individual protective storage in the designated secure phone store. The Headteacher, or a person they delegate, is responsible for receipt, secure storage, authorised access and return.

If a pupil does not hand in a phone, staff will use calm, accessible communication, establish whether an agreed exception or unmet need applies and involve the Headteacher and family as appropriate. Refusal alone will not result in automatic isolation or physical confiscation; immediate safety and safeguarding risks will be managed under the relevant procedures.

Pupils are allowed to have a mobile phone with them on their journeys to and from school either with a parent/carer or the taxi provided by the local authority as part of their provision.

Phones will not normally be used on school trips. The Headteacher may approve an individual arrangement for medical, disability, communication, regulation, transport, safety or emergency needs.

Phones will not normally be used on residential trips unless an individual arrangement is approved by the Headteacher.

Staff will only use their work phone on the school premises.

Pupils may not use mobile phones in:

- Lessons
- Tutor group time
- Clubs before or after school, or any other activities organised by the school

Any use of mobile devices in school by pupils must follow this policy and the Online Safety Policy.

A breach of the acceptable use agreement will receive an individualised and proportionate response. If a device is taken for safety, evidence preservation or a school-rule response, it will be handed promptly to the Headteacher, or a person they delegate, for secure storage and recorded.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that:

Changes in behaviour may be an indicator that a pupil is in need of help or protection

Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil'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.

7.3 Responding to good behaviour

When a pupil'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 or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to misbehaviour

Behaviour may communicate an unmet need, dysregulation or difficulty. Staff will secure safety and consider communication, sensory, medical, emotional, trauma and environmental factors. This does not delay safeguarding action or prevent proportionate, individualised consequences where required.

Each response will reflect the pupil's needs, understanding, individual plans and the impact of the behaviour. Staff will maintain clear boundaries, repair harm, teach safer skills and use reasonable adjustments. Any consequence must be purposeful, proportionate and reviewed for effectiveness.

Staff will use the pupil's agreed communication and de-escalation strategies to prevent escalation wherever possible. The Use of Restrictive Interventions Policy governs any situation in which a restrictive intervention may be required.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When managing behaviour (as an outcome of need), staff will also consider what support could be offered to a pupil to help them in the future.

The pupil's circumstances will be considered when selecting a response. Staff will consult the Headteacher, SENDCO or DSL where appropriate. Decisions will be made case by case, recorded with reasons and explained accessibly to the pupil.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

A restrictive intervention is any act that restricts a pupil's movement, liberty or freedom to act independently. It includes physical and non-physical interventions and must be governed by the Use of Restrictive Interventions Policy.

Force or restraint carries a risk of physical and psychological harm. It may be used only where necessary, proportionate to the immediate risk and the least restrictive safe response; in an emergency, immediate action may be required.

7.5.1 Reasonable force

Reasonable force means no more force than is necessary, used for no longer than necessary and only for a lawful purpose. It must never be used as punishment.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Be used only where necessary, proportionate to the immediate risk and the least restrictive safe response; immediate action may be required in an emergency
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our Use of Restrictive Interventions Policy for more information.

7.5.2 Seclusion

Seclusion occurs when a pupil is isolated in a space and prevented from leaving. It is a restrictive intervention and may be used only to prevent a serious and immediate risk of harm when no less restrictive safe option is available.

Seclusion must never be used as punishment, for staff convenience or solely because of dysregulation. It must end as soon as the serious and immediate risk has reduced.

During seclusion:

- Any space used must be identified and risk-assessed in advance where practicable, free from avoidable hazards and capable of supporting the pupil's communication, sensory, health and dignity needs.
- The pupil must be under continuous, trained supervision. Staffing is determined by the individual and site risk assessment, not by a fixed minimum that could be unsafe.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Every seclusion, restraint and significant use of force must be reported verbally to the Headteacher (or, if they are unavailable, a site lead) immediately and recorded promptly in the approved system. CPOMS is used only where safeguarding is involved and remains under the ownership of the DSL. Parents/carers must be informed as soon as practicable and in writing on the same day unless doing so would be likely to result in serious harm; any delay and review must be recorded.

7.6 Searching, screening and confiscation

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

Confiscation

Items found will be handled according to their nature. Weapons, illegal drugs and material required as evidence will be secured and passed to the police or another appropriate authority; unlawful or harmful material will not be returned. Lawful school-rule items may be retained safely and returned to a parent/carer or pupil when risk-assessed and appropriate. Every decision to retain, return, dispose of or transfer an item will be recorded.

Searching a pupil

Staff will first seek the pupil's cooperation and use accessible communication and reasonable adjustments. Family involvement may support a safe response where practicable, but it will not be required where delay would increase risk. Any search must be lawful, necessary, proportionate and sensitive to SEND, trauma and safeguarding needs.

Only the Headteacher or a staff member expressly authorised by them may conduct a search. The authorised member should be the same sex as the pupil and another staff member should witness the search, subject only to the limited urgent exceptions in current DfE guidance. The DSL must be informed without delay of any safeguarding issue.

A non-consensual search may be considered only where there are reasonable grounds to suspect possession of a statutory prohibited item. School-rule-only items may be searched for only with the pupil's cooperation. Force must never be used to search for a school-rule-only item.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots
- Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions may be searched for any item with the pupil's cooperation. Without cooperation, an authorised search is limited to statutory prohibited items and must follow current DfE guidance. School-rule-only items are not included in that non-consensual power.

A single authorised member of staff may search only where there is a serious risk of harm if the search is not conducted immediately and it is not reasonably practicable to summon a witness. The reasons, risk assessment, outcome and safeguarding follow-up must be recorded.

Informing the designated safeguarding lead (DSL)

- The staff member who carried out the search should inform the DSL without delay:
- Of any incident where the member of staff had reasonable grounds to suspect that a pupil possessed a statutory prohibited item under current DfE guidance
- If they believe that a search has revealed a safeguarding risk
- All searches, including those where no item is found, will be recorded in the Behaviour incident log and reported to a DDSL. The DSL will decide whether the circumstances also require a safeguarding record on CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken
- Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

School staff must never conduct a strip search or direct a pupil to remove clothing beyond outer clothing. Only the police may decide to conduct a strip search, under the Police and Criminal Evidence Act 1984 and Code C.

Before contacting the police about a possible strip search, the Headteacher and the DSL will consider the seriousness and urgency of the risk, the pupil's safeguarding and SEND needs, and whether a less intrusive safe response is available. Police must be contacted immediately where emergency protection is required.

The decision whether to conduct a strip search rests with the police. The school retains its duty of care throughout, will share relevant safeguarding and communication information, provide an appropriate adult where required, advocate for the pupil's welfare and record the decision-making and outcome.

Communication and record-keeping

Except where an urgent risk makes this impracticable, the school will contact a parent/carer before a police strip search and ask whether they can act as the appropriate adult. If they cannot attend, a suitable staff member may fulfil that role in accordance with Code C and the pupil's wishes and welfare.

Parents/carers will be informed as soon as practicable that a strip search has taken place, unless this would create a safeguarding risk or conflict with police direction. The school will record the rationale, appropriate-adult arrangements, police actions, outcome, support and family communication, and will monitor patterns.

Who will be present

School staff will not conduct or assist with the physical search. A strip search must have an appropriate adult present unless the pupil requests otherwise and the police consider that request appropriate; the school will ensure the pupil has accessible communication and safeguarding support. Staff must not view intimate parts.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Child-on-child abuse

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.

All child-on-child abuse is unacceptable and will be taken seriously.

Every report of a pupil harming another pupil will first be screened for safeguarding by the DSL and a DDSL. Where safeguarding procedures are not required, the matter may then be managed under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.8 Suspected criminal behaviour

If a pupil 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 will do so after consultation with the DSL, unless immediate emergency action is required.

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

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.9 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.

Pupils 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 procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.10 Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil who made the allegation is in need of help, 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 pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

8. Exclusion

Following a serious incident, the school may consider suspension or exclusion only in line with this section and after considering safeguarding, SEND, reasonable adjustments and whether the placement can continue safely.

The Headteacher will make any suspension or exclusion decision. The proprietor/chair will provide oversight and any review required under this section or the Complaints and Compliments Policy (section 8.1). Such action is exceptional and must not substitute for an emergency annual review where the school may no longer be able to meet need.

Where a fixed-period suspension is imposed, the Headteacher will notify the parent/carer and placing authority in writing without delay, give reasons and explain the review or complaint route under the Complaints and Compliments Policy (section 8.1). Suitable education and reintegration planning will be arranged.

In very exceptional circumstances, the Headteacher may decide to terminate a placement or permanently exclude under this section. The proprietor/chair will provide the required oversight or review, and parents/carers may challenge the decision under the Complaints and Compliments Policy (section 8.1).

When we cannot meet a pupil's needs, we will call for an emergency annual review with the placing authority to re-evaluate the suitability of the placement and recommend that another provision be sought. This is not the same as exclusion.

Section 9 sets out how the school supports pupils following a suspension or exclusion.

9. Supporting pupils following an exclusion

Following an exclusion, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school:

- Reintegration meetings
- Timetable changes
- Daily contact with the SENDCO
- Online learning through Google Classroom, where appropriate, set and overseen by the Headteacher under the Online Safety Policy
- Access to the therapy team via the SENDCO

10. Pupil transition

10.1 Inducting incoming pupils

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

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management
- Behaviour management will also form part of continuing professional development
- Training and refresher completion is maintained in the school's approved staff-training record.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, the proprietor/chair and other stakeholders, using accessible and anonymous methods where practicable
- The data will be analysed every term by the Headteacher and the site leads, with the DSL for safeguarding-related data and the proprietor/chair for assurance.

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 pupils are identified by this analysis, the school will review its policies to tackle them.

12.2 Monitoring this policy

The Headteacher and the proprietor/chair will review this policy at least annually and sooner where monitoring, a serious incident, guidance or the school's circumstances require change. The proprietor/chair approves the policy.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Use of Restrictive Interventions Policy