

Riverstone Academy

Behaviour Policy

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Signed: K Bowe

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Statement of intent

Riverstone Academy believes that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Responding to behaviours of concern through proportionate, trauma-informed, restorative and individualised approaches.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents and carers.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

We believe that children communicate their thoughts and feelings through their behaviours. We have a responsibility to try to understand what they are telling us, even if this may not be immediately apparent. It is important to connect with the underlying reasons the child may be behaving in a particular way. Their observable behaviour is grounded in their own experience of their learning difficulty and often because of coping strategies that they have developed over time. So, our job is to support, identify, interpret and redevelop so that a child is able to respond to difficulties and challenges in different, healthier and safer ways. We also work hard to celebrate the uniqueness of each child so that, by the time they graduate from Riverstone Academy, they are better able to understand their own difficulties, its impact on themselves as individuals and on those around them and how to celebrate their differences.

The combination of relationships, structure, routine, clear boundaries, and opportunities for thinking together promotes the development of positive, healthy and safe ways of relating to others. All staff should be aware that children can be abusive towards other children (often referred to as child on child abuse) and that the school needs to be vigilant and responsive to these behaviours; we work in an environment where the behaviours of one child can have a direct impact on the feelings of another. We recognise that the behaviours of one pupil may affect the wellbeing and regulation of another. Where possible, staff will identify and reduce avoidable sources of anxiety and stress, whilst also supporting pupils to develop appropriate strategies, resilience and the ability to manage situations they may encounter. We are aware that working in this way with children and young people can take time and that during their time at Riverstone, it is likely that all children will go through periods of dysregulation and difficulty. We ask that all stakeholders recognise this and offer support and patience when children who have experienced a period of dysregulation might have an impact on the progress and regulation of their own child.

Where behaviour may constitute child-on-child abuse, sexual harassment, sexual violence, exploitation, significant harm or another safeguarding concern, staff will report the matter to the DSL without delay and follow the Child Protection and Safeguarding Policy. Behaviour procedures will never be used as a substitute for safeguarding procedures.

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2026) Restrictive interventions, including use of reasonable force, in schools
- DfE (2024) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for head of centre and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2023) Searching, screening and confiscation in schools
- DfE (2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2026) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

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.

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection & Safeguarding Policy
- Anti-Bullying Policy
- Searching, Screening and Confiscation Policy
- Positive Handling / Restrictive Intervention Policy

Roles and responsibilities

The Directors will have overall responsibility for:

- Ensuring that this policy, as written and implemented, does not unlawfully discriminate on the basis of any protected characteristic under the Equality Act 2010, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is available on request and/or on the website should a school website exist.
- Receiving regular anonymised information on serious behaviour incidents, sanctions/consequences for serious misbehaviour, suspensions and exclusions, restrictive interventions, seclusion, bullying and prejudice-related incidents, safeguarding escalations and relevant trends, and providing challenge where patterns indicate that practice or provision requires improvement.

The Head Teacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school's behaviour expectations and ensuring that restorative, proportionate and individualised responses to behaviours of concern are implemented consistently in accordance with this policy
- The day-to-day implementation of this policy.
- Reporting to the Directors on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Collaborating with the Directors, Head Teacher and the wider staff, as part of the SLT, to determine the strategic development of behaviour and SEMH provisions in the school.
- Supporting the day-to-day operation of behaviour provision for pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty so that barriers to learning are reduced and every pupil can access the school's broad and balanced curriculum, including National Curriculum content where appropriate to their needs.

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Responding consistently and proportionately to behaviours of concern, using preventative, de-escalation and restorative approaches to support pupils to return to safe and regulated behaviour.
- Developing effective communications with parents/carers, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Head Teacher.
 - Pastoral Staff.
- As authorised by the Head Teacher, implementing appropriate, proportionate and restorative responses to behaviours of concern in accordance with this policy and pupils' individual plans.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils:

- Pupils will be supported, according to their age, developmental stage, communication needs and individual needs, to develop increasing understanding of and responsibility for their behaviour both inside school and in the wider community.
- Pupils will be responsible for reporting any unacceptable behaviour to a member of staff.

Parents & Carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

Bullying is behaviour by an individual or group, usually repeated over time, that causes physical or emotional harm to another pupil and often involves a real or

perceived imbalance of power. Riverstone Academy recognises that pupils with SEND may have difficulty understanding intent, social cues, consequences or the impact of their behaviour. The absence of clearly demonstrated intent will not prevent the school from taking action where behaviour is repeated, targeted or harmful.

Bullying is, therefore:

- **Deliberately hurtful**
- **Repeated, often over a period**
- **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
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We do not accept bullying in any form, and we investigate and deal with all such reports or complaints swiftly and appropriately. Incidents of bullying are recorded as soon as possible on CPOMS. We do not accept racism in any form, and we investigate and deal with all such reports or complaints swiftly and appropriately. Incidents of racism are recorded as soon as possible on CPOMS.

Understanding Behaviour and Behaviours of Concern

There is generally always a reason for behaviour: it can be an attempt to communicate, or a way of coping with a particular situation. Some behaviour displayed by young people at Riverstone Academy may be described as 'behaviours of concern'. Behaviours of concern can be defined as: '...behaviour of such intensity, frequency or duration that the physical safety of the person concerned or other people is at serious risk, or the behaviour results in the person only having limited or no access to ordinary community facilities' Emerson, Eric (2001). Behaviours of concern include those with the potential to cause harm. However, other behaviours can include those related to disengagement, demand avoidance, withdrawal from interaction, repetitive routines or questioning can often challenge staff and services as much as the more obviously physically challenging behaviours. A variety of factors may influence a

person's behaviour and contribute to incidents of challenging behaviours. It is the staffs' responsibility to define behaviours of concern by identifying the following:

- Behaviours that are most affecting pupil's quality of life.
- By identifying how much the pupil's access to the curriculum is affected.
- By identifying which behaviours staff and other pupils find most challenging.
- Not all behaviours need changing. We need to be tolerant of differences and not interpret all behaviours as those that need changing.
- Some behaviours are coping strategies or part of pupils' needs and / or personality, this is natural and should not be interpreted otherwise.

Positive behaviour support and Riverstone Academy standards of behaviour

Riverstone Academy has high aspirations and expectations of student behaviour and to fulfil these, we follow a positive behaviour support approach. The British Institute of Learning Disabilities (BILD) defines positive behaviour support as an approach for working with people with special educational needs (SEN) who "exhibit behaviours described as challenging". Autism Spectrum Australia (ASPECT) explains that this approach involves encouraging helpful behaviour through reinforcement. It focuses on prevention and proactive approaches to challenging behaviour. ASPECT adds that this means "anticipating where things may go wrong and preventing that from happening", rather than reacting to them when they do.

At Riverstone Academy, our approach to behaviour is underpinned by our GROW values: Growth, Respect, Opportunity and Wellbeing. These values inform the expectations, relationships and support provided throughout the school

As a result, the following items are prohibited from school:

- Knives, weapons, alcohol, illegal drugs, tobacco, cigarette papers, fireworks, lighters, pornographic images, vapes
- Any article that staff reasonably suspects have been or is likely to be used to commit an offence, cause personal injury or damage to property

Pupil mobile phone use is restricted in accordance with the school's rules and safeguarding arrangements. Riverstone Academy aims to be mobile-phone free by default during the school day unless an individual exception is agreed for a specific medical, SEND or safeguarding reason.

Any searching, screening or confiscation will be carried out in accordance with the school's Searching, Screening and Confiscation Policy and current statutory guidance, with appropriate regard to the pupil's age, SEND, communication needs, dignity and safeguarding.

Overview of school wide positive behaviour strategies

Our Positive Behaviour Support takes the form of Primary, Secondary and Tertiary Strategies as outlined below.

1. Primary Strategies

These are all the things that we do as a school, all day every day, to develop a safe learning environment. These things include everything from the safety of the school site and environments to the very individual support each pupil needs around them, but also include:

- The structure of the school day, so that pupils know what to expect on their timetables.
- The structure of the class groups and the staff that work with the pupils.
- The communication and collaboration with parents to co-develop strategies and support for pupils.
- The development of One-Page profiles, to take account of the unique nature of a pupil's needs, interests, triggers and responses to behaviours as detailed in their EHCP.
- The involvement of pupils in decisions about their provision and the support and interventions they need through regular pupil discussion.
- Ensuring that all provision is underpinned by therapeutic practice and takes account of the individual profiles of pupils.
- Making use of the common language in school around the Zones of Regulation so that pupils can start to be able to use language to express the feelings they are trying to interpret.
- The ongoing training and understanding of staff on matters relating to practice and support.
- The culture throughout the school of supportive nurturing relationships with a focus on getting to know each child well so that each child has trusted adults within school.
- The attitude and behaviours of staff in order to teach by example and model exaggerated respect for the children, for each other, themselves, the school and good ethical behaviours in all aspects of work.
- The staff's expectation and assumption of positive interaction with peers and learning, whilst being prepared for, and aware of, possible behaviours of concern.
- The presence of clear policies and procedures, followed by all, that provide consistency in approach and behaviours across the school.
- The clarity of expectation from children so that they are aware of what is expected of them in terms of their learning, behaviour and responsibilities and can ask for help when needed.
- Developing the habit of asking pupils if you can approach them, sit with them, if they require your help, etc - this places a sense of control with them about their personal space.
- Keeping the pupils in a place of unconditional positive regard by all who work at Riverstone Academy and maintain the desire to seek resolution through reflection and

reflective practice as well as, sharing pride and enjoyment alongside children when they achieve.

2. Secondary Strategies

These are the things that all staff are trained to think carefully about, to manage and support the day-to-day interaction between people on site

No single approach or technique is helpful in all situations for all children. Staff, therefore, have a commitment to paying attention to the child's individual needs and to do what helps them, here and now, using the most appropriate strategies outlined in the child's One-page profile.

- We ask staff to notice and be curious about the pupil's behaviours, understanding when they are feeling emotion and recognising when they might need support to identify, name, describe or manage the feelings they are experiencing.
- We ask staff to use de-escalation strategies to try to reduce the potentially volatile nature of interactions and feelings through distraction, diversion, affirmation, compromise and ultimately reflection and restorative practices. Riverstone Academy recognises that teaching young people to recognise and name their feelings is a core part of our work. This is underpinned using Zones of Regulation.
- We ask staff to consciously aim to separate a pupil's feelings from their behaviours - whilst it may be unreasonable for the child to misbehave, it is not unreasonable for them to feel cross or unhappy.
- The most important part of managing any incident at school is the learning conversations that take place afterwards and when a child is calm and ready to reflect. Staff are trained to find a range of ways to support a pupil, to have these conversations, to support them to explore other - more constructive - ways to express feelings and frustrations.
- We ask staff to make use of positive language, so to give pupils options for acceptable behaviours rather than asking them to refrain from unacceptable behaviours, for example, "let's do this" rather than "don't do that".
- We ask staff to use clear, supportive language to reduce ambiguity and to make clear the boundaries; this includes using statements of reality for pupils, which can be useful in grounding and supporting them to understand their current experience, ie 'you are shouting at the moment'.
- We ask staff to reduce the use of language when a pupil is becoming heightened and upset, in order to reduce the amount, they have to process at that time; being present, offering a listening ear and making suggestions to give options are all useful strategies when a pupil is starting to feel a lack of control. For pupils with a more demand avoidant profile, we ask staff to adjust their communication to remove demand, offer options and reassurance, thus treating a 'meltdown' more as a panic attack. This reflects the importance of the One-page profile to define individual needs and the best responses to support them.

- We ask staff to recognise their own feelings when supporting a pupil, and to be vigilant too about other staff, to identify when they might need to step away from a situation. We are not seeking a win-lose situation, we will always seek a win-win, where both parties can be supported to find a suitable solution to resolve a matter. Over time, this is one of the single most effective ways to develop resilience and strategies for a child to resolve conflict.

- When supporting a child who may be becoming heightened, we ask staff to reduce any perceived threat of their presence by sitting, kneeling, or giving space for the child to move about. Body language is evidenced to be even more important than verbal language at these times and can be the difference between inflaming a situation and calming it.

As a rule, the following strategies should be used as a quick guide:

- Change personnel if behaviour feels targeted or if the member of staff needs to regain composure.
- Be aware of positive and supportive body language.
- Be aware of the tone and timbre of your voice in maintaining calm reassurance.
- Reduce content of language to simple choices or reassurances and make sure your language is age and stage appropriate.
- Do not discuss consequences, restorative responses or the outcome of an incident while a pupil is dysregulated. These conversations should take place only when the pupil is sufficiently calm and regulated to engage meaningfully.
- Check that the environment is safe, free from hazards and, where possible, without an audience; try to remember that it is frightening to feel out of control.
- Where a pupil continues to struggle with ongoing dysregulated behaviour, the school is committed to exploring this behaviour, convening team meetings, solution circles and instigating review cycles. This enables staff to think carefully about the behaviour they are seeing, plan responses accordingly and take action to support change. As part of an ongoing response to periods of dysregulation for children and young people, we aim to work with parents and colleagues to identify different strategies and encourage more regulated behaviour. It is through the ongoing process of review that we can affect change positively.

3. Tertiary Strategies

These are the strategies that are employed when a child has reached a high arousal level and is starting to display behaviours of concern. Again, no single approach will work for all children all the time, so we ask staff to be familiar with an individual, in order that they understand the best ways to support in a heightened situation.

- We understand that, if a child is presenting a risk to themselves or others or causing serious damage to property, physical interventions - those that are reasonable, necessary, proportionate, and in the best interest of that child - may be required. In ALL cases, this should be carried out with:

- The minimum amount of force
- The minimum amount of time
- and should always be in line with approved training methods.

Note: This is particularly the case where we know a child may struggle with physical contact of any kind. In the case of causing serious damage to property, any physical intervention should be only for the purpose of separating the property and the child and supporting the child to move to a safer space.

- At Riverstone, we follow the approach, guidance, and ethos of Therapeutic Crisis Intervention (TCI) which emphasises that most of the behaviour management should be proactive.

- We would always expect to see a range of primary and secondary measures being employed before tertiary measures are even considered as an option. The emphasis is on prevention, rather than reaction

- For the above reason, we would direct staff to make use of breakaways/releases before any kind of Restrictive Interventions are employed.

- It should always be remembered, when working with behaviours of concern, that interventions of any nature should be in the best interests of the child; reasonable, proportionate, necessary and as a last resort.

- Where a pupil is using an item as a weapon, staff should prioritise moving other pupils and themselves to safety where possible and should not attempt to disarm the pupil unless immediately necessary to prevent serious harm. Staff will follow safeguarding and emergency procedures and the police will be contacted without delay where there is an immediate danger, serious criminal incident or other circumstance requiring emergency assistance.

- As in all Positive Behaviour strategies described throughout this policy, we direct staff to be familiar with the risk assessments and pupil profiles for individual pupils, in order that they can respond to individuals in a way that is most likely to be helpful to them.

- Restrictive physical intervention will not be used as a routine behaviour management or calming strategy. Where a pupil presents foreseeable behaviours that may require restrictive physical intervention to prevent harm, this will be addressed through an individual risk assessment and Positive Handling Plan, developed in consultation with parents/carers and, where appropriate, the pupil and relevant professionals. Any intervention must remain reasonable, necessary, proportionate and the least restrictive option available in the circumstances.

- In either case, - where a RPI is used proactively or where it has been deemed necessary as a measure to keep the child and/or others safe, - the following should always be remembered:

- Restrictive physical intervention will normally only be undertaken by staff who have completed the school's approved positive handling training. In an unforeseen emergency,

any member of staff may use reasonable force where this is immediately necessary to prevent a pupil or another person from being harmed, in accordance with the law and school policy

- One person should take the lead during the incident/intervention. This can avoid creating confusion over decision-making.
- Any Restrictive Physical Interventions are defensive and protective techniques. They should never be used offensively.
- After any physical intervention:
 - a visual check of the child needs to be completed to check for injuries
 - a first aider should be offered
 - any medical treatment that is required should be actioned and recorded on Smartlog.
- Any incidents of reasonable force or restrictive physical intervention are recorded, before the end of the working day, even if further detail will need to be added later.
- Every significant incident involving the use of force, restraint or seclusion will be recorded in accordance with current statutory requirements. Records will include the circumstances, reason for intervention, type and duration of intervention, staff and pupils involved, injuries or medical attention, debrief/review and follow-up actions.
- Parents/carers must be informed on the same day as the incident took place and ideally before the child returns home.
- Incidents should be reviewed, debrief opportunities offered and any appropriate amendments made to the child's Risk Assessment/IEP/IBP following an incident where an RPI has been used.
- It is often helpful to have a further staff member not directly involved to support those managing the incident to take notes - this not only supports accurate recording of the incident but also allows those involved to focus on the child and those around them.

Shared Language

Shared language is incredibly important within the school and staff are asked to think carefully about the language they use both toward, and about, children and young people. We do not use punitive language at school.

- children are not 'banned' from things; rather, we find a more appropriate time to rearrange the planned activity, when a child is better able to access this.
- children are not 'punished'; rather, we want to encourage them to talk about what went wrong and how behaviour might have been changed by all involved to bring about a different outcome.
- sanctions are not used punitively; rather, we support pupils to recognise the natural consequences of their actions, repair harm where appropriate and make positive choices. For the purposes of paragraph 9 of the Independent School Standards, the restorative,

educational and protective responses described in this policy constitute the sanctions/consequences adopted by the school for pupil misbehaviour.

- we do not withdraw privileges from pupils; rather, we look at how to use interests and merits positively as an incentive, rather than the removal of these as a punishment.
- incidents are described in neutral and blame-free language; examples to use include:
 - ‘the child became emotionally dysregulated’, not ‘the child was behaving badly’
 - ‘there was a conflict’, not ‘they were out of control’
 - ‘the primary and secondary strategies we have tried so far were unsuccessful’, not ‘nothing’s working’
- Children will not be isolated from others as a punishment. Where necessary to maintain safety or support regulation, a pupil may be supported to access a quieter or safer space, or other pupils may be moved away. Any such response will be proportionate, supervised appropriately and based on the pupil's individual needs and level of risk.

Seclusion means the supervised confinement of a pupil away from others in a room or area from which the pupil is prevented from leaving. Seclusion will never be used as a punishment or routine behaviour-management strategy. Where seclusion occurs as an emergency safety measure, it must be necessary, proportionate, for the minimum time required, recorded and reported in accordance with current legal requirements, and reviewed by senior leaders.

- We recognise that this process can take considerable time, as repairing relationships and building trust take time.
- Staff, pupils and parents alike are asked to commit to this process for all pupils in the class, as it is being with others that leads to the ability to:

- manage and repair conflict

- make compromises

- accommodate the needs of others

- ultimately manage their own tolerance and ability to be around others with different needs and interests.

- We consider all of the above as essential life skills and it is the learning of these things that can sometimes be the focus for children at first, whilst we introduce and slowly increase academic demands.

- Our response to conflict is to think carefully about restoration and we use the principles of restorative justice whenever supporting pupils. We ask that all those participating in the restorative process do so with the following core values:

- A desire to address and repair harm
- A willingness to participate voluntarily

- A fair and unbiased attitude
- A commitment to creating a safe environment throughout the process
- A commitment to ensuring the process is accessible for all
- A willingness to ensure respect and dignity for all

Praise and rewards

The school rules are referred to throughout the day. The rules cover the behaviour expectations and are clearly and consistently communicated by staff to all of the pupils. Pupils are rewarded and praised for following the school rules. Children who present expected behaviours by following the school rules receive points.

- Being punctual
- Trying hard to complete work
- Being polite and respectful
- Star Point (for any standout work/behaviour)

Points are recorded on Class Dojo daily by the class staff and pupils are able to access their points online to track their own progress

At the end of each week the points are totalled for each pupil and they are able to access different levels of reward for their conduct.

Praise and positive reinforcement will be personalised according to pupils' age, developmental level, SEND, communication needs, motivators and individual support plans. A whole-school reward system may be used where appropriate, but pupils will not be disadvantaged where their SEND affects their ability to meet a particular behavioural expectation.

Consequences

We aim to reduce the use of consequences by using a positive behaviour approach. Consequences at Riverstone Academy are primarily restorative and educational. Following an incident, once the pupil is sufficiently regulated, staff will support the pupil to reflect on what happened, understand the impact of their behaviour and, where appropriate, repair harm or relationships. Responses will be individualised, proportionate, developmentally appropriate and informed by the pupil's SEND, EHCP, One-Page Profile, Behaviour Support Plan and risk assessment. Restorative conversations or reconciliation will never be forced and will only take place when safe, appropriate and agreed by those involved. Incidents and responses will be recorded on CPOMS.

The school will keep a record of sanctions/consequences imposed for serious pupil misbehaviour, including the reason for the response, action taken and any subsequent review or support. These records will be monitored for patterns and used to evaluate the effectiveness and fairness of the behaviour policy.

Some behaviours are significant enough to move beyond the typical warning system and go straight to SLT intervention. These behaviours are outlined below.

- Threatening behaviour towards others
- Inappropriate physical contact towards others
- Intentionally damaging school property
- Physical violence
- Racist comments
- Homophobic comments
- Sexist comments
- Bullying
- Stealing
- Illegal online activity

Depending upon the circumstances and the individual needs of the pupil, restorative or protective responses may include:

- supporting the pupil to repair or restore damage where appropriate;
- temporary restriction of an activity **where necessary for safety**;
- SLT involvement;
- parent/carers discussion;
- review of Behaviour Support Plan/risk assessment;
- additional professional support;
- consideration of suspension/exclusion only in accordance with the school's separate policy.

Monitoring and review

The Head Teacher will monitor behaviour data, including serious incidents, sanctions/consequences, restrictive interventions, seclusion, suspensions/exclusions, bullying and safeguarding escalations. Anonymised themes and trends will be reported to the Directors at least termly so that they can assure themselves that the policy is implemented effectively and that the requirements of Parts 3 and 8 of the Independent School Standards are met.

This policy will be reviewed by the Head Teacher and Directors on an annual basis.

