



Educate. Nurture. Inspire.

Relationships and Behaviour Policy

Updated April 2026

To be reviewed in April 2027

Introduction

This policy is designed to promote a positive ethos of good behaviour and respectful relationships, in which students can work and play well together. The school has high expectations of behaviour throughout the school day and recognises that behaviour is a form of communication. Our approach places the needs, safety, dignity and development of each student at its centre.

The school is committed to calm, nurturing and trauma-informed responses to behaviour, taking account of each student's individual needs, circumstances, developmental stage and support requirements.

The policy supports a consistent, inclusive and trauma-informed culture where expectations are explicitly taught, modelled and reinforced, and where support is provided so that all students can meet those expectations wherever possible.

Our school will support all students, including those displaying social, emotional, and mental health (SEMH) difficulties. We maintain the belief that students' behaviour can be understood, managed, and enhanced to enable them to access learning.

This policy applies to all students aged 11–19.

Aims

Our school strives to create a caring, calm and secure environment that fosters tolerance, understanding and mutual respect for all individuals. We aim to promote a positive culture and encourage all students to develop a sense of responsibility towards themselves, our school and the wider community. This is achieved through collaboration among governors, staff, students, parents or carers and the community.

We aim to:

- Foster a calm, purposeful, and positive atmosphere that promotes effective learning.
- Foster positive attitudes towards themselves and others, recognising and valuing achievements at all levels.
- Enable students to recognise and appreciate appropriate behaviour.
- Promote increasing independence and self-discipline so each student learns to accept responsibility for their behaviour and choices.
- Maintain a consistent approach to behaviour management throughout the school.
- Clearly define boundaries of acceptable behaviour and help students understand the link between actions and consequences.
- Ensure students feel safe within our school.
- Offer an engaging, well-planned curriculum that motivates students to learn while also developing their social, emotional, and behavioural skills.
- Implement a mental health and trauma-informed approach to behaviour within our school.
- Promote high attendance and punctuality by working with families to understand barriers, provide early support and ensure behaviour processes do not unnecessarily prevent students from accessing education.

Legislation, statutory requirements, and statutory guidance

This policy is based on the school's duties as an independent school under the Education (Independent School Standards) Regulations 2014, including paragraph 9 of the Schedule, which requires the proprietor to ensure that a written behaviour policy is drawn up and effectively implemented. It is also informed by current Department for Education guidance and related statutory guidance.

This Relationships and Behaviour Policy seeks to inform, guide and support staff, parents, carers and students in achieving these aims by actively promoting positive behaviour through reflection on ten key aspects of school practice.

1. Consistent trauma-informed approach to behaviour management.
2. Strong school leadership.
3. Classroom management.
4. Rewards and consequences.
5. Behaviour strategies and the teaching of good behaviour.
6. Staff development and support.
7. Student support systems.
8. Liaison with parents, carers and other agencies.
9. Managing student transition.
10. Organisation and facilities.

Our school is invested in supporting the best possible relational health between parents or carers and students, students and students, students and school staff, parents or carers and school staff, school staff and senior leaders, and school staff and external agencies.

To this end, our school is committed to educational practices that protect, relate, regulate, and reflect.

Protect

Staff will provide consistent safety cues throughout the school day, including predictable routines, warm greetings, calm transitions and emotionally available adults.

The school is committed to calm, respectful communication. Harsh voices, shouting, put-downs, shaming and unnecessary criticism are not consistent with a trauma-informed approach. Where interactions become difficult, staff will seek to repair relationships and restore safety.

Staff will get to know students as individuals, including what helps them feel safe, connected and ready to learn. Vulnerable students will have regular access to a named, emotionally available adult, with an alternative adult identified where needed.

Expectations and responses will take account of students' developmental stage, communication needs and experience of trauma. When a student is dysregulated or distressed, staff will respond with calm, non-judgemental support and will seek to reduce shame, threat and escalation.

Relational and regulation-based support will be used to help students move from distress to calm, from mistrust to trust, and from self-protection to help-seeking. This may include co-regulation, restorative conversations, sensory or movement breaks, and planned support from pastoral or therapeutic staff.

Reflective practice will support students to understand feelings, experiences and behaviour in safe and developmentally appropriate ways. Staff will use empathy, listening and dialogue rather than repeated questioning or lecturing. Parents and carers will be supported to use the same relational approach where appropriate.

Definitions

Serious misbehaviour includes, but is not limited to:

- repeated or serious breaches of school rules;

- bullying, harassment, discrimination or prejudiced behaviour, including online conduct;
- sexual violence, sexual harassment or harmful sexual behaviour;
- violence, fighting, threats, intimidation, vandalism, theft, smoking or vaping;
- possession, use or sharing of harmful digital content, including AI-generated or manipulated images, audio, video or written material;
- possession, use or supply of prohibited, banned or unsafe items.

Prohibited, banned or unsafe items include:

- knives, weapons or items intended or likely to cause injury or damage;
- alcohol, illegal drugs, tobacco, cigarette papers, e-cigarettes or vapes;
- stolen items, fireworks or other prohibited items identified in school rules;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property;
- mobile phones, smart watches, tablets, cameras or other communication-enabled devices were used contrary to the school's mobile phone, safeguarding, online safety or acceptable-use expectations.

Bullying

The school will address bullying promptly, consistently and proportionately, whether it takes place face to face, online, on the way to or from school, during school activities or where it affects the safety, wellbeing or orderly running of the school.

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 time

Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, and tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, or any use of violence.
Prejudice-based and discriminatory, including racial, faith-based, gendered, homophobic, biphobia, transphobic and disability-based bullying.	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic.
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, or 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).

	This includes AI-assisted impersonation, edited images or videos, malicious screenshots, exclusion from online groups, repeated unwanted contact, or the misuse of another student's personal information.
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Roles and responsibilities

The governing board

- Reviews and approves the written statement of behaviour principles (Appendix 1)
- Reviews this Relationships and Behaviour Policy in conjunction with the Head of School
- Monitors the policy's effectiveness
- Holds the head of school to account for its implementation
- Ensures that the data from the behaviour log is reviewed regularly to guarantee that no groups of students are disproportionately affected by this policy (see section 13.1)
- Receives regular reports on behaviour, bullying, removals, suspensions, searches and discriminatory incidents, and ensures that leaders evaluate whether actions are fair, lawful, proportionate and effective.

The Head of School

The Head of School is responsible for:

- Reviewing and approving this Relationships and Behaviour Policy.
- Ensuring that the school environment promotes positive behaviour.
- Ensuring that staff handle poor behaviour effectively.
- Monitoring staff implementation of this policy to ensure rewards and sanctions are consistently applied to all student groups.
- Making sure all staff understand behavioural expectations and their importance.
- Providing new staff with a clear induction into the school's behavioural culture, including its rules and routines, and how to best support all students in participating fully.
- Offering appropriate training in behaviour management, as well as understanding the effects of special educational needs and disabilities (SEND) and mental health on behaviour, to staff who need it to perform their duties under this policy.
- Ensuring this policy aligns with the Child Protection and Safeguarding Policy to provide students with appropriate support, intervention and proportionate responses when necessary.
- Regularly reviewing data from the behaviour log to ensure no groups of students are disproportionately affected by this policy (see section 13.1)
- Ensuring that behaviour data, including removals, suspensions, searches and serious incidents, is reviewed regularly to identify patterns, disproportionality, safeguarding concerns and the effectiveness of support for individuals and groups.
- Ensuring that students who are repeatedly involved in behaviour incidents, bullying concerns, removals, searches or serious incidents are considered for additional pastoral, SEND, safeguarding or multi-agency support.

Staff

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour and implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and fostering positive relationships.
- Providing a personalised approach to address the specific behavioural needs of individual students.
- Considering the impact of their behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Recording all behaviour incidents, concerns and searches promptly on CPOMS, including action taken, parent or carer communication, safeguarding concerns and follow-up support where relevant.
- Challenging students to meet the school's expectations.
- Sharing concerns promptly with the designated safeguarding lead where behaviour may indicate harm, exploitation, bullying, peer-on-peer abuse, online safety concerns, unmet needs or a significant change in presentation.

Parents and carers

Parents and carers, where possible, should:

- Familiarise themselves with the school's behaviour policy and reinforce it at home where appropriate.
- Support their student in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their student's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Participate in any pastoral work following misbehaviour, such as attending reviews of specific behaviour interventions.
- Raise any concerns about behaviour management directly with the school while continuing to work together.
- Engage actively in the life and culture of the school.

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

Parents and carers will be informed, where appropriate, about significant incidents, repeated patterns of behaviour, support plans, restorative work, removals from classrooms, searches or suspensions, and will be invited to contribute to planning support for their student.

Students

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

- The expected standard of behaviour they should display at school.
- That they must 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 do not meet them.
- The pastoral support available to help them meet the behavioural standards.
- How to report concerns about bullying, discrimination, harassment, online behaviour, unsafe items or any situation where they or another student may need help or protection.
- Students will be supported in meeting the behaviour standards and provided with repeated induction sessions wherever appropriate.

Students will be supported in understanding the school's behaviour policy and broader culture.

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

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

School behaviour curriculum

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to staff members and one another.
- In class, ensure that all students have the opportunity to learn, participate and contribute safely.
- Treat the school buildings and school property with respect.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.
- Where appropriate and reasonable, routines within the curriculum may be adjusted to ensure all students can meet behavioural expectations.

Mobile phones

The school operates as a mobile phone-free environment throughout the school day, including during lessons, movement between lessons, breaktimes and lunchtime, in order to promote safeguarding, child protection, online safety, wellbeing and the orderly running of the school. Mobile phones and any communication or smart technology with equivalent functionality must be handed in during registration, stored securely by the school, and returned to students at 3pm. Any exception to this requirement must be authorised in advance by the Head of School, in consultation with the designated safeguarding lead where appropriate, and will be agreed only where required to meet safeguarding, medical, accessibility, reasonable adjustment or other exceptional needs. The permitted use of laptops or tablets for learning must comply with the school's ICT acceptable use policy, online safety arrangements and filtering and monitoring expectations, and does not extend to the use of mobile phones unless expressly authorised as an exception.

Responding to behaviour

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 students to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with students, which may include:
 - Greeting students 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

Safeguarding

The school recognises that behaviour can be a form of communication and that changes in a student's behaviour, presentation, attendance or engagement may indicate unmet need, distress, vulnerability, abuse, neglect, exploitation or other safeguarding concerns.

Staff will consider whether any behaviour of concern may be linked to a student experiencing, or being at risk of experiencing, significant harm. This includes considering the wider context of the behaviour and any known risks, vulnerabilities or changes in circumstances.

Where there is any indication that a student may require help or protection, staff will act in accordance with the school's Child Protection and Safeguarding Policy. This may include consultation with the designated safeguarding lead, pastoral support, early help intervention, referral to children's social care, or contact with other agencies where appropriate.

All safeguarding concerns, disclosures, patterns or professional concerns identified through behaviour will be recorded, shared and responded to in line with the school's safeguarding procedures. Staff must not treat behaviour in isolation from safeguarding information or wider contextual factors.

Staff will maintain a safeguarding mindset when responding to behaviour and will remain alert to indicators such as repeated or unexplained absence, peer conflict, online incidents, harmful sexual behaviour, substance use, criminal or sexual exploitation, self-harm indicators, sudden disengagement, significant changes in presentation, or any other concern that may require early help or child protection action.

Responding to good behaviour

Where a student's behaviour meets or exceeds the expected standard, staff will acknowledge this through appropriate positive recognition and, where relevant, communication with parents or carers. This supports a consistent whole-school approach to reinforcing the school's culture, expectations and ethos.

Positive recognition, reinforcement and rewards will be applied consistently, proportionately and fairly in order to promote the routines, expectations and norms that underpin the school's behaviour culture.

Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards and responding fairly and proportionately, so that students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can help prevent further behaviour issues from arising.

Following any significant behaviour incident, staff will consider whether a restorative conversation, repair activity, targeted intervention, referral for pastoral support, parent or carer contact, or safeguarding action is needed to reduce the likelihood of recurrence.

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

When imposing behaviour sanctions, staff will also consider what support could be offered to help students meet behaviour standards in the future.

The school may use one or more of the following proportionate responses to unacceptable behaviour, alongside restorative conversations and support to help the student re-engage successfully:

- A verbal reprimand and reminder of the expectations of behaviour
- Use of quiet time, regulation support or movement breaks to help the student regain calm and re-engage with learning. These strategies will be supervised, time-limited and supportive; isolation rooms are not used.
- Setting of written tasks, such as an account of their behaviour
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing on a behaviour contract
- Putting a student on report.
- Suspension
- A final senior leadership review will be used only in the most serious circumstances, where this is lawful, reasonable, proportionate and procedurally fair, and where the Head of School is satisfied that all appropriate support, reasonable adjustments and alternatives have been considered.

Responses will be proportionate, consistent and restorative where appropriate. They will never be used to humiliate students and will take account of age, developmental stage, SEND, medical needs, mental health, safeguarding considerations and any protected characteristics.

The student's circumstances will be considered when determining responses, and decisions will be made on an individual basis, considering the impact on perceived fairness.

Reasonable force

Reasonable force encompasses a range of interventions involving physical contact with students. All staff are trained in restraint procedures and de-escalation approaches. Staff may use reasonable force only where it is reasonable, necessary and proportionate in the circumstances, and only to prevent a student from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents or carers.
- Be followed by support for the student and any member of staff involved, including a timely debrief, review of triggers and consideration of preventative strategies.
- Be reviewed by senior leaders so significant incidents are recorded, reported and monitored for patterns, proportionality and safeguarding concerns.

When considering the use of reasonable force, staff should carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs, or medical conditions, when assessing the risks.

Searching and confiscation

Searching and confiscation are conducted in line with the Department for Education's latest guidance on [searching, screening and confiscation](#).

All searches will be carried out respectfully, proportionately and with regard to the student's dignity, privacy, safeguarding needs, age, sex, SEND, medical needs and any known trauma or vulnerability.

Confiscation

Any prohibited items (listed in section 3) found in a student's possession during a search will be confiscated. These items will not be returned to the student. Staff will also confiscate any item that is harmful to school discipline. If appropriate, these items may be returned after consultation with senior leaders and parents or carers.

Searching for a student

Searches will only be conducted by two authorised staff members appointed by the head of school or by the head of school themselves.

Subject to the exception below, the staff member conducting the search will be of the same sex as the student, with another staff member present as a witness.

If the staff member believes a search is necessary but not urgent, they will seek advice from the Head of School, the designated safeguarding lead or deputy, or a member of the pastoral team who may have more information about the student. During this time, the student will be supervised and kept away from others.

A search may be carried out if the staff member has reasonable grounds to suspect that the student possesses a prohibited item or any item listed in the school rules for search, or if the student consents.

An appropriate location for the search will be selected, ideally one that is away from other students. The search will only take place on school premises or where the staff member has lawful control over the student, such as during a school trip or other authorised activities.

Before searching, the authorised member of staff will:

Before carrying out a search, the authorised member of staff will make a proportionate assessment of the need for the search, including any risk to students, staff or the student being searched.

- explain clearly why the search is being considered and what it will involve;

- identify where and how the search will take place, and allow the student to ask questions;
- seek the student's cooperation wherever possible;
- consider any safeguarding, SEND, medical, trauma or vulnerability factors before proceeding;
- seek advice from the Head of School, designated safeguarding lead or pastoral lead where the student refuses to cooperate or where additional information is needed; and
- decide on a case-by-case basis whether any use of reasonable force is lawful, necessary and proportionate.
 - Reasonable force may be used only to search for prohibited items identified in this policy and only where permitted by law; it must not be used to search for items that are identified solely in school rules.
 - A search may include the student's outer clothing, pockets and possessions. Outer clothing includes clothing that is not worn next to the skin or directly over underwear, such as a jumper, jacket, hat, scarf, gloves, shoes or boots.

Searching students' possessions

Possessions include any items the student has or controls, including bags. Possessions may be searched with the student's agreement, or without agreement where staff have lawful grounds to search for prohibited items or items permitted under school rules. Searches of possessions should normally take place in the presence of the student and another member of staff, unless there is a serious risk of harm or it is not reasonably practicable to do so.

The member of staff conducting the search must inform the designated safeguarding lead without delay where there are reasonable grounds to suspect that a student has a prohibited item, or where the search identifies a safeguarding concern. All searches for prohibited items, including searches where no item is found, must be recorded in the school's safeguarding records system. Records must include the reason for the search, authorisation, staff present, items found or confiscated, parent or carer communication, safeguarding concerns and any follow-up support required.

Informing parents and carers

- Parents and carers will always be informed of any search for a prohibited item listed in section 3.

A member of staff will tell parents and carers as soon as reasonably practicable:

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the school has taken, including any sanctions applied to their student.

Support after a search

- Irrespective of whether any items are found as a result of any search, the school will consider whether the student 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

An authorised member of staff's power to search a student, as set out in this policy, does

not permit any member of school staff to carry out a strip search. For the purposes of this policy, a strip search means a search involving the removal of more than outer clothing. Any strip search on school premises may only be conducted by police officers acting in accordance with the Police and Criminal Evidence Act 1984 and PACE Code C.

Before requesting police attendance for the purpose of considering a strip search, the school will undertake and record a careful safeguarding and proportionality assessment. This will include weighing the risks to the student's mental and physical health, dignity, privacy, welfare and safeguarding needs against the risk of not recovering the suspected item. Staff will consider whether police involvement is necessary and proportionate, whether there is an immediate risk of serious harm, and whether all less intrusive, appropriate and reasonably available alternatives have been considered or exhausted.

Where police officers attend the school, the decision whether to conduct a strip search rests with the police. School staff will not direct or conduct the search but will retain a duty of care to the student and will continue to advocate for the student's safety, welfare, dignity and safeguarding needs. The school will ensure that the designated safeguarding lead is informed as soon as reasonably practicable and that appropriate support, recording and follow-up action are put in place in accordance with the school's Child Protection and Safeguarding Policy.

Where a strip search involves the exposure of a student's intimate body parts, the search must be conducted in accordance with PACE Code C and any applicable safeguarding requirements. Except in urgent cases where there is a risk of serious harm to the student or to others, at least two people other than the student must be present, one of whom must be an appropriate adult. No more than two people, other than the student and the appropriate adult, should be present unless there are the most exceptional circumstances.

The appropriate adult's role is to safeguard the student's rights, entitlements, welfare, dignity and wellbeing. The appropriate adult must not be a police officer or otherwise associated with the police and must not be the Head of School. The appropriate adult should be of the same sex as the student unless the student explicitly requests an appropriate adult of a different sex.

A student may state, in the presence of an appropriate adult, that they do not want an appropriate adult to be present during the search. In such circumstances, an appropriate adult may be absent only where the appropriate adult agrees. The student's decision must be recorded and signed by the appropriate adult. Except where the student has explicitly requested an appropriate adult of a different sex, no person of a different sex may be present, and the search must not take place where the student could be seen by anyone else.

Communication and record-keeping

Where reasonably possible, and unless there is an immediate risk of harm, staff will contact at least one of the student's parents or carers before the strip search begins to inform them that the police are planning to strip search the student and to ask if they would like to come into school to act as the student's appropriate adult. If the school is unable to contact the parents or carers, or if they are unable to come into school, a member of staff may act as the appropriate adult (see below for information on this role).

A staff member will always inform the student's parents/carers once a strip search has taken place. The school will maintain records of strip searches conducted on school premises and monitor them for any emerging trends.

Care following a strip search

Following any strip search, the school will ensure that the student is offered appropriate welfare and pastoral support, regardless of whether any suspected item is found. The student will be given a suitable opportunity, in a safe and supportive context, to express their views

about the search and the circumstances leading to it. As with any search, the school will consider whether the student is suffering, or is likely to suffer, significant harm, and whether additional support or safeguarding action is required. This assessment will take account of the reason for the search, the manner in which it was conducted, the outcome of the search, and any relevant vulnerability, SEND, medical need, mental health, trauma, contextual safeguarding or child protection concern.

Staff will act in accordance with the school's Child Protection and Safeguarding Policy and will consult the designated safeguarding lead without delay. The designated safeguarding lead will determine, in accordance with statutory safeguarding guidance and local safeguarding partnership procedures, whether early help, pastoral intervention, referral to children's social care, police liaison or any other multi-agency response is required. Any support, decisions, referrals and follow-up actions will be recorded in accordance with the school's safeguarding procedures.

Any student(s) who have been strip searched more than once and/or groups of students 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.

Off-site misbehaviour

Sanctions may be imposed when a student misbehaves off-site while representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips), travelling to or from school
- In any other way identifiable as a student at our school

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

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student.
- It could negatively impact the school's reputation.

Sanctions will only be imposed on school premises or elsewhere when the student is under the lawful control of a staff member (e.g., on a school-organised trip).

Online misbehaviour

The school may respond to online misbehaviour where the conduct occurs on school premises, during the school day, while the student is under the lawful control or charge of a member of staff, while taking part in a school-organised or school-related activity, when travelling to or from school, or where the conduct otherwise has a sufficient connection with the school.

Online misbehaviour may include, but is not limited to, conduct on social media, messaging services, gaming platforms, image or video-sharing services, school systems or other digital platforms. It may also include the misuse of artificial intelligence or digital tools, including the creation, sharing or manipulation of harmful, abusive, discriminatory, threatening, impersonating, deceptive or misleading content.

A behaviour sanction may be imposed for online misbehaviour only where it is lawful, reasonable and proportionate, having regard to the student's age, individual circumstances, SEND, disability, medical needs, mental health, safeguarding considerations and any relevant protected characteristics. This may include circumstances where the conduct poses a threat, causes harm or distress to another student or member of the school community, adversely affects the orderly running of the school, damages the school's

reputation, or where the student is identifiable as a member of the school. Any sanction will be imposed only on school premises or elsewhere when the student is under the lawful control or charge of a member of staff.

Where online behaviour raises safeguarding, child protection or online safety concerns, staff will act in accordance with the school's Child Protection and Safeguarding Policy and inform the designated safeguarding lead without delay. The school will consider whether the matter involves wider online safety risks, including content, contact, conduct or commerce risks, child-on-child abuse, bullying, harassment, exploitation, harmful online contact or other welfare concerns, and whether preventative education, pastoral support, parent or carer engagement, review of filtering and monitoring arrangements, or referral to external agencies is required.

Where digital evidence is relevant, staff will not ask students to forward, download, capture, retain or further share harmful content. Evidence will be preserved only where it is lawful, necessary and proportionate to do so, and in accordance with safeguarding, data protection and online safety procedures. Staff will take steps to minimise further circulation, protect the privacy, dignity and welfare of those involved, and seek advice from the designated safeguarding lead, and from police or children's social care where appropriate, before taking further action.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will assess whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence for submission to the police.

If the school decides to report the matter to the police, the Head of School will make the report.

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

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

Where behaviour may be linked to criminal exploitation, harmful online activity, sexual violence, serious violence, weapons, drugs or coercion, the school will prioritise safeguarding and will work with parents, police, children's social care and other agencies as appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will respond promptly, proportionately and sensitively to all reports or concerns of sexual harassment, sexual violence or harmful sexual behaviour. Such concerns will never be dismissed as minor or ignored, and students will be encouraged to report any behaviour that makes them feel unsafe, uncomfortable or worried.

The response will be considered on a case-by-case basis, with due regard to the safety, welfare, dignity and support needs of all students involved.

Where appropriate, the school will follow clear safeguarding procedures, including:

Malicious allegations

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

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

In all cases where an allegation is found to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs support or if the allegation might have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on how to respond to allegations of abuse against staff or other students.

Staff Development & Support

The induction of new staff includes an introduction to our Relationships and Behaviour Policy. Staff briefings at the start and end of each day facilitate the sharing of relevant information about students. Staff have opportunities to discuss difficulties in an open, non-judgmental environment. This may involve informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisals and staff meetings. Regular and ongoing training is provided to ensure all staff are well-supported.

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

- Trauma-informed approaches to behaviour.
- The needs of the students at the school.
- How SEND and mental health needs can affect behaviour.
- The use of restrictive interventions, including reasonable force and restraint procedures, with emphasis on prevention, de-escalation, lawful use, accurate recording, reporting and post-incident support.

Removal from classrooms

In response to severe or persistent breaches of this policy, the school may temporarily remove the student from the classroom.

Quiet time, regulation spaces and movement breaks will be used as supportive strategies to help students regulate and return to learning. Isolation rooms will not be used.

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

Staff will only remove students from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Students removed from the classroom are supervised by a Teaching Assistant, Pastoral

Worker and/or Mentor. The length of removal will be proportionate to the incident, kept as short as reasonably possible, and reviewed by a senior leader if removal may extend beyond the immediate lesson or session.

They will not be removed from classrooms for prolonged periods without the explicit agreement of the Head of School.

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

Removal from the classroom will be used only for serious disciplinary reasons, to maintain safety or to restore a calm learning environment. It will not be used for prolonged periods without senior leader oversight, and the school will monitor the use of removal to ensure it is proportionate and does not disproportionately affect students with SEND, students with a social worker, children looked after, or any other vulnerable group.

Parents and carers will be informed on the same day that their student is removed from the classroom.

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

- Meetings with the learning mentor, use of teaching assistants or relationship-based support.

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

Suspension and permanent exclusion

The school may use suspension in response to serious incidents or persistent poor behaviour that has not improved following in-school responses and interventions. Permanent exclusion will only be considered in extreme circumstances, as a lawful, reasonable and proportionate last resort.

The Head of School will decide whether to suspend a student or, in extreme circumstances, permanently exclude a student. Any such decision will be made only as a last resort after the student's individual circumstances and available support have been considered.

Before any suspension or permanent exclusion decision is made, the school will consider whether reasonable adjustments, SEND provision, early help, pastoral support, alternative provision, managed move, off-site direction or other support has been considered where appropriate. Decisions will be lawful, reasonable and procedurally fair, with regard to statutory guidance and the student's individual circumstances.

Following any suspension, the school will provide reintegration support, review the reasons for the incident, consider whether further assessment or support is required, and agree practical steps with the student and parents or carers to support a successful return.

Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour.

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND impacted an incident of misbehaviour will be made on a case-by-case basis.

Reasonable adjustments may include changes to routines, seating, communication, sensory

support, movement breaks, regulation plans, modified sanctions, individual behaviour support plans, staff deployment, transition arrangements or additional adult support, where these are appropriate and proportionate.

When dealing with misbehaviour from students with SEND, primarily where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal responsibilities include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))

- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an Education, Health, and Care (EHC) plan, the provisions must be secured, and the school must cooperate with the local authority and other relevant bodies.

As part of meeting these duties, the school will, as far as possible, anticipate potential triggers for distressed or unsafe behaviour and put reasonable, preventative support in place.

Preventative measures will be tailored to the student's individual circumstances, needs and strengths, and will be reviewed if behaviour patterns change or support is not effective.

Where patterns of behaviour suggest a possible unmet need, staff will review provision with the SENCO and, where appropriate, parents or carers, the student, pastoral staff and external professionals. This may include reviewing an individual behaviour plan, risk assessment, provision map, reasonable adjustments or Education, Health and Care plan provision.

- Short, planned movement breaks.
- Staff training to understand how conditions such as autism, ADHD, communication needs, sensory processing differences, anxiety or trauma may affect behaviour.
- Reasonable adjustments for sensory needs, including sensitivity to noise, light, touch, temperature, clothing, seating, movement, transitions or medical conditions.

Anticipating and reducing triggers for distressed or unsafe behaviour

Staff will use professional judgement, student voice, parent or carer input and advice from the SENCO or external professionals to identify likely triggers and agree practical strategies before behaviour escalates.

- Short, planned movement breaks for a student who struggles to sit still and focus for extended periods.
- Adjusting seating plans to allow a student to sit where they can focus, feel safe and access support when needed.
- Adjusting uniform requirements for a student with sensory issues or severe eczema.

Strategies for reintegration back to school and/or classroom

- Reintegration meeting
- Daily contact with the Pastoral Lead
- Report card with personalised behaviour goals.
- Meeting with parents'/carers/ Feeder schools

Student transition

Inducting incoming students

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

Preparing outgoing students for transition

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

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

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect and review information on:

- Behaviour incidents, including removals from classrooms and suspensions.
- Searching, screening and confiscation incidents.
- Perceptions and experiences of the school's behaviour culture among staff, students, governors and other stakeholders, including through anonymous surveys where appropriate.

The Head of School will analyse behaviour data regularly and report relevant findings to senior leaders and the governing board.

The data will be examined from a range of perspectives, including:

- At whole-school level.
- By year group or age group.
- By time of day, week or term.
- By student group, including SEND, children looked after, students with a social worker, disadvantaged students and protected characteristics where appropriate.

The school will use this analysis to meet its duties under the Equality Act 2010 and to identify any trends, disparities or patterns affecting students. Where concerns are identified, leaders will review practice, support, policy implementation and staff training as appropriate.

Monitoring this policy

The Head of School and governing body will review this Relationships and Behaviour Policy at least annually, or more frequently if monitoring identifies concerns or if statutory guidance changes.

At each review, the policy will be approved by the governing body, the SENCO and the Head of School.

Links with other policies

This Relationships and Behaviour Policy is linked to the following policies and guidance:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

Associated resources

1. [Behaviour in schools: advice for headteachers and school staff](#)
2. [Searching, screening and confiscation: advice for schools](#)
3. [Mobile phones in schools statutory guidance](#)
4. [Keeping children safe in education](#)
5. [SEND code of practice: 0 to 25 years](#)
6. [Working together to improve school attendance](#)
7. [DfE improving behaviour in schools resources](#)