



Kings Mill School & Residence

Behaviour Policy

Approved by: Full Governing Body

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Next review: Summer 2028

For the purpose of this policy the term ‘Kings Mill’ refers to all sites including the Residence and Student Centre

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Statement of Intent

The calm and caring atmosphere in school is essential to the quality of teaching and learning. Our Positive Behaviour Policy is based on valuing, encouraging, acknowledging and rewarding positive behaviour and attitudes. It is our intention that there is a strong culture of high expectations of behaviour that benefits both staff and pupils.

At Kings Mill, behaviour is understood as a form of communication. Staff recognise that behaviour may reflect unmet need, distress, or vulnerability, particularly for pupils with complex communication and learning needs.

All responses to behaviour are:

- Child-centred
- Trauma-informed
- Safeguarding-focused

In all our interactions and through teaching we endeavour to enhance the self-esteem. The school is committed to using Social and Emotional Aspects of Learning approaches to help pupils to learn about feelings and managing conflict, where this is appropriate to their level of development. This programme is supported by trained Mental Health Leads and interventions are coordinated and monitored by the Senior Mental Health Lead. The school curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

It is everyone's responsibility to have high aspirations of pupils' behaviour and to model this aspiration themselves.

It is recognised that good behaviour must be acknowledged and celebrated as a matter of course. That in itself is a primary tool in managing behaviour.

As a school we acknowledge that for those with serious communication impairment, including autism, behaviour may be their most effective means of communication. At times that behaviour may be challenging but may not be fully within their control.

Withdrawn and passive behaviour which affects a pupil's ability to participate should be seen as a challenge and solutions sought.

The school works to encourage positive relationships with parents / carers. The Positive Behaviour Policy forms part of the Home-School Agreement which all parents are asked to agree and sign.

Legal Framework

This policy has due regard to all relevant legislation and 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 (2015) '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 headteachers and school staff'
- DfE (Current) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) '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'
- DfE (2026) 'Restrictive interventions, including the use of reasonable force, in schools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Policy and Procedures
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Restrictive intervention Policy
- Child Protection and Safeguarding Policy
- Countering Bullying Policy
- Intimate Care Policy
- Mobile Devices Policy
- Whistleblowing Policy
- Staff Code of conduct

Aims

The practice and procedures in our Positive Behaviour Policy are focused on pupils taking a more positive control of themselves, their interactions and their lives.

Our aims:

- Care for and respect each other
- Believe in ourselves and do our very best
- Enjoy learning
- Keep ourselves healthy and safe
- Be responsible and honest
- Look after our community, our environment and our world

As staff working with pupils when managing their behaviour, we aim to respond calmly to the problem and make the situation safe. Respect the difficulties the pupil has, listen to the pupil and then work to put the situation right.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The staff will focus heavily on forming positive relationships based on predictability, fairness and trust to allow them to understand their pupils and create a strong foundation from which behavioural change can take place.

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, 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 published on the school website.

The headteacher 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.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.

- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents and, where appropriate, the pupils themselves.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- 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.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, 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.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents 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

Staff induction, development and training

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. mental health needs.

The SLT and the headteacher will review staff training needs and in response to any serious or persistent behaviour issues disrupting the running of the school.

The programme used in this school is TEAM TEACH and is recognised by the Local Education Authority. Kings Mill has an annual programme of initial and refresher training, in all aspects of positive handling management. The school has Team Teach tutors whom are accredited to deliver this training in-house.

All staff, where physically able, will be trained in Team Teach and will be expected to apply, if necessary, the appropriate methods of holding and restraint and do so to the best of their ability.

Staff will be expected to undertake such training as provided by Kings Mill School. As part of their induction programme before they start work at the school all new staff, supply staff, and students will have the principles of this policy explained to them. This is delivered to indicate how we establish and indicate elements of a behaviour plan.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Managing Behaviour

Assessment Individual Pupil Risk Assessment

All pupils have an individual risk assessment, reviewed regularly by staff.

Risk assessments consider:

- Behaviour and communication needs
- Environmental and contextual factors
- e.g Road safety
- Sexualised behaviour and conduct
- Self-help skills
- Medical and physical needs
- History of concerns
- Risk associated with leaving supervision, absence, or going missing

The pupil risk assessment identifies risk and sign posts staff to more detailed action plans that clearly states how staff can try to reduce risk using positive strategies.

One Page Profile

Each pupil has a One Page Profile outlining:

- Communication needs
- Preferences and motivators
- Strategies to support engagement and regulation

These profiles support consistent responses, These profiles include visual cues and are displayed in all classrooms and Residence, as appropriate.

Positive Behaviour Plan (P.B.P.)

The P.B.P. may be a response to the more challenging of the identified behaviour. It is initiated either through parental discussion, at a behaviour review class meeting, after a behaviour assessment or if CPOMs monitoring shows a change in the type or frequency of behaviour. It is set in place to assist a pupil modify inappropriate behaviour and in turn reduce risk. They are designed to meet the needs of the individual and are subject to regular review and updating.

A pupil's P.B.P clearly outlines;

- Functions i.e. what is the pupil trying to achieve with their behaviour?
- Setting and contextual factors,
- Results of any initial behaviour assessment,
- Strategies to be used.

PBPs are developed collaboratively with parents and relevant professionals and reviewed regularly. Plans are available to all staff, are available in classrooms and filed electronically in 'pupil evidence' on the school server. The teacher will share strategies with all members of the class team to ensure consistency.

Strategies and Interventions

School 'I Care Rules'

The school rules promote positive, respectful behaviour and are taught consistently across the school community.

The rules are:

- We listen to each other
- Hands are for helping not hurting
- We use caring words and actions
- We care about each other's feelings
- We are responsible for what we say and do
- We take turns

Classrooms may establish their own additional classroom rules and routines. If so, these are agreed and shared with all staff and pupils and displayed in the classroom.

Positive teacher-pupil relationships

Strong, consistent relationships underpin all behaviour support. Positive teacher-pupil relationships-create a strong foundation from which behavioural change can take place.

- Provide predictable, calm responses
- Develop trust through consistency
- Support pupils to feel safe and understood

Praise and Rewards

Positive reinforcement is central to promoting engagement and appropriate behaviour. Use of praise and rewards is key to making pupils feel valued and ensuring that their efforts are celebrated.

When giving praise, staff will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from staff the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

All staff are committed to using positive reward interventions to reinforce appropriate behaviours across all areas of a pupils' learning. All rewards are linked to the individual pupil and staff need to know what is rewarding to ensure effectiveness.

These may include the use of;

- Appropriate physical contact,
- Social praise e.g. verbal, facial,
- Positive attention,
- Motivating activities e.g. music, specific toy, game, use of computer,
- Food items,
- Visual representation – e.g. stickers, certificate, awards,
- Passports, records of achievement and Star of the Week assembly,
- End of term awards and a yearly selection of awards,

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

At Kings Mill school we want pupils to see that their positive behaviour and efforts across all aspects of school, residence and home life are valued and therefore deserve to be acknowledged.

Praise opportunities are available in the star of the week assembly where certificates are presented.

End of term award presentations are given for the star of the term for each class and acknowledge individuals for personal or academic progress, sport, arts and performing arts, communication, swimming, riding, ICT, endeavour and citizenship, life skills, travel training, most improved, residence and lunchtimes.

Links with home are made through 'Helping at Home' certificates. During the summer holidays, parents are asked to record the helpful behaviours to share at the start of the Autumn term. Certificates will be awarded in the first assembly of the new academic year.

De-escalation Strategies

All P.B.P.'s will clearly state the preferred Supportive & Intervention Strategies to be used, and ones to be avoided, with the pupil. They will include de-escalation techniques that can be tried in order to reduce and calm unacceptable and challenging behaviours. These may include

- Praise points / diversions and distractions – examples of things that staff can talk about with a pupil.
- Verbal advice and support - across the different systems of communication
- Use of help scripts – e.g. I am here to listen, tell me what's wrong.
- Giving space
- Reassurance
- Negotiation / limited Choices
- Humour
- Planned ignoring
- Take up time
- Time-out
- Supportive touch
- Transfer adult
- Success reminded
- Removing audience
- Use of passports and records of achievement to promote good behaviour, conduct and interaction.
- Use of Mental Health Leads for group work and 1 to 1 work.

Sanctions

Sanctions are used cautiously and only where appropriate. Whenever sanctions are used they must be relevant to that pupil's level of understanding, individualised and appropriate, applied as close to the timing of the incident as appropriate and seemed to be fair.

They may include the following:

- Loss of attention or adult contact,
- Supervised withdrawal from the main group,
- Temporary restriction or withdrawal of preferred items / activities,
- Planned ignoring,
- Use of detentions, where appropriate, either at break time or dinnertime.

Sanctions should **NOT** include

- Restriction of food, drink or sleep (applied to pupils accessing the Residence)
- Restriction of contact with family.
- Placing a pupil in a room unsupervised and locked in.
- Consistent denial of a curriculum activity i.e. swimming. A pupil may be expected to wait for a time before the activity or they are removed for a specified time due to a dangerous behaviour.

Whenever a sanction is applied it is important that it is discussed fully with, and is as far as possible understood, by the pupils. We log sanctions on CPOMS if applied so a termly or yearly report can be compiled.

The use of Positive Restrictive interventions

A pupil's individual risk assessment will identify whether they may present with behaviours that are aggressive towards peers, themselves or staff. It will also outline planned interventions to support the pupil and manage risk effectively.

At Kings Mill, we are committed to providing a safe and secure learning environment for all pupils. Staff are trained in a range of strategies to support pupils and de-escalate situations before behaviour becomes challenging. These include the use of effective communication, distraction techniques and the removal of potential triggers where possible.

However, there may be occasions when a pupil requires additional support to regain control. In such cases, staff may need to use physical intervention to ensure the safety of the pupil, other pupils and staff, or to prevent significant damage to property. This may involve the use of positive restrictive intervention.

In line with the school's Restrictive Intervention Policy, trained staff have the legal authority to use reasonable force where necessary. This includes situations where it is required to prevent injury to individuals, damage to property, the commission of an offence, or to maintain good order and discipline.

Physical restraint will only ever be used as a last resort. Staff will apply their professional judgement to determine whether restrictive intervention is necessary, taking into account the vulnerability of the pupil. It should only be used where all other strategies have been attempted and failed, and where there is a clear risk of serious harm or significant disruption if no action is taken.

Situations in which restrictive intervention may be appropriate are outlined in the Restrictive Intervention Policy. Wherever possible, a second member of staff should be present to witness any intervention.

If staff judge that they are unable to safely apply a physical intervention, they must seek immediate support from another member of staff. In the interim, they should take steps to contain the situation and, if necessary, move other pupils away from any potential danger.

The governing body and senior leadership team will support staff in the appropriate use of restrictive intervention, provided that actions are taken in accordance with this policy and approved Team Teach methods.

Following any incident involving restrictive intervention, staff must complete a serious incident record and upload it to CPOMS, and notify Team Teach tutors. This will initiate a debrief process for both the pupil and staff involved. The completed debrief form will be recorded on CPOMS. Parents or carers will be informed by telephone and in writing.

Violent or threatening behaviour will not be tolerated and may result in suspension. The Headteacher will determine whether suspension or exclusion is appropriate, in line with the school's Suspension and Exclusion Policy.

There are graded Restrictive interventions;

Physical presence

This recognises that in the normal course of supervising children, a member of staff's visibility will often be enough to signal to the pupil the unspoken messages which carry with them a controlling authority. This reinforces the status of the teacher or teaching assistants as an adult with authority.

For pupils with autism this may not be the case and the use of more concrete means of explanation may be required such as the use of visual support.

It can include momentarily or at most temporarily standing in the way of a pupil who is ignoring instructions or losing control. The effect of the adult's physical presence in the room may be to restrict a pupil's movements. This is acceptable only so long as the duration of this restriction is short lived and it must be borne in mind that the use of physical presence of an adult coupled with unspoken threat may be oppressive.

Unless there is risk of significant harm the pupil will always have the reassurance of an adult present however challenging their behaviour may be. The following principles apply to the use of an adult's physical presence:

- It must be judged as appropriate in the context of a particular situation or incident
- It may be used in the context of actively engaging the pupil in discussion about the significance and implications of his/her behaviour (if the pupil is at that level of understanding)
- It cannot be persisted with if the pupil physically resists, when a decision needs to be taken about whether another form of intervention is justified.
- On some occasions it is better that an adult stand at some distance away from a pupil as by standing too close can distress them further.
- Staff are aware that during times of extreme stress pupils with autistic spectrum conditions will have increased difficulty processing language and therefore language should be reduced and more processing time given.

Support and escorting

There are occasions when control can be maintained by holding a pupil in a manner which does not carry the force of physical restraint. For e.g. an adult may hold a pupil's hand to ensure that she/he is safe when crossing a road. A pupil may be successfully

diverted from destructive or disruptive behaviour by being led away by the hand, arm, or by means of an arm around the shoulder.

For some pupils offering a hand or an arm to hold is reassuring and is a supportive way of assisting them in coping with change or moving from place to place. However, for pupils with autistic spectrum conditions (ASC) a good awareness of what support is most effective is required. Physical support may be the least effective and upset them further staff should be aware that some pupils with autistic spectrum conditions are extremely sensitive to touch and this should always be considered.

During the course of a day, many pupils receive physiotherapy and physical guidance which will entail staff holding the pupil in order for that activity to take place. This is not a controlling situation but one of the pupils receiving therapy in order to maintain or improve mobility. We have a detailed Intimate Care Policy and training is provided.

Restrictive control

The key difference between supporting or escorting a pupil and using restrictive intervention is the level of force applied and whether the pupil is able to withdraw from the support or escort independently.

At Kings Mill, we follow Team Teach guidance on “positive handling”, an approach approved by the Department for Education and the Department of Health for managing challenging behaviour. This approach emphasises a gradual and proportionate response. De-escalation strategies are always the preferred method, and restrictive intervention will only be used as a last resort.

All teaching and non-teaching staff receive training in this approach. The school has trained Team Teach tutors who provide initial training, refresher sessions and ongoing advice to staff.

When Restrictive Intervention May Be Used

Restrictive intervention should only be used in the following circumstances:

- To prevent harm to the pupil or others
- To prevent serious damage to property
- To maintain good order and discipline

Principles for Use

When using restrictive intervention, staff should:

- Wherever possible, give a clear verbal warning to the pupil that intervention may be used if the behaviour continues
- Inform other staff present that an intervention may be required and explain why
- Use the minimum force necessary to prevent harm or damage
- Ensure the level of force is proportionate and reduced as soon as the pupil regains control
- Seek the presence of a second member of staff wherever possible, either to assist or act as a witness

Restrictive intervention must not be used solely to enforce compliance when there is no immediate risk to people or property.

It should always be used as an act of care and control, not punishment. The underlying message is: "I care enough to keep you safe." Staff should be mindful that restraint can be highly distressing for many pupils and may increase anxiety or agitation.

Alternative Approaches

Where possible, a preferred strategy is to escort a pupil to a safer or quieter space, such as an outdoor area or small group room. The pupil can then be supported and observed until they are ready to return to activities.

Planned and Unplanned Interventions

A distinction must be made between:

- A one-off incident, where intervention is used in response to immediate risk
- A planned approach, where intervention forms part of an ongoing behaviour management strategy

In one-off situations, the type and duration of intervention must be reasonable and proportionate to the risk presented. Staff should not automatically escalate to more forceful interventions if an initial approach is unsuccessful.

Where restrictive intervention is required regularly, the situation must be reviewed by the Senior Leadership Team (SLT). A Positive Behaviour Plan (PBP) should be developed, outlining strategies, including any agreed physical interventions. Parents or carers must be involved in this process, and specialist advice (e.g. from an Educational Psychologist) should be sought where appropriate.

Recording and Monitoring

All incidents involving restrictive intervention must be recorded in the school's Serious Incident and Restrictive Intervention Log. Parents or carers will be informed by both telephone and in writing.

For pupils who may require regular physical support, agreed strategies will be clearly detailed in their Positive Behaviour Plan. These plans are shared with families and consistently implemented by all staff.

The Designated Safeguarding Lead uses the safeguarding tracker to monitor all incidents across the school. This enables patterns to be identified and supports decisions around staff training, behaviour reviews and further intervention where required.

Staff Responsibilities and Training

All staff must be familiar with the support needs of the pupils they work with to ensure consistent and effective practice, minimising the need for restrictive intervention.

Reasonable force will only be used where the risks of not intervening are greater than the risks of intervention.

Authorised staff (teachers, care officers and Level 2–4 Learning Support Assistants) may carry out restrictive interventions in line with this policy.

Midday Supervisory Assistants receive basic Team Teach awareness training; however, if an incident requiring restrictive intervention occurs at lunchtime, trained teaching or senior staff must be called.

Staff who have not received Team Teach training must not carry out restrictive interventions.

Debrief and Follow-Up

Following an incident, SLT will ensure that both pupils and staff have the opportunity to discuss what happened with a member of staff who was not directly involved, wherever possible within 24 hours.

These discussions will take into account the pupil's age, level of understanding, communication needs and the circumstances of the incident.

Use of Safespaces

It is recognised that prolonged restrictive intervention is to be avoided. This will not only minimise the risk of injury but can limit the distress caused to both pupils and staff. To support this, staff may consider the planned use of a safe space. Separate guidance on the appropriate and effective use of these is available as a separate policy.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where there is an instance of 'child on child abuse', harmful sexual behaviour or e-safety incidents this is recorded, shared immediately with parents and followed-up on the safeguarding tracker (excel spreadsheet visible to all members of SLT) in addition to individual child CPOMs records. Sub-categories of child on child abuse recorded separately include:

- Bullying
- Serious violence
- Racial incidents (verbal or physical)
- Homophobic incidents (verbal or physical)
- Discriminatory behaviours – sexism/ disability etc

Information in regard to these issues is shared, analysed and discussed regularly in SLT meetings and follow up actions are agreed and recorded. The DSL reports these figures to governors termly at full governing body meetings and children and young people's governors meetings. The annual safeguarding report to governors (which is also shared with the Local Authority) also contains this information.

Any incidents of child on child abuse which fit the above categories (in bullet points) will be discussed with parents and support, interventions, sanctions and restorative actions will be agreed and followed up with key staff.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Restrictive intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for. For such items reasonable force will not be used under any circumstances.

Behaviour outside of school premises

School will work with families and pupils to support behaviour both at school and within the community. Where pupil behaviour is witnessed outside of school, either by a staff or a member of the public this will be reported via CPOMS. Complaints from members of the public either during or after school hours are taken seriously and will be dealt with in accordance with the complaints procedure policy. Where appropriate staff will be able to speak with parents about their child's behaviour and offer support where necessary.

Pupils access the local and wider community as part of their 'learning for life' curriculum. Staff may have to respond to problem behaviour under the gaze of the public. If approached staff will be encouraged to show ID and offer support, either by explaining what they are doing and why, or directing them to call the school to seek further clarification.

Recording and Reporting

The school uses a web based software application (CPOMS) for reporting, recording and monitoring child protection, safeguarding, behavioural and pastoral and welfare issues. All staff have an obligation to report all incidences via this system. Staff have a personal login. All incidents must be reported at the earliest opportunity and within 24 hours.

Where a pupil sustains an injury, first aid should be sought from a designated first aider. The injury must be logged in the 'Pupil accident' book and class staff and parents informed.

As well as CPOMS there are supplementary documents that may need to be completed to support the report. These include Serious Incident and Restrictive intervention log form (to be completed when Team Teach Restrictive interventions used) and Recording body form for marks and bruises

Staff must clearly state staff involved and procedures followed and the relevant forms attached to the corresponding CPOMS report. All members of SLT, Senior Care staff and relevant class staff are notified when an incident is logged. This ensures that follow up procedures e.g. staff/pupil debriefings are carried out and that relevant paperwork is updated as necessary.

CPOMS is monitored by all SLT members on a daily basis and actions responded to promptly.

The forms most frequently required have been attached as appendices with this policy.

Schools cannot achieve consistently good standards of behaviour without the active support of parents and carers. Incidents of challenging behaviour will be reported to parents/carers by a member of the class team on the day, either in writing or by telephone. More significant incidents may require a member of the senior leadership team to contact parents.

In cases involving a series of incidents or when a pupil presents over a period of time with challenging behaviours parents/carers will be invited to attend a meeting to discuss the issues and look for common strategies for improvement including such as an agreed Behaviour Support Plan or an Individual Risk Assessment.

Monitoring, Review and Information sharing

All individual pupil risk assessments, behaviour plans and supportive and intervention strategies used are reviewed, amended and pupil progress monitored on a regular basis. Monitoring is carried out by key staff through the termly behaviour reviews and school/residence link meetings. Governors receive a termly report of the CPOMS incidents and this is included in the safeguarding report. Every autumn term they receive an annual report that compares yearly information. There is a safeguarding governor who meets with the DSL at least once per term, often more frequently.

The school will collect data from the following sources:

- Behaviour incident data,
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

The safeguarding tracker spreadsheet is also used to identify patterns, track groups and individuals and note follow up actions required following any incidents of child on child abuse, harmful sexual behaviour, risky online behaviours and instances of physical restraint. Where concerns are identified, swift action is taken to address these by SLT.

Behaviour Reviews

These are carried out at least annually and involve class teachers and departmental Assistant Head Teachers. Pupils are discussed and identified for potential review. Pupil progress is acknowledged and further discussion may lead to alterations to their P.B.P and adaptations made to individual pupil risk assessment. The Team Teach tutors, ABA specialists and Head Teacher will be part of the consultation where this is felt necessary. Class teachers will then feedback to their class teams and parents.

School/residence link meeting

Link meetings take place for all pupils who attend the residence. The meeting involves the class staff and residence staff. These meetings allow for discussion, sharing of information and continuity of management across both communities. All minutes are documented and information shared.

Effective pupil support

The school endeavours to meet the needs of the pupils it serves, enabling pupils to receive the most effective support. However, it should be recognised that there may be incidences where, due to the severity of a pupils' behaviour, the school may no longer be best placed to meet need.

The school acknowledges the wellbeing of both pupils and the staff that support them.

Where the school no longer feels able to support the pupil successfully then designated staff will engage with external partners and specialist agencies to access further appropriate support when required. This may result in alternative provision being sought. These discussions will take place through the pupils' EHCP and will involve all relevant professionals

Policy Review

The governing body will review this policy every two years unless legislation changes.

Record of review/amendment

Review Date:	10 th October 2023	Page No (Other info):	3
Original:	DfE (2022) 'Keeping children safe in education'		
Amendment:	DfE (2023) 'Keeping children safe in education' Reviewed in line with updated guidance - DSL		
Review Date:	June 2024	Page No (Other info):	
Overhaul of policy that lead to some significant additions. Policy required full governor approval.			

Review Date:	May 2026	Page No (Other info):	
Original:			
Amendment:	• Updated legislations in legal framework • Reviewed in line with new DfE guidance 'Restrictive interventions, including the use of reasonable force, in schools' (April 2026). Terminology 'Physical Intervention' replaced with 'Restrictive Intervention' • Appendices removed.		