



Behaviour Regulation Policy 23-24

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1. Aims:

Our Vision Statement:

To provide an exceptional learning experience for all where potential is nurtured and responsible citizens created.

Our three artefacts are respect, excellence and kindness.



Diagram 1

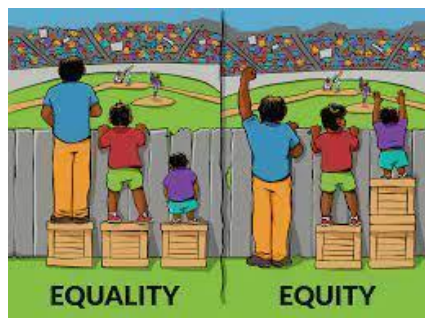
At Beechwood we strive to achieve our vision through the application of the three artefacts. All decisions that we make should be checked against these to ensure we are staying true to our core beliefs. This applies not just to our students but to all of us.

Not all of us will arrive at Beechwood with the same ability, or desire, to regulate our responses. We notice the potential in all and respond to the needs facing us. This is the same whether referring to a cognitive, emotional, mental health, safeguarding or behavioural need.

All behaviours are a communication– either conscious or unconscious – and it is our role as educators to ensure we are all aware of the impact of the choices we make and the alternatives that are available.

Beechwood School is committed to the social, emotional and mental well-being of its staff, students, parents and carers. The purpose of this document is to outline our approach to supporting children in regulating their behaviour both in and outside of the classroom.

Traditional behaviourist approaches to behaviour management are appropriate for most students but are not successful for all. As a fully **equitable community**, we require an approach that will allow all of us to flourish



Unacceptable behaviour will affect the wellbeing of others in the school community and must always be challenged in an appropriate and systematic way. To mitigate unacceptable behaviours, we teach students how we would like them to behave to create a calm learning environment and for them to be responsible citizens through a Behaviour Curriculum. Any unacceptable behaviour which does occur is dealt with fairly, clearly and promptly, with the least disruption necessary, and to demonstrate that we have moved on together from a situation.

We also recognise that some of our students will find it a challenge to meet our expectations all the time and the potential difficulties that adults can face in working with children with complex social, emotional and mental health needs and behaviours that challenge. We therefore aim to implement a whole school approach based on evidence-based principles shown to work in helping all of our students to regulate their behaviour. Training, support and supervision will continue to be offered to staff to ensure we have the tools and the resilience required.

Our aims are to:

- Create an environment where all students can learn
- Ensure all students are explicitly taught our high behaviour expectations through the positive behaviour thread of our Character Curriculum
- Ensure our staff feel supported and equipped in helping students to regulate and de-escalate negative behaviour
- Strengthen relationships between staff, students, parents, carers and members of the wider school community
- Ensure all students feel a sense of belonging, identity and achievement
- Ensure all students are responsible citizens with a strong sense of intrinsic motivation
- Support the development of emotional-regulation and positive mental health.

This policy is based on Legislation and statutory requirements from the Department for Education (DfE) on:

- Behaviour and Discipline in Schools 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Character Education Guidance Framework 2019
- Searching, screening and confiscation at school Sept 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools July 2013

- Supporting children with medical conditions at school August 2017
- Suspension & permanent exclusion from maintained schools, academies & PRUs in England including pupil movement July 2022

It is also based on the special educational needs and disability (SEND) code of practice. This policy also complies with our funding agreement and articles of association.

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

2. Guiding principles:

- **Students should be able to learn in a safe and calm environment:** At Beechwood School, we have high expectations and we believe students learn best in a disruption free, safe space. Young people should be explicitly taught how to respect others by behaving well and contributing positively to lessons and school life.
- **Mobile Phones should not have a negative impact on school life:** At Beechwood, we understand that mobile phones can lead to problems in schools including disruption to learning, filming, inappropriate messaging and inappropriate usage of the internet and social media leading to potential safeguarding issues. We will create a digitally healthy, safe and calm school, whilst still allowing students to carry a mobile phone to contact home after or before school.
- **Consequences for negative behaviour need to be clear and consistent:** At Beechwood, all students are treated fairly and as an individual. This includes supporting students who find following the school code of conduct challenging at times. At Beechwood, we recognise the impact external factors can have on young people's behaviours and we strive to support them including through additional provision where needed.
- **Behaviour as a special education need:** At Beechwood School; we understand that, for some students, behaviour should be considered within the context of social, emotional and mental health needs and that inclusion and equality must be central to this policy. We do not promote a blunt approach whereby all children must receive the same (equality); but rather an approach whereby all children receive what they need (equity).
- **Behaviour as a form of communication:** Behaviours which challenge must be viewed as communication of an emotional need. Behaviour should be viewed within the context of the system around the individual and within the context of important relationships. Staff should also be mindful of safeguarding concerns when supporting a child's behaviour and report this to the Designated Safeguarding Lead in line with the Safeguarding Policy.
- **A curious, empathetic, non-judgemental approach:** Staff at Beechwood must take a non-judgmental, curious and empathic attitude towards behaviour. We encourage all staff, volunteers and visitors to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. It is important that we do not confuse the behaviour with the person exhibiting it.
- **Timely and considered interventions:** It is important to deal with behaviours as close to them occurring as is possible. No behaviour should be left unchallenged but how and when this is done may vary depending upon the situation and relationship with the students. However, if a student is in a heightened emotional state, they may need time to

reach a position of calm where they can respond appropriately. Research suggests at times of extreme stress, this can be at least 45 minutes.

- **Restoration and natural consequences:** At Beechwood we promote a restorative and reparative approach where individuals are supported to develop insight into their emotions and behaviours and take others' perspectives. We want our students to be able to regulate their behaviour effectively because they have chosen to do so, not simply to avoid 'sanctions' (intrinsic over extrinsic motivation). Expectations remain high and rewards and consequences will continue as options for supporting lasting behavioural change.
- **Positive role-modelling:** Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing. At Beechwood School, staff model our three artefacts of kindness, respect and excellence for students. We will all get it wrong on occasion and we must also model dealing with mistakes appropriately as it is just as important to model how to make it right for our students and wider community.

Every moment, a learning moment

3. Creating a Calm and Safe Learning Environment:

At Beechwood School, we are working to create a calm and safe learning environment for all members of our community. We will achieve this through a clear and consistent behaviour framework for all, balanced with being a therapeutic informed practice school. A key area of this is supporting those who have suffered trauma. Trauma informed practice is an effective way of supporting children with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills. We recognise the diversity in childhood experiences and the impact this can have on behaviour regulation and readiness to learn

This is especially true for those who have experienced childhood adversity [ACES – adverse childhood experiences]. We aim to embed a holistic approach to behaviour regulation. When a positive relationship is established it enables the child to feel calm, valued, recognised, respected and comfortable.

Students will be:

- Made aware of the following during their induction into the behaviour culture:
The expected standard of behaviour they should be displaying at school - see Diagram 1
- That they have a duty to follow the behaviour policy
- Taught the school's key rules and routines
- Understand the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- Given the pastoral support needed to help them meet standards.
- Supported to develop an understanding of the school's behaviour policy and wider culture.
- Asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Given extra support and induction if they arrive mid-phase.

4. Communication:

Staff must use clear and unambiguous language when speaking to students. There must never be anything in the vocabulary, tone or delivery of something said by a member of staff that would make a child feel isolated, humiliated or worthless.

An awareness of body language is vital in communication. Staff must do all they can to incite positive responses in situations they face. These can include:

- Keep at least an arm's length distance during any interactions
- Stand to one side of student rather than directly in front/standing over students
- In a longer conversation, sit with the student or stand further back to allow eye contact
- Giving a student in a heightened emotional state a clear exit, unless this is putting them or others at risk [see 'use of physical interventions' – page 8]
- Using less words with an emotionally heightened student and staying very calm.

5. Safeguarding

Beechwood recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's choices may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

6. Responsibilities for ensuring a safe and calm learning environment:

Pupil Responsibilities

All pupils are expected to:

- Demonstrate good behaviour whilst at school but also on the journeys to and from school, on school/college visits or when representing the school off-site.
- Hand in their phone during roll call
- Show respect, excellence and kindness towards staff, visitors and other pupils
- Arrive to school and class on time, prepared for learning
- Settle down to learning quickly
- Be engaged and involved in learning
- Use co-operative language and address each other in a co-operative manner
- Take care of equipment, resources, our environment and each other
- Stay in the classroom

Teaching and support staff responsibilities:

Staff model and set the tone and context for positive behaviour within Beechwood. They will:

- Implementing the behaviour policy consistently
- Only rarely allow students to leave the classroom during lesson times
- Model good habits of work and behaviour
- Take responsibility for students in their care during morning roll call, ensuring the following:

- Silence before entering school.
- Calm, orderly movement into form time.
- Mobile phones are collected and stored as per the protocol.
- Uniforms are correct and non-uniform items are removed.
- Create and maintain a learning environment that encourages students to be engaged
- Ensure a safe calm learning environment for all students by following our classroom expectations, which will include:
 - Greeting pupils in the doorway for form time and at the start of lessons
 - Establishing clear routines and boundaries
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Following the school procedure for dealing with low-level disruption
 - Using positive reinforcement
- Contribute to the effective running of the detention system.
- Providing a personalised approach to the specific behavioural needs
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parent/ Carer responsibilities:

Parents/carers are expected to:

- Ensure their child is punctual and in correct uniform
- Support their child in adhering to Beechwood's behavioural expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Headteacher responsibilities:

The headteacher is responsible for:

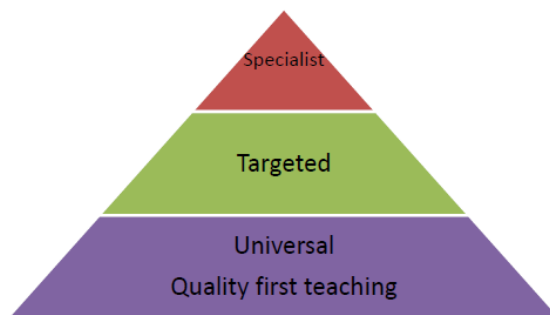
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

The governing body responsibilities:

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

7. Graduated approach:



The graduated approach

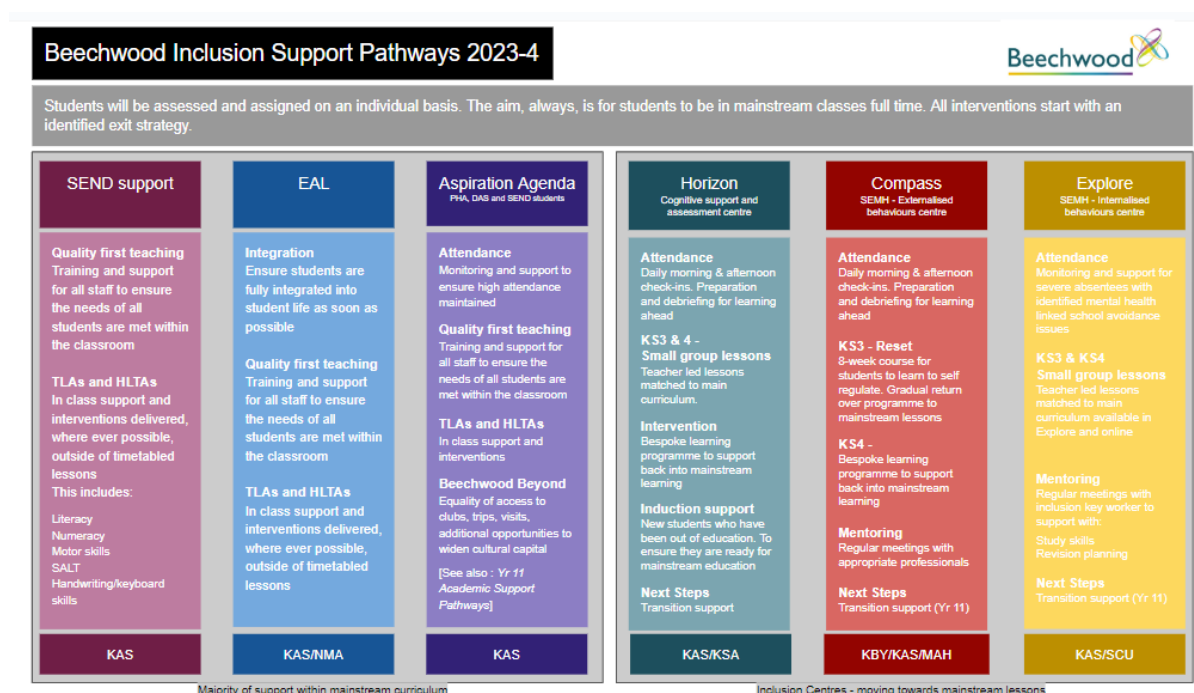
The majority of students will arrive at Beechwood School able to respond appropriately and understand the positive behaviours expected of them. They will, on occasion, make mistakes or misjudgements as part of their development when they will be exploring their independence and sense of self. Part of this may also involve testing boundaries. Staff should recognise that some students may externalise their feelings, demonstrating them through disruptive

behaviours such as non-compliance, mood swings, absconding or aggression. These occasional behaviours will be dealt with as part of our **universal offer** through our normal quality first teaching systems for behaviour management. This relates to behaviours within and outside of the classroom environment.

Others will have more regular difficulties following the school rules or internalise their feelings and communicate behaviour by means such as becoming withdrawn, isolated, reluctant to speak or anxious. It is important to identify those who are externalising and internalising their feelings as they are equally vulnerable and these students will be supported through our **targeted provision**. Any targeted support will be agreed and monitored using the following graduated response model with a usual 6-week review cycle [stage 2 on Beechwood's intervention Process and Triage]. This will tend to be internal support involving the form tutor, classroom teachers, parents/carers and the student themselves.

If the targeted provision does not have the required impact, or if the severity of the behaviours exhibited warrant it, a **specialist** intervention may be implemented [stage 3]. That could include work with external specialists, such as the educational psychologist service, to identify the barriers to success and plan accordingly or a student could be given support through our internal specialist provision pathways. We believe that the best place for all our students is in school, taking part in learning activities. Students who find school challenging due to mental health issues, emotional trauma or an inability to self regulate for

part or the whole of school day will be supported through one of our internal **specialist provisions**. In consultation with families and carers, students will be placed on an appropriate pathway. Support programmes will have clear aims, objectives, milestones and time frames. Our provisions are shown below.



For further details on this, please see:

- Intervention Process and Triage approach
- Operating procedures

8. Restorative practices:

Where both parties agree, restorative conversations should be facilitated following a behaviour incident. Consequences should be set within a restorative conversation and, where appropriate, set with the student.

9. Rewards:

We will always look to reward students who are doing the right thing. This in itself can correct undesired behaviours in those around these students. Although we are moving students towards intrinsic motivations, we will administer and track success.

Achievement points are the key to recognising the positive. These will lead to a range of rewards including: praise from staff, positive calls home, roll call in form time and in assemblies, early release on Fridays to lunch, trips and events, invitation to HT tea party, positions of authority.

10. Sanctions:

Beechwood will always consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If necessary, a range of sanctions may be employed - these will consider individual circumstances.

These should be used in conjunction with therapeutic support, if deemed necessary, in order to allow the student to make better choices.

11.1 Detentions

Students may be given detentions at breaktime, lunchtime, or after school. If students are detained at lunchtime they will have the opportunity to eat lunch, drink and use the toilet.

Detentions should be recorded on ClassCharts. These are recorded by the teacher responsible for setting the detention. Parents will be informed of the detention via classcharts.

Under the 2011 Education Act, the requirement to give 24 hours' notice for after school detentions has been removed. If a parent believes there are legitimate reasons why a student is unable to attend a detention then an email should be sent to the teacher who set the detention explaining the reason and if appropriate, the detention will be reorganised for another date. We have no wish to inconvenience parents as a consequence of their child's behaviour but we do look for parental support in this matter.

11.2 Persistent behaviours/serious breaches

Where behaviour becomes persistently unacceptable or is particularly serious, further measures may be used alongside support. These may include:

- Stage 3 detention with the senior team (up to 45 minutes)
- Reports (form tutor, DDOS or DOS) to monitor behaviour in all lessons
- Individual student contracts
- Parent/carers meetings
- Use of the Core room or Achievement Centre for internal separation from peers
- Off-site internal separation held at another Slough School
- Fixed term suspensions for serious or persistent breaches of school rules
- Permanent exclusion

It should be noted that it is not necessary to go through any or all of the above sanctions before moving onto the next and that the sanction used will be dependent on the severity of the incident.

Examples of serious misbehaviour which could lead to exclusion are:

- Malicious accusations against staff
- Sexual harassment or sexual assault
- Theft
- Abusive, threatening, bullying or violent behaviour
- Extreme defiance
- Possession/use of drugs, alcohol, cigarettes or other illegal substances
- Possession of a knife or weapon

Persistently disruptive behaviour may result in an exclusion. Internal exclusions must be agreed with a member of SLT. External suspensions must be with the agreement of the Headteacher or, in her absence, the senior Deputy Headteacher. **Both must be accompanied by a support programme/intervention.**

The school reserves the right to take appropriate action if students act inappropriately towards their peers outside of school, for example via social media. This also applies when a student's action(s) impact on school life or on the reputation of the school.

Please see the school's exclusion policy for further details.

12 Screening, searching & confiscation

Screening using metal detecting wands may be carried out by school leaders, where appropriate, to support the implementation of school policies. A wand may be used to check students for items such as mobile phones, vapes or weapons.

Using a wand is a screening exercise, not a search. However, a pupil may be searched following the use of a wand. When pupils begin at a school, they sign up to the school behaviour policy and in doing so provide their consent to be searched.

When required, searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student.

During this time the student will be supervised and kept away from other students . A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

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

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

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

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the headteacher, senior deputy headteacher or DSL to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules.

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

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots.

12.1 Searching student's possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

12.2 Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

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

12.3 Support after a search

Irrespective of whether any items are found as the 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

12.4 Strip searches

These will only be conducted as a last resort. The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

12.5 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

12.6 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and the appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex
- Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

12.7 Care after a strip search

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

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

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

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.

13. Prohibited items include:

- Knives and weapons including any article that has been used or is likely to be used to commit an offence, cause personal injury or damage to property

- Replica weapons
- Illegal drugs, smoking or drug paraphernalia, alcohol, tobacco, vapes,
- Stolen items
- Fireworks
- Inappropriate images/video

We will always inform the police if weapons and knives and inappropriate materials or images are found. These cannot be returned and must be handed to the police.

The law of the land applies at Beechwood, just as it does everywhere else. This means that some behaviours must be reported because they are against the law. These include:

- Truancy
- Drinking alcohol under age
- Taking of drugs
- Physical violence
- Damage to property
- Intolerant behaviour such as racism and homophobia
- Theft
- Sexist behaviour
- Threatening behaviour
- Carrying a knife or weapon

We will work with the individual and any external partners to educate them accordingly and understand the reason for their behaviour choice.

14. Use of reasonable physical intervention

Beechwood will always try to take remedial action to ensure that situations do not escalate to a level that requires physical intervention. However, where this is necessary, the school will have due regard to its legal duty to make reasonable adjustments for SEND students mental health and medical conditions. Staff will use no more physical intervention than is absolutely necessary to stop the behaviour and will always try to avoid acting in a way that might cause injury.

Staff are allowed to use reasonable physical intervention, without requiring parental consent, to:

- Prevent a student leaving the classroom or other activity, where allowing the student to do so would risk their safety or lead to a behaviour that disrupts the learning of others
- Hold a student who is at risk of harming themselves through physical outbursts
- Prevent a student from assaulting another student or member of staff, or to stop a fight

Parents will always be informed when restraint has been used on a student.

Staff must report any use of physical intervention to the Headteacher and ensure a record of this is kept on the school system. This will trigger a review of the behaviour and what therapeutic intervention is required to ensure better choices are made by the student in the future.

15. Bullying:

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

16 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when 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
- Wearing school uniform
- In any other way identifiable as a student of 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
- Could adversely affect the reputation of the school

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

17 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

18 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, senior deputy or DSL will make the report.

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

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

19. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

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

20. Malicious allegations

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

21. Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that a student's 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 had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student 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 set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. These might include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload.

21.1 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, we will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

We will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

21.2 Considering whether a student displaying challenging behaviour may have unidentified SEND

Beechwood's special educational needs coordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that

are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

21.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and Beechwood will cooperate with the local authority and other bodies.

If we have a concern about the behaviour of a student with an EHC plan, we will make contact with the local authority to discuss the issue. If appropriate, Beechwood may request an emergency review of the EHC plan.

22. Training

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

- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

23. Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and LGB annually, or more frequently, if needed.

I have come to a frightening conclusion. I am the decisive element that creates the climate. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

-Haim Ginott