Queen's Croft High School

Positive Behaviour Policy

QUEENSCROFT

Date of Policy: April 2024

Updated: September 2025

Review Date: September 2026

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1.Introduction and Aims

Queen's Croft High School is committed to providing a safe, calm and orderly learning environment for all pupils. The positive and nurturing relationships between staff and students very much sets the ethos and culture within our school.

This policy aims to:

- Create a positive culture that promotes positive behaviour, ensuring all pupils have the opportunity to learn.
- Establish a whole school approach in maintaining and supporting behaviour.
- Promote a consistent and fair approach to addressing behaviour which reflects the individual needs of pupils and the vision of the school.
- Outline the expectations, processes, and consequences of behaviour.

Queen's Croft is proud to have created a culture where students and staff flourish and this culture is set by the governors and leaders of our school. Staff actively build trust and rapport with all the students, whilst having high expectations and demonstrating our belief in them to succeed.

Staff are guided, supported, and trained to make sure that they collectively embed this school culture and always upholding the school's behaviour policy and responding to misbehaviour consistently and

fairly. As part of our curriculum, pupils are taught at an appropriate level to their needs, what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour.

We have three core behaviour for learning principles (rules) which we refer to as ***KERC:***
We expect everyone to show **K**indness
We expect everyone to Engage in **L**earning
We expect everyone to show **R**esilience and **C**ourage
These are embedded within our curriculum and children are awarded for achievements within these principles.

All of our students have an **Education Health Care Plan (EHCP)** which outlines their needs and provision this is used to inform a child's **Positive Behaviour Plan (PBP).** Every child is unique and will have their own way of communicating, regulating and reacting. PBP plans identify each child's *'ordinary'* and outlines personalised strategies which are put into place to support positive behaviour.

The school understands that some behaviours are a result of SEND, however it does not follow that every incident of misbehaviour will be connected to a child's SEND. Queens Croft will support each child's behaviours individually in reflection to their SEND and ensure that there is a graduated approach in assess, plan and deliver to review the impact of behaviour support.

This policy is communicated to all stakeholders via the school website, staff induction, and parent briefings. Pupils are introduced to the behaviour expectations through assemblies and PSHE lessons

2.Responsibilities

We believe that all staff have the responsibility to support students to manage their behaviour and provide a nurturing culture where students are accountable for their behaviour and clear and consistent boundaries are in place. The school's behaviour curriculum explicitly teaches expected behaviours through modelling, role-play, and reinforcement across all subjects.

All staff at Queen's Croft High School will promote positive behaviour through:

- Treating all pupils fairly and with respect
- Setting high expectations of children and raising their own self esteem allowing them to believe in their full potential.
- Provide a challenging, interesting, and relevant curriculum.
- Recognising each student as a individual, recognising their own needs and supporting behaviour in a personalised way.
- Have a partnership of shared behaviour goals with parents and students.
- Actively listen to pupils and their concerns.
- Provide a curriculum which matches students needs and teaches what positive and good behaviour is.
- Keep parents fully informed of positive and negative behaviours.

- Follow strategies and interventions outlined in the pupil's positive behaviour plans

The role of pupils:

- To engage with learning and attend all lessons.
- To follow the behaviour rules and policies.
- To behave in an orderly and respectful way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Treat the school buildings and school property with respect.
- Be kind and respectful about individual needs and differences.
- To wear school uniform (children with sensory difficulties will be seen on a case by case basis)

The role of parents and careers:

Queen's Croft aims to develop a partnership with parents and carers in order to promote the positive behaviour of our pupils. Dialogue between parents/carers and school is essential to the educational, emotional and social well-being of our students

- Engage in dialogue with school staff around positive and negative behaviours
- Support students in understanding and maintaining positive behaviour
- Inform school of changes in circumstance which may have an impact on behaviour

The governing board:

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

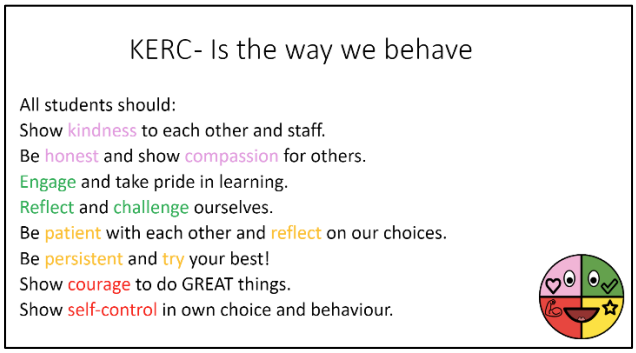
Behaviour data is reviewed termly by the Senior Leadership Team and Governing Board to inform policy updates and interventions.

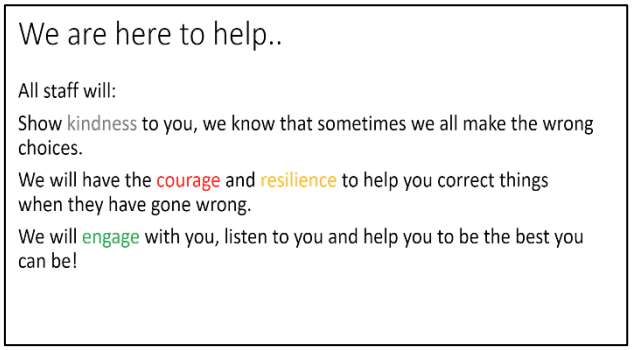
3. Promoting positive behaviour

Our curriculum is designed to teach children the value in positive behaviours, promote independence and prepare them for adulthood. Positive behaviour is promoted in many ways; modelling good behaviour, developing quality relationship between pupils and staff, showing mutual respect and celebrating positive achievements. Our positive behaviour principles are;

Behaviour learning principles (KERC)	**We want pupils…**
Kindness	We want all pupils to know and understand how to be **compassionate**, **honest**, and **caring**
Engagement	We want all pupils to be **creative**, take **pride** in their achievements and be **reflective** of self and others
Resilience	We want all pupils to be **persistent** in trying something new, **persevere** when things don't go to plan, and be **patient** with others
Courage	We want all pupils to be **determined** to do GREAT things, to show **self-control** in their own choices and behaviours, and have the **will-power** to do GREAT things.

Our Ethos s that KERC is the way which we behave, this includes how pupils behaviour to each other and how staff model this behaviour to pupils and each other.





Ways which KERC is embedded into the school curriculum and culture;

- Reward charts and in class motivators use in individualised and personalised ways
- Sleuth tracks positive behaviour points alongside KERC goals
- GREAT Fridays are a large part of the curriculum and the goals of GREAT Fridays are linked to KERC and promote positive behaviour, attitudes and relationships.
- Responsibility, considering others, friendships and emotional regulation are all key themes within the PHSE curriculum.
- Restorative practice – we use restorative conversations to help pupils understand the impact of their actions and provide a structured way for relationships to be repaired.

Each child will have a positive behaviour plan as part of their pupil profile, the aim of the positive behaviour plan is to show each child's "ordinary" behaviours and the strategies which are put into place in order to help maintain and regulate positive behaviours. Positive behaviour plans are

individualised and depending on a child's needs will include a range of emotional and sensory regulation strategies alongside reasonable adjustments that may be required to ensure all pupils can be successful. They are informed by the team around the child and then shared and agreed by parents and pupils (where appropriate).

Celebration of KERC:

- Positive KERC points are recorded on Sleuth with form class competitions
- Rewards for upholding KERC values
- Level 1 – 3 rewards are given out at class level, key stage level and SLT level.
- Head teachers awards
- End of year Oscars

3.1Restorative practice

Restorative practice and logical consequences are key components of our behaviour curriculum. Restorative conversations are used to help pupils reflect on their actions, understand the impact on others, and repair relationships. This approach fosters empathy, accountability, and personal growth. Logical consequences are applied consistently and fairly, focusing on restoring a calm and safe learning environment. Consequences are proportionate, data-informed, and tailored to individual pupil needs, supporting behavioural improvement and reinforcing our KERC principles. Together, these strategies promote a culture of high expectations and support, in line with DfE guidance on behaviour in schools.

Restorative conversations take place with a trained member of staff and can be completed by both children and adults in order to repair relationships and teach children to understand the impact of their actions rather than focusing on the negative behaviours. We have adapted the restorative practice tool kits to ensure they are accessible for all pupils understanding.

4.Recording and behaviour data

Sleuth is a school information system that is used at Queen's Croft High School to record all behaviour. Staff log positive behaviours and these are celebrated at the end of the week with class teachers and pastoral leaders. Positive behaviours are broken down into 6 categories and pupils collect points against these;

Goals
Readiness

All staff are able to access Sleuth and are able to record 'negative behaviours'. Staff report negative behaviours and these are tracked and analysed. Pastoral leaders work with the behaviour lead (SLT) in order to address trends, high level incidents and put into place positive behaviour interventions. At anytime staff have access to behaviour logs in order to search and identify trends at a class level.

Negative behaviours which are recorded are divided into 3 categories;

High level behaviours – These behaviours are tracked and actioned by pastoral leaders and SLT in order to put into place interventions and consequences. All consequences taken will be data informed. In some cases, one-off incident could lead to an escalation under the behaviour policy.

Low level behaviours- These are behaviours which may generally be expected within a setting of secondary special school. These behaviours are tracked and monitored by pastoral leads and behaviour leads, in order to find trends, put in place interventions and avoid escalation. Consistent low level behaviours can lead to consequences and this is informed by and data led.

Non regulated behaviours – These are behaviours which pupils may precent due to their SEND as part of their "ordinary". Many pupils at Queen's Croft have sensory and attention difficulties and therefore may display behaviours which are a result of being non-regulated or having communication difficulties. These behaviours will be clear on a child's positive behaviour plan and pupils will not be reprimanded for these. These behaviours in order to support sensory interventions, funding, provision and inform other professionals such as OT.

5.Managing behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques should be used in order to prevent recurrence and strategies put into place as identified in a pupils PBP.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account, including a child's specific SEND.

Logical consequences for undesirable or misbehaviour will;

- Always operate alongside rewards for good behaviour
- Be effective, monitored and addressed at an appropriate level
- Be used consistently for individual pupils

- Be recorded as “actions” on Sleuth
- Be appropriate to the pupil but directed at the undesirable behaviour shown
- Be data informed
- Not be the removal of previous rewards
- Be student focused and aim to restore relationships and repair actions.

Types of logical consequences which may be used:

- In class loss of privileges e.g golden time
- Restorative conversations
- Reflective time out
- Directed to catch up with missed learning after the lesson has ended or work sent home for homework
- Class teacher discussions
- Phone calls with parents
- Removal from lesson
- Pastoral meetings with parents
- A pupil may be prohibited from taking part in an activity or group session for a short period but will be kept under careful observation (Time out must be discussed with the behaviour Lead)
- Loss of break/lunch time (detentions)
- Behaviour meetings with SLT
- Behaviour reports
- Team around the child meetings to provide interventions
- Isolations
- Suspension
- Exclusion

In some instances, it may be decided that a child’s pattern of behaviour or single incident may risk their own safety or that of other pupils, this would result in a risk assessment taking place and could lead to the pupil being restricted from some activities.

5.1 Offsite misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school

Sanctions may also be applied where a pupil 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 pupil
- Could adversely affect the reputation of the school

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

5.2 Online misbehaviour

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6. Suspensions and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. All suspensions will be reported to the LGB once per term alongside the circumstances behind these.

Suspensions:

A suspension, is where a pupil is temporarily removed from the school, it is an essential behaviour management tool that should be set out within a school's behaviour policy.

- A pupil may be suspended for one or more fixed term periods (up to a maximum of 45 school days in a single academic year)
- A suspension is a clear signal of what is unacceptable behaviour as part of the school's behaviour policy, and an indication that the child's current behaviour may put them at risk for permanent exclusion.
- During suspension pupils will receive schoolwork in line with the curriculum.
- Suspensions can also be for part of a day e.g. during lunchtime if a child is continuing to cause disruption at a particular time and all other measures have failed.
- After all suspensions a meeting will take place between a member of SLT, the family and the student. Reintegration meetings are held following suspensions to support pupils in understanding expectations and to prevent recurrence of misbehaviour.

Permanent exclusions

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). A permanent exclusion will only be taken;

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Where a child is permanently excluded work will be provided for the first 5 days if a child is not attending an alternative provision. Appropriate referrals will also be made, and the SEND keyworker will be made aware. In the event a pupil is at risk of permanent exclusion leaders will call an emergency annual review alongside linked professionals.

Reasons for suspensions and permanent exclusions may include (This list is non-exhaustive):

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Harmful sexual behaviour or harassment
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy (**see 6.1)**
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Roles and Responsibilities:

The Co-headteachers:

- Will inform parents via written communication without delay, no later than 3 days after the decision the period of the suspension/exclusion and the reasons behind this.
- As outlined in the suspension and permanent exclusion guidance the headteacher will inform parents of the parents' right to make representations about the suspension or permanent exclusion to the governing board.
- Inform parents that their child should not be present in a public place during school times. (The first five days)
- Due to the Special Educational Needs of our pupils AP arrangements are made via the LA, the headteacher will inform SEND of any suspensions which a child has received and if a child is at risk of a permanent exclusion.
- Will ensure that information sharing is a priority and instruct the DSL to inform social care and virtual school heads were there is involvement for the individual.
- As outlined in the suspension and permanent exclusion guidance the headteacher will inform the LA and the governing body of; any permanent exclusion, a suspension which length is over 5 days, any suspension or permanent exclusion which would result in a pupil missing an examination test.

7.Prohibited items

List of prohibited items at Queen's Croft;

- Mobile phones
- Vapes/cigarettes
- Drugs and alcohol
- Pornographic images or materials
- Knives or sharps
- Non-approved IT equipment e.g tablets, personal cameras

General items which could be considered dangerous or harmful to staff or pupils should also be considered as additional to this list.

If the school suspects that a banned item are on the premises a search can be made.

7.1 Confiscation:

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline or a child's own safety. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

7.2Searches:

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.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil and/or parent has agreed.

Parents will be informed of any searches or confiscations which have taken place.

7.3Prohibited use of Mobile phones

Queen's Croft High School prohibits the use of mobile phones throughout the school day, including during lessons, breaktimes, and lunchtimes, in line with Department for Education guidance. We recognise that some pupils use mobile phones for safety and communication while travelling to and from school. Therefore, pupils are permitted to bring their phones to school, but they must be handed in upon arrival and securely stored until the end of the day.

If a pupil refuses to hand in their phone, parents and carers are expected to support the school by ensuring their child does not bring a phone to school. In such cases, phones may need to be collected by a parent or carer. Our priority is to reduce social anxiety, prevent distractions, and safeguard pupils from the risks associated with mobile phone use, including online bullying and peer pressure.

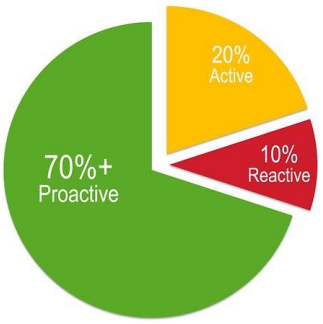
Post-16 students are permitted to use mobile phones in accordance with the Sixth Form Conduct Policy. However, any misuse will result in the withdrawal of this privilege. All students remain subject to the school's behaviour policy, and mobile phone misuse may lead to sanctions.

8.PROACT-SCIP & reasonable force.

POACT-SCIPr- UK methodology and aims

Queen's Croft high school is committed to using the guidance and methods outlined by Positive Range of Options to Avoid Crisis and use Therapy, Strategies for Crisis Intervention and Prevention (PROACT-SCIPr-UK®) as the preferred methodology regarding Positive Behaviour Support. The ethos of the PROACT-SCIPr-UK® underpins our behaviour principles and focuses on ensuring a positive and proactive setting.

The approach includes Proactive, Active and Reactive strategies and where the use of a physical intervention is required these will be risk assessed, in the best interests of the person and will always be the least restrictive, causing no pain or panic.



70%: Proactive: communication, the environment, substitute skills, choice making, positive programming, opportunities for leisure, access to the community, structured timetables and schedules, reinforcement, praise, promotion of independence, relationships and relaxation.

20 % Active: Addressing immediate needs, redirection, distraction, offering a preferred item, lower demands, adapt environment, adapt interaction, teachable moments.

10% Reactive: strategic capitulation, stimulus change, evasion, redirection, adapt environment, calming, physical intervention

Situations in which restrictive physical intervention may be appropriate or necessary fall into three broad categories:

- Planned Interventions
- Unplanned/Emergency Interventions
- As part of a Therapeutic or Education Strategy

Examples of situations where a restrictive physical intervention may be appropriate are:-

- To prevent a young person/pupil from running towards a busy road;
- To prevent a young person/pupil from self-injuring or injuring another person;
- To prevent a young person/pupil from causing serious damage to property.

School staff may also use reasonable force where a pupil is affecting the maintenance of good order and discipline. Examples of which include:

- Removing a disruptive pupil from the classroom when they have been instructed to leave but have refused.
- Preventing a pupil behaving in a way that disrupts a school event or a school trip.
- Preventing a pupil leaving a classroom or school where allowing this would risk their safety or lead to behaviour that disrupts the behaviour of others

The decision to use reasonable force is a matter for professional judgement however staff should be aware that research clearly shows that injuries to staff and pupils are more likely when the intervention is not planned. Before physically intervening staff should, wherever practicable, attempt to resolve the situation by using other methods.

Restrictive physical intervention for the protection of property must only be for extreme circumstances. There must be an assessment on whether it is worth the risk of injury, to protect the property.

In extreme circumstances, such as an immediate and realistic threat of arson or where life is at risk (e.g., service user/pupil has weapon) restrictive physical intervention maybe used as a preventative measure in order to prevent physical injury, for example if a young person attempts to obtain a weapon which would later make physical intervention problematic and dangerous to staff.)

8.1Training

The school has in-house qualified PROACT-SCIPr-Uk instructors who work closely with the Educational Psychologists from Staffordshire County Council. All staff are trained and complete a refresher course annually.

8.2Recording of incidents

All incidents are recorded on Sleuth and are reviewed as part of the annual audit and regular meetings of the PROACT-SCIPr-UK instructors. Along with the incident details, Communication with parents/carers, Student de-brief and Staff de-briefs are recorded

8.3Planned Interventions

For many situations, an early intervention will be more effective, and be able to be implemented at a lower level and with less risk, than a later intervention. For pupils who may have complex needs and behaviours the planned use of physical interventions maybe required to keep themselves and others safe.

Planned restrictive physical interventions are:

- Agreed in advance and following the completion of a vulnerability assessment, by relevant professionals working in consultation with the service user, their family/carers and an independent advocate if appropriate, in the case of pupils, those with parental responsibility.
- Be in the best interests of the individual.
- Monitored during implementation by an identified member of staff who has relevant training and experience and recorded on Slueth.
- Recorded in writing so that the method of restrictive physical intervention and the circumstances when its use has been agreed are clearly understood.
- Included as part of a child's positive behaviour plan.
- Routinely monitored and reviewed.
- One component of a broader approach to meeting the individual's needs.

8.4Physical touch

Human touch is a key part of developing relationships, our students may require physical touch such as; light physical promoting, transition support, personal care and in some instances to give reassurance or to provide support. Any physical touch will be used sensitively and appropriately, in line with our Child Protection protocols and in line with the unique needs, characteristics and preferences of individual pupils.

9.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

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

Using Sleuth we monitor low level incidents between pupils this allows us to use data to show when continuous low-level behaviour has hit the threshold of bullying. All pupils who attend Queen's Croft High school have SEND, this means that when monitoring incidents the needs of pupils are considered, the pupil's level of understanding and probability of "intent" is always taken into account. However, this does not conclude that pupils with SEND are not capable of bullying or being bullied.

Queen's Croft high school has a no-tolerance for bullying and allegations are challenged Any form of bullying is not tolerated and will be addressed in line with the sanctioned within this policy. Any reports of bullying from pupils or parents are explored by the pastoral key stage lead and SLT are informed.

When a risk of bullying has been identified, whole staff briefings are used to inform all adults of behaviours and pupils who may be at risk. We support pupils in understanding what bullying is, how it should be reported and how it will be addressed through key stage assemblies and our PHSE curriculum.

Staff are regularly trained to identify, record, and prevent different kinds of bullying by the DSL and members of SLT. Pupils who may have been the victim of bullying will be offered well-being and mental health support in school e.g. (listening service) and referrals to external agencies will also be made.

10.Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

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

11. Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher, SLT 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 pupils social care, if appropriate.

12.Child on Child abuse

All staff should be aware that children can abuse other children. They may include but is not limited to;

- Bullying and cyber bullying
- Physical abuse
- Sexual harassment and sexual comments
- Up skirting
- Sexting

All staff should be aware and follow the schools safeguarding procedures should any of the above occur.

12.1 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. Queen's Croft has a zero tolerance approach to any behaviour of a sexual harassment or violence nature and pupils will be challenged.

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 pupils's social care
- Report to the police

Although some of our pupils have complex SEND needs and physical touch/space may be more difficult to understand, staff will continue to enforce boundaries and challenge behaviour around physical touch or grabbing of inappropriate areas.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Sexually abusive language or behaviour will not be normalised or treated as 'banter'. All staff will respond in an appropriate way to address sexually inappropriate behaviour in order to prevent such behaviours reoccurring. Incidents of this nature will be recorded as safeguarding through My Concern.

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

13.Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will

consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy

14. Legislation

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Special Educational Needs and Disability (SEND) Code of Practice

Appendix 1: PROACT 0 SCIP UKP and physical intervention plan

PROACT-SCIPr-UK and physical intervention plan			
Child Name:		Class and year group:	
Date of plan:		Review Date:	
Has a child's vulnerability assessment been completed?		Yes / no	

Non-Restrictive removal, pressure and release interventions

Has the pupils positive behaviour plan identified the need for non-restrictive removal, pressure or release interventions? Yes No

Please provide a summary of the relational:

Select the agreed interventions strategies which will be used to support the student:

PROACT-SCIPr-UKhttp://www.proact-scipr-uk.com/proact-scipr-uk/P Proactive working practices		PROACT-SCIPr-UKhttp://www.proact-scipr-uk.com/proact-scipr-uk/P Keeping safe		PROACT-SCIPr-UKhttp://www.proact-scipr-uk.com/proact-scipr-uk/P http://www.proact-scipr-uk.com/proact-scipr-uk/Person specific		Pressure and sensory regulation	
	Touch support		Protective stance		Front hair pull release with assistance		Deep pressure – trunk
	Front deflection		Front approach prevention		Back hair pull release with assistance		Deep pressure – limbs
			Front arm catch		Front choke release		Deep pressure – head and shoulders
			One arm release		Windmill choke release		Weighted blanket
			One arm release – Variation		Bite release		Lyrca or wrap
All listed interventions are part of the PROACT-SCIPr-UK audit based interventions and aim to use minimal force for the minimal amount of						Listed interventions have been put into place	

time. These are the least restrictive interventions.	as part of a referral from OT in order to maintain regulation.

Reasonable contact and force

Does the plan require restrictive responsible contact and force interventions? Yes No

Please provide a summary of the relational:

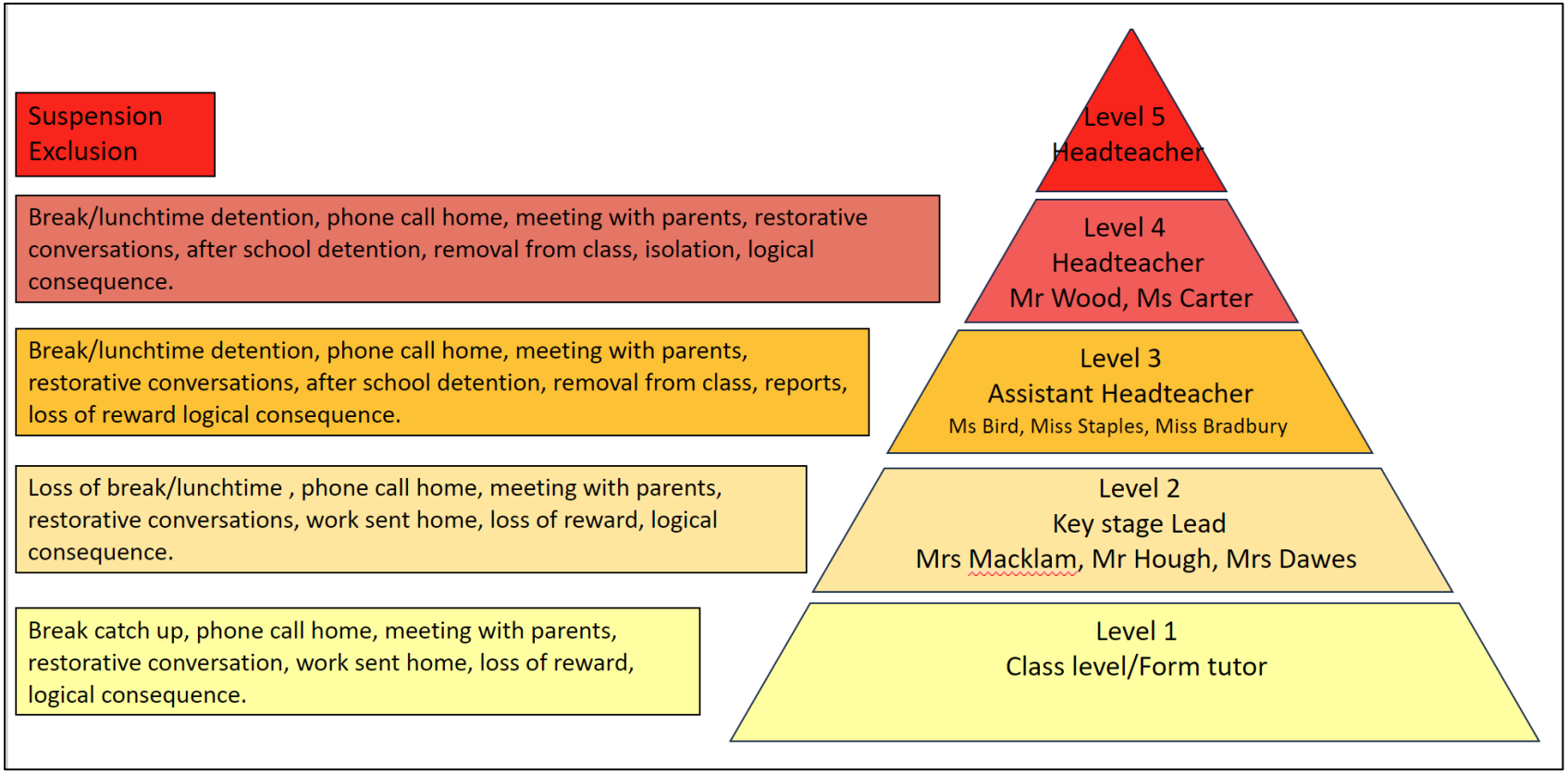
Select the agreed PROACT-SCIPr-UKhttp://www.proact-scipr-uk.com/proact-scipr-uk/P restrictive audit- based interventions , which will be used to support the student if absolutely necessary. All interventions will follow the principles outlined in the behaviour policy which is underpinned by the PROACT-SCIPr-UKhttp://www.proact-scipr-uk.com/proact-scipr-uk/P principles and staff will have an up to date, appropriate training.

The techniques should only be used if it is absolutely necessary, if it is proportionate and if it is in the best interest of the child. All de-escalation techniques should be applied before restrictive handling.

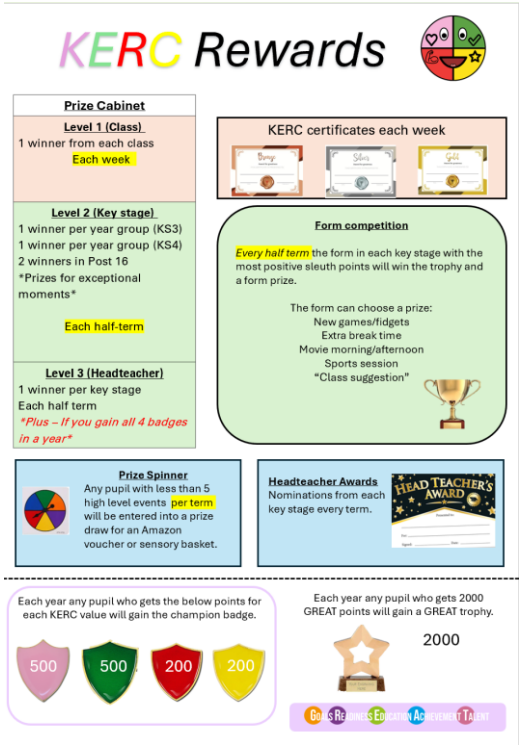
	Two person touch support		Two person arm support		One person escort		Two person escort		The Hug

Please ensure that this plan is discussed with parents/carers		
Parental signature:		**Date:**
Staff signature:		**Date:**

Appendix 2: Tier escalation of behaviour



Appendix 3 – Reward levels

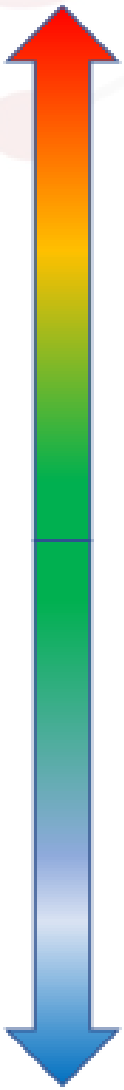
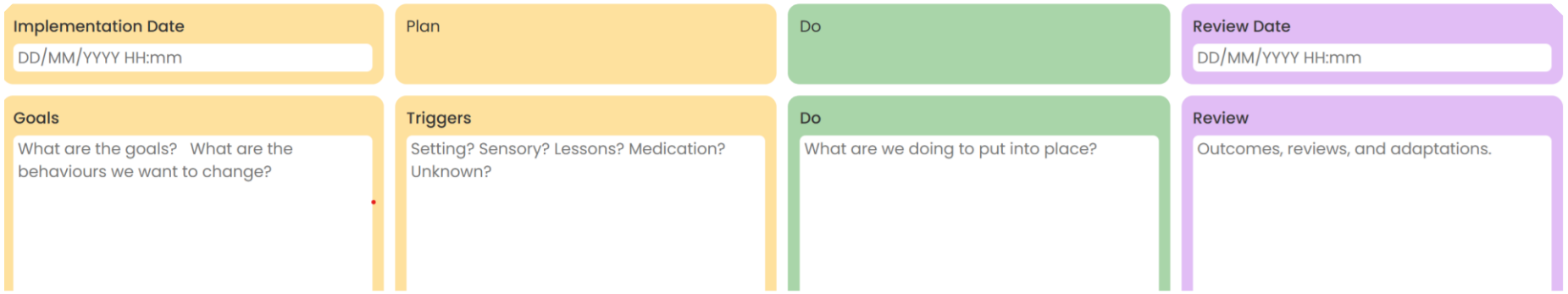


Appendix 4 – Behaviour levels

High level	Low Level	Non-Regulated behaviour
Absconding Sire Alcohol/drugs on site Bullying Controlling or coercive behaviour Damage to property Homophobic behaviour Sexual harassment towards peers Sexual harassment towards staff Vaping/smoking on site Physical assault on peer Physical assault on staff Verbal abuse towards peers Verbal abuse towards staff Racism xenophobia	Absconding current boundaries Inappropriate language Leaving class without permission Low level damage Low level disruption Non-compliance Unkindness Refusal to give mobile phone Physical contact	Banging/tapping Body fluids Grabbing Low level self harm – Which is a child's normal Sleeping Self-removal Vocalisation Biting self Dropping to floor Hair pulling Headbanging

Appendix 4 – Pupils profile

	What does it look like…	What we do….
5 Crisis		
4 Over alert Escalating		
3 Ordinary		
2 Withdrawn		
1 Shutdown		



Appenfix 5 – Behaviour interventions as of Nov 2025