

PS05 BEHAVIOUR POLICY

Policy Number	PS05
Policy Name	Behaviour Policy, statement of behaviour principles, use of reasonable force and restrictive intervention
Issue Date	October 2024
Review Date	October 2025
Owner	Headteacher
Reviewing Body	Approved by Executive Team, ratification by School Governing Body

Version	Amendments	Date	Initials	Publish on Website?
0.0	Original	August 2023	HT/SGB	Yes
1.1	1 year review	August 2024	HT/ET	Yes

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1. Aims

This policy aims to:

- create a positive culture that promotes appropriate behaviour, ensuring that students have the opportunity to learn in a calm, safe and supportive environment
- set out the whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- outline the expectations and consequences of behaviour
- clarify a consistent approach to behaviour management which ensures that all of our students can demonstrate good behaviour that is in line with their developmental stage with appropriate support
- define unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Section 175 of the [Education Act 2002](#),
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

3. Definitions

All students at Portfield School have a diagnosis of autism, therefore our behaviour policy is underpinned by the principles of positive behaviour support (PBS). This means:

- Any behaviour that challenges us as the school community is viewed as intentional or unintentional communication and the function of this behaviour is explored.
- Behaviours of concern do not affect the positive regard in which the student is held.
- We recognise the impact that students' communication, learning difficulties and sensory needs have on behaviour, therefore the school team design and implement effective interventions which enable students to learn alternative or more appropriate ways of meeting their needs.
- Minimising risk, enabling choice and promoting independence to improve the students' quality of life.
- Punitive practice or punishment is never used.
- Behaviour practice is always evidence-based.
- The school team are supported to develop relationships with students which are based on trust and respect because this is central to a positive behaviour approach.
- School team members receive support via induction, training and supervision which enables reflection on the challenges of delivering a positive behaviour approach and to jointly problem-solve.
- A multi-disciplinary approach is imperative where the student remains at the centre of all decision-

making.

- There is an emphasis on information sharing and inclusivity in a non-hierarchical way.
- Our approach is trauma-informed which prioritises relationships as key to developing students' ability to self-regulate.

3.1 Expectations for behaviour of students:

Students will be supported by staff to help them understand expectations and build good routines through their day to enable them to fully engage in their learning and feel relaxed and happy. Each child will have their needs met and self-regulation requirements monitored and adjusted as required.

Students are expected to:

- Engage with the behaviour expectations when presented to them in an accessible way.
- Follow the advice and guidance of school team members in relation to behaviour.
- Engage to the best of their ability with school values and routines.
- Earn recognitions and rewards for meeting behaviour expectations and engage with likely consequences or sanctions if they do not meet the expectations.
- Engage with the therapeutic support that is available to them to help them meet the behavioural expectations to the best of their ability.
- Give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation.
- Treat others with respect and accept differences, especially in regard to age, gender, sexual orientation, race, ability, disability and background, both face to face and online.
- Work to the best of their ability.
- Accept responsibility for their actions and choices.
- Allow others to learn and make progress.
- Respect the property and belonging of the school and other people.
- Resolve disagreements without resorting to verbal or physical aggression.
- Follow requests and instructions.
- Respect others' personal space.
- Never bring the school into disrepute – be proud of the school and their part in it.

Behaviours of concern have been previously defined as challenging behaviours. This term is used to describe behaviours which can be problematic for a student or others, either due to the potential for causing harm or, by reducing quality of life.

There are many different behaviours of concern. These may include:

- Self-harm.
- Breaking items/damaging property.
- Refusal to engage in everyday activities.
- Absconding.
- Using language which incites.
- Physical acts e.g. hitting, throwing objects at others, spitting, biting etc.
- Inappropriate sexualised behaviour e.g. using sexualised language/jokes towards others, inappropriate touching.

3.2 Behaviours of serious concern including:

- Any form of bullying.
- Frequent and/or intentional physical acts e.g. hitting, throwing objects at others, spitting, biting etc.
- Sexual violence, or sexual assault.
- Sexual harassment, (unwanted conduct of a sexual nature), such as:
 - Physical behaviour (unwanted touch),

- Sexual comments or sexual innuendo
- Online or social media sexual harassment, such as; unwanted sexual comments and messages, sharing of sexualised images or videos, or sharing of unwanted explicit content.
- Intentional vandalism of school property or premises.
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any **prohibited** items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article suspected to be used to commit an offence, cause personal injury, or damage to property of any person

An “incident” is defined as any occasion whereby a student has exhibited a behaviour of concern.

4. Bullying and Discrimination

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

Bullying is,

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

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, <ul style="list-style-type: none"> • 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

Portfield School team work on the basis of seriousness that bullying can have a significant impact on a student and can impact them in further life. The school takes a 'no blame' approach and seeks to facilitate restorative justice to support the students to process and move forward from the events.

4.2 Discrimination

When people are treated unfairly and discriminated against because of who they are, this can have a detrimental effect on their mental health, their self-esteem and their educational performance. It is against the law to discriminate against anyone because of: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation

These are called 'protected characteristics'. The school upholds the legal protection from discrimination by the Equality Act 2010, at work, in education, as a consumer, when using public services, when buying or renting property, as a member or guest of a private club or association

4.3 Dealing with bullying and discrimination

The school team members challenge any forms of bullying and/or discrimination. The whole school community is vigilant to early signs of student's unhappiness which may be related to the behaviour of another and responds accordingly. This follows the "no blame positive behaviour support" approach. Students are explicitly taught the expectations of positive relationships in the Relationships, Sex and Health Education (RSHE) and Personal, Social and Health Education (PSHE) curriculum. During RSHE lessons, students are taught what to do when they feel bullied.

The school's Anti-bullying Policy describes the measures taken to prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying. The Equality and Diversity Policy details measures to avoid discrimination.

Our school's core values of Resilience, Care, Courage, Curiosity and Partnership leave no tolerance for bullying or discriminatory behaviour.

5. Roles and responsibilities

All school team members must comply with this policy. It is a requirement to model the values and behaviours described and to promote the positive behaviour approach. Contractors, visitors and volunteers are expected to read a leaflet summary version of this policy before entering the school. Staff will support each other by reminding and giving support in order for all to consistently work and implement this policy.

5.1 The School Governing Board

The School Governing Board:

- Reviews and recommends on the behaviour policy, together with the Head of Therapy and Headteacher, to the Charity Education Panel for approval.
- Monitors and report to the Trustees on the behaviour policy's effectiveness.
- Holds the Headteacher to account for its implementation.

5.2 The Headteacher

Headteacher:

- Reviews and proposes updates to the behaviour policy in conjunction with the Head of Therapy.
- Ensures that the school team demonstrate positive behaviour support principles.
- Monitors and ensures that the policy is implemented consistently in conjunction with the Head of Therapy and the Positive Behaviour Support (PBS) team.
- In conjunction with the Head of Therapy and HR Business Partner, ensures appropriate training is completed by all staff as part of their induction process and ongoing professional development, in order for them to understand the behaviour expectations of students and fulfil their duties as set out in this policy.

- Ensures this policy works alongside the safeguarding policy to offer students both consequences and support when necessary.
- Reviews relevant data, with the Head of Therapy regarding incidents of non-restrictive practice and restrictive practices.

5.3 The Senior Leadership Team (SLT)

The SLT:

- Acts as role models to staff and students at all times.
- Supports staff and has regard for their welfare.
- Implements risk management procedures.
- Monitors the effectiveness of the PBS systems and procedure.
- Is available during the school day for decision making, advice and support in responding to behaviour incidents.
- Undertakes learning walks and lesson observations.
- Ensures that staff adhere to the agreed strategies to address inappropriate behaviour.
- Supports teachers to ensure that students' behaviour reflects the behaviour expectations and the school's values.
- Ensures effective communication systems with parents and carers.
- Identifies training needs.
- Co-ordinates responses to any violence, harassment, bullying or discrimination.

5.4 The Positive Behaviour Support (PBS) Team

The PBS Team:

- Works collaboratively with class teams to improve understanding and practice of positive behaviour support.
- Delivers PBS and Team Teach training at induction and as part of Continuous Professional Development (CPD) sessions.
- Reviews and analyses incidents on School Pod and reports to the school Senior Leadership Team (SLT).
- Completes functional behavioural assessments and monitors the effectiveness of PBS plans.
- Audits the use of restrictive practice.
- Supports staff to continually improve responses to incidents.
- Organise and attends Co-ordinated Response (COR) meetings for students where there is a high degree of concern about frequency or intensity of incidents.
- Provides coaching and support with dynamic risk assessments.
- Leads on debrief sessions after any incident requiring a Restrictive Physical Intervention (RPI).

5.5 Whole school team (including regular contractors)

The school team:

- Models expected behaviour and positive relationships.
- Creates a calm and safe environment.
- Establishes and maintains clear boundaries of acceptable behaviour.
- Uses reasonable and proportional RPI as a last resort, when the student or somebody else is at risk from harm, to prevent a crime from being committed, or to prevent serious damage to property or the school estate.
- Seeks advice from SLT if they have used an unregulated RPI and remains up to date with their knowledge of positive behaviour support and Team Teach training.
- Follows the strategies detailed on a student's PBS plan.
- Considers their own behaviour and how they demonstrate the school values.
- Accurately records incidents on School Pod or seeks support to do so before the end of the working day.

- Participates in COR Meetings as required.
- Challenges inappropriate language and behaviour, whether this pertains to staff or students.
- Takes seriously any reports of violence, harassment, bullying or discrimination and acts accordingly.
- Seeks advice from a member of SLT where challenging behaviours are being experienced outside school during planned school activities.

5.6 Visitors

Visitors:

- Model expected behaviour.
- Maintain a calm and safe environment for students.
- Use a reasonable and proportional restrictive physical intervention, as a last resort, when the student or somebody else is at risk from serious harm.
- Seek advice from SLT if they have used an unregulated RPI due to an unprecedented situation.
- Celebrate success with students and show appreciation for student's expressions of the school's core values.
- Ensure they have read the Student Passports of every student that they work with.
- Consistently follow the agreed strategies and responses on the students' PBS plan (where this is applicable)
- Consider the impact of their own behaviour on the school culture and how they can demonstrate school values and expectations.
- Challenge all inappropriate language and behaviour whether demonstrated by other staff or students.
- Take seriously any reports of violence, harassment, bullying or discrimination and report these to a member of Senior Leadership Team.

5.7 Parents and carers

The school team aim to build effective relationships with parents and carers by keeping them informed about changes in their child's behaviour and the school's policy, and by working in collaboration with them.

Parents and carers work in partnership with the school team to:

- Get to know the school's behaviour policy and reinforce it.
- Support their child in adhering to the behaviour policy.
- Collaborate with the school team to develop a positive behaviour support plan if required.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behaviours of concern with the class teacher
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

7. Personal Digital Equipment

Students may not have personal mobile phones, laptops or iPads with them on-site. If a student brings in a device to school this is placed in a secure, locked cupboard until the end of the day when it is returned to them. If a student needs to make a phone call home during the school day they are provided with a confidential and private landline to do so. The Headteacher uses their discretion on this matter only in exceptional circumstances as part of an agreed, beneficial action plan and only for a limited period.

8. Responding to Behaviour

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They:

- Create a therapeutic classroom environment (See therapeutic classroom checklist in Appendix 2).
- Ensure that students understand and are working towards achieving the behaviour expectations appropriate for their developmental stage.
- Develop positive relationships with students, which may include:
 - Greeting students in the morning when they arrive/at the start of lessons.
 - Establishing clear routines.
 - Using a total communication approach.
 - Highlighting and promoting appropriate behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

8.2 Safeguarding

Changes in behaviour may indicate that a student is in need of help or protection. We consider whether a change in a student's behaviour may be linked to them suffering, or being at risk of suffering harm.

Where this may be the case, the child protection and safeguarding policies are followed. Pastoral support, conversations with their parents/carers, early help interventions or referrals to social care are considered is appropriate.

The school's Child Protection and Safeguarding policy provides further detail.

8.3 Responding to good behaviour

When a student's behaviour meets or exceeds the expected behaviour standard, it will be recognised and rewarded. This approach reinforces the school's culture and ethos.

Positive reinforcements and rewards are applied clearly and fairly, to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour recognitions include:

- Immediate feedback in the student's preferred medium.
- Star of the Week awards in assemblies (parents/carers and family are invited).
- Communications via Evisense, Tapestry, emails, home school books and phone calls to communicate achievements to parents.

8.4 Responding to behaviours of concern

When behaviours of concern arise, they are always considered in relation to a student's SEND. Of course, not every incident is connected to SEND. Whether a student's SEND has an impact on a behaviour of concern is considered on a case-by-case basis.

When responding to a behaviour of concern the schools legal duties are considered 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 best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#)).
- Following the special education provision set out in a student's Education, Health Care Plan and co-operation with the local authority or other bodies.
- Ensuring the student's positive behaviour support plan is adhered to.

The school team anticipates as far as possible, likely triggers, and implements support to prevent these from occurring. Any preventative measures take into account the specific circumstances and requirements of the student concerned.

Preventive measures may include:

- Short, planned movement breaks.
- Sensory equipment to support self-regulation and a clear plan for each student.

- Zones of Regulation (recognition – helping the student and enabling the implementation of positive strategies to move back into the ‘green zone’).
- Low arousal environments and techniques.
- Therapeutic interventions aimed at meeting students’ speech, language, sensory and psychological needs.

Individualised de-escalation techniques are included in positive behaviour support plans and are used to help prevent behaviour issues escalating. These may include;

- Use of “planned ignoring” or of minimal language, where this is appropriate.
- Distraction / redirection to another, regulating activity.
- Redirection to a calm, safe space.
- Changing to another member of the team.
- Verbal reminders of expectations and instructions of what to do instead.
- Use of appropriate tone of voice (for example low, calm, non-threatening tone or light, playful humour).

When a student’s behaviour falls below the standard that can reasonably be expected of them, the team respond to restore a calm and safe learning environment, and to prevent recurrence. The main priority is to ensure the safety of all students and school team members. School team members follow the incident response flow chart when responding to escalating behaviour of concern (See Appendix 3).

When considering a response to the behaviour the school team take into account whether the student is able to;

- Accurately comprehend the rule or instruction.
- Act differently at the time as a result of their SEND.

Sanctions are applied, after consideration, when it is in the best interests of the student and in line with the law. The sanction would be appropriate to the child, considering their needs and will depend on the profile of each individual.

8.5 Off-site behaviours of concern

Consequences arise and sanctions apply when a student behaves inappropriately off-site when representing the school and when under supervision of the school. This may be when:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform or kit
- Identifiable as a student of our school
- There could be repercussions for the orderly running of the activity
- Poses a threat to another student
- It could adversely affect the reputation of the school or charity
- In the mini bus or transport.

Sanctions will be implemented after consideration and when the student is under the lawful control of a member of the school team. Parents or Carers will be informed at every stage and in some cases, involved in such responses if part of a planned intervention.

8.6 Online behaviours of concern

Consequences and sanctions are considered when online behaviour:

- Poses a threat or causes harm to another student.
- Could have repercussions for the orderly running of the school.
- Adversely affects the reputation of the school.
- Identifies anyone as a member of the school.

8.7 Consequences and Sanctions

Following behaviours of concern, next steps and consequences are considered. A consequence is a natural outcome following a behaviour and so, is directly related to the incident and the context. The focus is on learning from the incident and identifying what environmental adaptations and/or skill development might help the student to have their needs met in a more appropriate way. A referral to the PBS team for a functional behavioural assessment may be indicated.

Next steps may include:

- Restorative conversations, discussions or actions.
- Support to reflect and debrief following an incident using the medium that is most appropriate for the individual, for example social stories / comic strip conversations.
- Use of safe space to support regulation and reflection time.
- Use of time in another class/group
- The teaching of new and required skills.
- Helping to clear up following an incident if and where appropriate.

A Co-ordinated Response meeting may be held where a student's ability to work safely within the school environment is in doubt and a high degree of multi- disciplinary planning is required to address the concern or behaviour.

Sanctions are used by the school to challenge inappropriate behaviour and to support students in making the correct choices in line with the school ethos, where it is deemed that the student has the mental capacity and regulation skills to enable them to understand, process and respond to this.

A scale of sanctions is used following any incident which considers age, developmental level and SEND. One or more of the following sanctions are used in response to serious behaviours.

- A verbal reprimand and reminder of the expectations of behaviour
- Letter or phone call to parents.
- A specific, directly related behaviour contract.
- Suspension.
- Permanent exclusion.

Personal circumstances of the student are taken into account when implementing sanctions and these are agreed on a case by case basis.

8.7.1 Suspension and permanent exclusions

Suspension and permanent exclusions are used in response to very serious behaviours of concern or in response to persistently inappropriate behaviour, which has not improved following interventions.

The decision to suspend is made by the Headteacher

Permanent exclusion is only implemented following recommendation by the Headteacher to the Charity Executive.

8.7.2 Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Re-integration meetings.
- Daily contact.

8.8 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. Team Teach is the recognised approach and training which focuses on providing a positive environment where

physical intervention is used as a last resort. All team members hold a duty to use reasonable force to prevent a student from harm; which may include:

- Significantly hurting themselves or others.
- Significantly damaging property.
- Committing an offence.
- Life-saving situation.

Reasonable force is:

- Always a last resort
- Applied using the minimum amount of force and for the minimum amount of time possible.
- Used in a way which maintains the safety and dignity of all concerned.
- Never used as a form of punishment.
- Always recorded and reported to parents by the end of the school day.

When considering using reasonable force, the risks of any specific vulnerabilities of the student, the environment, SEND, mental health needs or medical conditions are considered. For example, due to their past experiences some students can find it exceptionally distressing to be restrained, or for example, a student may have brittle bones or weak joints which may mean that the use of any force is too high risk.

8.8.1 Restrictive Interventions

There are five types of restraint: environmental, emotional / psychological, physical, chemical and mechanical.

At Portfield School the following interventions are never used:

- Seclusion: preventing entry use of a door. It is recognised that it may be necessary for a student to spend some time away from a stimulus or triggers in order to facilitate calming.

In considering seclusion, a distinction is drawn between:

- i. Seclusion where a student is forced to spend time alone against his/her will;
 - ii. Time out which involves restricting access to all positive reinforcements as part of a behavioural program
- Emotional/psychological: At Portfield School we do not deprive a student of choices, reduce their autonomy or use threats or coercion in any circumstances.

A restrictive physical intervention may be used to withdraw a student from an area if it is necessary to prevent significant harm.

The following interventions may be used at Portfield School under specific circumstances, when it is deemed to be in the best interests of the student:

- Withdrawal which involves removing the student from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until ready to resume usual activities.
- Physical. A Team Teach regulated restrictive physical intervention may be used to prevent, restrict, or subdue movement of the body, or part of a student to prevent significant harm.
- Chemical e.g. medication. In certain situations, the use of medication may be indicated to managing extreme behaviour. Medication is only be administered upon medical advice and only where it is included in a Care Plan and agreed by a medical practitioner. Care Plans are written by the School Nurse in conjunction with the

student, their families and advocates. Use of medication and its administration complies with regulations and standards issued under the Care Standards Act.

- Mechanical e.g. car harness, use of objects to block physical behaviours. Using therapeutic devices to prevent problem behaviour is agreed by a multi-disciplinary team in consultation with the student, their families /carers and advocates, and recorded in a Behaviour Support Plan.

School team members aim to avoid any actions that might cause injury, but in extreme cases it may not be possible to avoid injury in the course of keeping the student and/or others safe from harm.

Restrictive physical intervention positions that can lead to positional asphyxia are avoided (through Team Teach training). These include, among other positions, facedown (prone) restraints and any position that impairs a person's breathing.

9. Confiscation

Any prohibited items (listed in section 3.2, p5) found as a result of a search are confiscated. These items are not returned to the student.

Any item that is harmful or detrimental to school discipline is removed. Such an item is returned if appropriate after discussion with SLT and parents.

10. Searches

See Appendix 4 for details on searches.

11. Screening

Students are not screened on entry to our school.

12. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the SLT will consider whether to report the incident to the Multi Agency Safeguarding Hub (MASH) Team, or the police. Any relevant evidence is handed over to the police. A report is then made by the Headteacher to relevant parties.

The school's investigations continue alongside any police investigation as long as it does not conflict with police action. If a report to the police is made, the DSL will make a tandem report to children's social care.

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

All incidents of sexual harassment and/or violence are met with a zero-tolerance response and are never ignored.

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

Responses to reports are decided on a case by case basis and are proportionate, considered and supportive.

The guidelines set out in the school's Child Protection and Safeguarding Policy would be followed when responding to any allegations or concerns regarding a child's safety or wellbeing.

14. Malicious allegations

Where a student makes an allegation against a member of staff or another student, and that allegation is shown to have been deliberately invented or malicious, it may result in a sanction depending on the mental capacity and presentation of the individual student. This would be decided by the multidisciplinary team in a COR meeting.

In cases where an allegation is determined to be false and malicious, the school (following the advice of the Local Authority Designated Officer (LADO)), will consider whether the student who made the

allegation is in need of help from external agencies. If so, a referral to children's social care or Child and Adolescent Mental Health may be appropriate.

The pastoral needs of staff and students accused of any misconduct are always considered. Refer to the school's Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

15. Student transition

15.1 Induction for students

New students are supported to meet behaviour expectations by offering a transition process which reflects the student's level of understanding. This is to familiarise them with the behaviour policy and the wider school culture.

15.2 Preparing outgoing students for transition

To facilitate a smooth transition to the next year, students have transition sessions with their new teacher(s).

The current class teacher shares student passports and PBS plans with the new staff team during handover to ensure that the agreed strategies are communicated effectively.

16. Training

As part of their induction process, regular training is provided on PBS and techniques to support students to regulate. This includes:

- Team Teach.
- Specific training for class teams delivered by the PBS team regarding strategies and approaches to support particular students, as and when needed.
- Training is carried out by the therapy team regarding supporting students with their sensory and communication needs.
- How autism, SEND and mental health needs impact behaviour.

17. Monitoring arrangements

17.1 Monitoring and evaluating school behaviour

Data is collected on:

- Behavioural incidents, including removal from the classroom. This will be recorded on School Pod and through functional analysis.
- Attendance, permanent exclusion and suspension. This will be recorded on School Pod and My Concern.
- Use of student support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school culture, through student questionnaires and student council meetings.
- The data will be analysed every half term by the Positive Behaviour Support Team and the Senior Leadership Team.
- The data will be analysed from a variety of perspectives including:
 - At school level
 - By age group
 - At the level of individual members of staff
 - By time of day/week/term
 - By protected characteristic
- The analysis is GDPR compliant, and is monitored and used to develop practice, inform training, and ensure compliance with the Equality Act 2010.

18. Monitoring this policy

This policy is reviewed by the Headteacher, Head of Therapy, full governing board and the Proprietor at least annually as it is central to the ethos of the school.

Appendix 1: Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn, free from the disruption of others.
- All students, staff and visitors are free from any form of bullying, harassment or discrimination.
- Staff and volunteers set an excellent example to students.
- Our positive behaviour support approach is embedded in everything we do.
- Any behaviours of concern or behaviours that challenge us, the school community, are viewed as intentional or unintentional communication and the meaning of this behaviour is explored.
- We recognise the impact that students' communication, learning difficulties and sensory profile have on behaviour. We therefore design and implement effective interventions which encourage alternative, appropriate ways of meeting their needs.
- Punitive practice or punishments are never used.
- The scientific principles of behaviour underpin our approaches to bring about meaningful change for students.
- Rewards, sanctions and reasonable force are used consistently.
- The school's behaviour policy is accessible and understood by students, parents and staff.
- Exclusions are rare and only be used as a last resort.
- Students are helped to take responsibility for their actions,
- Parent and carers are kept fully informed of their child's behaviour and progress at school in order to foster good relationships between the school and students' home life.
- Relationships are fostered with students which are based on trust and respect. Induction, training and supervision resources are provided to enable discussion, reflection and continuous learning on the challenges of delivering a positive behaviour approach and to jointly problem solve.
- A multi-disciplinary approach is used with the student at the centre of all discussions and decision making.
- Practice is based on trauma informed approaches and prioritises relationships as key to developing students' ability to self-regulate.

Appendix 2: Therapeutic Classroom Checklist

Portfield School Therapeutic Classroom Checklist



Purpose

The purpose of the checklist is to;

- create a set of standards, based on current research and best practice guidelines, which supports consistency across the learning environments within the School. Each standard aims to enable the realisation of our school values: care, curiosity, courage, resilience and partnership.
- support the class teacher's decision making when planning and designing classroom layout/design.
- facilitate discussion between the class team as to their behaviour and interaction style in the classroom and agree a unified approach.
- set out an agreed plan that is then revisited and re-evaluated during the academic year to ensure standards are maintained.

Implementation

Step 1: Setting up the Classroom.

- Read through each statement in the checklist.
- Add 'Yes' if this statement reflects what is in place or planned to be in place for the academic year.
- Add 'No' if this is not what is planned or is appropriate for the class, given the students in it, and provide a reason e.g. 'Students in this class do not require key word signing as their verbal comprehension levels are beyond this' or 'Students in this class do not require a visual support to make requests as they do this verbally.'
- Planning and decision making can be a joint process with the Class Teacher and team or conducted by the Class Teacher alone. However, if completed solely by the Class Teacher, the completed checklist will be shared and discussed during 'Class Time', held on the first inset days of the new academic year.
- The completed checklist should be retained by the class teacher and a copy shared with the SLT.

Step 2: Auditing the Classroom

- Class Teachers and their teams should reflect on the checklist, during their class team meetings, once a half term to ensure that the standards are maintained. 1- 2 standards from the checklist may be incorporated as discussion points during a Class Teacher's individual supervision session with their team to highlight how a staff member has confidently evidenced a standard within their practice or to draw attention to an area for development or consideration.
- The checklist will be audited by the Head of Therapy in conjunction with the Class Teacher's lesson observation. Implementation will be further supported via Learning Walks with written feedback given.

References:

This checklist was created by a team of education and therapy staff at Portfield School. This was done in reference to a number of published checklists and to best practice guidelines; , ;

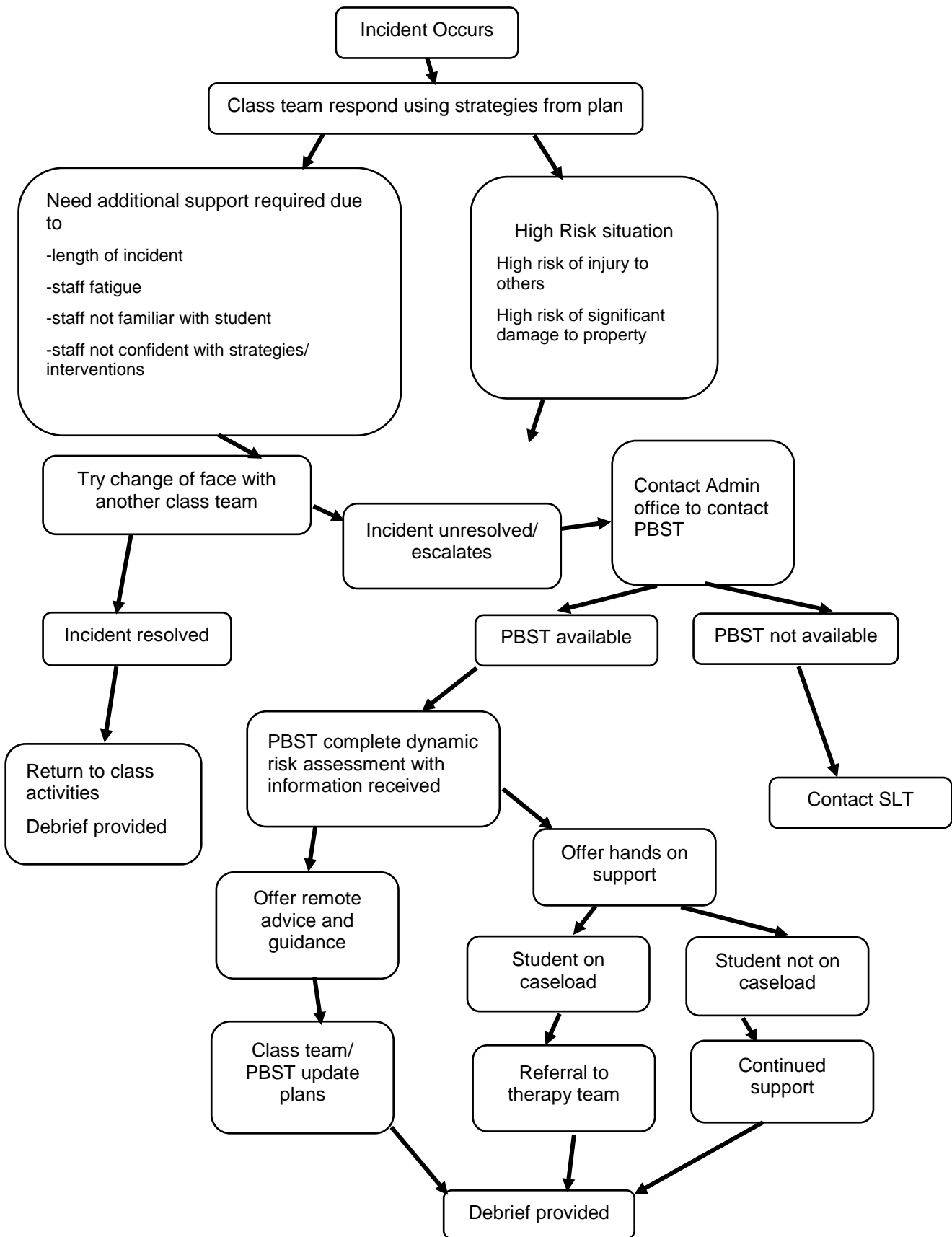
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Name (Class Teacher):	Class:	Date:
Our Place Physical environment and learning context	Yes(Y)/No (N)	If No, state reason
<i>Physical Environment and Layout</i>		
1. The majority of materials and resources are accessible and clearly labelled with written words or symbols. Labels and picture symbols should be created using In Print using the designated templates. R:\Education\Therapeutic Classroom Checklist\Visual resources and templates		
2. Materials which are actively being used are out and those that are no longer being used have been placed back in their designated place to avoid clutter.		
3. Classrooms are laid out to allow for open space.		
4. Students have access to chairs/tables which are suitable for their body size and where their feet are either flat on the floor/supported by a foot stand whilst seated.		
5. There is a designated, well maintained breakout/quiet space which students can access inside or in close proximity to the classroom.		
6. Learning areas are well defined and for specific purposes.		
7. Students work is displayed and labelled.		
8. There are areas within the class which have minimal visual distractions.		
9. Work stations are used where appropriate.		
10. The school values are displayed in one of the two standard formats.		
11. If there are class rules, these are displayed in an appropriate format.		
<i>Promoting Independence</i>		
12. Functional supports are available to enable students to be independent e.g. steps available to help younger students to access taps for hand washing.		
13. Visual supports are available for out of reach items to enable independent requesting.		
<i>Sensory Considerations</i>		
14. Sounds: <ul style="list-style-type: none"> - Sounds generated by classroom equipment are kept to a minimum e.g. televisions and audio equipment is turned off when not in use. - There are quieter areas of the classroom available which students can move to if required. - Students are warned (where possible) if a loud noise or bell is expected to be sounded. - General background noise is kept to a minimum or arrangements made to ensure noise from different groups working is minimised. 		
15. Smells: <ul style="list-style-type: none"> - Sources of strong smells are removed e.g. bin bags are removed once full, lunch plates are removed once food finished. - Bins in classrooms have a lid on to reduce odours as well as access to rubbish. 		
16. Visual: <ul style="list-style-type: none"> - The classroom is organised to consider the impact of light e.g. blinds are used to reduce/increase illumination, consideration is taken to avoid light bouncing off shiny or metal surfaces which may create patterns and or increase heat. 		

17. Touch/feel: - There is space for students to sit and move around comfortably so as not to bump into or brush up against each other as they move around the room.		
Our People Staff practice and behaviour	Yes(Y)/No (N)	If No, state reason
<i>Communication Strategies</i>		
All staff;		
18. Match the expressive language level to that which is described in the student's 'Student Passport' when interacting with the student.		
19. Use the student's preferred name before speaking to them and get down to their level where safe and appropriate.		
20. Use facilitative communication strategies when interacting with the students. - Commenting e.g. Student popping bubbles, Adult: ' Bubbles go pop' - Extending e.g. Student: 'Big ball', 'Adult: 'Big ball is rolling' - Scaffolding e.g. Adult: 'The bear was in the' Student: 'Garden' - Modelling back e.g. Student: 'It a tar', Adult: 'Yes, it's a car', - Following the student's lead during interactions.		
21. Use language which is friendly but professional and respectful.		
22. Only have conversations between each other which relate to the students/working of the classroom whilst social conversations remain outside of class time.		
23. Give verbal and/or visual choices to engage the students as active participants.		
24. Create opportunities to communicate throughout the day.		
25. Use signing for key words alongside spoken language.		
26. Give sufficient time for language processing and, if no response is given, the staff will be repeated what is said without changing the wording in order to support processing.		
27. Use gestures, actions, symbols, pictures and props to demonstrate and reinforce language.		
28. Respond consistently to communicative attempts by students whether these attempts be through actions, gestures, signs, pictures or words and confirm their understanding.		
29. Engage in play with the students as indicated by the student's developmental stage.		
30. Show awareness of pausing e.g. the adult pauses expectantly and frequently during interactions with students to encourage turn-taking and active participation.		
31. Show awareness of pacing e.g. the adult mirrors the pace of the student during conversation, giving students plenty of time to process and respond when interacting with them.		
<i>Sensory Strategies</i>		
32. Follow the sensory guidance in the student's passport.		
33. Enable students to use their sensory toolkit strategies.		
<i>Social, Wellbeing and Behaviour Support</i>		
34. Facilitate and reinforce typical social conventions and behaviours between students and their peers e.g. sharing, co-operation, negotiation, conversation skills and also demonstrate this with other staff members.		
35. Demonstrate awareness of the identified antecedents relating to the students they are working with and use the strategies outlined in the student's passport.		
36. Respond in a consistent way to the students.		
37. Role model the class rules e.g. not sitting on desks, using an appropriate voice volume indoors etc.		

38. Use positive language to discuss the students when talking about them whilst they are present/in hearing distance		
39. Use silence appropriately to enable the students' time to process their thoughts and emotions especially at times when students are emotionally heightened.		
40. Use a calm stance and tone of voice, as described in Team Teach, when interacting with students especially at times when students are emotionally heightened.		
41. Give students personal space in accordance with the students need at the time and demonstrate the least restrictive practice.		
42. Use active listening when engaging with the students e.g. staff; <ul style="list-style-type: none"> - confirm that they have understood what's been said, - reflect back what is said, - respond appropriately using verbal/non-verbal communication to all communicative attempts by students. 		
43. Show interest or join in alongside students when they are engaged in an activity – this may be with or without spoken language alongside.		
44. Demonstrate empathy with each other and with students by; <ul style="list-style-type: none"> - Acknowledging the emotions being displayed. - Validating the emotions i.e. staff member shares that that emotion reaction is reasonable and understood. - Providing time to explore the emotions and supporting the individual to develop compassionate solutions if possible. 		
Our Resources Use and access to learning aids and materials	Yes(Y)/No (N)	If No, state reason
45. Visual timetables are referenced to at each activity transition point.		
46. A variety of visual resources are used to support teaching, learning and communication, e.g. now-next board, choosing boards, photos, videos, use of objects, lists, tables, diagrams, task planners, symbol supported text etc.		
47. Visual supports are available in order to make key requests e.g. toilet, break, help.		
48. Students are prepared for transition e.g. transitions from place-to-place or activity-to-activity are clearly signalled with visual or concrete resources to support such as timers, use of a songs, or objects to aid transition. An advance warning is given of any changes, e.g. use of 'oops' or 'surprise' cards where appropriate.		
49. Students have access to a variety of stage appropriate resources such as imaginative play toys or books which reflect their developmental level.		
50. Student's special interests are incorporated into the learning environment to facilitate motivation and engagement.		
51. Ensure that any low or high tech communication aids, used by students, are; <ul style="list-style-type: none"> - consistently available across settings, - used by the staff <i>and</i> the students whilst conversing, - actively integrated into the learning activities. 		
52. Staff demonstrate and model the appropriate use of the resources.		
53. Staff ensure there are a range of meaningful activities available, during breaks between active learning, and model participation in order to minimise wholly unstructured times during the day.		
54. Students have access to a variety of resources which support their regulation.		
55. A multisensory approach is integrated into learning activities through the use of tangible e.g. bubbles, water, foam and non-tangible resources e.g. songs, music.		
56. Classes display WALTs/STS and use I Do/We Do/You Do approach to learning which is used appropriately and differentiated to the needs of the students.		

Appendix 3: Incident Response Flow Chart



Appendix 4: Terms of Reference - Co-ordinated Response (COR) meetings

Definition:

A Co-ordinated Response meeting is a child-centred meeting involving all the key staff who support a student.

Purpose:

The meeting aims to:

- Enable staff to share their concerns, observations and/or feedback to others whom work with the student.
- Facilitate effective cross disciplinary problem solving in order to generate an action plan which addresses the concerns or evaluate the outcomes of a previously created action plan.

Criteria

A COR would be triggered if:

- A pattern of high intensity incidents has been identified over 4 consecutive weeks. High intensity incidents are those that have resulted in or where there was a high risk of injury to self/staff/other students or significant damage to property.
- There is a significant change in the frequency, duration and intensity of a student's behaviours of concern over a week where the cause or trigger has not yet been established.
- There is no improvement in the frequency, duration and intensity of a student's behaviours of concern despite support obtained from the Positive Behaviour Support Team.
- A student exhibits a behaviour of serious concern on any occasion.
- A student is on a reduced timetable due to challenges attending school on a full time basis.

The Behaviour Support team are responsible for monitoring incidents on a weekly basis and they will highlight, on this report, students whom a COR meeting is recommended.

Class Teachers can request a co-ordinated response meeting via the Behaviour Support Team in collaboration with the Assistant Head for their phase.

Delivery

The Behaviour Support Team will set the date and time for the meeting and be responsible for sending invites to the relevant staff members.

Team Members

Chairs: Jacki Goldsmith (HoT) and Anna Hewitt (HT)

Contributors: Class Teacher, a Class TA, relevant Therapists, member of the Behaviour Support Team.

Standing Agenda:

1. Reason for meeting
2. Feedback from each contributor to include what is working well, what their concerns relate to and any observations from strategies being used.
3. Joint creation/updating of an action plan detailing action to be taken by whom and be what time. This may include strategies to trial, referrals to be made, further information to be obtained etc.

Appendix 5: Searches

The Headteacher, or a member of staff authorised by the Headteacher, carries out searches. The Headteacher oversees the school's practice of searching to ensure safety, proportionality and appropriate searching.

Specific staff are appropriately trained to lawfully and safely search a student who is not co-operating.

The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSLs) are informed of any searching incidents.

If a student is found to be at risk of harm, a referral is made to children's social care services immediately. The circumstances of the student who has been searched are considered to assess the incident against potential wider safeguarding concerns.

School staff have the power to search a student for any item if the student agrees. The student will understand the reason for the search in advance and how it will be conducted so that their agreement is informed.

A 'prohibited item' is defined in subsection (3) of Section 550ZA of the Education Act 1996.

10.1 Before searching

A search is implemented if there is reasonable suspicion that a 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.

The authorised member of staff will assess the risk of carrying out the search, to other students and staff.

Before any search takes place, the student will have an explanation about why, how and where the search will take place, and has the opportunity to ask questions

The authorised member of staff seeks the student's co-operation and where the student is unable to give informed consent they seek parental consent. If the student refuses a search, the member of staff tries to determine why the student is refusing.

If the student is not willing to co-operate, the member of staff considers why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a student unreasonably refuses to co-operate, the member of staff may sanction the student, ensuring that they are responding to inappropriate behaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but it is not required urgently, they seek the advice of the Headteacher, or Safeguarding team. During this time the student is supervised and apart from other students.

If the student still refuses to co-operate, the member of staff assesses whether it is appropriate to use reasonable force. A member of staff can use such force as is reasonable to search for any prohibited items but not to search for items which are identified only in the school rules.

The decision is made on a case-by-case basis.

Use of reasonable force will differ depending on whether the search is of possessions or of the student themselves.

10.2 During a search

10.2.1 Where

An appropriate location for the search is found. Where possible, this should be away from other students. The search must 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.

10.2.2 Who

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- if the 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 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 a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

10.2.3 The extent of the search

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

The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the student has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the student agrees. Schools can make it a condition of having the locker or space that the student agrees to have these searched. If the student withdraws their agreement to search, a search may be conducted both for the prohibited items listed in paragraph 3 and any items identified in the school rules for which a search can be made.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

10.3 Strip searches

Strip searches on school premises are extremely rare at Portfield School and in the unlikely circumstances are carried out only by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff 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.

A strip search through police involvement is only considered when absolutely necessary. Less invasive approaches are exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school continue to advocate for the safety and wellbeing of the student(s).

Unless there is an immediate risk of harm and where reasonably possible parents are informed in advance of the search even if the parent is not acting as the appropriate adult.

Parents are informed by a member of the school team once a strip search has taken place. A record of a strip search is maintained that except in cases of urgency where there is risk of serious harm to the

student or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the student, one of which must be the appropriate adult.

If the student's parent would like to be the appropriate adult, the school should facilitate this where possible. Police officers carrying out the search must be of the same sex as the student being searched. An appropriate adult not of the same sex as the student being searched may be present if specifically requested by the student. Otherwise, no-one of a different sex to the student being searched is permitted to be present, and the search must not be carried out in a location where the student could be seen by anyone else.

Except in urgent cases as above, a search of a student may take place without an appropriate adult only 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. A record should be made of the student's decision and signed by the appropriate adult. The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances.

Strip searching can be highly distressing for the student involved, as well as for staff and other students affected, especially if undertaken on school premises. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the student might 13 The role of the appropriate adult is to safeguard the rights, entitlements and welfare of children and vulnerable adults in police custody. This adult must not be a police officer or otherwise associated with the police.

Examples of an appropriate adult include, but are not limited to, a parent, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. Note that an appropriate adult is not required when a student is eighteen or above have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

10.4. After a search

10.4.1 Support after a search

Whether or not any items have been found as a result of any search, the school will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the student is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff will follow the school's Child Protection Policy and speak to the DSL or DDSL, as set out in Part 1 of Keeping Children Safe in Education.

If this is the case, staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

10.4.2 After-care following a strip search

Students should be given appropriate support, irrespective of whether the suspected item is found and should always be accompanied by a safeguarding process handled by the school which gives attention to the student's wellbeing and involves relevant staff, such as the DSL.

If an item is found, this may be a police matter, and the member of staff should follow the guidance set out in section 9 on confiscation. If any prohibited items are found during the search, listed in paragraph 3, then the staff member should alert the designated safeguarding lead (or deputy) and the student should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Safeguarding should also be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the student to deal with the experience of being searched, and

regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, students should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. School staff should give particular consideration to any students who have been strip searched more than once and/or groups of students who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

10.5 Recording searches

Any search by a member of staff for a prohibited item listed in section 3 and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL (or DDSL) to identify possible risks and initiate a safeguarding response if required.

All searches for items banned by the school rules should also be recorded, including:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

10.6 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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

Updated Guidance: Whole School Approach and Positive Behaviour Culture

The Department for Education (DfE) has emphasized creating a school-wide culture where positive behaviour is integral to all aspects of school life. Schools should implement a 'behaviour curriculum' that defines and promotes positive behaviours among students. This approach includes training staff on the behaviour policy, modeling expected behaviours, and creating a calm, safe, and supportive environment that minimizes disruptions.

Updated Guidance: Supporting Pupils with Additional Needs

Schools are encouraged to provide proactive support for pupils with additional needs by anticipating triggers for misbehaviour and offering appropriate interventions, such as mentoring or tailored support plans. When applying sanctions, schools should consider whether the pupil understood their actions and provide support to help them meet behavioural expectations.

Updated Guidance: Changes to Sanctions and Exclusions

While the range of sanctions remains similar, there is an increased focus on using 'Removal from the Classroom' only as a last resort, after other strategies have been tried. The use of seclusion or isolation rooms is discouraged, and removal should only occur when necessary.

Updated Guidance: Handling Specific Incidents

The guidance provides detailed procedures for managing incidents such as child-on-child sexual abuse, online behaviour issues, and criminal conduct. It includes updated protocols for searches and confiscations with additional safeguards for pupils.

Updated Guidance: Data Analysis and Policy Monitoring

Schools should utilize data analysis to monitor and refine their behaviour policies. This approach helps identify areas where additional support is needed and ensures policy effectiveness and compliance with statutory requirements.