



Behaviour Policy

Swakeleys School for Girls

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Control Sheet

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [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 student referral units in England, including student movement](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework ([See appendix 5](#))

- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Aerosols/sprays
- Glass bottles
- Energy drinks

4. Anti-Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our [anti Bullying policy](#).

5. Roles and responsibilities

5.1 The trustee board

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using SIMS
- Challenging students to meet the school's expectations

LG will support staff in responding to behaviour incidents

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or Year Learning Coordinator promptly
- Take part in any pastoral work following misbehaviour (e.g. attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture e.g. attending parental/carers consultation evenings

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

5.5 Students

Students will be made aware of the following behaviour culture:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences if they do not meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- That they have a duty to follow the behaviour policy

Students will be supported to develop an understanding of the school's behaviour policy and wider culture through a values curriculum.

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

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

6. Creating a culture of excellent behaviour

6.1 Our 3 Golden Rules

In order to promote positive learning environments across the school the school has 3 Golden Rules which are displayed in all classrooms. The 3 Golden Rules can be applied to all elements of school life.

THREE GOLDEN RULES

- We follow instructions at the first time of asking.
- We listen in silence when others speak.
- We keep hands and hurtful comments to ourselves.

6.2 Classroom Code of Conduct

Swakeleys School for Girls is a community built on shared values that shape the way we learn, grow, and interact with one another. Our values:

We are **resilient** and **successful**

We are **trusting** and **kind**

We are **diverse** and **respectful**

These values are at the heart of everything we do and shape our classroom code of conduct, including the shared language we use when speaking to our students. They guide our behaviour, inform our decisions and support a positive learning environment where every student can flourish. These values are not just words; they are expectations of how all members of our school community conduct themselves both within school and beyond.

Classroom Code of Conduct	
Value	Application
Resilient	We take pride in our effort, learn from mistakes and never give up.
Successful	We arrive on time, equipped, and ready to engage fully in learning.
Trusting	We act with honesty, take responsibility for our choices and respect school expectations.
Kind	We speak politely, listen attentively and support others in and outside of the classroom.
Diverse	We value each other's differences and ensure every voice is heard and included.
Respectful	We follow instructions the first time of asking and allow

	others to learn without disruption.
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Our 3 Golden rules and our classroom code of conduct support excellent behaviour attitudes. We have further behaviour expectations that we expect all students to adhere to in order to have a happy, flourishing educational experience at Swakeleys. Students are expected to:

- Demonstrate good manners with all teaching staff and peers
- Move quickly, quietly and considerately in the school buildings keeping to the left
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions if received and take time to reflect on one's actions
- Be proud to represent our school and avoid bringing the school into disrepute, including when outside school or online

7. Responding to behaviour

7.1 Praise and Reward

When a student's behaviour meets or goes above and beyond the expected behaviour standard, all staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Merit awards are distributed via our online praise and reward platform Epraise.

There are many ways in which students are rewarded for good work and behaviour:

Reward	Criteria for Awarding
Verbal Praise	Positive reinforcement for good behaviour, following instructions, good answers
Good news card	Sent to inform parents/carers about special achievement in behaviour/work
Commendations	For service to the school
Merits	Significant improved progress or achievement in their work. Significant progress in terms of their personal development and organisational skills e.g. attendance and punctuality
Headteacher's Distinctions Years 7-11	Outstanding effort or achievement in their work. Effort and or achievement is well above and beyond what is expected. Students to take their work to show the headteacher. Outstanding progress in terms of their personal development and organisational skills e.g. attendance and punctuality
Attendance	High percentage of attendance (see rewards below)

Reward	Criteria for Awarding
Certificates	
Sponsored Awards	Discretionary
House Points	For a variety of achievements including attendance, literacy numeracy and other house events during the academic year.

7.2 Merits

Merits are awarded via Epraise and students receive a certificate when an Epraise accolade is achieved (Bronze and above). Parents/carers area also informed.

7.3 Distinctions (Years 7-11)

Outstanding effort or achievement in their work. Effort and or achievement is well above and beyond what is expected. Students to take their work to show the headteacher

Outstanding progress in terms of their personal development and organisational skills e.g. attendance and punctuality.

7.4 Epraise accolade rewards:

At Swakeleys School for Girls, positive behaviour, effort and achievement are recognised and celebrated through our Epraise rewards system. Students receive certificates when they reach key accolades, with their achievements acknowledged both in year group assemblies and through communication with parents/carers. This recognition aims to reinforce positive conduct, encourage high standards, and celebrate individual and collective success across the school community. See the grid on the next page:

Image	Name	Type	Target
	Sapphire	Points in total	10 points in total
	Emerald	Points in total	20 points in total
	Ruby	Points in total	30 points in total
	Superstar status	Points in total	40 points in total
	Bronze	Points in total	250 points in total
	Silver	Points in total	400 points in total
	Gold	Points in total	600 points in total
	Platinum	Points in total	700 points in total
	Diamond	Points in total	800 points in total

Epraise Shop: Students can use the points they earn through positive behaviour, attendance, and achievement to purchase items from the Epraise Shop. The shop is accessed via the Epraise platform, where students can browse available rewards and spend their points. Items are regularly updated and may include stationery, school merchandise, or vouchers. Purchases are processed by our Senators. Once orders have been placed students can collect their items on their allocated lunchtime.

Donating of Epraise points for charitable causes: Students may also donate their Epraise points to any of the three charities that have been selected by the school council charities subcommittee. This encourages students to demonstrate kindness as part of our school values.

Student Rewards (Years 12 and 13)

- Good progress in an assessed piece of work
- Evidence of applying wider reading in lessons or homework
- Completing extension work / super curricular work
- Excellent oracy skills in class
- Supporting another student in class
- Excellent organisation during a folder check

- A well-researched and delivered presentation
- Evidence of using supervised study for exam practice

Attendance Certificates

Rewards aim to recognise and encourage good/improved attendance and punctuality. Rewards come in these different forms:

- Termly and yearly individual certificates for 100% attendance
- Termly certificates for 97% attendance
- Termly certificate for improved attendance
- Half termly attendance league
- 100% non-uniform Friday for form groups
- End of term attendance prize draw
- Character and Culture Badge
- Weekly Epraise points for 100% attendance

Sponsored Awards:

- Jack Petchey – for outstanding progress and citizenship
- School Achiever of the Year – for student who has achieved the highest level of attainment
- Di Marco Science Award - for progress in science.

Other Swakeleys' Awards

- **Termly “Zero Hero” Awards** - Certificates received and a dedicated assembly to all students in year 7-11 who have received no behaviour points within that term. Parents/carers receive correspondence from the deputy headteacher. Prize draws.
- **Hot Chocolate Friday** – Students who are identified upholding the school’s values will be issued with a Golden Ticket to collect a hot chocolate on the following Friday in the conference room next to room 003
- **Sports Personality of the Year** - Nominations for this are put forward by students, and the whole school votes to select the Sports Personality of the Year. The winner has a framed photograph and synopsis of achievements displayed in reception and is presented with a certificate, shield and sports voucher in school council.
- **Termly Form Award** - A certificate will be awarded to the form with the best attainment and attendance. House points are awarded to the winning forms
- **YLC “Star of the Week”** – Each Year Learning Coordinator nominates a “Star of the Week” announced in the weekly assembly.
- **Wide range of house competitions**

7.5 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display and refer to the classroom code of conduct. ([see appendix 1](#))
- Develop a positive relationship with students, which include:
- Greeting students in the morning/at the start of lessons (thresholding)
- Using praise and reward to motivate students
- Establishing clear routines
- Communicating expectations of behaviour
- Highlighting and promoting excellent behaviour
- Using positive reinforcement

7.6 Safeguarding

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

We will consider whether a student's 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.

7.7 Responding to misbehaviour

When a student'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 students know with certainty that misbehaviour will always be addressed. To ensure a consistent approach is adapted. A strike system is adopted. ([see appendix 3](#))

De-escalation techniques are used to help prevent further behaviour issues arising and to ensure for positive behaviour intervention strategies linked to common language and our school values.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour ([see appendix 3](#))
- Swapping a student to another class to de-escalate a situation ([see appendix 3](#))
- Detention at break or lunchtime, or after school. ([see appendix 3](#) to see our detention process)
- Loss of privileges – for instance, the loss of a prized responsibility
- Letter or phone call home to parents/carers
- Putting a student 'on report' to member of staff
- Alternative Provision ([see appendix 8](#))
- Suspension. Please see our suspension and permanent exclusion policy
- Permanent exclusion, in the most serious of circumstances. Please see our suspension and permanent exclusion policy

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Supporting students to make the right choices is everyone's responsibility at Swakeleys. We use distributed leadership at Swakeleys and it is important that all staff log behaviour incidents and that they know when a matter should be referred on to their curriculum leader and when it should be referred on to the Year Learning Coordinator. Please see below for further information:

7.9 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents/carers

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

7.10 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

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. Any queries regarding banned items/searches should be referred to the DSL.

7.11 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

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

7.12 Online misbehaviour

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

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

7.13 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the deputy headteacher responsible for student leadership, praise and behaviour will make the report.

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

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

7.14 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.15 Malicious allegations

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

8. Sanctions

8.1 Detention

Students can be issued with detentions during break, lunchtime or after school.

The school will inform parents/carers if a student is to be detained. This will be via a detention slip or in some instances via text message.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Interrupt the student's caring responsibilities

to read about the detentions that could be set see [appendix 3](#)

8.2 Zero Tolerance Detention

The school has a zero tolerance approach to poor corridor behaviour, lateness to lessons or registrations and chewing gum. For more details on zero tolerance detention, please see [appendix 6](#)

8.3 Removal from classrooms (Leadership Callout)

In response to serious or persistent breaches of this policy during lessons, a teacher may request for the removal of a student from the classroom. This is called Leadership Callout. ([see appendix 7](#))

8.4 Alternative Provision 1 and Alternative Provision 2

To read about alternative provision (AP) [see appendix 8](#)

8.5 Suspension and permanent exclusion

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.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

- Any preventative measures will take into account the specific circumstances and requirements of the student concerned. Examples of triggers to be removed can be found below:
- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

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

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

The school's head of inclusion may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school. Depending on the sanctions served the below support will be put in place:

- Restorative meeting between student and teacher/YLC or CL to repair relationship
- Readmission meetings involving parent/carer following an Alternative Provision 2 or suspension
- Report card to support students reflect and improve their behaviour
- Reintegration meetings and programme following an off-site direction
- Pastoral mentoring programme

11. Student transition

11.1 Inducting incoming students

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

11.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have form tutor 121 sessions with their tutors. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the year.

12. Training

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

- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom (Leadership Callout)
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the deputy headteacher responsible for student leadership, praise and behaviour.

The data will be analysed from a variety of perspectives including:

- By age group
- Ethnicity
- FSM
- By protected characteristic

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and education committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the deputy headteacher and headteacher.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusions policy
- Child protection and safeguarding policy
- SEND policy
- Attendance policy
- Anti-bullying policy
- Mobile phone policy
- Uniform policy
- Homework policy

Appendices:

[Appendix 1 Classroom Code of conduct](#)

[Appendix 2 Staff Responsibility](#)

[Appendix 3 Detention process and strike system](#)

[Appendix 4 Mobile phones](#)

[Appendix 5 Behaviour points and threshold support levels](#)

[Appendix 6 Zero Tolerance detention](#)

[Appendix 7 Leadership callout](#)

[Appendix 8 Alternative Provision](#)

Appendix 1 - Classroom Code of Conduct

We are resilient and successful

- We take pride in our effort, learn from mistakes, and never give up
- We arrive on time, equipped, and ready to engage fully in learning

We are trusting and kind

- We act with honesty, take responsibility for our choices, and respect school expectations
- We speak politely, listen attentively, and support others in and out of the classroom

We are diverse and respectful

- We value each other's differences and ensure every voice is heard and included
- We follow instructions first time and allow others to learn without disruption

Appendix 2 – Staff Responsibility

Ensuring students behave in a positive manner at Swakeleys is everyone's responsibility. Where a student's behaviour falls short in a lesson the strike system should be used. Any sanctions given during lesson time should be added to SIMS by the classroom teacher/cover teacher and if a follow up is required beyond the classroom teacher sanction, it will come from the relevant Curriculum Leader. Please note that issues in relation to bullying/social emotional issues should additionally be shared via sims with the YLC. Conversations with students linked to bullying/social and emotional issues must also be logged on CPOMS.

Where a student's behaviour falls short during unstructured time, appropriate follow up should be undertaken by the member of staff who witnesses the incident. Any further follow up will be the responsibility of the Year Learning Coordinator. Year Learning Coordinators also look at behaviour incidents across lessons and during unstructured time and will look to provide further pastoral support where necessary, for example: when a student has multiple incidents across a number of subjects.

Appendix 3 – Detention Process and Strike System

While the school follows a graduated approach to behaviour management, it reserves the right to exercise professional judgement when determining or adjusting sanctions, including considering alternative or restorative consequences where appropriate, to ensure an appropriate and supportive response.

CONSEQUENCE STAGE	BEHAVIOUR - Examples	ACTION or CONSEQUENCE
Behaviour actions and consequences in lessons – Strike System		
Strike 1	- Failure to listen or respond to teacher's request for attention - Failure to engage in set task - Disrupting the learning of others - Off task, low level chat, out of seat	Verbal warning
Strike 2	Additional strike 1 offence – student failing to amend behaviour following teacher action	Seat move or 10 minutes detention (Recorded on SIMS)
Strike 3	Additional strike 2 offence – student failing to amend behaviour following teacher action and or refusing to move seats	Room swap. 20 minute detention with classroom teacher (Recorded on SIMS)
LG Callout	Refusal to move to arranged classroom or an abusive or violent incident. LG Callout activated via emergency callout button on SIMS	1 hour LG detention
Action/Action stage can be accelerated when a higher level behaviour incident takes place in a lesson. Callout should be requested immediately e.g. abusive or violent incident		
Other Sanctions		
Zero Tolerance detention	- lanyard concern - Chewing gum - Corridor behaviour - Late to registration or late to lessons	20 minute detention issued at lunchtime (same day if issued before 10am)
Level 1 Detention	- When a strike 3 is issued - Homework sanction (please see section on homework – 30 minutes detention) - Rudeness to a member of staff - Refusal to follow instructions - Inappropriate language, swearing in conversation including online/digitally e.g. social media messaging apps, or forums	20 minute detention with classroom teacher (Recorded on SIMS)

CONSEQUENCE STAGE	BEHAVIOUR - Examples	ACTION or CONSEQUENCE
	Littering	
Level 2 Detention	Set by curriculum leaders if students fail to complete level 1 detention	30 minute detention with CL (Recorded on SIMS)
Level 3 Leadership Group Detention	2 Zero tolerance infringements in a week - Failure to attend Zero Tolerance or Level 2 detention - Defiance - Using an accessible toilet/sharing a cubicle with another student - Truancy from a lesson >15 min Bullying: First reported incident of name-calling, exclusion, or unkind remarks, Minor cyber incidents (e.g. unkind messages without threats). Recorded on behaviour system as a bullying incident	60 MINUTE DETENTION
Internal suspension (Alternative Provision 1)	- Truancy of more than one lesson - Repeated disruption to learning in a subject area following subject report and parental meeting - Dishonesty / lying to a member of staff - Serious and false accusation made against a member of staff. - Disrupting school investigations - Swearing at or about a member of staff - Smoking, vaping or possession of cigarettes, lighters - Inappropriate use of a mobile phone / computer including inappropriate content sharing, recording staff/talking about staff disrespectfully online/digitally e.g. social media, messaging apps or forums. Please note that this is separate to the sanction for use of a mobile phone in school - Theft, graffiti or vandalism - Poor behaviour during LG detention	INTERNAL SUSPENSION

CONSEQUENCE STAGE	BEHAVIOUR - Examples	ACTION or CONSEQUENCE
	- Poor behaviour in the school community - bringing the school into disrepute - Plagiarism Bullying: Repeated low-level bullying after a warning and sanction, more serious online behaviour (e.g. sharing embarrassing images or repeated messages), Intimidating body language or threatening tone.	
Alternative Provision 2 (Readmission meeting with parents)	- Refusal to hand over a mobile phone - Theft - Cheating in an examination - Persistent defiance Bullying: Clear targeting of a vulnerable student, Coordinated group bullying**, repeated incidents despite prior interventions. This includes online/digitally e.g. social media, messaging apps or forums.	INTERNAL EXCLUSION
External suspension	- Physical assault against a student /adult - Verbal abuse or threatening behaviour against a student/adult - Swearing at a member of staff - Racist abuse/comments - Homophobic abuse/comments - Racist and homophobic comments made online/digitally e.g. social media, messaging apps or forums. - Sexual misconduct - Abuse related to a disability - Damage or abuse of school property - Theft - Persistent disruptive or defiant behaviour - Possession or use of an illegal or banned substance - Deliberate defiance - Disrupting school investigations - Bringing the school into disrepute	EXTERNAL SUSPENSION

CONSEQUENCE STAGE	BEHAVIOUR - Examples	ACTION or CONSEQUENCE
	Incidents of anti-social behaviour Bullying: Bullying with discriminatory or prejudiced content (e.g. racism, homophobia, sexism), Physical assault related to bullying, serious threats of harm (in person or online), Distribution of humiliating or explicit content, Any bullying that significantly affects the victim's mental health or attendance	
Exclusion	- Physical assault against a student or staff - Verbal abuse or threatening behaviour - Sexual violence or harassment - Possession, use, or distribution of drugs or weapons - Arson or criminal damage - Persistent disruptive behaviour that undermines learning <u>Bullying</u> Persistent bullying despite all sanctions and support, Bullying that leads to serious physical or emotional harm, Incidents involving weapons, sexual bullying, or criminal behaviour - All behaviours listed if carried out online/digitally - Other high level incidents that seriously affect the health and safety and well-being of members of the School community – Headteacher's discretion.	PERMANENT EXCLUSION

**** Examples of Coordinated Group Bullying:**

- **Organised exclusion** – A group deliberately isolates a student (e.g. telling others not to speak to them or excluding them from social groups or online chats).
- **Group mockery** – Several students join in to make fun of a student, often escalating over time (e.g. laughing at them, mimicking, calling names).
- **Online pile-ons** – Multiple people post negative or mocking comments about a student online, often within a short period or as part of a group chat.
- **Bystander reinforcement** – Group members encourage or applaud one bully's behaviour, either in person or digitally (e.g. liking cruel posts or videos).

“In line with the Department for Education’s *Behaviour in Schools: Advice for Headteachers and School Staff* (February 2024), the headteacher retains sole professional discretion to determine the final sanction for any behavioural incident, including bullying, taking into account the context, severity and individual circumstances.

Appendix 4 – Mobile Phone Policy

Mobile Phone Policy

Serious problems can arise by students having mobile phones on school premises. These include:

- Theft and loss of mobile phones
- Disruption to lessons
- Concerns relating to the personal safety of girls who are seen carrying phones to and from school
- Staff time spent dealing with incidents relating to mobile phones

Use of mobile phones in the school building:

MOBILE PHONES MAY NOT BE USED **WITHIN THE SCHOOL BUILDING AT ANY TIME** AND MUST NOT BE SEEN OR HEARD.

Use of mobile phones on school grounds outside of the school building:

MOBILE PHONES MUST NOT BE USED ANYWHERE ON THE SCHOOL GROUNDS, INCLUDING OUTDOOR AREAS, BETWEEN 8:40AM AND 3:20PM (2:15PM ON TUESDAYS).

Mobile phones are not allowed at clubs, activities or detentions that may extend beyond this time unless permission is granted by staff running the club or activity and the above rules apply.

Lockers are provided to all students and the responsibility for personal property, including mobile phones, remains with students. They are expected to place mobile phones in a locker securely if they are brought into school for the duration of the school day and secure their locker with an appropriate padlock.

Any student whose mobile phone is seen or heard by a member of staff at any of the above times will have their phone confiscated and placed in the school safe. The confiscation will be logged on their behaviour record and sent to a member of LG and the student will receive a 1 hour LG detention.

Refusal to hand in the mobile phone to any member of staff who requests it will result in Alternative Provision Level 2.

If a phone is confiscated it will be retained in the school office for 5 school days and can then be collected after the school day on day 6 during office opening hours. Parents/carers will not be able to collect the phone earlier than this.

In cases of students who persistently break the rules relating to mobile phones (more than 2 mobile phone related incidents in a school year) the school reserves the right to retain the phone until the end of the school term and to ask that it is then collected by a parent by appointment with the Year Learning Coordinator.

Students who persistently defy the mobile phone rules may be issued with a suspension for defiance.

The Trustees can take no responsibility for mobile phones brought into school, and staff will not investigate any incident of the loss of or damage to a phone.

The above rules apply to all smart devices with connectivity including tablets and watches with smart capability which should not be worn to school.

As a parent if you need to contact your child during the school day you should telephone the School Office. If a student needs to contact a parent during the school day they should see member of staff e.g. welfare, student services.

Appendix 5 – Behaviour points and threshold support levels

Points thresholds are used to support a graduated approach to intervention; however, the school reserves the right to exercise professional judgement in determining or adapting levels of support to ensure an appropriate and effective response that meets the individual needs of the student.

Behaviour points and threshold support levels

Behaviour Points	Staff lead	Action required:
10 points	Form Tutor Stage 1	Initial Form Tutor Conversation - Form tutor checks SEND register - Private 1:1 conversation for reflection - Reflection activity in planner or behaviour journal - Parental contact via telephone/email - Record on CPOMS
20 points	Form Tutor Stage 2 Form Tutor Intervention	- Placed on Form Tutor Report for 1–2 weeks - Targets linked to behaviour improvement - Daily check-ins - Parents informed via telephone/email - Discussion about the option of Place2Talk
30 points	YLC/Assistant YLC Stage 3 YLC Intervention	- Meeting with student - Escalated to YLC Report for 2 weeks - Formal letter to parents/carers - Parental meeting - Pastoral mentoring referral - Target-setting via report - Liaison with head of inclusion
50 points	LG Link Stage 4 Leadership Involvement	- LG link and YLC meeting with student and parent - Pastoral mentoring referral - Formal letter to parents/carers highlighting the behaviour issues and actions taken - PSP considered if there is a risk of suspension - Discussion about possible referral (MHST, Place2Be, CAMHS) - Stronger families referral by YLC if poor behaviour persists
70 points	DHT/ YLC and Head of inclusion Multi-Agency Consideration	- Full behaviour review - Parent/ student panel - Pastoral mentoring referral - External agency referral (e.g. Educational Psychologist or other appropriate screenings) - PSP - Consider managed move or off-site direction (if persistent)

Appendix 6 – Zero Tolerance Detention

Zero Tolerance Detention

The school has a zero tolerance approach to **poor corridor behaviour, lateness to lessons or registrations and chewing gum.**

- Staff will issue the first zero tolerance detention for lunchtime, 12.30pm-12.50pm in a room to be confirmed at the start of term.
- Lists of those attending the detention are displayed across the school
- There will be no eating in the room
- Students will be required to complete a set task in the detention room
- The member of staff leading the detention will notify the detention coordinator of any non-attenders. They will then be put into the next available leadership group detention
- Other referrals for LG detention will also be dealt with through the Pastoral Team Administrative Officer in the same way

Any student who does not attend a leadership group detention will be escalated by the Pastoral Team Administrative Officer and will be required to attend an alternative provision (1) which lasts until 4.20pm. Parents/Carers will be notified.

Sixth Form Zero Tolerance Detention

The sixth form has a policy of zero tolerance on:

- Lateness
- Breaches of 6th Form dress code
- Chewing gum
- Eating and drinking outside of designated areas
- Use of mobile phones outside of designated areas

Students who contravene the rules are issued with a lunchtime detention, held by the sixth form leadership team. Detentions are every Tuesday and Thursday lunchtime in room S13 from 12.30pm-12.50pm.

Failure to attend results in escalation to LG detention

Appendix 7 – Leadership Callout

Leadership Callout

If unacceptable behaviour continues to disrupt learning in the class or a student refuses to go to a room swap the student will be removed by a member of the Leadership Group and serve a 1 hour Leadership Group detention. Staff call for assistance by pressing the emergency callout button on SIMS. Staff will record all incidents of removal from the classroom on SIMS, along with details of the incident that led to the removal. The category selected on SIMS should be LG callout.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted (please see strike system), unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

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

A restorative meeting between the teacher and student and Year Learning Coordinator may take place to repair damaged relationships.

Parents/carers will be informed that their child is removed from the classroom and a leadership group detention will be set.

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

- Meetings with a pastoral mentor or Place2Talk/Place2Be referral
- Use of teaching assistants
- Short-term behaviour report cards issued by the Year Learning Coordinator/Curriculum Leader (subject report)
- Long-term behaviour plans e.g. Pastoral Support Plan (PSP) where a student is at risk from exclusion
- Multi-agency assessment

Appendix 8 – Alternative Provision

Internal suspension (Alternative Provision)

A student may be set a period in alternative provision if an alternative educational setting is required. The student will be out of circulation and will remain in the alternative provision room throughout the day. The student may be given different school hours. The student will be expected to adhere to the rules of the alternative provision room and complete agreed work. There are two levels of alternative provision.

- **Level 1** indicates a short period of alternative provision, usually one day.
- **Level 2** indicates a more serious infringement has taken place, or a persistent infringement.

Alternative provision can last for one day or more. Following an Alternative Provision Level 2, the student is required to attend a readmission meeting to discuss how they will reintegrate into main school. This meeting normally takes place with the headteacher, deputy headteacher and year learning coordinator. The headteacher will be looking to have reassurance that the student will make a positive contribution once back in lessons. This meeting must be attended by a parent or carer or in exceptional circumstances may be attended online. **If a parent does not attend the scheduled readmission meeting the student will remain in alternative provision until the readmission meeting has taken place.** Occasionally it becomes necessary for the school to support students by seeking offsite alternative provision at alternative providers.

A decision to place a student in alternative provision, should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant suspension and lesser sanctions such as detention are considered inappropriate.

When issuing Alternative Provision a student's behaviour record can be taken into consideration when deciding on the length of their stay in the alternative provision room. Students may also be placed in the alternative provision room for other reasons such as pending investigation of an incident, or for supervised study.

Appendix 9 – Restrictive Interventions and reasonable Force

This guidance is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#). It also meets the requirements of:

- [Section 93 of the Education and Inspections Act 2006](#)
- Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996
- [Equality Act 2010](#)
- [Health and Safety at Work etc. Act 1974](#) and associated regulations
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education](#)
- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- Department for Education guidance on [searching, screening and confiscation](#)
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#))

Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain students in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a student in an area away from others, where the student is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a student's path if they're running towards danger (like a busy road), or staff standing between students to prevent a fight

- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a student to safety by the arm
- Staff breaking up a fight between students
- A staff member restraining a student to prevent injury to the student, or others

- **Restraint** is a form of non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a student's arms to their sides when the student is attempting to harm themselves or others

- **Seclusion** is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others. This could be through physical obstruction or by making the student believe that they will be punished if they leave. For example, putting a student into a 'holding' room until they calm down is a form of seclusion.

See section 3.2 of this policy for more information on seclusion.

- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a student. This includes when physical force is used to implement a non-physical restrictive intervention.

Appropriate physical contact with students

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with students which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a student
- Guiding or escorting a student through the school building or on a school trip
- Comforting a student who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The student's age
 - Any known vulnerabilities, including whether the student has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used

3.2 Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others. This could be through physical obstruction or by making the student believe that they will be punished if they leave. For example, putting a student into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. We will judge the most appropriate location for seclusion and this could include rooms or locations that we also use for other purposes such as the AP room. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The student will be secluded in a safe place that does not feel threatening or intimidating to them such as a classroom, office or the AP room.
- The student will be supervised at all times, by at least 1 member of staff.
- As soon as the immediate risk of harm has reduced, the student will be allowed to leave.

Any incident involving the use of seclusion will be recorded and reported in the bound book.

Roles and responsibilities

4.1 The Trustee board

The trustee board is responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
 - Significant incident involving force
 - Seclusion incident
 - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but haven't been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to students who share protected characteristics or have SEND or other types of vulnerabilities

4.2 The headteacher

The headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a student or their belongings if they have good reason to think the student has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance [Keeping Children Safe in Education](#) if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff



4.3 All staff

All members of staff are responsible for:

- Making sure they have read and understood the principles of this guidance
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the student involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a student's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm

4.5 Head of Inclusion

The Head of Inclusion is responsible for:

- Working with students, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any students with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual student needs and associated behaviour support strategies
- Working with staff who know students well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with students, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any students with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any student with SEND
- Providing advice and support on the application of this policy for students with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a student from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students, in or out of lessons

While all staff have this power, some staff, especially those who work closely with students who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary.

Any significant incident involving the use of force will be recorded and reported

Unacceptable uses of force

It is illegal to use force on a student for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:

- Staff using force for the purpose of punishment
- Staff restraining a student in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a student is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches outlined in this policy.

Reporting incidents to parents/carers

When reporting an incident to parents/carers, we will contact parents within 24 hours and offer a meeting to discuss the incident within 48 school hours.

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