

## Behaviour and Relationships Policy September 2025

|                             |                   |
|-----------------------------|-------------------|
| <b>Date approved:</b>       | September 2025    |
| <b>Approved by:</b>         | Proprietary Board |
| <b>Frequency of review:</b> | Annual            |
| <b>Next review due:</b>     | September 2026    |

Behaviour of our students is the responsibility of every professional at Impact North West Schools.

### Statement of Intent

Impact North West School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents, carers and guardians.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

*Working in partnership with...*



The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

### Aims

- To plan and promote positive behaviour and attitude to learning at all times.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- To teach and encourage independent thinking for our students so they develop their positive attitude to learning and continue to grow into responsible members of the school and public community in modern Britain.
- To promote reflection of our students' attitudes and responses and encourage reparation.
- To treat all colleagues, staff and students with the utmost respect in preparation for the wider world of life and work in modern Britain.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- For all staff and students to be aware and clear of the 4 main stages used to promote positive behaviour and challenge behaviour which is a cause for concern. students will be explicitly taught this on their induction.

### **Legislation, statutory requirements and statutory guidance**

This policy is based 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 pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

*Working in partnership with...*



### [Use of reasonable force in schools](#)

### [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

### **Roles and responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.

*Working in partnership with...*



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

The senior mental health lead will be responsible for:

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

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

*Working in partnership with...*





- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.
- Adhering to the consistent routines implemented at INWS through our pillars of practise:

### Consistent, calm adult behaviour

**Key Idea:** Adults are the emotional barometer. Consistency and calmness build trust and emotional safety.

#### Examples:

Using a low, slow, and calm voice during conflict or redirection. Responding the same way every time a rule is broken — no surprises or emotional reactions. Avoiding sarcasm or shouting, even when provoked.

Using planned scripts or restorative language in difficult moments.

### First attention for best conduct using RRS posters

**Key Idea:** Acknowledge and reward the behaviour you want to see more of — don't focus only on poor behaviour.

#### Examples:

Greeting students who are on time, ready, and prepared before addressing any issues. Giving private praise to a student for showing kindness or resilience. Noticing small successes: "I noticed you stayed in the room today even though you were upset — that's a huge step." *"Thank you for sitting quietly and waiting — I really appreciate that."*

### Relentless routines including meet and greet at the door, lesson format

**Key Idea:** Clear, predictable routines reduce anxiety and improve behaviour. Routines are taught, modelled, and reinforced relentlessly.

*Working in partnership with...*



### Examples:

Same greeting at the door every day — a smile, a name, a handshake or check-in. Structured transitions between lessons or activities using countdowns or visual timers. Expectations for entering and leaving the classroom are taught and rehearsed regularly.

*“We line up in silence, we walk in calmly, and we sit facing the front — every single time.”*

### Scripting difficult interventions using scripted sentence starters

**Key Idea:** Use planned, emotionally-neutral scripts for correcting behaviour to avoid escalation and ensure fairness.

### Examples:

Having a standard response to disruption, such as:

*“I’ve noticed you’re not following our expectations.”*

*“You know our rules, and we’ve talked about this.”*

*“I’ll come back in two minutes — I know you can make a better choice.”*

Using restorative scripts for conflict resolution: “What happened? What were you thinking at the time? Who has been affected?”

*“I’m here to help, not to punish. Let’s work this out together.”*

### Restorative follow up supported by AWB Lead

**Key Idea:** After any incident, repair the relationship and reflect on behaviour without shame or blame.

### Examples:

Private conversations after a conflict: “What can we do differently next time?”  
 Giving the child a clean slate — not holding yesterday’s behaviour against them.  
 Encouraging student ownership: “How can you make this right?”  
*“It’s not about being perfect — it’s about repairing and moving forward.”*

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Recording and reporting daily behaviour through Arbor and CPOMS

*Working in partnership with...*



- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

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

Parents, Carers and Guardians will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

**All INWS colleagues will embrace our culture of Ready, Respectful and Safe. They will:**

- Treat all children equally, regardless of gender, race, sexual orientation or other protected characteristics.
- Be aware of any external factors contributing towards the decision making, presentation and behaviour of our students.
- Use their trauma informed approach and practice to support the needs of the young people.
- To implement and make relevant referrals to address any external factors contributing towards our students' presentation and behaviour.

*Working in partnership with...*



- Model responsible behaviour and mirror the teacher standards as highlighted in the DfE Teacher Standards guidance.
- Implement appropriate and relevant disciplinary follow ups alongside our pivotal pillar approach.

### **All INWS students will embrace our culture by supporting:**

- **Ready**
- **Respectful**
- **Safe**

#### **Ready**

Being *Ready* means being prepared—emotionally, mentally, and physically—to engage in learning or group activity.

#### **Examples of "Ready" behaviours:**

- Arriving to the lesson calmly and on time.
- Listening with eyes, ears, and body (to the best of the child's ability).
- Showing a willingness to take part, even if it's difficult.
- Using self-regulation strategies to prepare for transitions or learning

In SEMH schools, staff support students to *get ready*, not just expect readiness. This may include sensory breaks, emotional check-ins, or Thrive-based strategies.

#### **Respectful**

Being *Respectful* involves showing kindness and consideration to yourself, others, and your environment.

#### **Examples of "Respectful" behaviours:**

- Speaking politely to staff and peers.
- Listening when others are speaking.
- Taking turns and sharing in group tasks.
- Respecting personal space and using appropriate language.
- Looking after equipment and school property.

*Working in partnership with...*





Respect is taught, modelled, and reinforced consistently. Many SEMH students need support interpreting social cues or managing emotional responses—respect is seen as a skill to develop, not an automatic expectation.

## Safe

Being *Safe* means looking after yourself and others physically and emotionally.

### Examples of "Safe" behaviours:

- Walking indoors and using calm hands.
- Keeping objects and body safe (not throwing, hitting, etc.).
- Asking for help if you feel overwhelmed or angry.
- Following adult guidance to move away from unsafe situations.
- Using safe words and calm spaces when needed

INWS reserve the right to enforce appropriate follow ups if the behaviour policy is not followed by the students. This could include, but is not exhaustive:

- Persistent disobedience
- Physical abuse such as biting, spitting, hitting and kicking, pushing etc.
- Foul language and swearing
- Damaging property
- Answering back, rudeness or aggression to our staff
- Stealing
- Racist, Transphobic or homophobic comments
- Bullying- cyber, verbal and physical
- Anti-social behaviour in the community, in or outside of the school grounds

## Definitions

**Examples of non ready, non respectful and not safe behaviours are defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

*Working in partnership with...*



- Non-completion of classwork or homework
- Poor attitude

**Serious examples** 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 like 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, or sharing of unwanted explicit content
- Vandalism
- 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, cigarette papers and /or vapes and vape liquid
  - Fireworks
  - Pornographic images (physical or digital)

*Working in partnership with...*



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 pupil)

## Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, vapes/liquid or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

*Working in partnership with...*



## 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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | 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                                                                     |

*Working in partnership with...*





See INWS Anti-Bullying Policy as details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

### Staff induction, development and support

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

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

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

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

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

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

### Social, emotional and mental health (SEMH) needs

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

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

*Working in partnership with...*



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

### Mobile phones

Pupils are not allowed to have mobile phones with them on-site and must hand them over to staff before entering the site. Phones will be locked away by the Pastoral Lead and returned to the student at the end of the day.

### Responding to behaviour

#### 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 pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines that align to the schools agreed consistent routines
  - Communicating expectations of behaviour in ways other than verbally using the RRS signs
  - Highlighting and promoting good behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption which includes teacher behaviour management skills and the use of Arbor to receive support.
  - Using positive reinforcement.

### Ready, Respectful and Safe (RRS)

Pupils in the school are expected to follow the school's three-word policy of Ready, Respectful and Safe. Teaching staff and other school staff will reinforce this positive approach to Behaviour for Learning by referring examples of good, expected or poor behaviour to RRS. The school is using a pupil

*Working in partnership with...*



engagement scale to reinforce positive behaviour in class, around the school and off-site. It is expected that teachers will enter a score for each lesson for all pupils in the class for each lesson.

- 3 = Met
- 2 = Partially Met
- 1 = Not Met

If targets are only partially met or not met, the class teacher must record the reasons on Arbor before the end of the day which allows planning and preparation time for follow up consequences.

If appropriate contact with Parents, Carers and Guardians must be made to discuss the behaviour, if the behaviour warrants contact home and recorded on the communication log on Arbor.

### Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard linked to lesson engagement scores 1-3, 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. The scale of reward is linked individually to match the emotional need and level of each pupil and will be linked to ready, respectful and safe behaviour.

Achievement points will be logged by class teachers where good behaviour and attitude has been observed.

### Daily rewards:

**A student can potentially earn 15 engagement points per day, broken down into 3 points per lesson over 5 lessons.**

If a student collects 10 points per day for partially met or met targets, the child will receive a reward of their choice from a set list

**NB: To be discussed and implemented for the last 5 minutes of P5 by the class teacher of P5 each day.**

*Working in partnership with...*



### Weekly rewards:

**A student can potentially earn 72 engagement points per week,**

If a student collected 50 points weekly through partially met or met targets, the student will receive a reward of their choice for 'Reward Friday' Period 5:

Choice of food i.e McDonalds, Dominos

Console time

Sport session

Music and Film

Well-Being time

**NB: To be implemented by the Pastoral Leads each Thursday in preparation for the Friday. Students who don't achieve will remain in their subject lessons**

### Half termly rewards:

**A student can potentially collect rewards throughout the half term-**

5 week term: possible to achieve 360 maximum points students are expected to achieve 250 points to achieve their reward

6 week term: possible to achieve 432 maximum points students are expected to achieve 300 points to achieve their reward

7 week term: possible to achieve 504 maximum points students are expected to achieve 350 points to achieve their reward

8 week term: possible to achieve 576 maximum points students are expected to achieve 400 points to achieve their reward

The student will receive a reward of their choice for half termly reward trip from the following list:

*(not a definitive list)*

Gravity Max

*Working in partnership with...*





Hair and Beauty session

Meal out at a local Restaurant

Sporting afternoon at an external venue

Climbing session

**NB: To be implemented by the Pastoral Leads each on week five of the half term in preparation to organise the trips. Students who do not achieve will continue in normal lessons.**

### Lack of Engagement over time

If a student continues to display a lack of progress or is involved in a serious one off event the student maybe placed on our staged approach to behaviour. This allows staff to provide supportive measures and interventions to increase engagement and behaviour.

*Working in partnership with...*



## Staged Approach to Behaviour

|                | Criteria/Escalation                                                                                                                          | Identification Method                                                                                                                              | Intervention                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage 1</b> | All students are ready to learn and make good progress through high quality first teaching<br><br><b>Evidence:</b> Students with 2's and 3's | We celebrate top 5 students each fortnight at our SLT meeting                                                                                      | <ul style="list-style-type: none"> <li>• Daily rewards including postcards, chocolate</li> <li>• Award Points/Behaviour Points</li> <li>• End of Week / half termly rewards.</li> </ul>                                                                                                                                                                                                                                                                              |
| <b>Stage 2</b> | In class adaptations are implemented on an ongoing basis<br><br><b>Evidence:</b> Mainly 2's                                                  | Students identified via Arbor and discussed at 360 meetings.                                                                                       | <ul style="list-style-type: none"> <li>• Behaviour Intervention Plan A</li> <li>• SEND referrals</li> <li>• Visual reward chart</li> <li>• Award Points/Behaviour Points</li> <li>• One to one meeting with Pastoral Lead - target setting</li> <li>• Coaching cards</li> <li>• Restorative Conversation</li> <li>• Seating Plan considerations</li> <li>• Book Look</li> </ul>                                                                                      |
| <b>Stage 3</b> | Ongoing RRS scales<br><br><b>Evidence:</b> Students with 10 occurrences 1's within a week                                                    | Escalation to BIP B<br><br>Students discussed at SLT meeting and plans reviewed every 2 weeks and then discussed at our ELT meetings every 2 weeks | <ul style="list-style-type: none"> <li>• Behaviour Intervention Plan B</li> <li>• Award Points/Behaviour Points</li> <li>• Visual reward chart</li> <li>• Parental meeting with Pastoral Leaders</li> <li>• Learning Off site</li> <li>• Parental Meetings / daily updates</li> <li>• Coaching cards - individual goal setting</li> <li>• Planned / set breaks</li> <li>• One to one support</li> <li>• Further SEND support / meds review</li> </ul>                |
| <b>Stage 4</b> | Occurrences of 3 or more Suspensions within a half term                                                                                      | Escalation to BIP C<br><br>Students discussed at SLT meeting and plans reviewed every 2 weeks and then discussed at our ELT meetings every 2 weeks | <ul style="list-style-type: none"> <li>• Behaviour Intervention Plan C</li> <li>• Award Points/Behaviour Points</li> <li>• Visual reward chart</li> <li>• Parental meeting with Deputy Headteacher</li> <li>• Social Care - TAF offered</li> <li>• SLT coaching card</li> <li>• Suspensions</li> <li>• One to one learning off site / AP provision</li> <li>• Referrals to outside support agencies such as Queensbury</li> <li>• Social Care involvement</li> </ul> |
| <b>Stage 5</b> | Placement is at risk of ending                                                                                                               | Students discussed at SLT meetings and plans reviewed every 2 weeks and then discussed at our ELT meetings every 2 weeks .                         | <ul style="list-style-type: none"> <li>• Parental meeting with</li> <li>• Headteacher/Governing Board</li> <li>• Award Points/Behaviour Points</li> <li>• Visual reward chart</li> <li>• Suspension</li> <li>• Learning off site - AP / work experience</li> <li>• Professionals meetings</li> <li>• EHCP - emergency review</li> </ul>                                                                                                                              |

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

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

*Working in partnership with...*



De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

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

The school may use 1 or more of the following consequences in response to unacceptable behaviour (not exhaustive):

- Sending the pupil out of the class.
- A verbal reprimand and reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Loss of privileges – for instance, the loss of a prized responsibility.
- School-based community service, such as tidying a classroom.
- Behaviour Intervention Plan
- Referring the pupil to a senior member of staff.
- Letter or phone call home to parents referring to cumulative behaviours.
- Agreeing a behaviour contract.
- Putting a pupil on a coaching card.
- Suspension.
- End of placement.

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

Some children will be placed on a behaviour intervention plan which escalates in the type, intensity and frequency of support. External support may also be sought at this point.

## Reasonable force

Incidents of reasonable force must:

*Working in partnership with...*



- 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.

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

### Positive Handling Training

All staff receive initial and annual training through Team Teach Positive Behaviour Management. This includes strategies for de-escalation which staff should apply when dealing with students.

Physical Intervention including restraint and the use of force physical restraint should ONLY be used by staff who have Team Teach training. Any physical intervention is to be used only as a last resort when an individual is presenting an immediate physical danger to themselves or others. A dynamic risk assessment will determine the best course of action to maintain the care, welfare, safety and security of all involved in the crisis situation.

Staff should use this behaviour and consequences table as a guide, when dealing with unacceptable and undesirable behaviour to ensure consistency and appropriateness in the consequences used.

### Safeguarding

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

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

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

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

*Working in partnership with...*





For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

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

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

*Working in partnership with...*



Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

### Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment

*Working in partnership with...*



and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

### **Drugs and Alcohol**

We operate a zero tolerance approach to both drugs and alcohol. If one of our students presents as being under the influence or in possession of either substance, they will be suspended, pending further investigation. All relevant referrals to external agencies e.g. Response, will be made in conjunction with school and parents. Repeated offences may result in the end of placement.

### **Smoking & Vaping**

As part of our commitment to promote a healthy living lifestyle, we discourage smoking and work in conjunction with Health Services in School to offer cessation and healthy living workshops to discourage our students from smoking. Any students that we are aware of that are smoking, we will refer to relevant agencies for additional support, whilst informing parents and referring schools.

### **Dress Code**

- Dangly jewellery should not be worn
- Pupils should ensure that they wear full length t-shirts, tops, jumpers or shirts. In following this rule, the students and the school are compliant with health and safety rules.
- Logos or graphics must not be offensive to others. For example, swear words or references to illegal activities like drugs or weapons.
- All bottoms' (trousers, joggers etc) waist bands should be worn on the waist / hips
- No flip flops or shoes that may be a trip hazard
- Practical/sport wear on PE days

### **Equipment**

All equipment will be provided onsite.

*Working in partnership with...*



## Confiscation of inappropriate items / power to search

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

INWS follows the DfE Searching, screening and confiscation Guidance (September 2022) in order to implement our policy. In the extreme event of the need to confiscate, parents/carers will be informed at the earliest opportunity. The following colleagues are authorised to search for items of concern, without consent: -

- Chair of the Proprietary Board
- Headteacher or Deputy

Please see the DfE Guidance on powers to search and what must be done with confiscated items where we are required to report and hand over to the police (weapons, knives, pornography). Link above.

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

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

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

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

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

*Working in partnership with...*





If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

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

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

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

If they still refuse to cooperate, the member of staff will contact the [headteacher / designated safeguarding lead or deputy ] to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in pages 6/7, but not to search for items that are only identified in the school rules.

*Working in partnership with...*



An authorised member of staff may search a pupil's outer clothing, pockets and possessions

Outer clothing includes:

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

### Searching pupils' possessions

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

- Bags
- Coats

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in pages 6/7) and items identified in the school rules.

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

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

### Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in page 6/7

If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in page 6/7), including incidents where no items were found, will be recorded in the school's safeguarding system.

### Informing parents

*Working in partnership with...*



Parents will always be informed of any search for a prohibited item (listed in page 6/7). 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 consequences that have been applied to their child.

### Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

### Off-site misbehaviour

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

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

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

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

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

### Online misbehaviour

*Working in partnership with...*



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

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

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

### **Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead] 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 consequences, 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.

### **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.

Pupils 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.

*Working in partnership with...*





- 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.

### Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### Suspension and End of Placements

*Working in partnership with...*



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 consequences and interventions.

The decision to suspend or to end a placement will be made by the headteacher and only as a last resort.

Please refer to our Admissions, Attendance and exclusions policy for more information.

## Responding to misbehaviour from pupils with SEND

### Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#)).

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

*Working in partnership with...*



Our approach to anticipating and removing triggers of misbehaviour below. Our approach may include examples such as:

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

### **Adapting consequences for pupils with SEND**

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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.

*Working in partnership with...*



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

### **Pupils 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 pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Attendance and Punctuality**

Good attendance and punctuality is key to progress. Our aim at Impact North West Schools is to prepare our students for the wider world of work and so monitoring our students' attendance and punctuality encourages and promotes these key skills for further education, employment or training. In order for our students to benefit from our bespoke packages, it is vital that students attend on time to maximise every opportunity for engagement.

We liaise with parents/carers if students have not arrived at placement and we then inform our referring school and educational welfare officers of any ongoing concerns.

### **Who was consulted?**

The policy has developed over a number of years and is reviewed annually by the Head of Centre senior leaders, students and referring schools.

### **Relationship to other policies**

This policy is linked to child protection and safeguarding and the home-school agreement.

*Working in partnership with...*

