WARMLEY PARK SCHOOL AND COLLEGE

BEHAVIOUR POLICY AND GUIDANCE

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Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

☐ *The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

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Principles

At Warmley Park School and College (WPS & C) we aim to create a welcoming, caring environment where relationships are based on respect and develop positive self-esteem in each child. We use our school values of curiosity, connection and courage to guide our thoughts and responses, as well as guiding the curriculum, both social and academic.

Beliefs, Values and Attitudes

At WPS & C the beliefs, values and attitudes which underpin our school ethos are:

- Behaviour is a form of communication and the expression of underlying needs.
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Taking a non-judgmental, curious and empathic attitude towards behaviour.
- Putting relationships and connection first.
- Maintaining clear boundaries and expectations around behaviour.
- Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour. Responses to behaviour should ensure that all children feel safe and that all needs are met.

- We assume that everyone has a part to play in supporting and planning for positive and lasting connections

1. Aims

This policy aims to:

- Create an enabling culture that promotes connection, curiosity and courage.
- Establish a whole-school approach, ensuring that all pupils have the opportunity to learn how to regulate, relate, reason and repair within a safe environment.
- Provide a consistent approach to supporting behaviour interactions that bravely focus on the future.
- Define what we consider to be behaviours that increase vulnerability and are intolerable in the wider community, including bullying and discrimination.
- Describe the tiered response that can be expected to support children's positive interactions
- To provide guidance for staff, parents/carers, governors and other stakeholders.

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 pupil referral units in England, including pupil movement
- Supporting pupils 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
- Reducing the need for restraint and restrictive interventions 2019
- Restrictive interventions, including use of reasonable force, in schools 2026
- 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 gives schools the authority to confiscate pupils' property
    - DfE guidance explaining that maintained schools must publish their behaviour policy online.

3. Definitions
A Relational Approach is defined as:

- Developing openness to trust.
- Building a sense of security, belonging and connection.
- Teaching and embedding skills to recognise, validate and regulate strong emotions.
- Developing an awareness of self and the emotional needs and perspective of others.
- Repairing relationships.

Behaviours that increase vulnerability are defined as:

- Significant and repetitive disruption to learning.
- Refusal to engage or attend.
- Offensive dress.
- Offensive language.
- Targeting individuals repeatedly.
- Inappropriate touch.
- Low level damage to property.

Behaviours that are intolerable are defined as:

- Any form of bullying (defined as wilful, intentional and repeated with an imbalance of power) and harassment
- 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
- 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
- Wilful serious damage to property
- Extreme dysregulation that places others at risk of harm
- Intentional causing of distress to others
- 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 if under 16
- E-cigarettes or vapes if under 16
- Fireworks
- Pornographic or indecent 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 pupil).
- Mobile phones and smart watches that are not handed in as per policy.

How we categorise pupil behaviour and the support given

	Relational Support Plan	**Staff Support Given**	**Risk Assessment Type**
Dysregulated Behaviour	No	Class team discussions Pastoral Lead support	No risk assessment
Behaviour that Challenges	Yes	Class team discussions Pastoral Lead support Discussed at SLT Operations Meetings Supervision Meetings	Risk assessment – type A
Behaviour that Concerns	Yes	Class team discussions Pastoral Lead support Discussed at SLT Operations Meetings Supervision Meetings Multi-agency working e.g. CAHMS, iPBS, OT, SALT, social care	Risk assessment – type B

4. 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)

Please see Bullying policy – section 12

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1).
- Reviewing this behaviour policy in conjunction with the headteacher and pastoral lead.
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.

5.2 The headteacher and pastoral lead

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body.
- Giving due consideration to the school's statement of behaviour principles (appendix 1).
- Approving this policy.
- Ensuring that the school environment encourages the values to be lived out.
- Ensuring that staff are supported to deal effectively with behaviours that challenge.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand our relational approach and the importance of maintaining this.
- Providing new staff with a clear induction into the school's relational culture.
- Offering appropriate training in our relational approach and ProactSCIPr-UK, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils targeted and individualised support.
- Monitors the restrictive interventions.
- Ensuring that the governing board is appraised of responses and any trends.

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear expectations of pupil interactions.
- Implementing the behaviour policy and relational approach consistently.
- Communicating the school's expectations, routines, values and standards in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific needs of all pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school values and expectations.
- Recording incidents promptly (see appendix 3 for a behaviour log).

5.4 Parents and carers

Parents and carers, where possible, should:

Get to know the school's relational approach 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 presentation.

Discuss any concerns with the class teacher promptly.

Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

Uphold the school values

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about their child's development including changes to behaviour and the school's policy and working in collaboration with them to support their child in readiness for the future.

5.5 Pupils

Pupils will be supported into the relational culture:

- The expected standard of regulation they should be displaying at school.
- The school's values and routines.
- The support that is available to them to help them demonstrate the school values.

Pupils will be supported to develop an understanding of wider cultural and community expectations.

6. School behaviour curriculum

Pupils are supported to:

- Explore and demonstrate the school values.
- Regulate safely.
- Show care to self, each other and members of staff.
- Make it possible for all pupils to engage in learning.
- Move safely around the school.
- Treat the environment with care.

7. Responding to behaviour

7.1 Classroom environment

Teaching and support staff are responsible for setting the tone and context for enabling environments and values within the school. Expectations are shared with staff via the Capable Environments Charter throughout the year.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Provide irresistible invitations to learn.
- Develop a positive connection with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons.
    - Establishing clear routines.

- Communicating clear expectations in ways other than verbally.
- Highlighting and promoting positive regulation and interactions.
- Demonstrating unconditional positive regard.
- Seek advice to support behaviours that challenge.
- Uphold individual support plans for pupils, including behaviour.

7.2 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 dysregulation or behaviour that challenges 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 – see section 12.

7.3 Responding to good behaviour

When a pupil demonstrates the school values or acts as a role model, this provides an opportunity for celebration.

Celebration and praise can include:

Verbal praise.

Communicating praise to parents/carers via a phone call or written correspondence.

Stickers and certificates.

Whole-class rewards, such as a popular activity.

7.4 Responding to behaviours that increase vulnerability

Staff will endeavour to create a predictable environment by responding in a consistent, fair and proportionate manner, so pupils know with certainty that behaviours that increase risk will always be addressed.

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

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

The school may use 1 or more of the following sanctions in response to behaviours that increase risk:

A verbal reminder of the expectations of behaviour.

Distraction – change of face/ space/ task to be offered.

2 positive choices offered – both verbally and visually.

Reparation - such as tidying a classroom.

Communication home to parents/carers.

Relational support plan.

Removal of the pupil from the situation.

Suspension.

Permanent exclusion, in the most serious of circumstances.

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

7.5 Reasonable force and seclusion

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members of parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

All members of staff have a legal power to use reasonable force in certain circumstances. To prevent or stop or a pupil from:

Causing injury to themselves or others.

Committing a criminal offence.

Damaging property.

Causing disorder among pupils at the school, whether during a teaching session or otherwise.

Before using reasonable force, a member of staff must consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should consider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, SEN or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

The pupil's welfare (please refer to the DfE Restrictive Interventions 2026 guidance – see section 12).

Other considerations:

- 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 (see appendix 3 for a behaviour log).
- Use the principles of deescalation and guidance from the ProactSCIPr-UK training they will have received.

7.6 Recording and reporting duties for the use of force

Any significant incident in which a member of staff uses force on a pupil will be recorded and reported in line with the DfE Restrictive Interventions 2026 guidance. Please refer to this in section 12 for the full guidance.

Incidents will be recorded and reported as soon as is practicable after the event. It will be recorded and reported by the member of staff involved and they should endeavour to do this no later than the same day.

Recording will include:

- Names of pupil and staff involved.
- Any SEN needs.
- Time, date, location and approximate duration of the intervention.
- Brief account of the incident using the ABC format.
- Brief account of why of why the use of force was assessed as necessary in that instance.
- Any post incident support given.

Reporting:

- Parents must be informed as soon as is practicable after the incident and we will endeavour to do this no later than the same day.
- Unless it appears to the staff member that doing so would likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

7.8 Seclusion

Definition: seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing from leaving. It should be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion is not implemented by staff as a threat of punishment.

If a pupil has been secluded, in order to protect others from harm, the incident will be recorded and reported accordingly:

Recording:

- Names of pupil and staff directly involved.
- Time, date, location, approximate duration of the intervention.
- Any SEN needs.
- Brief account of why the intervention was assessed as necessary in that instance.
- Details of any injuries sustained.
- Any post incident support, such as details of any medical treatment for injuries or other adverse impacts.

Reporting:

- Parents must be informed as soon as is practicable after the incident and we will endeavour to do this no later than the same day.
- Unless it appears to the staff member that doing so would likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

7.9 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation – see section 2 for link to DfE website.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil but will be returned to the parent/ carer via transport/ collection.

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

Searching a pupil

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. This will follow the principles set out in the DfE guidance and would not ordinarily be required. Parent/ carer would be contacted to explain the search need in advance, unless there was sufficient belief that to do so would increase the risk of harm to the child or others.

Searching pupils' possessions

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

Lockers.

Bags.

Coat pockets.

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 section 3) 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 section 3.

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

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

What happened.

What was found, if anything.

What has been confiscated, if anything.

What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.10 Off-site behaviours that increase vulnerability

Support and guidance 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).

7.11 Online risky behaviour

The school can provide support and guidance to pupils for online risky behaviour 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.

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

See: Mobile phone and e-safety policy.

7.12 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 safeguarding team 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 provide support and guidance, 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.

7.13 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.

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 – section 12.

7.14 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 challenge 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 challenge 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.

7.15 Staff support

Class teams can call for support using their classroom phone (connected to reception) or by using the walkie-talkie. The on-call support team will respond and join the team in class to support the situation. The on-call support team consists of members of the SLT or suitably experienced members of staff.

A debrief session for staff will be offered after a serious incident. This will be held at the end of the day if practicable.

The Pastoral Lead may attend class meetings to support and problem solve tricky behaviours.

A supervision session may be offered as and when appropriate.

8. Response and support to significantly challenging situations

8.1 Removal from an opportunity

The school will inform the pupil's parents/carers.

When instigating a removal, the school will consider whether doing so would:

Compromise the pupil's safety.

Conflict with an EHCP provision.

8.3 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 – section 12.

9. Supporting pupils following an incident

The school will consider strategies to help the pupil to understand how to improve self-regulation, safe and appropriate communication and requests for help that allow them to demonstrate the school values, and keep them safe both immediately and in the future as a member of society. These could include:

Reintegration meetings.

Daily contact with the pastoral lead/named trusted adult.

Individual personal behaviour support plan.

Referral to other specialists e.g. paediatrician, CAHMS, psychologists, OT, Speech and Language Therapist.

10. Training

As part of their induction process, our staff are provided with the following training which is updated as appropriate: relational approaches, attachment and trauma informed approaches, ProactSCIPr-UK, managing behaviour.

ProactSCIPr-UK is our person centred, proactive approach to supporting pupils who demonstrate behaviour that challenges. All pupil-facing staff are trained during their induction. They attend the 2-day Introduction and Foundation course which covers:

- Unconditional Positive Regard.
- Beliefs, Values and Attitudes.
- Trauma Informed Practice.
- Understanding Behaviour.
- The Whole Approach and the ProactSCIPr-UK Gradient.
- Restrictive Practices and Interventions.
- Positive Behaviour Support Strategies.
- Risk Assessment & Record Keeping.
- Health & Safety for Physical Interventions.

The physical interventions that are covered on the course are:

- Proactive Working Practices: Assertive Command, Stance, Protective Stance Stage 1, Touch Support, Front Deflection.
- Keeping Safe: Protective Stance Stage 2.

All pupil-facing staff receive a one-day refresher course annually which will include the above and other content.

Sometimes some pupils dysregulate and the staff may have to intervene using a restrictive intervention to keep everyone safe. Staff that work with these pupils will

require restrictive intervention training. The school will follow ProactSCIPr-UK guidelines as to the duration of this course.

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The school will collect data on the following:

Behaviour incidents, including removal from the classroom – including suggested as well as enforced.

Attendance, permanent exclusions and suspensions.

Use of pupil support units, off-site directions and managed moves.

Incidents of searching, screening and confiscation.

Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys).

The data will be analysed every 12 months by Russell Walker – Pastoral Lead

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

At school level.

By age group.

At the level of individual members of staff.

By time of day/week/term.

By protected characteristic.

The 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 pupils are identified by this analysis, the school will review its policies to tackle them.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body 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 Chair of Governors.

12. Links with other WPS & C policies

This behaviour policy is linked to the following policies:

Bullying Policy.

Child protection and safeguarding policy.

Suspensions and exclusions policy.

Mobile phone and e-safety policy.

PSHE and RSE policy.

Appendix

Appendix 1: WPS&C Relational Approach

Appendix 2: CPOMS recording guidance (ABC format)

Appendix 3: Relational Support Plan

Appendix 4: Sensory Profile

Appendix 5: Behaviour that Challenges Risk Assessment (type A and B)

Appendix 6: Behaviour Recording process at WPS&C