



CONIFERS HOUSE SCHOOL

BEHAVIOUR POLICY

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1.0 INTRODUCTION

Every Child Is Different - we work together to break down barriers and cultivate a respectful, inclusive community

Conifers House School is a co-educational independent day school for pupils aged 5 to 16. The school provides specialist education for pupils with a range of needs, including autism, speech, language and communication needs, sensory processing differences, global developmental delay and other associated needs. All pupils admitted to the school have an Education, Health and Care (EHC) plan.

This policy explains how the school promotes positive behaviour, supports pupils to understand and manage their behaviour, and responds when behaviour presents a risk to the pupil or others or disrupts learning. It applies to pupils and staff across the school and to relevant school activities off site.

The school recognises that behaviour communicates a pupil's experience and may be affected by communication, sensory, developmental, emotional, medical or environmental factors. Staff will seek to understand the context of behaviour and use positive, supportive and proportionate approaches. They will take account of each pupil's individual needs, EHC plan, and any relevant risk assessment or support plan.

The school's approach aims to protect the safety, dignity and rights of each pupil, while enabling all pupils to learn in a calm and supportive environment. This includes listening to pupils in ways they can understand and use, working in partnership with parents and carers, and making reasonable adjustments where required.

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Anti-Bullying Policy, Special Educational Needs and Disability and Inclusion Policy, Exclusions and Suspension Policy, Equality, Diversity and Inclusion Policy, ICT and Internet Acceptable Use Policy, Online Safety Policy, Risk Assessment Policy and Supporting Medical Needs Policy. Procedures for restrictive interventions are set out in this policy and the pupil's relevant support plans.

2.0 AIMS

This policy aims to:

- promote a positive, safe and supportive culture in which all pupils can learn and participate;
- set out the school's approach to encouraging positive behaviour, preventing foreseeable difficulties and responding to behaviour that causes concern;
- provide clear expectations for pupils, staff, parents and carers;
- support consistent and fair practice, with individual responses that take account of pupils' needs, circumstances and any reasonable adjustments;
- explain how the school responds to bullying, discrimination and behaviour that may indicate a safeguarding concern; and
- help pupils develop communication, self-regulation, independence and responsibility in ways appropriate to their age and development.

3.0 STATEMENT OF BEHAVIOUR PRINCIPLES

Conifers House School is committed to providing a safe, respectful and inclusive environment in which pupils can learn, communicate and develop. These principles guide the implementation of this policy:

- Every pupil has the right to be treated with dignity and respect and to learn in an environment where risks to their safety and welfare are taken seriously.
- The school will promote positive behaviour through clear expectations, supportive relationships, appropriate teaching and individualised strategies.
- Staff will seek to understand the context and possible causes of behaviour, including communication, sensory, developmental, emotional, medical and environmental factors.
- The school will apply this policy consistently and fairly, taking account of each pupil's age, understanding, individual needs, Education, Health and Care plan, and any reasonable adjustments.
- The school will respond to behaviour that harms, threatens or disrupts others in a timely and proportionate way, with the safety and welfare of pupils and staff as a priority.
- Bullying, discrimination, harassment and victimisation will be addressed promptly in accordance with this policy and the school's safeguarding and anti-bullying procedures.
- Pupils will be supported to understand expectations, express their views in ways accessible to them, repair harm where appropriate, and develop communication, self-regulation and responsibility.
- Staff and volunteers are expected to model respectful conduct and follow this policy and related procedures.
- The school will work in partnership with parents and carers, sharing relevant information and involving them in planning and reviewing support, subject to safeguarding and confidentiality requirements.

The proprietor is responsible for ensuring that the school has an effective written behaviour policy and that it is implemented. These principles will be reviewed alongside the policy at least annually and following any material change in legislation, statutory guidance or the school's provision.

4.0 LEGISLATION, STATUTORY REQUIREMENTS AND GUIDANCE

This policy supports Conifers House School's compliance with the legislation and requirements that apply to it as an independent school in England. The proprietor is responsible for ensuring that the school meets the Independent School Standards and that this policy is implemented effectively.

Legislation and statutory requirements

This policy has regard to, and should be read alongside, the following legislation and statutory requirements, as applicable:

- Equality Act 2010, including the duties to avoid disability discrimination and make reasonable adjustments;
- Children and Families Act 2014, including the statutory framework for special educational needs and disability and Education, Health and Care plans;
- Education (Independent School Standards) Regulations 2014, including paragraph 7 (safeguarding and welfare), paragraph 9 (behaviour), paragraph 10 (bullying) and paragraph 16A (recording and reporting use of force, seclusion and restraint);
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (SI 2025/1348);

- Education and Inspections Act 2006, section 93, concerning the use of reasonable force by staff, and section 93A, concerning procedures for recording and reporting significant incidents involving the use of force; and
- Education Act 2002, section 157, concerning standards for independent schools, including pupil welfare, health and safety.

Statutory guidance and advice

In implementing this policy, the school will have regard to relevant statutory guidance, including:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Restrictive interventions, including use of reasonable force, in schools;
- Special educational needs and disability code of practice: 0 to 25 years;
- Supporting pupils with medical conditions at school; and
- Allergy safety in schools.

The school also uses relevant Department for Education non-statutory advice, including *Behaviour in schools: advice for headteachers and school staff* (February 2024) and *Searching, screening and confiscation: advice for schools* (July 2023), where relevant to the school's circumstances and legal powers.

Department for Education guidance on suspension and permanent exclusion for maintained schools, academies and pupil referral units does not apply as a statutory procedure to Conifers House School. The school's suspension and exclusion arrangements are set out in its separate Exclusions and Suspension Policy and must be applied consistently with the law, the Independent School Standards, the school's contractual arrangements and the individual circumstances of the pupil.

References in this policy to legislation and guidance mean the versions in force at the relevant time. The school will review this policy when relevant legislation or statutory guidance changes.

5.0 UNDERSTANDING BEHAVIOURS IN THE CONTEXT OF SEND

Conifers House School recognises that a pupil's behaviour may communicate distress, unmet need, difficulty with communication, sensory overload, anxiety, a change in routine or another factor affecting the pupil. Behaviour will be considered in the context of the individual pupil and the circumstances in which it occurs. The school will not assume that every incident is caused by SEND, nor that a pupil's SEND is irrelevant.

The school will apply this policy consistently while making individual decisions that take account of the pupil's age, understanding, communication and identified needs. Before deciding on a response or sanction, staff will consider whether the pupil's disability or other special educational needs may have affected the incident, whether the pupil understood what was expected, whether reasonable adjustments or support were in place, and whether changes to that support are needed. A pupil's SEND does not automatically prevent the school from responding to behaviour that harms or puts others at risk; equally, the school will not treat disability-related behaviour as misconduct without proper consideration of its duties and the circumstances.

The school will meet its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils. Adjustments will be considered in advance where reasonably possible and reviewed when a pupil's needs, circumstances or the effectiveness of existing support changes. All pupils admitted to Conifers House School have an Education, Health and Care (EHC) plan. The school will work to secure the provision specified in each pupil's plan and co-operate with the local authority and relevant partners.

Where behaviour presents a concern, the school will consider what may be contributing to it and what changes could reduce the likelihood of recurrence. This may include reviewing the pupil's communication, environment, routines, learning demands, relationships, health or sensory needs. Any response will be proportionate and will take account of safeguarding, the safety and wellbeing of the pupil and others, and the need to maintain a safe learning environment.

Support and preventative measures will be individualised and may include:

- adapting communication, instructions, transitions or daily routines;
- making reasonable changes to the learning environment, sensory demands or curriculum access;
- planned movement or regulation breaks;
- access to a supervised, supportive space where the pupil can regulate and is not prevented from leaving;
- agreed strategies in the pupil's risk assessment or Positive Behaviour Support Plan;
- staff guidance or training relevant to the pupil's needs;
- discussion with the pupil, parents or carers and, where appropriate, the local authority and relevant professionals.

Where concerns persist or a pupil's needs may not be met, the school will review the support in place with the pupil, parents or carers and relevant professionals. Any revised strategies will be communicated to staff who need to know and monitored for their impact.

6.0 PUPILS WITH AN EDUCATION, HEALTH AND CARE (EHC) PLAN

All pupils admitted to Conifers House School have an Education, Health and Care (EHC) plan. The school uses each pupil's plan to inform teaching, support, communication approaches, reasonable adjustments, risk management and positive behaviour support.

The school will work with the pupil, parents or carers, the local authority and relevant professionals to implement the special educational provision for which the school is responsible and to contribute to securing the provision specified in the plan. The school will co-operate with the local authority and relevant partners in carrying out their duties in relation to the pupil.

Where behaviour gives rise to concern, the school will consider whether the pupil's needs, outcomes or specified provision may have changed, or whether current provision and strategies are working effectively. This may include reviewing the pupil's risk assessment and Positive Behaviour Support Plan, checking that agreed provision and reasonable adjustments are in place, and seeking advice from the SENCO, relevant staff and professionals.

Where the school considers that the EHC plan may no longer accurately reflect the pupil's needs or the provision required, it will discuss this with the parents or carers and contact the local authority to request that it considers an early review or amendment. The school will provide relevant evidence and contribute to the local authority's review process. The local authority decides whether to maintain, amend or cease the plan.

Where additional or acute needs are identified, the school will work with the pupil, parents or carers, the local authority and relevant external professionals to agree appropriate support and monitor its impact. Any changes to the pupil's support or behaviour strategies will be communicated to the staff who need to know and reviewed in light of the pupil's progress and safety.

7.0 POSITIVE BEHAVIOUR SUPPORT APPROACH

Conifers House School aims to provide a safe, calm and supportive environment in which pupils can learn, communicate, develop relationships and build independence. Staff will teach and reinforce clear expectations through predictable routines, positive relationships and approaches suited to each pupil's communication and learning needs.

The school recognises that behaviour may communicate a need or response to the pupil's environment or circumstances. Staff will seek to understand what may be contributing to behaviour and use that understanding to guide support. They will notice and encourage positive behaviour, provide clear and consistent prompts, and use prevention and de-escalation strategies wherever possible.

Each pupil will be supported as an individual. The pupil's EHC plan, risk assessment, Positive Behaviour Support Plan and any relevant professional advice will inform the strategies staff use. These documents should identify helpful approaches, known triggers where relevant, early signs of distress, ways to support communication and regulation, and steps staff should take if risk increases. Staff who work with the pupil will be made aware of the information they need to follow the agreed approaches.

Where behaviour causes concern, staff will respond calmly, respectfully and proportionately, taking account of the pupil's needs and reasonable adjustments, as well as the safety and wellbeing of the pupil and others. Any consequence must be consistent with this policy and appropriate to the circumstances. Behaviour support must not involve humiliation, degrading treatment or the deliberate withholding of provision specified in a pupil's EHC plan.

The school will review support when it is not effective, when a pupil's needs or circumstances change, or after a significant incident. Reviews may involve the pupil, parents or carers, relevant staff, the local authority and other professionals, as appropriate. The school will use learning from reviews and incident monitoring to improve support and promote the safety and participation of pupils and staff.

8.0 RECORDING, MONITORING AND REPORTING BEHAVIOURS

Staff must record behaviour incidents and significant positive behaviour in the school's designated recording system, CPOMS, in accordance with school procedures. Records must be made as soon as practicable and should be factual, clear and proportionate. They should distinguish observed facts from opinions and include relevant context, actions taken, the pupil's response and any follow-up required.

Records will include, as relevant:

- behaviour incidents, including incidents involving bullying, discrimination or peer-on-peer harm;
- significant positive behaviour and progress;
- searches, screening and confiscation;
- any use of force or other restrictive intervention, including seclusion or restraint;
- injuries, safeguarding concerns and actions taken to support the pupil or others.

Incidents involving use of force, seclusion or restraint must be recorded and reported to parents in accordance with the applicable legal requirements and the procedures set out in this policy. Records must include the information required by those procedures. Where an incident raises a safeguarding concern, staff must also follow the Child Protection and Safeguarding Policy and inform the Designated Safeguarding Lead without delay.

The Head of School and Safeguarding Team will review behaviour information at least half-termly and sooner where the nature or frequency of incidents requires it. Monitoring may consider whole-school and

class patterns, individual pupils, time and context, staff involvement, relevant protected characteristics, and the use of restrictive interventions. The purpose is to identify possible causes, assess whether agreed support and reasonable adjustments are effective, identify any disproportionate impact, and decide whether action or a review of plans and practice is needed.

The Head of School will ensure that significant concerns and relevant trends are escalated through the school's leadership and governance arrangements. The Executive Headteacher may provide strategic oversight and constructive challenge on the analysis, response and completion of resulting actions. Reports to the School Board or other governance forums will protect pupils' personal information and will normally be anonymised or aggregated.

Behaviour and safeguarding records must be handled securely and accessed only by staff with an appropriate role-based need. The school will retain and share them in accordance with its safeguarding, information-sharing and data-protection procedures.

9.0 BEHAVIOUR DEFINITIONS

Conifers House School recognises that behaviour may communicate a pupil's needs, feelings or response to a situation. Staff should consider what happened before and during an incident, the pupil's communication and support needs, and how staff responses and the environment may have affected the situation. Behaviour must be considered individually and in line with the pupil's EHC plan, risk assessment and Positive Behaviour Support Plan.

The terms below support consistent recording and response. They do not replace professional judgement, safeguarding procedures or consideration of reasonable adjustments.

Behaviour of concern

Behaviour of concern is behaviour that disrupts learning, affects relationships, damages property, or may create a risk to the pupil or others. It may include disruption, difficulty completing or engaging with work, refusal, misuse of equipment, or abusive language. These behaviours are not automatically evidence of danger or serious misconduct. Staff should consider the context, the pupil's needs and communication, and the support or adjustments required before deciding how to respond.

Serious behaviour or safeguarding concern

A serious behaviour or safeguarding concern is an incident that causes, or may cause, significant harm, or requires an urgent safeguarding response. This may include serious or repeated bullying; violence or threats of violence; significant damage to property; theft; possession or use of a weapon or other prohibited item; smoking or vaping; discriminatory abuse; sexual harassment; sexual violence; or sharing, requesting or creating nude or semi-nude images.

These examples are not exhaustive. Staff must report safeguarding concerns promptly to the Designated Safeguarding Lead and follow the Child Protection and Safeguarding Policy. Reports of sexual harassment, sexual violence or sharing of nude or semi-nude images must be handled as safeguarding concerns and assessed on their individual circumstances. A behaviour classification must not delay protection, support or referral.

Restrictive interventions

Any use of a restrictive intervention must comply with section 14 of this policy and current law and guidance. It must be necessary in the circumstances, proportionate to the risk, and the least restrictive effective response. Staff must follow the pupil's agreed plans where relevant, while making a decision based on the circumstances at the time. Required recording, parent notification and follow-up must take place.

Items prohibited by law or school rules

The statutory prohibited items for which an authorised member of staff may search a pupil are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury to any person (including the pupil), or damage property.

The school may also identify additional items in its school rules for which a search may be made, in accordance with current DfE guidance. These additional items must be clearly specified in the rules. Vapes are included in the school's search rules only where they are expressly listed there. Searches and confiscations must follow section 16 of this policy.

10.0 BULLYING DEFINITIONS

Bullying is behaviour by an individual or group that causes harm to another pupil and involves a real or perceived imbalance of power. It is often repeated or forms part of a pattern. Bullying may be physical, verbal, social, emotional, sexual, discriminatory or online. It may take place in person or through digital communication, at school or elsewhere, where it affects pupils or the school community.

Repetition, intent and imbalance of power can help staff identify bullying, but they are not conditions that must all be proved before the school responds to a harmful incident. A single incident may still be serious misconduct or a safeguarding concern and must be responded to under the relevant policy. The school will consider each report on its facts, taking account of the pupils' individual needs and communication, while ensuring that harm is not minimised or excused.

Bullying may include:

- **Physical:** hitting, kicking, pushing, unwanted physical contact, taking or damaging belongings, or other physical intimidation.
- **Verbal:** name-calling, threats, insults, abusive language, mocking or spreading rumours.
- **Social or emotional:** deliberately excluding, isolating, humiliating, intimidating or tormenting a pupil.
- **Sexual:** sexual comments, jokes or gestures; unwanted sexual attention or contact; interfering with clothing; sharing sexual material; or other harmful sexual behaviour. Such behaviour must also be considered under the Child Protection and Safeguarding Policy.
- **Prejudice-based or discriminatory:** abuse or harassment connected with a protected characteristic or a person's actual or perceived identity, background, disability, appearance or circumstances.
- **Cyberbullying:** using digital communication or technology to threaten, harass, humiliate, exclude or harm someone, including by sharing harmful messages, images or material, or encouraging others to do so.

Cyberbullying may occur at any time and may reach a wide audience or be repeatedly shared. Staff must preserve and report relevant information in line with the school's safeguarding and online safety procedures.

Any search of a pupil or device, confiscation of an item or handling of potentially illegal material must follow the relevant sections of this policy and the Child Protection and Safeguarding Policy.

Bullying may occur between pupils, individually or in groups. Concerns involving staff must be referred through the appropriate safeguarding, complaints or employment procedures. The school will take reports seriously, consider the safety and support needs of everyone involved, and follow the procedures in the Anti-Bullying Policy.

11.0 SIGNS THAT A PUPIL MAY BE EXPERIENCING BULLYING

There is no single sign that proves a pupil is being bullied. Staff should be alert to changes from a pupil's usual presentation, especially where several changes occur together, persist over time or appear linked to particular people, places, activities or online contact.

Possible indicators include:

- reluctance or distress about attending school, joining an activity or being with particular pupils;
- changes in mood, confidence, communication, sleep, eating or usual interests;
- becoming withdrawn, unusually anxious, unsettled or distressed, or seeking more adult support than usual;
- unexplained injuries, damaged or missing belongings, or repeated complaints of physical symptoms;
- changes in attendance, punctuality, routes, routines or participation;
- a pupil appearing fearful of checking or using a device, or showing distress after online contact;
- talk of running away, self-harm or suicide.

These indicators may have causes other than bullying. Staff should consider the pupil's communication and support needs, listen and respond in a way the pupil can access, and record and report concerns in line with the Anti-Bullying Policy and Child Protection and Safeguarding Policy. Any immediate risk of harm, self-harm or suicide must be referred to the Designated Safeguarding Lead without delay and managed under the school's safeguarding procedures.

12.0 ROLES AND RESPONSIBILITIES

The School Board

The School Board is responsible for oversight of the school's behaviour arrangements. In accordance with the school's governance arrangements, it will:

- approve the Behaviour Policy and any statement of behaviour principles maintained by the school;
- monitor whether the policy is implemented effectively and supports a safe, orderly and inclusive learning environment;
- review appropriate reports on behaviour, bullying, safeguarding concerns, restrictive interventions, equality impacts and actions taken;
- provide challenge and support to the Head of School and senior leaders where concerns or patterns require action.

The Executive Headteacher

The Executive Headteacher provides strategic leadership, challenge and support in relation to safeguarding, compliance and school improvement. In relation to behaviour, the Executive Headteacher will:

- support the School Board and proprietors to understand relevant assurance information, inspection findings, strategic risks and priorities for action;
- provide professional oversight and constructive challenge to the Head of School and senior leaders on policy implementation, quality assurance and improvement actions;
- support timely follow-up of actions arising from incidents, monitoring, inspection or other external advice.

This role provides strategic oversight and support; day-to-day responsibility for implementing this policy remains with the Head of School.

The Head of School

The Head of School is responsible for the day-to-day implementation and review of this policy. The Head of School will:

- ensure that staff understand the school's expectations, procedures and their responsibilities;
- ensure behaviour is addressed consistently, taking account of pupils' EHC plans, individual needs and reasonable adjustments;
- ensure that behaviour incidents are recorded, reviewed and followed up, and that emerging concerns or patterns lead to appropriate action;
- ensure that safeguarding concerns arising from behaviour are referred promptly to the DSL;
- oversee staff induction, guidance and training relating to the behaviour policy;
- work with parents and carers, pupils and relevant professionals when reviewing support or responding to concerns;
- liaise with the Positive Behaviour Support Lead, where designated, and ensure that any resulting actions are followed through.

The Designated Safeguarding Lead (DSL)

The DSL leads the school's safeguarding response to concerns arising from behaviour. The DSL will:

- advise staff on whether an incident raises a safeguarding concern and ensure that concerns are referred and acted upon in line with the Child Protection and Safeguarding Policy;
- ensure that records relating to safeguarding concerns are made and managed through the appropriate safeguarding procedures;
- liaise with the Head of School and, where required, children's social care, the local authority, police and other safeguarding partners;
- contribute safeguarding advice to reviews of behaviour procedures and support plans where relevant.

The DSL's safeguarding leadership does not replace the Head of School's responsibility for the overall implementation and monitoring of this Behaviour Policy.

The Positive Behaviour Support Lead

Where the school has designated a Positive Behaviour Support Lead, that person will:

- advise staff on positive behaviour support, prevention and de-escalation strategies;
- support the preparation and review of pupil risk assessments and Positive Behaviour Support Plans with the pupil, parents or carers and relevant staff;
- support staff to understand and use the approaches set out in those plans;
- contribute to the review of significant incidents and recommend changes to support or practice where needed;
- report significant concerns and recommendations to the Head of School and refer safeguarding concerns to the DSL.

The Senior Leadership Team and Safeguarding Team

Members of the Senior Leadership Team and Safeguarding Team will:

- support staff to apply the policy and agreed pupil strategies;
- contribute to the review of behaviour information and actions, including safeguarding and equality considerations within their roles;
- ensure that safeguarding concerns are raised promptly with the DSL;
- support a consistent, respectful and safe behaviour culture across the school.

Teachers and teaching support staff

All staff working with pupils are responsible for:

- creating a calm, safe and supportive environment;
- teaching and reinforcing routines, expectations and positive relationships in ways pupils can understand;
- following this policy and relevant pupil plans, including reasonable adjustments and agreed support strategies;
- responding calmly and proportionately to behaviour and seeking advice when needed;
- recording incidents promptly and accurately using the school's designated system;
- reporting safeguarding concerns to the DSL without delay;
- reflecting on their own interactions and seeking support or training where required.

The Head of School, senior leaders and Positive Behaviour Support Lead, where designated, will support staff in carrying out these responsibilities.

Parents and carers

The school will work in partnership with parents and carers, where possible, to support pupils' wellbeing and behaviour. Parents and carers are encouraged to:

- familiarise themselves with the Behaviour Policy and discuss any questions with the school;
- share relevant information or changes in circumstances that may affect their child's wellbeing or behaviour;
- communicate concerns to the school and contribute to discussions about support and review.

Parents and carers may raise concerns through the school's complaints procedure where appropriate. The school will keep them informed about significant behaviour concerns and relevant support, subject to safeguarding, confidentiality and information-sharing requirements.

Pupils

The school will explain its expectations, routines and support arrangements to pupils in ways that are accessible and appropriate to their communication and learning needs. Pupils will be supported to:

- understand the expectations and routines that apply to them;
- know which members of staff can help them;
- develop positive relationships, regulation and independence;
- share their views about behaviour and support, using suitable communication methods.

The school will recognise pupils' effort, progress and positive contributions in ways suited to individual pupils.

13.0 TRAINING

The school will ensure that staff receive induction and ongoing training appropriate to their role and responsibilities under this policy. Training will help staff understand the school's approach to behaviour, support pupils with SEND, use prevention and de-escalation strategies, recognise safeguarding concerns and record incidents correctly.

Training will include, as relevant to role and current school practice:

- the Behaviour Policy, school routines and expectations;
- communication and regulation approaches, including Emotion Coaching and Zones of Regulation;
- pupils' One-Page Profiles, EHC plans, risk assessments and Positive Behaviour Support Plans;
- recording behaviour incidents and safeguarding concerns using the school's designated systems;
- trauma-informed practice and relevant therapeutic approaches, including autism and ADHD awareness;
- other approaches used by the school, such as work on adverse childhood experiences and the Interoceptive Curriculum.

Staff who are likely to need to use reasonable force or other restrictive interventions must receive training appropriate to their role in prevention, de-escalation, and the safe and lawful use of the intervention approaches adopted by the school. The school will determine the level and timing of training and any refresher training in light of the staff member's role, assessed risks, the training provider's requirements and the school's arrangements for maintaining competence.

The Head of School will maintain oversight of staff training and ensure that relevant training is completed and recorded. Staff must seek advice if they are unsure how to apply a pupil's plan or respond to a behaviour concern.

The Interoceptive Curriculum

14.0 BEHAVIOUR PROCEDURES

The school's behaviour procedures aim to provide a safe, calm and supportive learning environment. Staff will teach and reinforce clear expectations through predictable routines, positive relationships and approaches suited to each pupil's communication and learning needs.

Pupil expectations

Pupils will be supported to:

- treat others with respect and respond appropriately to differences;
- take part in learning and allow others to learn, with support and adjustments where needed;
- follow reasonable staff instructions that are communicated in a way the pupil can understand;
- respect the school's buildings, equipment and belongings;
- seek help and resolve disagreements safely, with adult support where appropriate.

Expectations will be explained in accessible ways and applied in light of each pupil's EHC plan, individual needs and reasonable adjustments. Behaviour occurring away from school or online will be addressed in accordance with section 15 and the relevant safeguarding and online safety procedures.

Mobile phones

Pupils must hand their mobile phones in at reception on arrival. Phones will be stored securely and returned in accordance with the school's reception arrangements at the end of the day.

Where a pupil needs access to a phone for an agreed medical, communication or other individual reason, the Head of School will agree arrangements with the pupil, parents or carers and relevant staff. Any use during the school day will be supervised where appropriate and managed in a way that protects the pupil's safety, privacy and learning.

Classroom practice

Staff will:

- provide a positive, orderly and engaging learning environment;
- establish and teach clear routines and expectations;
- communicate expectations in ways that meet pupils' communication needs;
- build respectful relationships and recognise effort, progress and positive behaviour;
- use positive reinforcement and proportionate responses to low-level disruption;
- consider whether behaviour may communicate distress, unmet need or difficulty with the task or environment;
- support pupils to reflect, regulate and return to learning when they are ready.

Safeguarding

Changes in behaviour or disclosures may indicate that a pupil needs help or protection. Staff must report safeguarding concerns promptly to the DSL and follow the Child Protection and Safeguarding Policy. Staff must not wait to establish whether a threshold for significant harm has been met before seeking the DSL's advice. The DSL will consider whether pastoral support, early help, referral to children's social care or other action is appropriate.

Recognising positive behaviour

Staff will recognise positive behaviour, effort and progress in ways that are meaningful and suitable for the pupil. This may include:

- specific verbal or visual praise;
- sharing achievements with parents or carers, where appropriate;
- certificates or other recognition;
- group recognition or activities where these are suitable and do not disadvantage individual pupils.

Recognition will be applied fairly and will not rely on comparisons that may shame or exclude pupils.

Responding to behaviour of concern

Staff will respond calmly, consistently and proportionately to behaviour of concern. They will take reasonable steps to restore a safe learning environment, understand relevant circumstances and reduce the likelihood of recurrence. Staff will use prevention, communication, de-escalation and the pupil's agreed support strategies wherever possible.

Staff will consider the pupil's EHC plan, Positive Behaviour Support Plan, risk assessment, communication needs and reasonable adjustments. Any consequence must be consistent with section 15 of this policy. Support actions—such as updating a risk assessment, reviewing a support plan, involving the Therapy Team or arranging a meeting—are not themselves consequences.

Depending on the circumstances, staff responses may include:

- a clear reminder or warning, communicated accessibly;
- support to regulate or resolve the situation;
- a supervised change of activity, space or staff support, where appropriate;
- referral to the Head of School or another senior leader;
- contact with parents or carers;
- a review of the pupil's support, risk assessment or Positive Behaviour Support Plan.

Any change of space or activity must be supervised and must not prevent a pupil from leaving a space in a way that amounts to seclusion. The pupil's access to education and any provision specified in their EHC plan must be considered.

Restrictive interventions and Team Teach

Staff must follow this section and the relevant legal requirements when considering or using any restrictive intervention. Any intervention must be lawful, necessary in the circumstances, proportionate to the risk and the least restrictive effective option. Staff must consider the pupil's welfare, needs and reasonable adjustments, follow the pupil's agreed plans where relevant, and stop or change the approach if it is no longer necessary or is increasing risk. Any use of force, seclusion or restraint must be recorded and reported to parents in accordance with section 8 and the applicable legal requirements.

Only staff who have received training appropriate to their role may use the restrictive intervention approaches adopted by the school, except where the law permits reasonable force and the circumstances require immediate action. Team Teach strategies may be used only by staff trained in the relevant approach and within their current competence.

After a significant incident, the Head of School or designated senior leader will ensure that the pupil and staff are supported, the incident is reviewed as soon as practicable, and learning is used to consider whether changes to the pupil's support or school practice are needed. Recording and parent notification must follow section 8 and the relevant legal requirements.

15.0 CONSEQUENCES

The school will respond to behaviour of concern in a fair, proportionate and individualised way. Before deciding on a consequence, staff will consider the circumstances of the incident, its impact, the pupil's age and understanding, their communication and learning needs, their EHC plan, relevant risk assessment or Positive Behaviour Support Plan, and any reasonable adjustments required.

Consequences will be explained to the pupil in a way they can understand and will be used to reinforce expectations, restore safety or relationships, and support a return to learning. A consequence will not be humiliating, degrading or discriminatory. It must not involve withholding provision specified in the pupil's EHC plan.

On-site behaviour

This section applies to behaviour during the school day and during school activities on the premises, including arrival, departure, lessons, breaks and lunchtimes. Staff will respond to incidents in line with section 14 and may use an appropriate response such as:

- a clear reminder or warning;

- a supported opportunity to regulate or resolve the situation;
- a restorative discussion when the pupil is ready and it is appropriate;
- a supervised change of activity, group or location for as short a time as reasonably necessary to restore safety or enable learning;
- referral to the Head of School or another senior leader;
- contact with parents or carers;
- consideration of a formal sanction under this policy or the separate Exclusions and Suspension Policy.

Any move to a separate location must be supervised, appropriate to the pupil's needs and reviewed so that the pupil can return to learning as soon as reasonably possible. It must not amount to seclusion or informal exclusion.

Off-site behaviour

The school may consider behaviour outside the premises where there is a clear connection to the school, including conduct during a school-organised activity, travel arranged by the school, or conduct that materially affects the safety or wellbeing of pupils or staff or the orderly running of the school.

The school will assess the facts and the connection to school before deciding whether a response under this policy is appropriate. A pupil will not be sanctioned solely because conduct is said to have affected the school's reputation. Any response will take account of the pupil's circumstances, relevant safeguarding concerns, reasonable adjustments and the separate Exclusions and Suspension Policy.

Serious incidents and suspected criminal behaviour

Serious incidents will be referred to the Head of School or designated senior leader without delay. The DSL must be informed where the incident raises a safeguarding concern. The Head of School or delegated senior leader will decide whether the matter should be reported to the police, taking account of the circumstances and any safeguarding advice.

The school will preserve relevant information and cooperate appropriately with the police. The school may continue its own response where this does not interfere with a police investigation or compromise safeguarding. The DSL will consider any referral to children's social care in accordance with safeguarding procedures; a police report does not automatically require a separate referral.

Alternative education and exclusion

Alternative education arrangements will not be used as an informal consequence or to avoid the school's responsibilities. Any such arrangement must be considered individually, protect the pupil's safety and access to suitable education, take account of the EHC plan and reasonable adjustments, and involve the parents or carers and local authority where appropriate.

Suspension or permanent exclusion may be considered only under the school's separate Exclusions and Suspension Policy and applicable pupil and parent contractual arrangements. It must not be treated as an automatic response to a category of behaviour.

Recording and review

Consequences and the reasons for them will be recorded in accordance with section 8. The school will review significant incidents and any repeated pattern to decide whether further support, reasonable adjustments, a change to the pupil's plan or other action is needed.

16.0 CONFISCATIONS, SEARCHES AND SCREENING

The school will conduct searches, screening and confiscations in accordance with applicable law, the school rules and current Department for Education guidance. The pupil's age, understanding, communication needs, EHC plan, disability and any reasonable adjustments will be considered throughout.

The school rules must identify the items for which a search may be conducted. These must include the statutory prohibited items:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury to any person (including the pupil), or damage property.

The school may identify additional items in its rules. Vapes and e-cigarettes must be expressly listed in the school rules if the school is to search for them.

Confiscation

An authorised member of staff may confiscate an item where there are reasonable grounds to suspect that it poses a risk to pupils or staff, is prohibited or listed in the school rules, or is evidence relating to an offence.

The member of staff will decide whether an item should be retained, returned to the pupil or parent, disposed of safely or handed to the police, in accordance with the nature of the item and current guidance. Weapons, suspected evidence of an offence, controlled drugs and potentially illegal images must be handled in line with the relevant legal and safeguarding procedures. Staff must not return an item where doing so would be unlawful or unsafe.

Authority to search

Only the Head of School or a member of staff authorised by the Head of School may conduct a search. Authorisation should identify the staff member and the items they may search for.

A search may be considered where an authorised member of staff has reasonable grounds to suspect that the pupil has a prohibited item or an item listed in the school rules, or where the pupil has given informed agreement to a search for another item. Staff must explain the reason and nature of the search in a way the pupil can understand and seek the pupil's co-operation.

If a pupil does not co-operate, staff will consider why, including whether the pupil understands what is being asked or whether the search may cause distress. Staff may seek advice from the Head of School or DSL. Any decision to proceed must be made individually and in accordance with the law and this policy. Reasonable force may only be used within the legal limits: it must not be used to search for items listed only in the school rules.

How a search is conducted

A search will take place in an appropriate location, preferably away from other pupils. The member of staff conducting it must normally be of the same sex as the pupil, and another member of staff must be present as a witness.

A member of staff of a different sex may conduct a search, and/or a search may take place without a witness, only where the member of staff reasonably believes there is a risk of serious harm if the search is not carried out urgently and it is not reasonably practicable in the time available to arrange a same-sex search or have another member of staff present. Any search conducted without a witness must be reported promptly to another member of staff and recorded.

A search may cover outer clothing, pockets, possessions, desks or lockers. Staff must not require a pupil to remove clothing beyond outer clothing. A search of possessions must take place in the pupil's presence and with another member of staff present, except where there is an immediate risk of serious harm and it is not reasonably practicable to summon another member of staff.

Staff must not conduct a strip search. If police propose to conduct one, the school will follow current guidance, prioritise the pupil's welfare, inform the DSL and advocate for the pupil.

Screening

Screening means using a walk-through or hand-held metal detector to scan pupils for weapons. If the school introduces screening, the Head of School will ensure that pupils and parents are informed in advance about what it involves and why it is being used. Reasonable adjustments will be made for disabled pupils. If a pupil refuses screening, staff will consider the reason and whether a search is necessary; screening must not be used to bypass the safeguards governing searches.

Safeguarding, recording and informing parents

The DSL or deputy must be informed without delay of any search for a statutory prohibited item and whenever a search raises a safeguarding concern. Staff must record every search for a statutory prohibited item, whether or not an item is found, in the school's safeguarding recording system. Searches for other items listed in the school rules must also be recorded under school procedures.

The record should include the date, time and location; the pupil; the staff and any witnesses present; what was being searched for and why; what was found; and any follow-up action.

Parents or carers will be informed as soon as practicable of any search for a statutory prohibited item and its outcome, including anything confiscated and any action taken. Where the DSL considers that informing a particular person at that time could place the pupil at risk or prejudice a safeguarding or police investigation, the DSL will decide how and when information can safely be shared and record the reason.

After every search, whether or not an item is found, staff will consider whether the circumstances indicate that the pupil may need safeguarding support or other assistance. Concerns must be referred to the DSL and handled under the Child Protection and Safeguarding Policy.

17.0 LINKS WITH OTHER POLICIES

This policy should be read alongside the following Conifers House School policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Policy and Procedures
- Exclusions and Suspension Policy
- Equality, Diversity and Inclusion Policy
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Risk Assessment Policy
- Special Educational Needs and Disability and Inclusion Policy
- Supporting Medical Needs Policy

Where a behaviour incident raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy. Concerns or complaints about how this policy has been applied may be raised under the Complaints Policy and Procedures.

APPENDIX 1 – PUPIL RISK ASSESSMENT

Risk Assessment Guidelines	
The following description of levels of risk helps to identify the genuine rather than the perceived risk.	
Likelihood of risk occurring	Levels of severity of risk
Unlikely - There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain Possible – Although the behaviour has occurred within the last 12 months, the context has changed to make a recurrence unlikely Likely – Existing evidence leads staff to believe that the behaviour is more likely than not to occur Highly Likely - Existing evidence leads staff to conclude that the behaviour is persistent and constant with identified triggers.	- Results could be upset or disruption - Result could be harmful requiring first aid, distress or minor damage - The result could be hospitalisation, significant distress, and extensive damage. - The result could be loss of life or permanent disability, emotional trauma requiring counselling or Critical property damage.
Calculating Levels of Risk	
- The level of risk is calculated by multiplying the score for likelihood by the score for severity - For example, if likelihood has a score of 2 (possible) and severity has a score of 3 (result could be hospitalisation, significant distress, and extensive damage), the score for the level of risk is 6	
Definition of Levels of Risk	
Score of 1 to 4	- A low hazard that was highly likely (behaviour normal for the young person's age and maturity) - Something with low level harm and disruption and highly unlikely (a hazard for which controlling the variables would be to the detriment of the pupils on a day-to-day basis)
Score of 5 to 6	- A hazard is likely to occur which could result in low to medium level harm, distress or damage (a risk for which a balance needs to be found between controlling the variables and the day-to-day rights of the pupils) - An unlikely hazard that could result in injury, distress or damage (a risk for which a balance needs to be found between

Risk Assessment Guidelines

	controlling the variables and the day-to-day rights of the pupil
Score of 7 to 13	• A hazard likely to occur which could result in potential high-level harm, distress or damage (a risk for which a balance needs to be found between controlling the variables and the day-to-day rights of the pupil) • A likely hazard that could result in serious injury, distress or damage (a risk for which a balance needs to be found between controlling the variables and the day-to-day rights of the pupil)
Score of 14 to 16	• A highly likely risk that could result in loss of life, permanent disability, emotional trauma or Critical property damage (a risk for which the control of the variables may need to be prioritised over the day-to-day rights of the pupil) • Should result in a risk reduction plan completed by the risk assessor

APPENDIX 2 – POSITIVE BEHAVIOUR SUPPORT PLAN

Each pupil should have their own Positive Behaviour Support Plan even if their behaviour is unlikely to escalate into crisis, since the plan helps staff to think about personalising the care and support, they offer. The plan helps staff avoid common conflicts and triggers that often underpin crisis events. It also enables staff to identify escalating behaviour. When staff recognise this behaviour, they can determine the appropriate person-centred interventions so that restrictive practices can be avoided.

When crisis events cannot be avoided, the Positive Behaviour Support Plan ensures that staff continue to maintain a trauma-sensitive approach. Any agreed and necessary restrictive interventions continue to take account of the person's immediate needs and wishes to ensure that harm is minimised and to maintain the individual's Care, Welfare, Safety, and Security. The plan should be a 'live' document that is regularly revisited to ensure that staff understand how to provide good support to the person. The plan must always be reviewed after a crisis event has occurred so that further approaches can be implemented to prevent similar crisis events from happening again.

Level of Need Risk Assessment		
Outside Agencies – EHCP specificity – Therapy Provision	Y/N	Updated Information
Social Services At what Level/Provision/ Reason?		
CAHMS At what Level/Provision/ Reason?		
Occupational Therapy At what Level/Provision/ Reason?		
SaLT At what Level/Provision/ Reason?		
Play Therapy/Creative Arts Therapy At what Level/Provision/ Reason?		

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Level of Need Risk Assessment		
Outside Agencies – EHCP specificity – Therapy Provision	Y/N	Updated Information
ELSA At what Level/Provision/ Reason?		
Child in Need		
Child Looked after (LAC)		
Previously Child Looked after (PLAC)		
Other: At what Level/Provision/ Reason?		

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Behaviour Risk Assessment					
Description of Risk/ Behaviour	Y/N	Likelihood A	Severity B	A x B	Strategy to mitigate risk

Risk Assessment complete by	Date
Review of Risk Assessment planned for Note this Risk Assessment may be reviewed earlier if levels of risk change	Date