



Wells Park
School

BEHAVIOUR
MANAGEMENT
POLICY



the
beckmead
trust



Wells Park
School

BEHAVIOUR MANAGEMENT POLICY



Wells Park School

Hope  Joy  Belonging  Love 

Approved by:	Governing body	Date: November 2010
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Policy:	To be reviewed at least every two years or sooner as required	



For further information and Trust wide policies, please see www.beckmeadtrust.org

Useful quotations

“Programmes don’t change people, people change people”

Bruce Perry

“Instead of responding to the person we typically react to the behaviour”

Professor J Turk

“Difficult behaviours are messages which can tell us important things about a person and the quality of his/her life”

David Pitonyak



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1 Introduction

Wells Park School (WPS) is a residential primary school for children aged 5-11 years, with a designated number of 56 pupils on roll. The school is a specialist provision for pupils assessed as having Social, Emotional and Mental Health needs (SEMH).

All pupils admitted to WPS have an Education, Health and Care Plan (EHCP) in place with SEMH noted as their primary need. In exceptional circumstances, however, a pupil may be admitted when an EHCP is still in the process of being finalised.

The culture and practice at WPS are founded on the following principles:

- The importance of establishing a sense of belonging.
- Developing love for self, others and the world through meaningful relationships.
- Fostering hope and aspiration.
- Encouraging joyfulness in living and learning together.

These 'foundation stones' are the basis for all WPS policies. Our approach to online safety in the school is designed to ensure the best possible experience of what it means to become a part of our safe school community.

This document describes the culture and practice of behaviour management of pupils at Wells Park School. The document has been developed in partnership with external professionals, governors, Senior Leadership Team (SLT) and all staff.

Practice described within this document has been informed by leading practitioners and theorists in the fields of Health, Education and Care.

The core organisation beliefs of Wells Park School are founded on "Love, Hope, Belonging and Joy " and that 'relationships matter', 'caring counts' and 'learning liberates'. These are the values that will guide our intention to implement our therapeutic environment aspirations and will be the basis on which WPS will measure its interventions and be able to effectively assess the impact on service users and school staff.

This policy does not operate solely in reference to dealing with any 'challenging' behaviours presented by pupils in the classroom or the school's houses or even at the family home. Behaviour impacts across the totality of school operations. It is necessary to therefore link other school statutory, legal, professional and social



policies and practices in order to create and operate effectively across the whole of the developing therapeutic learning environment of the School.

Therefore, due regard to the following policies/processes is to be considered and acted on in conjunction with this revised policy.

Policy signpost for behaviour management

- Health and Safety
- Safe Holding/Restrictive Physical Intervention
- Equal Opportunities
- Teaching and Learning
- Anti-bullying
- Attendance
- Dress/Uniform Codes
- On-line Safety
- Parental/Visitor conduct
- Token Economy
- Exclusion
- Trauma Perceptive Practice
- Complaints
- Whistleblowing
- Equalities

*list is for example: others may need to be referenced.

What is behaviour?

There is no universally agreed definition amongst those that study human behaviour as to what behaviour actually is in its totality. However, for the purposes of this document a few examples may be useful in helping to simplify understanding of this complex concept.

The Cambridge English Dictionary defines behaviour as “The way that a person, an animal, a substance, etc, behaves in a particular situation or under particular conditions”. The US National Library of Medicine defines it as “the observable response a person makes to any situation”. Others suggest “the way in which one acts or conducts oneself especially towards others, or “the way in which an animal or person behaves in response to a particular situation or stimulus.

The way in which one acts or conducts oneself especially towards others then will suffice as a WPS working definition of behaviour.

Watzlawick’s First Axiom (cannot not), points out that “one cannot not communicate- Because every behaviour is a kind of communication, people who are aware of each other are constantly communicating. Any perceivable behaviour, including the



absence of action, has the potential to be interpreted by other people as having some meaning.

It is in the SLT's opinion that behaviour is best viewed as an attempt at communication.

This policy document will differentiate two sets of behaviours, Regulated behaviour and Dysregulated behaviour.

What is Behaviour Regulation?

In her article for the Hanen Centre, Lauren Lowry informs us that "Behaviour regulation, sometimes also known as "self-regulation", refers to our ability to: use self-control to behave in appropriate ways – this may mean controlling our impulses so that we stop doing something or it may mean doing something, even if we don't want to (being polite to our manager, even though s/he has been really unfair to us). Manage our energy, emotions, attention and behaviour in ways that are socially acceptable and help us to achieve our goals, stay calm, focused, and alert and deal with things that stress our system, like too much noise, fatigue, challenging situations or tasks, or distractions.

Our ability to regulate or manage our behaviour allows us to focus when there are distractions, pay attention to the most important information, take turns, wait, follow rules, adapt to new situations, do what is socially expected, suppress outbursts of anger, and take on challenges. Behaviour regulation develops gradually during childhood. This process doesn't happen overnight, and some children are able to cope with daily stresses more easily than others".

What is Dysregulated Behaviour?

An article from the American Psychological Centre, PCH, gives us the following point of view: Emotional dysregulation refers to the inability of a person to control or regulate their emotional responses to provocative stimuli. It can also be termed "emotional hyperreactivity." In life, each individual is repeatedly exposed to events and interactions such as conflict in a relationship, a personal criticism or a perceived abandonment. A person with emotional dysregulation disorder reacts in an emotionally exaggerated manner to these environmental and interpersonal challenges by overreacting: bursts of anger, crying, accusing, passive-aggressive behaviours, or creation of chaos or conflict may ensue. This set of features is often described as part of a high conflict personality. Affective dysregulation or emotional instability, bursts of anger, intense efforts to avoid real or perceived abandonment, and unstable interpersonal relationships point to underlying psychological issues intertwined with dysregulated emotions. Emotional dysregulation is usually relational,



meaning it is triggered by a close personal contact such as a family member, child, loved one, ex-loved one or someone who has power or control over that person.

Examples of behaviours that fall under this policy include:

Low level behaviours of concern

Disruption in lessons or on activities, and at break and lunchtimes

Non-completion of classwork or disengagement from activities

Actively oppositional behaviour

Behaviour that require immediate intervention

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 that may result in injury

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

Racist, sexist, homophobic or other harmful/discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/vapes
- Fireworks/lighters/matches
- Aerosol
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



Wells Park School Experience

Obviously WPS staff can and do encounter from our pupils some of the above behaviours and probably other behaviours not listed above at any given time or day. This policy seeks to provide the framework and guidance that staff require in handling such instances

Principles

- That schools do make a difference and that regulated behaviour is an important element and basic to learning.
- The collective approach is adopted in that all members of the school community should be involved, be happy with, and have ownership of the behaviour policies.
- That there should be basic community understanding of shared positive values - it may be that all regulated behaviour is acknowledged and shared in the belief that peer approval is a strong reward.
- That dysregulated behaviour should be dealt with in a positive manner using trauma perceptive practice and this means that children should be taught behaviours that they need in order to learn and socialise.
- That all children will need additional support but there should be regulated behaviours that are basic and acceptable for all children to manage.
- Accordingly, the special educational and social needs of children at Wells Park School are paramount in the management of behaviour, particularly in individual management programmes as well as whole school expectations for appropriately high expectations for group behaviour.
- That the management of behaviour is implicit in personal and social education.

Management of Dysregulated Behaviour We must:

- Work to WPS principles and values
- Ensure our interventions are reasonable, proportionate and necessary.
- Ensure that pupils' have maximum access to the curriculum through effective dysregulated behaviour management.
- Maintain whole-school approaches to behaviour management in order to ensure consistent approaches.



- have high but reasonable expectations for regulated pupil behaviours.
- Incorporate individual regulated behaviour through a range of observation, targets and monitoring
- Promote a culture that supports regulated behaviour for all pupils.
- Work collaboratively with parents and carers for the development of regulated behaviour.
- Emphasise the importance of adult intervention in the management of pupil dysregulated behaviour.
- Ensure good practice such as Trauma Perceptive Practice (TPP) in the care and regulation of pupils consistent with current legislation and guidelines.
- Use regulated behaviour management programmes for specific interventions
- Record incidents of dysregulated behaviour.
- Adopt a common language for making observations, interventions and recording of dysregulated behaviours.
- Only use permitted control and restraint measures and only as a last resort
- Be involved in initial assessment of needs at as early a stage as possible. Early intervention in assessment and planning will result in much better outcomes later.

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 behaviour 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



How we will do it.

- We will use all our expertise and the resources at our disposal to enable our pupil's rights to be healthy, safe, enjoy and achieve, have economic literacy and make a positive contribution to themselves and society in general.
- We will build on the ongoing training and development of WPS staff to develop a comprehensive staff induction, staff training programme, staff refresher training and developing and updating of staff competencies. We will assess performance, lead, manage and review staff through appraisals against agreed personal targets.
- We will manage the effective use of tThe Token Economy that will encourage regulated behaviour through challenging but reasonable target setting goals and rewards and that discourages dysregulated behaviours.
- SLT monitoring and evaluating against targets and progress
- We will positively involve, inform, develop and include parents in supporting their child's development of regulated behaviours and thereby reduce dysregulated behaviour.
- Our staff will be appropriately trained, guided, mentored and supported in dealing with dysregulated behaviour. Training in safe systems of control and restraint, in positive behaviour support, in trauma perceptive practice and other techniques and strategies will give staff the confidence and skills to handle conflict appropriately and effectively.
- Where serious dysregulated issues have been identified that can't be contained using existing strategies, specialist interventions such as Personalised Distress Management Plan will be implemented and consulted on with external professionals.
- SLT will review existing documentation used in reporting dysregulated incidents and where applicable suggest improvements. All staff dealing with dysregulated incidents use the same terminology for the same observed behaviour, use the same competences, techniques and systems in assessing, resolving and reporting dysregulated behaviour.



- Our staff will be guided to focus a positive resolution on the dysregulated behaviour and not on blaming or unhelpfully labelling the person presenting the behaviour.
- Only tried, tested and authorised control and restraint systems may be used and only when all else has failed to resolve the incident and there is a clear risk to others or to the pupil themselves or to school assets.
- We will communicate with stakeholders across professional boundaries in Health, Education and Social Care to be involved in planning at as early a stage as possible to contribute our experience and expertise to the development of realistic and achievable planning arrangements.
- We will provide an environment that reflects our culture of “Love, Hope Belonging and Joy”

How will we know if this policy is working?

- Analysis of data from internal and external surveys; feedback from pupils, parents and carers including statutory reports from Ofsted and our independent visitor.
- Staff training records, regular updates to staff and reinforcement interventions, including appraisals, relating to their individual awareness "Love, Hope, Belonging and Joy"
- Agendas and minutes of staff/group meetings will possibly reveal any inconsistencies or deviations with the corporate approach to dysregulated behaviour management. SLT will see an environment that reflects our core principles.
- Communication from parents and carers will reflect the progress made in regulated behaviour and development with a corresponding reduction in dysregulated behaviour for the pupil.
- Valuation and response in light of training records against the training needs of the school to include compliance with statutory regulations, legal frameworks and good practice codes and charters.



- Support staff costs increase, e.g., costs of clinical interventions demonstrate that the best interests of the pupil are being taken into account and the school is resourcing additional help and support to reduce unmet needs.
- WPS will have a range of internal data sources that can be interrogated for dysregulated behaviour incidents, their causes, impacts and consequences.
- Commissioning training for staff only from acceptable validated practitioners in behaviour change.

Strategies for Behaviour Management

- Early involvement in assessment of need and subsequent planning to meet the need is essential and potentially highly beneficial to the individual pupil's progress.
- A comprehensive training and development programme with regular updates.
- Regulated behaviour targets must be achievable, focused and clearly stated

Targeting

Task analysis should be used when formulating targets in order to consider the desired behaviour in a wider context and to recognise the developmental processes of learning. Task analysis lends clarity and pattern to the choice of appropriate strategies and tasks. It must be remembered that the task must be linked to the developmental level of the child and appropriate to their range of ability.

The targeted behaviour will be set within a programme that emphasises adult input in order to facilitate achievement of the target. The adult will break down the task to achievable steps and make it clear how they will support the task by prompts or rewards within the token system. Criteria for success should be clear so that children and adults recognise and understand progress.

Language and Behaviour

Clear language about the range and definitions of behaviours that we discuss, concentrate on describing and working on behaviours in terms of what is observable. This is important in our professional relationships with parents, carers and one another when talking about children's behaviour.



Words and gestures that children use are important initiators of communication. In this way, crying is a behaviour that is communicating something. As adults we need to facilitate communication and meaning using signs and symbols to aid meaning as appropriate and to encourage children to communicate their own needs in similar ways. We need to use clear, concise sentences.

When discussing behaviour, it is important to recognise that behaviour is not the child. It is important for the child's self-esteem and confidence that they are clear that it is the behaviour that is inappropriate or not liked, not the child themselves.

Regulation and Management

Regulation is a prerequisite for behaviour management of groups and of individual children. It is important to use routine to provide a structure through which behaviour can be managed positively. Adults can aim to give children co regulation techniques to achieve an increased level of independence. This may involve separating the child's target behaviour from more general behaviour, knowing that one particular aspect of behaviour is being managed through targeting with adult support.

Co-regulation may involve physical intervention in certain circumstances where the child, other children or the environment are at risk. Regulation through reasonable expectations can vary among staff members. However, all children should be consistently managed and adhere to basic rules that they can understand.

Rewards and Punishments

In a behaviourist ethos or within the greater community, reward plays a significant part in motivation, learning and achievement. Wells Park School focuses primarily on positive reinforcement and occasionally negative reinforcement, both of which encourage good learning. The greatest reward is social reinforcement and eye contact, smiles and praise accompany the giving of tokens and at all other appropriate times. The school sees punishment as a non-learning experience. It may stop behaviours momentarily, but it does not positively teach new acceptable behaviours.

It is important to know the behaviours of children that we should and should not ignore. Ignoring is not always just turning a blind eye but making interventions in which the child receives no social praise or attention. Allowances should be made in children's ability to understand rules and expectations and prompts should be given to enable children to understand what is acceptable and what is not.



When rewarding and sanctioning behaviour adults need to remember not to be frightened of conflict but not to rely on confrontational strategies. Try other approaches to intercept a behaviour and defuse situations. Try to manage the behaviour before escalation, which brings other issues to bear such as heightened anxiety and stimulation that impedes cognitive functioning. Keeping a calm approach and atmosphere means that the child is learning how to accept a basic positive working environment in which extreme behaviour is not reinforced. A positive environment is not just one that relies on tangible and extrinsic reward. A positive

approach is also created by a well-planned long-term approach to the children's IBP and IEPs using resources that are motivating, and with success built into the child's day. There are many different approaches, some that work for one child may not work for another. Timing is a key feature of intervention strategies, as is experience and knowledge of the child.

Classroom/House management

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
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level emergent behaviours
- Using positive reinforcement

Time Away

'Time out' is not used as a consistent approach within the Token Economy System. Occasionally, children may be supported outside of their classrooms/houses should their behaviour be a danger to themselves, other children or the environment. When they have settled, they will be returned to that classroom/houses. The following



points need to be considered when planning and using time out as a behaviour management strategy.

The Token Economy system needs to be in operation throughout the timeout period in that a child can only earn if they are in the right place and doing what they have been directed to do. It is the ethos of the school with regard to the difficulties of the child that exclusion from classrooms/houses is a last resort. The most important aspect of this school is that children enjoy a sense of belonging and are included in all academic and social events.

Staff will monitor and record periods of 'time away' and recorded observations/incidents.

Permissible forms of control

Staff should be aware of the legislation that informs our policy on Safe Holding at Wells Park and to note that physical management of children is the last resort and should operate only in the context of preventing harm.

Staff who know individual pupils well may be able to predict such behaviour. In this case it is always preferable to have a planned response to such behaviour. In other cases, outbursts will be unpredictable, and staff need to be confident and consistent in approaches used. These approaches are to be agreed with all staff. It is expected that all staff are trained and able to intervene to co-regulate pupils who require restraint or holding. Pupils may require intervention when they are acutely dysregulated or when they plan to hurt or injure themselves, others or property.

Wherever possible restraint and holding should be witnessed. Assistance should always be sought wherever possible. This is not always possible.

Incidents of restraint and holding must always be reported according to the school's recording and reporting procedures described within this document.

Key principles:

Use of physical restraint must be a last resort. In all cases non-physical intervention is preferable to physical intervention. Non-physical strategies are to be used first, wherever possible. It is acknowledged that staff need to be aware of their responses to disruptive or harmful behaviour and to ensure that their own actions are not prolonging or aggravating the behaviour. Every effort should be made to reflect and



adapt future practice where necessary to support the future management of pupils' behaviour.

All safe holds will be reasonable, proportionate and necessary.

There will be no use of restraints against the joints. When restraint includes the holding of arms or legs pupils will be held above the wrist joint, on the upper arm between the elbow and shoulder, between the ankle and the knee and on the upper leg. It is recognised that pupils may struggle when restrained or handled and that holding joints can cause serious injury.

Techniques for phasing up and down can be used as circumstances require them. Talking calmly to pupils during an incident needs to be done by those who know the pupil well if possible. It is recognised that pupils may not be cognitively receptive to verbal intervention. Using the pupil's name or short

phrases are useful. Directing the pupil as to the next required behaviour is important in the phasing down of an incident. Avoid extensive use of eye contact during an incident. It is better to remain at an angle to the pupil. When more than one staff member is involved, one person must take the lead. This will improve communication with the pupil and avoid confusion between adults.

Forms of restraint:

These are contained in the Policy on Restrictive Physical Intervention/Safe Holding at Wells Park and follow those methods prescribed by PRICE.

Incident reporting

We are required to report all significant incidents resulting in the use of restraint. The aim of incident reporting at Wells Park is to respond professionally to incidents of disruptive or harmful. In addition to this, reporting will enable staff to focus on the behaviour of individual children and to identify possible patterns of behaviour for individuals or groups over an extended period of time.

Procedures

Staff will report all unusual/significant incidents. Incidents that result in any harm to adults or children will always be reported and may need to be reported as part of the accident reporting procedure. Incidents of inappropriate or unusual sexual behaviour will be reported within this common format, as will observations of bruising or possible nonaccidental injury.



Other considerations

New staff will be made aware of these guidelines as part of their induction.

The reporting of behaviour will be subject to review with staff as a group and with individuals as appropriate.

Morning Playtimes

Unstructured play situations can be potentially difficult for pupils and staff. Staff are encouraged to promote a proactive response, enabling pupils to

play appropriately. It is recognised that some pupils will have poorly developed social skills and will benefit from adult initiated play activities. It cannot be assumed that pupils can be left to play cooperatively unsupervised. Some pupils will need to be encouraged to join play activities.

There will be a ratio of 1 staff to 4 pupils on duty at break times and staff will supervise the playground and the Playdale area. Where adverse weather conditions occur play will be managed indoors.

Supervision at playtimes is paramount in order to ensure that all pupils are within the play areas. Staff must support one another in awareness of particular pupils who are unable to maintain their own safety, such as those who run through boundaries and those who are unsafe on play equipment.

Staff will support the transition of pupils from play to their next timetabled activity.

Lunchtimes

As with playtimes, lunchtimes are structured, and pupils will be helped to learn new ways of playing and managing their behaviour appropriately. It is recognised that adult intervention is often required in order to maintain and develop appropriate social behaviours at lunchtime in the dining hall and outside at playtime.

Wherever possible pupils will sit with their class group for lunch and will be managed by the appropriate member of teaching staff.



Pupils will be escorted to the dining hall by classroom staff. The Senior Leadership Team will supervise lunch times whenever possible. Classroom staff are encouraged to eat lunch with pupils. Cooked lunch is free to staff who eat with pupils.

Pupils are not permitted in the kitchen area without adult permission and supervision.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in Appendix 2) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, 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.

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.

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 and seek their understanding
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

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

If they still refuse to cooperate, the member of staff will contact the headteacher 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 Appendix 2, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, drawers or lockers.

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:

- Desks
- Lockers
- Bags
- Drawers

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 Appendix 2) 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 Appendix 2
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in Appendix 2), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents/carers/Social Workers will always be informed of any search for a prohibited item (listed in Appendix 2). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

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.

Strip searches

Given the context of the school and its pupils, strip searching will not be used under any circumstances, where there is reasonable belief that a pupil is carrying a prohibited item close to their body (amongst their underwear or otherwise next to their skin) parents/carers will be contacted and requested to attend school. The pupil will be directed to a nominated space and supervised by an adult until

parents/carers have arrived at school. The pupil will not be able to join other pupils until deemed safe to do so by the headteacher.



Off-site incidents of behaviour

Sanctions may be applied where a pupil has presented challenging behaviour off-site. This means behaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school within a school vehicle
- In any other way identifiable as a pupil of our school
- Online incidents

The school can issue behaviour sanctions 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
- Sanctions 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 DSL will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.



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 the wider Trust level Safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Detention

Set out which members of staff have been authorised by the headteacher to give pupils detentions (after school learning).

Pupils can be issued with detentions during break or after school

The school will decide whether it is necessary to inform the pupil's parents.

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

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities



Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious and sustained incidents of disrupted behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
 - Maintain the safety of all pupils
 - Allow the disruptive pupil to continue their learning in a managed environment
 - Allow the disruptive pupil to regain calm in a safe space
-
- Pupils who have been removed from the classroom will be supervised by a nominated member of staff under the direction of the headteacher
 - Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.
 - Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so.
 - The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.
 - Parents will be informed on the same day that their child is removed from the classroom where this is deemed necessary by the headteacher
 - The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class and as described within their Individual Distress Management Plan



Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent incidents of behaviour that affect the safe running of the school and 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.

Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with their key worker
- A report card with personalised behaviour goals linked to the Token Economy

Pupil Transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

To ensure a smooth transition to any new class or house, pupils have transition sessions with their new teacher/Senior Care Officer. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff in advance of any changes.



Training

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

- The proper use of restraint (PRICE)
- The needs of the pupils at the school
- The way in which people communicate (Transactional Analysis)
- Empathetic and effective communication between individuals or groups - Nonviolent Communication -
- The importance of shared experiences when forming knowledge/skills(Social Pedagogy)
- The impact of trauma on the development of the child (Trauma Perceptive Practice)
- How SEND and mental health needs impact behaviour(Cycles of Development)

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Incidents resulting in sanctions imposed by the headteacher or head of care
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- The data will be collected and analysed by the headteacher.
- 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 it.

Parental Involvement

Parents are made aware of targets through regular contact via the chat book and phone conversations. Prior to admission parents are made aware of safe holding practices and are informed of any major incidents when they occur and within 24hrs. They are also required to recognise and support these procedures through the School-Parent Contract. Families can be given help and support when needed and vice versa.

Implementation

This policy has immediate effect and will be implemented by all stakeholders that have supervisory responsibility for pupils.

The governing board

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

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them



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

Teachers/Care Officers and staff

Staff are responsible for:

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



Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour (this includes periods of planned absence that fall during term time)
- Discuss any behavioural concerns with the school promptly
- Take part in any pastoral interventions (for example: attending reviews, consultations etc)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour/development; working in collaboration with them to support positive outcomes.

Pupils

Pupils will be made aware of the following during their induction:

- The expected standard of behaviour they should be displaying at school
- That they have a responsibility to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard as promoted by The Token Economy
- The pastoral support that is available to them
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.



- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are in year arrivals.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and current Department for Education (DfE) guidance:

- **Behaviour in schools: advice for headteachers and school staff** (February 2024). [GOV.UK+1](#)
- **Searching, screening and confiscation: guidance for schools** (July 2022; GOV.UK page last updated 19 July 2023). [GOV.UK+1](#)
- **Use of reasonable force in schools** (GOV.UK page last updated 15 January 2025). [GOV.UK](#)
- **Suspension and permanent exclusion** from maintained schools, academies and pupil referral units in England, including pupil movement (**applies from 1 September 2024**). [GOV.UK+1](#)
- **Keeping children safe in education (KCSIE) — current version in force from 1 September 2025**. [GOV.UK](#)
- **Supporting pupils at school with medical conditions** (statutory guidance; last updated 16 August 2017; PDF current). [GOV.UK+1](#)
- **Special educational needs and disability (SEND) code of practice: 0 to 25 years** (last updated 12 September 2024). [GOV.UK](#)
- **The Equality Act 2010.**

In addition, this policy reflects:

- **The Education (Independent School Standards) Regulations 2014 (as amended)** — notably **paragraph 7** (safeguarding and promoting the welfare of pupils), **paragraph 9** (behaviour policy) and **paragraph 10** (anti-bullying).



- DfE expectations that **academies publish their behaviour policy and anti-bullying strategy** on their websites. [GOV.UK](https://www.gov.uk)

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

Assessment and Monitoring

This policy will be monitored by the headteacher, Head of Care and a nominated governor to ensure that it reflects current practice.

Review

The policy will be reviewed and submitted to governors for ratification every two years or sooner in the light of changes within The Beckmead Trust, legislation, Wells Park School or government initiatives.

Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Acceptable User/E-Safety policy



Appendix 1: **written statement of behaviour principles**

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff set an excellent example to pupils at all times

Rewards, sanctions and any necessary restrictive interventions are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in significant behaviour incidents to foster effective relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the full governing board and or Board of Trustees, every two years or as required.

Appendix 2: Prohibited and Banned Items (Searching, Screening & Confiscation)

Category	Item / Examples	Legal Status	Rationale (Risk)	Action if Found	Notes on Search & Handling
Weapons	Knives, blades, improvised weapons; firearms/replicas	Prohibited by law	Serious harm, intimidation	Confiscate & secure; inform police; record; inform parents/carers as appropriate	Authorised staff may search without consent where reasonable grounds exist. Maintain chain of custody.
Alcohol	Any alcoholic drink/containers	Prohibited in school	Health/safety; disorder	Confiscate; dispose; record; inform parents/carers	Consider safeguarding context.



Controlled drugs	Illegal drugs; drug paraphernalia	Prohibited by law	Health; criminality	Confiscate; inform police ; record; inform parents/carers unless risk	Handle minimal contact; notify DSL.
Stolen items	Any suspected stolen property	Prohibited by law	Victimisation; criminality	Confiscate; secure/return; inform police as appropriate; record	Keep clear record of recovery.
Tobacco/cigarette papers	Cigarettes, rolling papers	DfE prohibited items	Health; standards	Confiscate; dispose ; record; inform parents/carers	Apply smoking/vaping rules consistently.
Vapes/e-cigarettes	Disposable/refillable devices, liquids	Banned by school rules	Health; unknown substances	Confiscate; dispose ; record; inform parents/carers	Treat as tobacco-equivalent for sanctions.
Fireworks/ignition sources	Fireworks, lighters, matches	Fireworks: DfE prohibited; ignition: banned by rules	Fire/injury risk	Confiscate; dispose ; record; inform parents/carers	Consider police if criminal use suspected.
Aerosols/solvents	Deodorant sprays, solvent sprays	Banned by school rules	Asthma triggers; flammability	Confiscate; dispose/return to adult ; record	Promote roll-on alternatives.
Pornographic images	Printed/digital (incl. on devices)	DfE prohibited (illegality if extreme/underage)	Safeguarding; offence risk	Secure; inform DSL; inform police where relevant; record; inform parents/carers as appropriate	Handle digital evidence minimally; follow safeguarding protocol.



Articles intended for harm	Any article used/likely to be used to cause injury/damage or commit an offence (e.g., heavy chain)	DfE prohibited	Injury/property damage	Confiscate; secure; inform police as appropriate; record	Assess context and proportionality.
Medication (non-prescribed/unauthorised)	Non-prescribed meds carried/used without permission	Banned by school rules	Health risk; misuse	Confiscate; log; hand to medical lead/parent; record	Follow Medication Policy/MAR processes.
Other banned items by school rules	Energy drinks; laser pointers; large glass bottles; offensive materials; high-powered magnets; Bluetooth speakers (disruption)	Banned by school rules	Health/safety; disruption; safeguarding	Confiscate; dispose/retain per policy; record; inform parents/carers	Publish/brief annually; display on website and in pupil induction.

Recording & Communication

- Record **all** searches for prohibited items (including when nothing is found) in the school safeguarding/behaviour system.
- Inform the **DSL** without delay where a safeguarding risk is indicated.
- Inform **parents/carers/Social Worker** of searches for prohibited items and outcomes unless doing so would place a child at risk or prejudice a police inquiry.

Conduct of Searches

- Must be **lawful, necessary and proportionate**, by **authorised staff**, and follow the latest DfE guidance.



- Same-sex member of staff with a witness wherever practicable; emergency exceptions as set out in policy.
- **Strip searches are not used** at Wells Park. Where concealment near the body is suspected, **parents/carers are contacted** and the pupil is supervised in a nominated space until they arrive.

Review

- This appendix is reviewed **annually** (and immediately if DfE guidance changes) and approved alongside the Behaviour Management Policy.