

POLICY TITLE: Behaviour for Learning and Anti-Bullying Policy

STATUS: Statutory

DATE OF REVIEW: March 2026



1. Ethos Statement

- 1.1 At The Latimer Arts College we are committed to creating a positive, inclusive learning and working environment that promotes excellence and is disruption free.
- 1.2 We aim foster a culture of tolerance and mutual respect, where individuality is celebrated in order to ensure that all members of the School community, whatever their gender, ethnic origin, religion, sexual orientation, social background or ability, can thrive personally, socially, morally, spiritually and educationally, without interruption, bullying or harassment.

2. Aims, Background and Purpose

- 2.1 At The Latimer Arts College we aim to promote values of honesty, excellence, ambition, respect and teamwork in our students through positive role models, high expectations and high quality, consistent teaching and learning.
- 2.2 The purpose of this policy is to fulfil our duty of care to students and employees: promote teaching, learning and high standards of attainment and to preserve the reputation of the School.
- 2.3 Students are expected to attend School and to behave in a positive and respectful way at all times, whilst in School and when off site in School uniform or representing the School.
- 2.4 The rewards and sanctions detailed in this policy are to demonstrate that actions, both positive and negative, have consequences: the rewards in this policy show that we celebrate success, the sanctions show that misbehaviour is not acceptable and will be addressed.
- 2.5 The governors and senior leaders of the School expect that teachers have a core responsibility for managing behaviour in their classrooms and that all staff in the School have responsibility for addressing behaviour (both positive and negative) outside of the classroom.

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent suspension from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) * see Appendix 1 for adaptations based on SEND to this policy.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Statement of our Principles

4.1 The Governing Body has set out its statement of Behaviour Principles (Annex 1), which this policy supports.

5. Celebrating Achievements

5.1 We believe that positive behaviour for learning should be celebrated.

5.2 Where positive behaviour is displayed, we will take every opportunity to recognise this and to encourage and motivate students to strive for excellence.

5.3 There are a range of ways in which a student may be rewarded, some of which include:

- Verbal and written praise and feedback on classroom learning
- House points and prizes
- Contact with parents and carers through Satchel:one, phone calls, letters or postcards home
- Special acknowledgement from the Principal and Senior Leadership Team
- A feature in our social media accounts and/or newsletter
- Termly and annual attendance and departmental awards
- Recognition at our annual '*Pride of Latimer*' award ceremony

6. Promoting Positive Behaviour for Learning

6.1 Our rewards and behaviour systems are designed to encourage students to 'do the right thing'. Our in-class Consequences System is designed primarily as a support system to encourage students to behave in an appropriate way. This is shared with student in assemblies, tutor times and in lessons.

6.2 Where a student is not behaving in an appropriate way, a warning system will be used to encourage a student to modify the inappropriate behaviour that is preventing learning from taking place and logged. Should a student choose to not respond positively to the support that the system offers, they will incur a sanction from the Consequence system.

7. Promoting an Anti-Bullying Environment

7.1 Bullying, as defined by the Anti-Bullying Alliance, is: *‘the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is:*

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)● Homophobic/biphobic● Transphobic● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying (which can include other forms of bullying stated above)	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

7.2 Bullying is unacceptable and The Latimer Arts College will not condone any type of bullying.

7.3 Where an allegation of bullying is reported, this will be acknowledged through either verbal or written communication with the student and relevant parents or carers, along with confirmation to the relevant parties of the definition of bullying and that the incident will be recorded and investigated.

7.4 Where an allegation of bullying is made, the School will investigate this, in line with the definition of bullying as set out in this Behaviour for Learning including Anti-Bullying Policy.

7.5 Following the investigation of an allegation of bullying, the School will determine if the incident meets the definition of bullying or not and will add this to the written record, feeding back to the relevant parties accordingly.

7.6 Following the investigation of an allegation of bullying, should the allegation be substantiated, and sanctions be required, they will be implemented in line with this Behaviour for Learning including Anti-Bullying Policy.

7.7 If necessary and appropriate, the police will be consulted.

7.8 Where an allegation of bullying is substantiated, support will be offered to the victim. Appropriate actions will also be taken with the perpetrator in order for them to understand the impact of their behaviour and to facilitate a positive change in future behaviour.

7.9 Should an allegation of bullying not be deemed so, but is a negative behaviour, and sanctions be required, they will be implemented in line with this Behaviour for Learning including Anti-Bullying Policy.

8. Sexual harassment and sexual violence

8.1 The Latimer Arts College will not condone or tolerate any type of sexual harassment sexual violence, including:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence)
- online sexual harassment

8.2 The School will encourage and promote the reporting of incidents or anything that makes them uncomfortable no matter how ‘small’ they feel it might be.

8.3 The School will ensure that all reported incidents of sexual harassment and/or harmful sexual behaviour are never ignored and met with a suitable response which will be:

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

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

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

9. Staff Statutory Authority in Addressing Negative Behaviour

9.1 Staff have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

9.2 Staff have the power to discipline students for misbehaving outside of the School premises “to such an extent as is reasonable.”

9.3 Staff may discipline students for misbehaviour when the student is:

- Taking part in any School-organised or School-related activity
- Travelling to or from School
- Wearing School uniform
- In some other way identifiable as a student at the School

or

- At any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the School or poses a threat to another student or member of the public or could adversely affect the reputation of the School.

- 9.4 In cases of inappropriate use of social media, outside of School hours, as this is not a School matter, the School will advise parent and carers to report the incident to the appropriate organisation.
- 9.5 In all cases of misbehaviour, staff can only discipline the student on School premises or elsewhere when the student is under the lawful control of the staff member.
- 9.6 In line with our CCTV Policy, the Principal and other authorised staff can view CCTV footage in order to make a decision about behaviour incidents.

10. Sanctions

- 10.1 Staff have legal powers to uphold the School's Behaviour for Learning including Anti-Bullying Policy.
- 10.2 As it disrupts the learning of others and/or has a negative impact on the reputation of the School, the School will not condone unacceptable or antisocial behaviour of any kind, including unacceptable behaviour that occurs outside of School and/or on a School trip or visit.
- 10.3 Swearing and/or verbally abusive language used in and around the School, outside of School and/or on a School trip or visit will not be condoned and will incur a sanction in line with this policy.
- 10.4 Where a student does not meet the School's expectations about standards of behaviour a number of different sanctions could be applied accordingly, including:
- A verbal warning or reprimand
 - Detentions: lunchtime and after school
(Activities that may be undertaken during a detention include the completion of classwork or extended learning until it meets the required standard, or the completion of additional learning activities)
 - Loss of privileges, such as attendance at school events
 - Community Service
 - Internal Suspension
 - External Suspension
 - Permanent Exclusion

11. Detentions

- 11.1. Staff have the power to issue detentions to students and this is a sanction that the School may use.
- 11.2 Parental consent is not required for detentions.
- 11.3 Where an after school detention is set, for longer than 15 minutes, 24 hours' notice will be given to parents and carers to allow time to make alternative after school arrangements for their child, should they need to do so. Where alternative arrangements need to be made, it does not matter if making these arrangements are inconvenient for the parent or carer.
- 11.4 For more serious negative behaviours or where shorter detentions are shown to be unsuccessful in improving behaviour, an after school Senior Leader detention may be issued. A Senior Leader after school detention can be up to 2 hours long.
- 11.5 In exceptional circumstances or where an internal suspension has been issued, a student may incur an afterschool detention of longer than 15 minutes, without prior notification to the parents and carers. Only the Principal can authorise this, and although it will not be used routinely, it is within a school's statutory authority to be able to do this.
- 11.6 Rearranging a detention will only be done in the most exceptional of circumstances as agreed by the SLT, not as a matter of routine. Transport will not be an excuse as lifts can be arranged in most

cases. Inconvenience to parents/carers is also not a valid reason. With proof of an external medical appointment that cannot be moved, SLT will consider this.

12. Internal Suspension

- 12.1 This facility is used in order to withdraw students from their mainstream lessons as a result of persistent or more serious negative behaviour. This is classed as a C4.
- 12.2 Students who are issued with internal suspension will be provided with alternative learning. Where a student is placed in internal suspension, parents and carers will be contacted.
- 12.3 The length of time that a student will be placed in internal suspension will vary according to the severity of the incidents.
- 12.4 Students may be placed in internal suspension whilst a behaviour incident is being investigated (this is not a sanction).

13. External Suspension: Suspension for a Fixed Period of Time

- 13.1 Suspensions may be used for serious breaches of the school behaviour for learning policy or persistent negative behaviours that have not improved following the use of internal suspension.
- 13.2 The following types of behaviours are examples of those that may result in a suspension being incurred (this is not an exhaustive list):
 - Behaviour that persistently disrupts the learning of others
 - Dangerous behaviour that could harm themselves or others
 - Persistent bullying
 - Being under the influence of drugs or alcohol
 - Deliberate damage or vandalism to school or the personal property of others
 - Physical assault
 - Refusal to comply
 - Sexual violence
 - Sexual harassment
 - Smoking, including being found in possession of smoking paraphernalia
 - Swearing at/directed to a member of staff
 - Theft
- 13.3 Where a suspension is issued, a student will not be allowed on the School site for the duration of the sanction. Suitable learning activities will be set and where possible marked for the student during this time. Should the suspension last for more than five days, alternative arrangements (including at another institution) for the education of the student will be arranged.
- 13.4 A penalty notice may be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period suspension.
- 13.5 Where a student is issued with a suspension, both the student and their parents or carers will be expected to attend a reintegration interview with a School leader and a member of the Student Support Team.
- 13.6 The School has the right to direct a student to an alternative provision for the purposes of improving behaviour (off site directive).

14. Permanent Exclusion

- 14.1 A permanent suspension is when a student is no longer allowed to attend the School (unless the student is reinstated). The decision to exclude a student permanently may be taken:
- in response to a serious breach or persistent breaches of the School's Behaviour for Learning, including Anti-Bullying Policy
or
 - where allowing a student to remain in School would seriously harm the education or welfare of the student or others such as staff or students in the school.
- 14.2 We have a zero tolerance approach to the possession of an offensive weapon or any item that has been deliberately made to cause harm. Any student who is known to have a weapon will be permanently excluded.
- 14.3 Any incident involving an offensive weapon will be reported to the police.
- 14.4 We have a zero tolerance approach to the unauthorised use or possession of illegal, legal controlled drugs or synthetic drugs by students. A permanent suspension will be the result of any student who, following investigation, is known to have used, been in possession of or distributed or sold drugs to other students whilst on the School site or during a School activity (in accordance with section 7).
- 14.5 Any drugs related incidents will be reported to the police.
- 14.6 When a student is permanently excluded, suitable learning activities will be set and marked for the student for the first five days after the permanent exclusion took place. The local authority must arrange suitable full-time education for the student to begin from the sixth school day after the first day the permanent suspension took place.
- 14.7 A penalty notice may be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a permanent exclusion.

15. Confiscation and searches and screening

- 15.1 The School will use the recommendations set out in the Department of Education 'Searching, Screening and Confiscation' as guidance.
- 15.2 School staff can search students with their consent for any item. The school may use a wand style detector to check for possession of banned items such as a mobile phone or suspected weapon (including on entrance to exam halls). This scan will be limited to a wave past of clothing and not involve actual physical contact.
- 15.3 The School is not required to inform parents or carers before a search takes place or to seek their consent to search their child.
- 15.4 The School may choose to search a student if they suspect that a student may be in possession of any items that are set out as banned within this policy.
- 15.5 The School may choose to search a student if they suspect that they are in possession of an item that does not belong to them.
- 15.6 If there is a need to search a student, the search will typically be conducted with a member of SLT present, and at least one other member of the School staff.
- 15.7 There must always be at least two members of staff present when conducting the search, one of which will always be of the same gender to that of the student being searched.

- 15.8 The search will typically be conducted within a room, rather than a public or communal area within the School and every attempt will be made for the process to be carried out in a discreet and sensitive manner.
- 15.9 A member of SLT can carry out a search of a student of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 15.10 Where School staff believe that the search is justified and proportionate, a student does not have the right to refuse.
- 15.11 If a student refuses to be searched, and School staff have reasonable grounds to believe that they have an item that is harmful or dangerous, they may search the student without their consent.
- 15.12 If a student continues to refuse to give their consent the student will be placed in an isolated room, supervised by two members of staff and both their parents/carers and the police will be contacted.
- 15.13 Students who refuse to be searched, and therefore refuse to comply, will incur a sanction, in line with this policy.
- 15.14 Where a search has taken place, whether a prohibited item has been found or not, parents/carers will be notified of the search and the outcome.

16. Searching Electronic Devices

- 16.1 If the School reasonably suspects an electronic device/ files / data has been, or is likely to be used, to commit an offence or cause personal injury or damage to property, they may examine the data / files. There is no need for parent or carer consent.
- 16.2 If the School reasonably suspects the electronic device / files / data contains evidence in relation to an offence, they must give the device to the police. Evidence relevant to an offence, including pornographic images should not be deleted prior to giving the device to the police.

17. Confiscation of Banned Items

- 17.1 School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to School discipline or that are not in line with School policies.
- 17.2 The following items should not be brought into School. If they are and found in the possession of a student, or suspected to have been brought into School by a student then one of the sanctions previously listed in this document will be applied.

This list is not exhaustive:

- Alcohol
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Fireworks / pyrotechnics
- Illegal, legal controlled or synthetic drugs
- Knives / weapons / an implement that has been fashioned into a weapon
- Laser pens
- Pornographic images
- Stolen items
- Tobacco and associated paraphernalia (for example but not exclusively: tobacco, electronic cigarettes, e-liquid, vaping equipment, shisha pens, accelerants and solvents, matches, lighters, roll ups, papers, cigarettes).
- Any other item that could be considered illegal, dangerous or has the potential to cause harm

- 17.3 Any item that is confiscated that is deemed to be harmful or dangerous, will either be given to the police or disposed of. These will not be returned.
- 17.4 Please note that if mobile phones or other electronic devices, and the associated headphones, are brought into School, these should be switched off and placed in bags at the start of the day once a student arrives at the School gates. For some year groups, electronic devices are permitted in lessons for learning activities and should be switched off and replaced in bags once the activity is completed. If electronic devices and headphones are seen at other times, these will be confiscated. If phones are confiscated the student will receive a sanction. For repeated breaches, the phone will be retained for parental/carer collection.

If this negative behaviour continues, further sanctions, in line with this policy, will be implemented.

- 17.5 Our School Uniform Policy and Sixth Form Dress Code Policy sets out our expectations in relation to uniform. Any item being worn that does not follow this policy may be confiscated by School staff. Breaches of these policies may result in a student being sent home to correct the uniform breach or one of the sanctions above being applied.

18. Reasonable Force

- 18.1 The School will use the recommendations set out in the Department of Education 'Use of Reasonable Force' guidance which relates to the Education Act 1996 and the Education and Inspections Act 2006.
- 18.2 Physical force in any circumstance will be avoided within the School. However, this may be deemed necessary in particular situations. The School is not a "no touch" establishment.
- 18.3 All members of School staff have a legal power to use reasonable force. This power applies to any member of staff at the School. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents or carers accompanying students on a school organised visit.
- 18.4 Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- 18.5 Reasonable force may be used in the following circumstances. This list is not exhaustive:
- To remove disruptive students from the classroom where they have refused to follow an instruction to do so
 - To prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 - To prevent a student from attacking a member of staff or another student, or to stop a fight
 - To restrain a student at risk of harming themselves through physical outbursts.
- 18.6 Where reasonable force or restraint has been used (Team Teach), a record of this will be made or kept.

19. Malicious allegations

- 19.1 Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy.
- 19.2 Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy.

19.3 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 student 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 students accused of misconduct.

Linked Policy and Procedural Documents:	<p>The Latimer Arts College Child Protection and Safeguarding Policy</p> <p>ICT Acceptable Use Protocol</p> <p>Sixth Form Student Guide</p> <p>School Information Booklet for Parents and Carers</p>
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Annex 1

Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All staff have the right to feel safe, valued and respected
- We will operate in a culture of mutual respect and are committed to equality and eradicating discrimination, harassment and bullying of any kind.
- We will promote high expectations of students and staff, with our staff being positive role models for our students
- We are committed to securing excellent outcomes for all students.
- We are a “disruption free School”
- Rewards, sanctions and reasonable force are used consistently by staff, in line with our Behaviour for Learning, including Anti-Bullying Policy
- We will work in partnership with all parents and carers and other agencies to secure the highest standards of behaviour and outcomes.
- Our Behaviour for Learning, including Anti-Bullying Policy is understood by students, staff and parents and carers

This written statement of behaviour principles is reviewed annually by the full Governing Body, in line with their review of the Behaviour for Learning, including Anti-Bullying Policy.

Appendix A - Individual Reasonable Adjustment to the Behaviour Policy.

This guidance is based on the Equality Act (2010 (in particular section 149), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale: The Latimer Arts College is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our school. To ensure discrimination does not take place, specific policies and practice may need to be adjusted.

Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments:

Stage 1 – Meeting with Parents and Carers, the student, Head of Year and the SEND Provision Lead to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SEND Provision Lead will add these to the student's SEND Student Profile and distribute this to their teaching staff, Pastoral Team and the Senior Leadership Team. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will be uploaded to the SEND library so all staff can identify the adjustments to the Behaviour Policy alongside any other support strategies in place for the student. If deemed necessary, the SEND Provision Lead may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: Maplefields SEMH Outreach Team, Better Together Learning Trust, SEND Support Service. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Student Profile and shared with key staff.

Examples of specific supportive learning strategies that may be used:
Increased use of praise
Time out card
Attendance to Aspire (homework club run each day after school)
Seating Plan adjustment
Step by step and repeated instructions
Use of a visual checklists
Private notification of warnings, including post it notes on desks
Chunked tasks

Examples of adjustments to the Behaviour Policy that may be used:
Pre-warning given
Additional take up time to process instructions / warnings given
Shorter length of detention / no lunch time detentions to aid with regulation
Regulation time in Learning Support
Time out card in the Removal room
Shorter time spent in the Removal room

Access to a laptop in the Removal room
Restorative discussion with the teacher to take place immediately, rather than the end of the day

Please note the above are examples; strategies and adjustments that may be arranged on a personalised basis dependent on need. If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.

Implementing Visual Timetables: Help students maintain positive behaviour by providing structure and predictability through visual timetables, aiding in smooth transitions and managing changes in their routine.

Cognition and Learning

- Differentiated Behavioural Expectations: Tailor expectations based on the student's cognitive abilities and learning profile.
- Positive Reinforcement: Use frequent and specific praise to encourage positive behaviour, highlighting successes and efforts.

Social, Emotional, and Mental Health

- Tactical ignoring: A behaviour management technique where attention is deliberately withheld from inappropriate behaviour to reduce its occurrence and reinforce positive behaviour.
- Redirection: A behaviour management technique where attention is shifted from inappropriate behaviour to a more appropriate and positive activity or behaviour.
- Calm and Safe Spaces: Create designated areas where students can go to calm down and regulate during periods of distress.
- Emotional Regulation Support: Teach and reinforce emotional regulation strategies, such as deep breathing, mindfulness, and relaxation techniques.
- Consistent Routines: Establish predictable and consistent routines to provide a sense of security and reduce anxiety.

Sensory and/or Physical Needs

- School approved Fidget toys: where a diagnosis or need requires this to help students manage their sensory needs and stay focused. Fidget toys are to be distributed by the SEND team only.
- Strategic Seating Arrangements: Strategic seating choices that meets their sensory and physical needs, such as at the front of the class, seated near the door for easy time out access.
- For children with more severe needs, a bespoke approach to reasonable adjustments may require extensive planning and further positive behaviour management strategies.

Positive Behaviour Management Strategies:

Building Strong Relationships

- Consistent, Trusting Relationships: Establish stable, trusting relationships with a consistent support network of adults.
- Empathy and Understanding: Show empathy and take the time to understand the child's perspective and experiences.

Clear Expectations and Routine

- Structured Environment: Provide a predictable and structured environment with clear, consistent routines.
- Clear Rules and Expectations: Communicate rules and expectations clearly, using visual aids, which are supported and reinforced by our 'BEGIN' and 'END' lesson expectations and our five teaching and learning models that are displayed in all classrooms.

Positive Reinforcement:

- Reward Systems: Use reward systems such as token economies, praise, or certificates to reinforce positive behaviour.
- Specific Praise: Give specific, positive feedback when the child demonstrates desirable behaviour.

Emotional Regulation Support:

- Teach Coping Strategies: Teach and practice coping strategies such as deep breathing, mindfulness, and relaxation techniques.
- Emotion Coaching: Help children identify their emotions and develop strategies to manage them effectively.

Social Skills Training:

- Role-Playing and Social Stories: Use role-playing and social stories to teach appropriate social interactions and responses.
- Peer Support: Foster peer support help children build positive relationships.

Individualised Behaviour Plans:

- Tailored Interventions: Develop individualised behaviour plans that address specific needs and triggers.
- SMART Goals: Set Specific, Measurable, Achievable, Relevant, and Time-bound goals to guide behaviour improvements.

Calm and Safe Spaces

- Designated Calm Areas: Provide access to calm, safe spaces where children can retreat to self-regulate.
- Sensory Breaks: Offer regular sensory breaks to help children manage sensory overload and stay focused.

Positive Role Models

- Model Appropriate Behaviour: Demonstrate positive behaviour and social interactions through adult role models.
- Mentoring: Pair children with positive role models or mentors who can provide guidance and support.

Engaging Activities:

- Hands-On Activities: Use hands-on, interactive activities to keep children engaged and involved.
- Multi-sensory teaching methods.

Consistent Communication:

- Regular Check-Ins: Hold regular check-ins with the child to discuss progress, challenges, and feelings.
- Open Dialogue with Parents and Carers: Maintain open and consistent communication with Parents and Carers to ensure a coordinated approach.

These reasonable adjustments, which if employed for all children, may compromise the consistency of applying the behaviour policy. Therefore, such reasonable adjustments, will be agreed on a case-by-case basis and documented in the Student Profile within the SEND library, alongside a Positive Handling Plan where necessary. These plans will be drawn up, in consultation with Parents and Carers, and where appropriate, in consultation with external agencies with specialism in social, emotional & mental health. Where a child or young person is presenting with severe needs, that are not met through these reasonable adjustments, the Student Profile and Positive Handling Plan will be reviewed with the Senior Leadership Team.