Part of the Branches Education Group

BEHAVIOUR REWARDS AND SANCTIONS POLICY

Approved By	R.Warhurst	Head Teacher	Aug 2026
Amendments Made			
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Signed	R.Warhurst	Head Teacher	Aug 2026
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1.0 Rationale

Silver Birch School delivers education according to the individual needs of pupils, in a safe, positive and predictable environment. Pupils have a range of complex needs and diagnoses, including communication difficulties, autism, social, emotional and mental health issues which might lead to challenging behaviour.

This policy provides clear guidance on our expectations and the methods we use to promote positive behaviour throughout our school. This policy outlines the behaviour we expect from all pupils, staff and visitors to our school. It extends to all members of our school community. The policy is written in line with current legislation, guidance and best practice.

1.1 Behaviour Management Approach

We believe that the approach and strategies a school uses to manage behaviour are intrinsically linked to the ethos and prevailing culture of that school. For us, it is critical that our practice is inclusive and child-centred, where it relates to dealing with behaviour.

1.2 Verbal and Safety Approaches

Our staff team is trained to promote positive behaviour, de-escalate negative behaviours and to use physical intervention techniques as a very last resort.

We selected the Crisis Prevention Institute for staff training because we believe that their Verbal and Safety approaches are ethically compatible with the context of our school and support us to address inappropriate pupil behaviour. We are committed to promoting inclusion, choice, participation and equality of opportunity for all pupils.

See Appendix 1 *for more detail about the Crisis Prevention Institute (CPI) Safety Intervention Foundation.*

1.3 The Functions of Behaviour

We believe that all behaviour relates to having, or not having, certain needs met. All behaviour is functional and serves an identifiable purpose, i.e. there is a reason behind all behaviours.

Some of our pupils display challenging behaviour as a response to a complex range of needs, including those associated with their communication, learning difficulties or disabilities. These problems may be compounded by additional difficulties associated with developmental trauma, mental health issues, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

1.4 Our Philosophy

At Silver Birch School, we are committed to creating a safe, nurturing and inclusive community where every pupil feels valued, respected and supported to achieve their potential. We believe that positive behaviour and self-discipline are fundamental to successful learning, healthy relationships and preparation for adult life. Our behaviour culture is built upon mutual trust, respect, consistency and high expectations, ensuring that all members of our community feel safe, secure and able to thrive.

We recognise that many of our pupils have experienced significant barriers to learning, including SEND, SEMH needs, trauma, disrupted educational experiences and challenges with emotional regulation. As a specialist provision, we understand that behaviour is a form of communication and that all behaviour serves a purpose. Our role is to understand the needs underlying behaviour, remove barriers to learning and equip pupils with the skills they need to succeed.

We believe that strong relationships are the foundation of positive outcomes. Staff adopt a curious, reflective and trauma-informed approach, seeking to understand behaviour whilst maintaining clear expectations and consistent boundaries.

At Cherry Tree, we believe that:

- Behaviour is communication.
- Relationships come before consequences.
- Connection comes before correction.
- Every pupil deserves a fresh start.
- Emotional regulation must be taught and modelled.
- Consistency creates safety.
- Success should be recognised and celebrated.
- Restorative approaches support meaningful change.

Through positive relationships, restorative practice and personalised support, we help pupils develop self-awareness, resilience, independence and respect for others, enabling them to thrive academically, socially and emotionally.

1.5 Our Aims

Through experience, we know that by encouraging positive behaviour patterns we can promote good relationships throughout the school, built on trust and understanding. This policy will help us to support all pupils to develop a high level of social awareness and tolerance.

Our aim is to ensure that all our pupils leave the school with the key skills and attributes they need to continue to progress to the best of their ability in all areas of life.

Silver Birch School is dedicated to ensuring that our school environment supports learning and the well-being of pupils and staff through a strong sense of community. Co-operation, support, and respect are the foundations of our ethos, and we work hard to provide a school where pupils feel included in every aspect of school life, and comfortable to voice their opinions.

Our school is committed to supporting all pupils to:

- achieve their full potential
- acquire knowledge and skills relevant to life in a demanding, fast changing world
- develop as confident learners
- to take calculated risks within a safe environment
- be curious, ambitious and take pride in their achievements
- achieve high standards in all they do
- develop as self-motivated independent and collaborative learners

- value and care for themselves and others in our community
- understand their rights and responsibilities as citizens
- enjoy what they do and have fun!

To achieve these aims, our school will provide:

- a happy, healthy, safe, and secure environment,
- high standards of teaching with individualised support as needed,
- a relevant and interesting curriculum, delivered in line with the needs and interests of pupils, providing first-hand, relevant and practical experiences,
- a stimulating, evolving and inspirational environment,
- a professional, suitably skilled and supportive staff team,
- effective school leaders and governance ensuring our school continuously develops,
- opportunities for parents and carers to play an active, supportive role in their child's education,
- opportunities outside the classroom, and the chance to extend our close links with the local community. Please refer to our Curriculum Policy and SEND Policy for further information.

1.6 How Do We Achieve our Aims?

We will determine the boundaries of acceptable and unacceptable behaviour. We will describe the rewards and sanctions, or consequences, used by our school. We will determine how they will be fairly and consistently applied, whilst considering the individual needs of pupils.

To achieve this, our school will:

- make clear our expectations of positive behaviour through Tutorials, Assemblies, Lessons, School Council meetings and in published documents,
- reward pupils' achievements, offering praise, awarding points, stickers, certificates,
- treat all members of the community as individuals, respecting their rights, values and beliefs,
- create a zero-tolerance environment by challenging all instances of discrimination or bullying,
- provide positive examples for modelling acceptable behaviours,
- promote good relationships and a sense of pride and belonging to the community,
- intervene early to challenge undesirable behaviour,
- be consistent when dealing with unacceptable behaviour.

2.0 STANDARDS OF BEHAVIOUR

2.1 Modelling Standards of Behaviour

We know that the first step to modelling positive behaviour is to lead by example. We expect all staff, volunteers, and anyone else who comes to the school to act responsibly and professionally.

We work hard to ensure that expectations and standards are clear and consistent across the school. Clear boundaries, positive rewards and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering special educational needs and disabilities (SEND) as well as the additional challenges that many pupils may face.

Staff supervise pupils and are a constant presence around the school, before and after school, between lessons, during break and lunch time, to supervise and support pupils to use the school premises respectfully and behave as expected.

As part of their training, staff are trained to use strategies to manage behaviour in a positive way. Staff understand their roles and responsibilities for ensuring good discipline in school and challenging negative behaviours proactively.

Staff will adopt a consistent approach in their interactions with pupils, using the phrase **'Be Safe, Be Ready, Be Respectful'** to promote positive behaviour and readiness to learn. This language will underpin all interactions, supporting pupils to reflect on their choices through prompts such as, *"Are you ready to learn?"*, *"Are you being safe?"* and *"Are you being respectful?"*

Where appropriate, staff will also link these expectations to the school's vision, **'Building Resilience, Inspiring Growth'**, reinforcing a shared understanding of values and behaviours.

When acknowledging positive behaviour, staff will use pupils' names to personalise praise, strengthen relationships, and promote a sense of belonging.

2.2 Working with Parents and Carers

We work closely with parents and carers to help them to understand their children's needs, and the resulting behaviour. We believe that consistent boundaries and reliable support systems, praise, and rewards for positive behaviour are an important part of building an effective learning community.

We discuss positive behaviour and behaviours of concern with parents and carers regularly. We encourage parents and carers to communicate with the school if they have concerns about their child's behaviour, and we try to support parents when they need it. We promote positive behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are displayed in classrooms and wider school.

2.3 When More Support is Needed

Our positive relationships with pupils and day to day management of attitudes and behaviours will provide a safe school environment for all. However, we know that pupils' behaviour can be influenced by many factors and can change significantly for more prolonged periods of time. When individual pupils engage in persistent disruptive behaviour this can indicate an unmet need. We will work with the pupil, parents, carers and other professionals to understand the trigger. Where additional needs are identified, we will do our best to ensure that the pupil receives appropriate support.

Some pupils may require highly individualised support to access the curriculum and fully benefit from the educational opportunities available. Where appropriate, personalised **Risk Management**

Plans and/or **Positive Behaviour Support Plans** will be developed to identify potential risks, promote positive behaviours and outline consistent strategies to support the pupil's needs. These plans will be reviewed regularly and updated in collaboration with staff, parents/carers and relevant professionals to ensure they remain effective and responsive to the pupil's progress.

Silver Birch adopts a multi-agency approach to meeting pupils' needs. We work closely with the Local Authority, parents/carers and any clinicians or external agencies already involved with the child. Where appropriate, advice and recommendations from these professionals will be used to inform assessment, planning and the implementation of suitable support strategies within school. ***Please read our Special Educational Needs Policy.***

The school will take all reasonable measures to ensure the safety and well-being of all pupils and staff and this includes protection from bullying. We aim to identify and eliminate bullying and other harmful behaviour using preventative and restorative strategies through the active development of pupils' social, emotional and behavioural skills. ***Please read our Anti-bullying Policy***.

3.0 Expectations of Pupils

We expect and support everyone to show respect to one another, whether pupils, staff or visitors. Pupils are ambassadors for our school on and off school premises, and we expect them to act accordingly. Within the context of their identified needs, they are expected to follow school rules, listen, follow instructions from staff, and accept and learn from any sanctions received. This extends to any arrangements put in place to support their behaviour, such as additional pastoral support or mentoring.

3.1 Examples of Unacceptable Behaviour

- verbal abuse to pupils, staff or others
- physical attack on pupils, staff or others
- serious actual or threatened violence against pupils, staff or others
- possession or use of an offensive weapon
- child-on-child sexual violence and sexual harassment
- sexual assault on staff or other adults
- inappropriate online behaviour, including language, soliciting or sharing inappropriate material, images or videos
- indecent behaviour
- possession, use or distribution of alcohol, cigarettes, illegal substances including drugs
- theft
- damage to property
- arson
- deliberate or planned repeat incidents of unacceptable behaviour.

Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated. Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment. Support and actions will be implemented to address any inappropriate behaviour.

In respect of any behaviour where a child has suffered or is likely to suffer harm, we will follow ***our Safeguarding and Child Protection Policy***.

Suspension will be considered for the most serious cases, which cannot be resolved by other means. Decisions will be made taking into account individual pupil needs and the context of any incident. For more information on suspensions, ***please refer to our Suspension and Exclusion Policy***.

3.2 Conduct During Off-Site Visits

We care about our school's reputation and believe that staff and pupils are ambassadors for the school. We promote community cohesion and try to play a positive role in our local and wider community.

Inappropriate behaviour off school site is not acceptable and could result in sanctions. This includes on the way to or from school, or near the school premises. This applies to pupils who do not follow expectations for their conduct during work experience, school trips, extended school activities e.g. sports events, or any event where inappropriate behaviour might jeopardise the future chances of our school participating.

The school will take into consideration the severity and impact of the behaviour and also the extent to which the reputation of the school has been affected.

4.0 THE ROLE OF PARENTS AND CARERS

Parents and carers play a big part in ensuring that their children are aware of the behaviours expected of them when in school and that they are ready for learning.

4.1 Working with Staff to Support their Child

We ask parents and carers to work in partnership with the school to support their child's behaviour, wellbeing and development. This includes supporting the school's Behaviour Policy, recognising the professional role and authority of school staff, and working collaboratively with us to promote positive outcomes for their child.

4.2 Supporting Pupil Readiness for School

Parents and carers have a significant role to play in preparing their child for school. Adopting a consistent routine to help with this is essential and includes ensuring your child:

- attends school regularly, aiming for 100% attendance,
- arrives at school on time,
- has had sufficient sleep and rest to support readiness for learning,
- wears our school uniform,
- brings any additional kit, e.g. for P.E., as agreed in advance.

This will encourage your child to follow routine, procedures and be ready for learning.

5.0 SCHOOL RULES

5.1 Rules Pupils are Expected to Follow

1. Be Safe

- Behave in a safe manner
- Use electronic equipment correctly and carefully
- Keep hands and feet to yourself
- Move safely around the school (walk on the left, don't run indoors)
- Follow adult instructions to keep yourself and others safe

2. Be Ready

- Attend school regularly and arrive on time
- Wear the correct school uniform
- Bring the right equipment for learning
- Listen carefully and follow instructions
- Try your best in all lessons

3. Be Respectful

- Be polite and respectful to others
- Be kind and considerate by using kind hands, kind feet, kind words
- Do not use rude, derogatory, racist, homophobic, misogynistic, sexist, or offensive language
- Take care of our school environment
- Respect other people's space and belongings
- Listen when others are speaking

5.2 Items not Allowed in School

- Knives or weapons, including any items staff consider could be used to cause injury or damage to pupils, staff or property.
- Alcohol.
- Drugs, including illegal or psychoactive substances.
- Suspected stolen items.
- Cigarettes, tobacco, e-cigarettes or smoking paraphernalia, including matches, lighters, vapes, vape liquids, sprays. Smoking is not permitted on school premises.
- Illegal or inappropriate material, including racist, homophobic, misogynistic, sexist or pornography.
- Items associated with gambling, including mobile phones or devices. Gambling is not permitted on school premises.

6.0 BULLYING AND DISCRIMINATION

6.1 Definition of Bullying

Bullying is *"behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally"* (DfE).

We embrace our legal responsibility to prevent and tackle bullying. Our Anti-Bullying Policy and this Behaviour, Rewards and Sanctions Policy are in place and available on our website and from the school office.

Bullying will not be tolerated. Our school is a 'telling school', where staff will work with both victim and perpetrator to provide support and address bullying.

6.2 Discrimination, Harassment and Victimisation

The school is committed to providing a safe, inclusive and respectful environment where every pupil is valued and treated with dignity. All members of the school community have a responsibility to contribute to a culture of mutual respect and to challenge discrimination, harassment, victimisation and prejudice-based behaviour wherever it occurs.

The school complies with the Equality Act 2010 and the Public Sector Equality Duty, where applicable. In carrying out its functions, the school will have due regard to the need to:

1. eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
2. advance equality of opportunity between those who share a protected characteristic and those who do not; and
3. foster good relations between people who share a protected characteristic and those who do not.

The school will not tolerate discrimination, harassment, victimisation, bullying, hate incidents or prejudice-based behaviour directed towards any individual or group. Such behaviour will be taken seriously and addressed promptly through appropriate behaviour, safeguarding and anti-bullying procedures.

Protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

Through the curriculum, assemblies, pastoral support, relationships education and daily interactions, the school promotes understanding, respect, tolerance and appreciation of diversity. Staff are expected to challenge discriminatory language, stereotypes, prejudice and derogatory behaviour in an age-appropriate manner and to support pupils in developing respectful attitudes towards others.

The school makes clear to all pupils that respectful behaviour towards peers, staff, visitors and members of the wider community is expected at all times. Behaviour that targets, demeans or intimidates others because of a protected characteristic, perceived characteristic or association with a protected characteristic will be treated as a serious matter and may result in disciplinary action, safeguarding intervention or referral to external agencies where appropriate.

Incidents involving discriminatory language, prejudice, harassment, hate-related behaviour, sexual harassment, sexual violence or other forms of discriminatory conduct will be recorded, monitored and reviewed by the school. Appropriate support will be offered to those affected, and action will be taken to reduce the likelihood of recurrence.

The school recognises that discriminatory behaviour may constitute a safeguarding concern and will respond in accordance with its Safeguarding and Child Protection Policy, Behaviour Policy and relevant statutory guidance.

Please also refer to the school's Anti-Bullying Policy, Safeguarding and Child Protection Policy, Equality Objectives, and Relationships and Sex Education (RSE) Policy.

7.0 UNIFORM

7.1 Why We Have Uniform

Readiness for learning begins with setting the scene and being prepared. Decisions about uniform were informed after consideration of the many arguments for and against. We believe that uniform helps pupils to develop discipline and pride in their appearance. A simple, standard uniform will help us to promote a positive identity and sense of belonging at our school, whilst removing some unnecessary distractions.

7.2 Our School Uniform

Pupils are expected to wear:

- Silver Birch School white polo shirt or T-shirt.
- Silver Birch School black logo jumper.
- Black school trousers
- Black school shoes or plain black trainers.

Physical Education

On days when pupils have Physical Education, they should attend school wearing their PE kit.

PE kit consists of either:

- Plain white T-shirt with plain black shorts, tracksuit bottoms or leggings; **or**
- Silver Birch School PE T-shirt and tracksuit (available to order online).

All clothing should be practical, safe and suitable for the wide range of learning experiences provided throughout the school day, including outdoor learning, physical activity and educational visits.

8.0 SUPPORT FOR PUPILS

We will support all pupils to succeed during their time at Silver Birch School.

Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, there are a wide range of support strategies which we might use, including:

- increased communication between home and school for joint collaboration around support,
- individual support plans,
- smaller group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group,
- additional literacy or numeracy support if identified as a barrier to learning impacting on pupil behaviour,
- referral for additional support internally or externally,
- timetable review to make supportive modifications.

9.0 REWARDS AND CELEBRATION

We recognise that a strong focus on success, positive engagement, and recognition is key to building a calm, consistent, and supportive school culture. We actively promote and reinforce positive behaviour by recognising when pupils demonstrate our core expectations: Be Safe, Be Ready and Be Respectful.

Our staff prioritise "catching pupils being successful", providing timely and meaningful praise in ways that are appropriate to individual needs. By focusing on small steps of progress, effort, and positive engagement, we aim to build pupils' confidence and encourage further success socially, behaviourally, and academically.

Each pupil will use a daily reward system, where staff recognise and record positive behaviours linked to our three core expectations. This may include the use of stamps, points, or other personalised approaches depending on the needs of the pupil. As pupils become more secure and independent within the setting, these systems may be gradually adapted to promote longer-term motivation and independence.

This approach is designed to support both intrinsic motivation (feeling successful and recognised) and extrinsic reinforcement (rewards and recognition). Achievements can also be shared with parents and carers to strengthen consistency between school and home.

Our aim is to help pupils understand that positive choices, effort, and engagement lead to success. Over time, this builds the foundations for resilience, independence, and motivation, supporting pupils not only in school but in their future lives beyond it.

Pupil success will be celebrated regularly in many ways, including:

Daily

- **Praise:** Staff provide regular, timely recognition in ways that suit individual pupil needs.
- **Reward Points / Money:** Success criteria are personalised to pupils' learning and behaviour needs. Staff award points (Lower School) or Silver Birch money (Upper School).

- **Good Citizen Stamps:** Linked to school values. When a pupil completes a stamp card, they can choose a prize from the daily reward trolley.
- **Postcards:** Staff send positive messages home to parents via postcard.
- **Phone Calls:** Staff make positive phone calls home to share success and achievements.

Weekly

- **Certificates:** Pupils have the opportunity to earn awards such as *Student of the Week*, *Subject Award*, or *Class of the Week*.
- **Reward Points:** Pupils can exchange their points for a reward.

Termly

- **Headteacher's Award:** One pupil from each year group is selected to receive a special certificate and a McDonald's lunch on the final day of term, shared with other winners and a member of SLT.
- **End of Term Trips:** Incentive-based trips linked to key points in the year (e.g. Christmas and Easter).

10.0 Responding to Behaviour Incidents

Silver Birch School recognises that pupils with SEND may require reasonable adjustments in relation to behaviour expectations, support and responses. Staff will always consider a pupil's individual needs, SEND profile, communication needs, age, understanding, personal circumstances and any relevant support plans when responding to behaviour.

Staff will:

- Remain calm.
- Use respectful language.
- Reduce the audience where possible.
- Use de-escalation and co-regulation strategies.
- Offer regulation opportunities.
- Maintain professional boundaries.
- Focus on safety.
- Follow individual support plans, risk assessments and behaviour support plans where applicable.

Responses may include:

- Verbal reminders.
- Redirection.
- Restorative conversations.
- Reflection opportunities.

- Regulation breaks.
- Support from trusted adults.
- Review of support plans and strategies.

Approaches that shame, humiliate or intentionally isolate pupils are not consistent with our values and will not be used. All responses will be proportionate, supportive and focused on helping pupils learn from their experiences, repair relationships and make positive choices moving forward.

This version reads slightly stronger from an inspection perspective because it clearly links behaviour responses to SEND, individual plans, proportionality and restorative practice.

10.1 Consequences and Supportive Interventions

The school has a range of consequences and supportive interventions which may be applied in response to behaviour that does not meet the expectations set out in this policy. Responses will be proportionate, reasonable and appropriate to the circumstances of the incident, the age and stage of development of the pupil, and any individual needs or vulnerabilities, including SEND and safeguarding considerations.

In accordance with Section 91 of the Education and Inspections Act 2006, teachers and authorised members of staff have statutory powers to discipline pupils whose behaviour falls below expected standards. Consequences will be applied fairly, consistently and without discrimination. Deprivation of food, drink, medication, access to sanitary products or corporal punishment will never be used.

The school's approach is based on the principle that behaviour can be taught, supported and improved. Where possible, staff will seek to understand the reasons behind behaviour and support pupils to develop the skills necessary to make positive choices in the future.

Sanctions include:
Appropriate Staff Member

1. **Reminder** – A reminder of the three rules delivered privately, wherever possible. A child might receive repeated reminders, if reasonable adjustments are necessary.
2. **Prompt** – A clear verbal prompt delivered privately, wherever possible, making the pupil aware of their behaviour and supporting them to make a positive choice before further intervention is required.
3. **Regulation Time** – Pupil is encouraged to access a short period of time away from the classroom or group when they are becoming overwhelmed or dysregulated. This may take place with a member of staff in a quieter area. The aim is to help the pupil regulate their emotions, use coping strategies and prepare to successfully return to learning. This is a supportive strategy and not a sanction or form of seclusion.
4. **Reflection and Re-engagement** – If a pupil is finding it difficult to engage with expectations, a member of staff will speak with them privately to provide support and encouragement. The adult will help the pupil reflect on the situation, remind them of previous successes and offer clear, positive choices to support re-engagement. The pupil will be given a short period of time to make a positive choice before staff revisit the conversation and provide any further support needed to help them return successfully to learning.
5. **Reflection Time** – This stage will only be used where strategies within Steps 1–4 have been unsuccessful. Reflection time is facilitated by the appropriate staff member and provides an opportunity for the pupil to reflect on their behaviour, repair any harm caused and/or complete missed learning. This will usually take place during the choice section of the lesson

and may extend into break time if required. However, pupils will always retain access to part of their break to support movement, fresh air and regulation.

6. **Contact Home** - Class teacher to make contact with parents to bring behaviour to their attention and to inform them of the actions taken. This contact should be made as soon as possible.

Further Intervention

1. **Change of Face** – Should the child continue to make poor choices that disrupt the learning of others and steps 1-5 have been followed, class teacher may call or radio for a change of face to support the pupil.
2. **Behaviour Tracker / Target Sheet** – If a pupil continues to experience difficulties in meeting expectations despite universal support strategies, SLT may decide to implement an individual behaviour tracker or target sheet. Parents/carers will be informed of this arrangement. The purpose of the tracker is to help monitor patterns of behaviour, identify potential triggers, recognise strengths and successes, and determine whether any additional support or interventions may be required to help the pupil be successful in school.
3. **Reflection Time & Contact Home (with / from SLT**) – Continued poor behaviour will escalate to reflection with a member of SLT and a phone call home to discuss concerns.
4. **Alternative Arrangements During Break and Lunchtime** – Where a pupil's behaviour during break or lunchtime presents a safety risk, alternative arrangements may be implemented. This may include supervised access to an alternative indoor or outdoor space for an agreed period. Any such arrangement will be based on individual need, reflected within the pupil's Risk Management Plan and reviewed regularly by staff and senior leaders. Parents/carers will be informed of any ongoing arrangements.
5. **Restriction from Off-Site Activities** – Where a pupil's behaviour presents a risk to the safe running of an off-site activity, they may be temporarily unable to attend specific educational visits, sporting events, enrichment activities or reward trips. Decisions will be based on an individual risk assessment and reflected within the pupil's Risk Management Plan. These arrangements will be reviewed regularly, with the aim of supporting the pupil to safely access future opportunities. Where appropriate, alternative on-site activities providing a similar educational, enrichment or reward experience will be arranged. Parents/carers will be informed of any such decisions by SLT.
6. **Invite parents in for meeting (with SLT)** – Staff to outline concerns, discuss how the child can be supported moving forward and to explain what the next steps would be in the result of no improvement.
7. **Multi-Agency Meeting** – A meeting involving relevant professionals, parents/carers and school staff may be arranged to review ongoing concerns, evaluate the effectiveness of current support, identify additional support pathways and consider whether any amendments to the pupil's provision are required.

11.0 Supporting Behaviour Challenges

Where pupils experience challenges with behaviour, staff will adopt a graduated and needs-led approach, providing increasing levels of support where required.

Universal Support

- Positive relationships
- Consistent routines and expectations
- Quality First Teaching

- Regulation support, including the use of Zones of Regulation
- Positive reinforcement and recognition
- Reasonable adjustments to support individual needs

Targeted Support

- Behaviour Support Plans
- Mentoring and key adult support
- Social skills interventions
- Emotional literacy and regulation support
- Additional pastoral support
- Increased communication with parents/carers

Intensive Support

- Multi-agency involvement
- Therapeutic interventions
- Individual Risk Management Plans
- Bespoke timetables and transition arrangements
- Enhanced staffing support
- Regular review meetings with parents/carers and professionals

11.1 Behaviour Beyond School

The school may apply this Behaviour Policy to pupils' conduct outside of the school premises where it is reasonable to do so. This includes behaviour occurring online, whilst travelling to and from school, whilst wearing school uniform, during off-site educational visits, work experience placements, residential visits, sporting events, and any activity where a pupil can be identified as a member of the school community.

The school may take appropriate action where off-site behaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to the safety, wellbeing or welfare of a pupil, member of staff or member of the public;
- could adversely affect the reputation of the school;
- involves bullying, cyberbullying, harassment, discrimination, child-on-child abuse or other safeguarding concerns; or
- breaches the school's expectations regarding conduct and behaviour.

Where concerns arise, the school will consider the circumstances of the incident, the pupil's age and needs, any safeguarding concerns, and whether further investigation or support is required. Appropriate measures may include restorative approaches, behaviour support, safeguarding intervention, sanctions in accordance with this policy, or referral to external agencies where necessary.

The school will work collaboratively with parents/carers, transport providers, local authorities, children's social care, the police and other relevant agencies and professionals, where appropriate, to promote positive behaviour, safeguard pupils and support successful outcomes.

Incidents occurring beyond the school site will be recorded and monitored where appropriate to support safeguarding, identify emerging patterns of concern and inform behaviour support planning and school improvement activities.

The school recognises that online behaviour can have a significant impact on pupils' safety and wellbeing. Behaviour that occurs online and affects members of the school community may be addressed under this policy, including incidents involving cyberbullying, harassment, intimidation, image-sharing, discrimination or conduct that gives rise to safeguarding concerns.

12.0 Powers to Search and Confiscate Property

In accordance with the Education and Inspections Act 2006 and the Department for Education guidance *Searching, Screening and Confiscation*, authorised school staff may search pupils for prohibited items and may confiscate, retain or dispose of items where it is lawful and reasonable to do so. Staff may also confiscate items that are banned under the school's behaviour policy.

The school will always seek to maintain a safe, calm and secure environment for pupils, staff and visitors. Where staff have reasonable grounds to suspect that a pupil is in possession of a prohibited item, the pupil will normally be asked to surrender the item voluntarily. However, authorised staff have the legal power to search a pupil or their possessions without consent where the law permits.

Prohibited Items

Items that may be searched for and confiscated include, but are not limited to:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarettes, e-cigarettes, vaping devices and associated paraphernalia;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used:
    - to commit an offence;
    - to cause personal injury to any person; or
    - to damage property; and
- any other item identified as prohibited under the school's behaviour policy where the law permits such a search.

Conduct of Searches

Searches will be carried out lawfully, sensitively and with due regard to the pupil's age, needs, dignity, privacy and welfare. Where appropriate, the school will consider any safeguarding, SEND, medical or vulnerability factors before conducting a search.

Where a search identifies safeguarding concerns, the matter will be referred immediately to the Designated Safeguarding Lead (DSL), who will determine whether further action is required, including referral to external agencies where appropriate.

Confiscation and Disposal of Property

Any item that presents a risk to the safety, welfare or good order of the school may be confiscated without prior notice.

Confiscated items will be retained, returned, disposed of or handed to the police in accordance with statutory guidance and school procedures. Illegal items, controlled drugs, weapons and items suspected to be evidence of a criminal offence will normally be secured and reported to the police as appropriate.

The school will maintain appropriate records of searches and confiscations, particularly where prohibited items are found or safeguarding concerns arise. Parents/carers will be informed where appropriate and in accordance with statutory guidance and safeguarding procedures.

12.3 Electronic Devices

Pupils are not permitted to have mobile phones or other unauthorised electronic devices in their possession during the school day.

The school recognises that some pupils may need to bring a mobile phone or electronic device to school for legitimate reasons, such as supporting their journey to and from school or meeting a medical need. In such circumstances, the device must be handed to a member of staff immediately on arrival and will be securely stored until the end of the school day.

Any pupil who fails to comply with this procedure may have the device confiscated in accordance with the school's behaviour policy and the Department for Education's guidance on Searching, Screening and Confiscation.

The Headteacher, and staff authorised by the Headteacher, may search for, examine and, where appropriate, delete data from an electronic device where there are reasonable grounds to do so and where this is permitted under relevant legislation and statutory guidance. Any such action will be carried out lawfully, proportionately and in accordance with safeguarding, behaviour and data protection requirements.

Where staff discover material that they reasonably suspect:

- is evidence relating to a criminal offence;
- places a pupil or another person at risk of harm;
- indicates abuse, exploitation or another safeguarding concern;
- contains indecent images of a child; or
- otherwise requires safeguarding intervention,

the device will be secured immediately and the matter referred without delay to the Designated Safeguarding Lead (DSL). Where necessary, the police, children's social care or other relevant agencies will be informed.

Staff must not intentionally view, copy, print, share, transmit or delete indecent images of children except where expressly permitted by law and statutory guidance. Any such matter will be managed through safeguarding procedures and, where appropriate, police advice.

All searches, examinations and confiscations of electronic devices will be recorded appropriately. Records will include:

- the date, time and location of the search;
- the reason for the search;
- the staff members involved;
- whether the pupil was accompanied by another member of staff;
- the outcome of the search;
- any items or information found;
- safeguarding concerns identified; and
- any follow-up actions taken.

All pupils and their parents/carers are required to sign the school's Mobile Phone Agreement as part of the admissions process.

Following a Search

Where a search for a prohibited item has been undertaken, the member of staff conducting the search will notify the Designated Safeguarding Lead (DSL) as soon as possible. Any safeguarding concerns identified during or following the search will be acted upon in accordance with the school's safeguarding and child protection procedures.

Details of the search will be recorded on the school's safeguarding and behaviour recording systems by the member of staff who conducted the search.

Where a search for a prohibited or banned item has been undertaken, a Search Record must be completed and uploaded to the safeguarding record.

See Appendix 2: Search Record Form

Confiscated items will be dealt with in accordance with statutory guidance and school procedures. Any cigarettes, tobacco products, e-cigarettes, vaping devices, associated liquids or related paraphernalia confiscated by the school will not be returned to pupils and will be safely destroyed or disposed of in accordance with school procedures.

Where appropriate, parents/carers will be informed of the search, the outcome and any actions taken by the school.

13.0 Use of Force and Physical Intervention

13.1 Use of Reasonable Force

All staff receive appropriate training in positive behaviour support, de-escalation strategies and, where required, safe physical intervention techniques. The school is committed to creating a safe environment in which restrictive interventions are rarely needed and are used only when

preventative and de-escalation measures have been unsuccessful or are inappropriate in the circumstances.

The use of reasonable force is authorised by Section 93 of the Education and Inspections Act 2006 and permits all members of school staff to use such force as is reasonable in the circumstances to prevent a pupil from:

1. committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence if committed by an older pupil);
2. causing personal injury to themselves or others;
3. causing serious damage to property; or
4. prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a lesson or otherwise.

Examples of situations in which reasonable force may be used include:

- preventing a pupil from leaving a classroom or area where doing so would place them or others at risk;
- preventing a pupil from attacking another pupil, member of staff or visitor;
- preventing self-injurious behaviour;
- preventing serious damage to property;
- intervening where behaviour presents an immediate risk to the safety, welfare or learning of others.

The school does not encourage the routine use of force and recognises that physical intervention should always be a measure of last resort. Any use of force must be:

- lawful;
- necessary;
- reasonable;
- proportionate to the circumstances and level of risk presented; and
- applied for the shortest time necessary to secure safety and restore order.

The degree of force used will always be the minimum necessary to achieve the legitimate aim and must cease as soon as the risk of harm has reduced. Reasonable force will never be used as a punishment or as a response to behaviour that does not present a risk of harm, serious disruption or damage.

Where reasonable force is used, the incident will be recorded in accordance with school procedures, reviewed by an appropriate senior leader and communicated to parents/carers as soon as reasonably practicable. The school will also consider whether any follow-up support, risk assessment, behaviour support planning or safeguarding action is required.

13.2 Use of Reasonable Force and Restrictive Interventions

All staff receive appropriate training in Crisis Prevention Institute (CPI) Safety Interventions Foundation and may use reasonable force where this is lawful, necessary, proportionate and reasonable in the circumstances. Staff may exercise this power while pupils are on the school premises and when they are lawfully in the charge of school staff, including during educational visits, off-site activities and transport arranged by the school.

The school is committed to creating a safe, supportive and inclusive environment in which restrictive interventions are used only when absolutely necessary and as a last resort. The emphasis will always be on prevention, positive behaviour support, early intervention and de-escalation strategies.

Reasonable force will never be used as a punishment. Any intervention must be the minimum necessary to prevent harm and must cease as soon as the risk has reduced.

Principles

The use of reasonable force and restrictive interventions will be guided by the following principles:

- Physical intervention is always a measure of last resort.
- Any use of force must be lawful, necessary, proportionate, reasonable and time limited.
- The dignity, welfare, rights and safety of all pupils will be respected at all times.
- Prevention, positive behaviour support and de-escalation strategies will always be prioritised.
- Any restrictive intervention will be subject to appropriate oversight, monitoring and review.
- All incidents involving the use of force will be treated as safeguarding matters and reviewed by senior leaders where appropriate.

Circumstances in Which Reasonable Force May Be Used

Staff may use reasonable force where necessary to:

- prevent a pupil from causing injury to themselves or others;
- prevent serious damage to property;
- prevent behaviour that is prejudicial to the maintenance of good order and discipline where there is an immediate risk of harm or serious disruption;
- prevent a pupil from committing a criminal offence; or
- safely remove a pupil from a situation where significant risk is present.

Force will never be used as a disciplinary sanction.

Restrictive Interventions, Including Seclusion

Where a pupil presents a significant and immediate risk to themselves or others, the school may use restrictive interventions that are reasonable, proportionate and necessary to manage that risk.

Any form of seclusion or supervised withdrawal will only be used for safety reasons and never as a punishment. Pupils will remain under appropriate supervision and will be permitted to leave the area as soon as it is safe to do so. Any space used for this purpose will be safe, suitable, non-threatening and consistent with safeguarding requirements.

The school will ensure that any restrictive intervention is the least restrictive option available and is regularly reviewed to reduce and, wherever possible, eliminate the need for future intervention.

Pupils with SEND and Additional Needs

The school recognises that some pupils with SEND, autism, social, emotional and mental health needs, communication needs or other vulnerabilities may require additional support.

Where there is a foreseeable risk that restrictive intervention may be required, the school will:

- undertake appropriate risk assessments;
- develop and review individual behaviour support plans;
- work collaboratively with parents/carers and relevant professionals;
- identify reasonable adjustments where required under the Equality Act 2010; and
- seek to minimise the need for restrictive interventions through proactive and preventative approaches.

Any use of force involving a pupil with SEND will take account of their individual needs and circumstances.

Recording, Reporting and Review

All incidents involving the use of reasonable force, restraint, seclusion or other restrictive interventions will be recorded as soon as practicable and normally on the same day.

Records will include:

- the names of the pupil(s) and staff involved;
- the date, time, location and duration of the incident;
- the circumstances leading to the intervention;
- preventative and de-escalation strategies used prior to the intervention;
- the type of intervention used and the rationale for its use;
- any injuries, distress or damage sustained;
- details of any medical attention required;
- SEND, safeguarding or vulnerability considerations;
- post-incident support provided; and
- actions agreed to reduce the likelihood of recurrence.

Senior leaders will review incidents to identify patterns, evaluate practice, support staff and pupils, and inform future planning, training and risk assessments.

Communication with Parents and Carers

Parents/carers will be informed as soon as reasonably practicable following any significant incident involving the use of reasonable force, restraint or seclusion. Wherever possible, this will occur on the same day.

The school will provide parents/carers with relevant information about the incident, the reasons for the intervention and any actions taken to support the pupil afterwards. Where appropriate, parents/carers will be invited to discuss the incident, contribute to review processes and participate in planning arrangements intended to reduce the likelihood of future incidents.

Following significant incidents, pupils and staff will be offered an opportunity to participate in a restorative discussion or debrief, where appropriate, to support reflection, learning, emotional wellbeing and future risk reduction

See Appendix 1 - Crisis Prevention Institute (CPI) Safety Intervention Foundation

14.0 Feedback, Compliments and Complaints

We welcome feedback about our school, especially when we get things right but also on the occasions, we might not do things as well as we would have intended or have liked. All feedback is considered and responded to as part of our continuous improvement cycle.

Throughout each academic year, we will ask pupils, parents/ carers and other stakeholders to provide feedback about how well we are doing.

Feedback will be gathered in many ways, including:

- in person, by telephone or email. We will have positive relationships, and regular communications will be routine,
- feedback forms provided with annual Progress Reports to parents and carers,
- requesting feedback from pupils and all attendees ahead of and after pupil Annual Review or Personal Education Plan meetings,
- pupil surveys, including through Student Council when established,
- pupil and parents Ofsted inspection-style questionnaire covering behaviour, attitudes and overall satisfaction,
- encouraging parents and carers to complete Ofsted Parent View at least annually.

We ask that staff, or the Headteacher are told about any niggles, concerns or complaints, however small so that we can do everything we can to find a resolution quickly. Please **refer to our School Complaints Procedure,** which is available on our website and from the school office upon request.

For information about how to complain or challenge a suspension, please refer to the **Suspension and Exclusion Policy**.

15.0 Monitoring and Evaluating Behaviour

The school will maintain effective systems for recording, analysing and monitoring behaviour, attendance, safeguarding and inclusion data to evaluate the effectiveness of this policy and promote a positive, safe and inclusive school culture. Schools are expected to monitor behaviour patterns and use data to identify trends and inform improvement planning.

The Headteacher, together with senior leaders and the Designated Safeguarding Lead (DSL), will review behaviour, attendance, safeguarding, achievement and inclusion data as part of the school's quality assurance, monitoring and evaluation cycle. This will support a whole-school approach to behaviour, safeguarding and pupil welfare as required by current statutory guidance.

Where appropriate and proportionate to the size and nature of the school, data will be analysed by relevant pupil groups and protected characteristics, including sex, race, disability, special educational

needs and disabilities (SEND), looked-after and previously looked-after children, pupils with social workers, young carers and other vulnerable groups. This analysis will be used to identify emerging trends, disproportionality, barriers to participation or potential inequalities and to ensure compliance with the Equality Act 2010.

The outcomes of monitoring and analysis will inform school self-evaluation, strategic planning, staff training, safeguarding arrangements and school improvement priorities. Appropriate actions will be implemented where concerns, patterns or disparities are identified.

The Headteacher will provide regular reports to the Proprietor and those responsible for governance. These reports will support oversight of behaviour culture, pupil welfare and safeguarding and will include data analysis, trends and commentary on:

- attendance and persistent absence;
- behaviour incident data, including patterns, frequency, location, protected characteristics and any trends identified;
- use of removal from the classroom;
- suspensions, permanent exclusions and managed moves (where applicable);
- incidents involving bullying, discriminatory behaviour, sexual harassment, sexual violence and peer-on-peer abuse;
- safeguarding concerns where behaviour has been a presenting factor;
- incidents involving searching, screening and confiscation;
- the use of reasonable force and restrictive interventions, where applicable;
- behaviour incidents occurring online or involving mobile phones, social media or emerging technologies;
- pupil, parent, staff and governor/proprietor surveys relating to perceptions and experiences of behaviour, safety, belonging and school culture;
- the effectiveness of behaviour support strategies, interventions and pastoral provision.

Governors and Proprietors will use this information to provide appropriate challenge and support, evaluate the impact of the school's behaviour policy and ensure that statutory responsibilities relating to behaviour, safeguarding, equality and pupil welfare are being met

16.0 Legislation, Statutory Guidance and References

This policy is based on, and should be read in conjunction with, the following legislation and guidance:

Primary Legislation

- Education Act 1996
- School Standards and Framework Act 1998
- Human Rights Act 1998
- Education Act 2002

- Education and Inspections Act 2006
- Equality Act 2010
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The Education (Independent School Standards) Regulations 2014 (where applicable)

Safeguarding and Child Protection

- Keeping Children Safe in Education 2026 (KCSIE 2026), Department for Education (effective from 1 September 2026)
- Working Together to Safeguard Children 2023
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers
- Prevent Duty Guidance for England and Wales

Behaviour and Discipline

- Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)
- Behaviour and Discipline in Schools: Guidance for Governing Bodies
- Suspension and Permanent Exclusion Guidance (DfE, latest version)
- Positive Environments Where Children Can Flourish (DfE, updated October 2021)
- Mobile Phones in Schools Guidance

Attendance and Children Missing Education

- Working Together to Improve School Attendance (Statutory Guidance)
- Children Missing Education Guidance

Searching, Screening and Confiscation

- Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022)

Safeguarding Responses and Criminal Behaviour

- Advice: *When to Call the Police* (NPCC, Home Office, DfE and National Behaviour & Attendance Adviser)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges
- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People
- Cyberbullying: Advice for Headteachers and School Staff

Special Educational Needs and Disabilities (SEND)

- SEND Code of Practice: 0 to 25 Years
- Supporting Pupils at School with Medical Conditions

Equality and Inclusion

- Equality Act 2010 Guidance

- Public Sector Equality Duty Guidance

17.0 APPENDICES

Appendix 1: Crisis Prevention Institute (CPI) Safety Intervention Foundation (formerly MAPA)

Appendix 2: Search Record

APPENDIX 1: **Crisis Prevention Institute (CPI) Safety Intervention Foundation**

The Crisis Prevention Institute (CPI) training provides BILD* accredited the de-escalation techniques and person-centred behaviour management strategies you need to create a safe and caring work environment.

CPI Safety Intervention training ensures our staff team are trained in prevention and de-escalation skills, as well as non-restrictive and restrictive interventions. This helps our team to prevent and/ intervene to make safe a crisis situation, and thus keep everyone safe.

Staff are trained in:

- Verbal Intervention: a programme of preventative approaches,
- Safety Intervention: a programme of interventions, disengagements and holding skills.

Our staff team are highly skilled at quickly building positive relationships with pupils and identifying when something is not quite right. Staff use positive communication and verbal intervention to support pupils to engage positively and this is successful for the majority of the time.

Occasionally, our pupils may present a behavioural crisis which might place themselves, other pupils or staff at risk or injury. Our staff team are trained to manage a behavioural crisis effectively by focusing on the least-restrictive physical intervention to ensure the care, welfare, safety and security of those we support.

The training supports staff to:

- work in a trauma informed way,
- improve relational approaches,
- work as a team to set a positive culture for behaviour,
- prevent pupil behaviours from escalating,
- intervene appropriately.

Ultimately, the training is effective in supporting staff to improve safety, reduce risk and ensure the well-being of those in our care.

Do contact us to find out more about our training, and see here:

https://www.crisisprevention.com/en-GB/sectors/education/

**BILD Association of Certified Training certifies that our organisation has demonstrated that our training complies with the Restraint Reduction Network Training Standards.*

APPENDIX 2: Search Record

Search record – to be completed electronically and attached to the appropriate safeguarding entry on the database.

RECORD OF A SEARCH *This form must be completed by the person who conducted the search*	
Silver Birch School	
Name of pupil:	**Date of Birth:**
Date of search:	**Time of search:**
Location of the search:	
Name and role of person conducting search:	
Names of any other adults present:	**Names of any other pupils present:**

Prohibited or banned items to be searched for: *please select:*

Knives
Other weapons/ items which could be used to cause injury to self, others or damage to property

– Specify type of weapon/ implement ……
Alcohol
Illegal drugs
Stolen items
Tobacco or cigarette papers
Fireworks
Psychoactive substances
E-cigarettes, matches, lighters or smoking paraphernalia
Vapes and vape liquids
Racist or homophobic or misogynistic or sexist material
Pornographic images or material
Any items that could be used for gambling purposes, including mobile phones or mobile devices

Did the pupil agree to the search?	**YES**	**NO**
If no, was reasonable force used to search?	**YES**	**NO**

The reason for the search:

Did the Headteacher give permission for the search? YES NO	
Was a prohibited item found? YES NO **If yes, state what was found:**	
Follow up action taken as a consequence of the search: **Have parents/ carers been made aware of the search? YES NO** **How were they made aware? Time and Date:**	
Name of DSL/ DDSL the search was reported to:	
Date reported DSL/ DDSL:	**Time:**
Signed:	**Print Name:**
Date:	**Time:**