



BRIGHTON AND HOVE CLINIC SCHOOL
PROMOTING POSITIVE BEHAVIOUR POLICY

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Brighton and Hove Clinic School is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.



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Statement of intent

We believe that every student at Brighton and Hove Clinic School has the right to feel safe in a calm environment for effective teaching and learning to take place. Our positive behaviour policy and practice underpin this right as it aims to develop students' sense of responsibility and independence for their own actions, ensuring that the behaviour of all students maximises learning. Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

Our Core Values (Kindness, Integrity, Teamwork, Excellence) ensure we provide a safe and happy learning and working environment, with the right conditions for academic, emotional, and behavioural development for our school.

Brighton and Hove Clinic School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Whilst students at the school have a primary diagnosis of an eating disorder or eating difficulty, most also have mental health or psychological issues such as depression, OCD, anxiety, or self-harm. Students may also have been out of education for a considerable amount of time and might find entering back into a school environment challenging. Therefore, upon admission to Brighton and Hove Clinic, Brighton and Hove Clinic School will endeavour to obtain detailed information about a student's physical, emotional, and mental health needs as well as an educational history so that early interventions can be put in place.

Brighton and Hove Clinic School recognises the importance, however, of challenging unacceptable behaviour by students and if students are having difficulties conforming to the expected standards of behaviour, various strategies and systems will be employed to help them address this.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following:

- Student Acceptable ICT Use Policy and School Expectations
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Preventing Bullying Policy
- Online Safety Policy

2. Roles and responsibilities

The Management Committee will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH (social, emotional, and mental health) related drivers of poor behaviour.
- Establishing high expectations of students' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents, and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH related issues that could be driving poor behaviour.

The Deputy Headteacher will be responsible for:

- Collaborating with the Headteacher to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the Deputy Headteacher, and where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - Headteacher.
 - Deputy Headteacher
 - Key Teacher.
- As authorised by the Headteacher, sanctioning students who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Students will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define “**serious incidents**” as, but is not limited to, the following:

- Physical assault of student or staff member
- Fighting and aggression
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Student requiring physical intervention
- Behaviour which results in the environment becoming unsafe
- Student being asked to leave an area but refusing to comply with request
- Serious or sustained verbal assault of student or staff member
- Student seeking to take, not give back or misuse items
- Damage caused deliberately to property or equipment

For the purposes of this policy, the school will define “**serious unacceptable behaviour**” as, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, or tobacco
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Persistent disobedience or disruptive behaviour
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member
- Inappropriate use of IT/access to internet

For the purposes of this policy, the school will define “**low-level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Use of mobile phones without permission
- Graffiti
- Walking out of class without permission
- Not being ready to learn or not wearing appropriate clothing and footwear

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Social, emotional, and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos, and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values, and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student’s mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

5. Responding to good behaviour

Praise and Rewards

Praise plays an important part in improving behaviour. Brighton and Hove Clinic School recognises that students should be rewarded for displaying consistently good behaviour, progress, and effort in school. Praise will be used to help celebrate a student’s achievement and will be given for progress, not simply for high quality work.

Praise will:

- Be given in relation to a specific task or action.
- Be given in the form of formative feedback through marking, classroom interaction, and reports.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce Brighton and Hove Clinic School's core values and ethos.
- Not be awarded for vague accomplishments or be given too easily and spread too widely.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Always have a positive effect upon others as well as the recipient.
- Be used to motivate students and help them to feel valued.
- Be recognised for students facing a challenge which they previously were not able to face, demonstrating resilience.

Brighton and Hove Clinic School has a reward system in place which rewards students for displaying good behaviour and progressing their learning, through the following methods:

- Attendance Certificates.
- Verbal praise.
- Written praise.
- Postcards home.
- Comments to parents at CPA (Care Plan Approach) meetings.
- Community Meeting feedback.
- Small prizes, such as stationery or stickers (as permitted safe).
- Feedback in Ward Rounds.
- Feedback to Responsible Clinicians.

6. Managing Behaviour

Low Level Unacceptable Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Expectations for behaviour which is conducive to learning is displayed in the school and is signed by each student when they are admitted to the clinic and begin engaging in education. It sets out the basic expectations required from all students.

The school will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Students will be made aware of the support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with students, a phone call with parents, and targeted interventions will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

After an initial incident of unacceptable behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- School-based community service, e.g. tidying the classroom
- Missing an activity within the school day

Following incidences of unacceptable behaviour the Key teacher will:

1. Meet with the student at the next key teacher meeting to discuss their choices and set actions for improvement
2. Inform parents of their child's behaviour, the sanctions, and the agreed actions for improvement

Where a student's unacceptable behaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The student is sent to the Headteacher or Deputy Headteacher (Pastoral Lead) immediately
- The Deputy Headteacher will immediately investigate the incident and decides whether it constitutes unacceptable behaviour
- If the Deputy Headteacher immediately deems the incident to be unacceptable behaviour, they will record the incident
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the student will be removed from the classroom – the Deputy Headteacher will determine the period the student will be removed from the classroom, as well as any other sanctions
- The Deputy Headteacher will inform the student's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident

Removal from the classroom

Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this, or when a student is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

Teachers should look to integrate a student back into the lesson as soon as possible. If an extended removal is needed, this will be done by either the Headteacher or the Deputy Headteacher.

Removal from the classroom should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Before a student is removed from the classroom staff should consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal will only be used to:

- maintain the safety of all students and to restore stability following an unreasonably high level of disruption
- enable disruptive individuals to be taken to a place where education can be continued in a managed environment
- to allow the student to regain calm in a safe space

Persistent unacceptable behaviour

Following an incident of persistent/ serious unacceptable behaviour that disrupts learning or there has been no improvement in their behaviour following on from the sanctions given, further steps will be taken such as:

- The student will be placed on behaviour support plan
- The student will be placed on report
- Parents will be invited to a meeting to discuss their child's behaviour

Serious unacceptable behaviour

Serious unacceptable behaviour will be dealt with by the Headteacher or the Deputy Headteacher and all staff must ensure this is logged and brought to their attention.

In the case of severe unacceptable behaviour any or all of the sanction stages may be missed out. The following examples of actions may be taken:

Action taken by the subject teacher

- Inform the Headteacher or the Deputy Headteacher of the incident as soon as possible and by the end of the school day at the latest
- Complete an 'Incident Form' and give to the Headteacher or the Deputy Headteacher

Examples of action that may be taken by the Headteacher or Deputy Headteacher

- Meeting with parents and the multi-disciplinary team
- Involvement of external stakeholders
- Temporary internal exclusion
- External exclusion

7. Serious Incidents

Brighton and Hove Clinic School strives to create a calm and safe environment in order to minimise the risk of challenging behaviour and serious incidents. All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and will attempt to de-escalate situations before an incident can arise. However, it is acknowledged that some forms of challenging behaviour, such as those listed above as serious incidents, will arise from time to time and when they do, appropriate and considered action will be taken to resolve the situation (see the school Admissions and Exclusion Policy).

Procedures for dealing with serious incidents

In the event that de-escalation techniques to attempt to diffuse the situation prior to the incident occurring have been unsuccessful, staff may take the following action:

- Raise the alarm to alert the nursing team/ healthcare assistant in school of the incident
- If safe to do so, direct the student from the classroom into a low stimulus environment such as another classroom in order to minimise distress and help the student de-escalate
- Inform the Headteacher or the Deputy Headteacher of the incident
- Complete a **Serious Incident Form** (Appendix A)

Records of incidents must be given to the Headteacher or the Deputy Headteacher as soon as possible, and by the end of the school day at the latest.

Reporting Serious Incidents

All serious incidents that occur during school time will be properly documented and investigated in order to increase safety and to improve procedures and practice whenever possible.

All serious incidents will be analysed to identify antecedents and whether anything could be done differently in similar circumstances in the future, including updating/ refining school policies and procedures.

All incidents will be recorded on the appropriate form, entered onto the appropriate log, and will be reported to parents. This may be by telephone or face to face, depending on the nature of the incident and the procedure agreed with parents when their student's risk assessment is devised/reviewed.

Records of incidents must be given to the Headteacher or the Deputy Headteacher as soon as possible, and by the end of the school day at the latest. After the review of the incident, a copy of the details will be placed on the student's file as part of their educational record.

Reporting incidents

Where there are any concerns over the appropriateness of the response to the incident, the Headteacher may refer the incident to the relevant Local Authorities Safeguarding Board and the hospital for clarification and/or investigation. If the incident involves the Headteacher then the Chair of the Management Committee may seek advice as described in this paragraph.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any student whose behaviour may require the use of reasonable force.

The monitoring of incidents will take place on a regular basis and the results will be used to inform planning to meet a student's needs.

To support the Headteacher and to ensure objectivity, the Headteacher and a representative from the Management Committee will be involved in the monitoring process.

Action after an incident

The school will have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to counselling and support. Within the school, this will be made available/supported through the Headteacher.

Students who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for students with SEND
- Time with a member of staff to debrief the incident

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a student, this will be pursued through the appropriate procedure:

- Review of risk assessment
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or student disciplinary procedure
- Exclusions procedure; in the case of violence or assault against a member of staff this may be considered

In the case of any action concerning a member of staff, they will be advised to seek advice from their professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

Positive Handling

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is an integrated approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Targets on Individual Learning Plans and risk assessments at Brighton and Hove Clinic School are used for the positive management of challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a student may need to be supported in a crisis.

Physical Contact: These are situations in which proper physical contact occurs between staff and students e.g. in the care of students and in order to support their access to a broad and balanced curriculum.

Physical Intervention (PI): This is considered as **passive physical contact** i.e. blocking a student's path or standing between students to defuse a situation or **active physical contact** i.e. guiding or leading a student by the arm where the student is compliant.

These approaches may be used to divert a student from a destructive or disruptive action.

This technique cannot be emphasised enough and in the hands of a skilful practitioner many students can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

Physical Control/Restraint/Restrictive Physical Intervention (RPI): When hospital members of staff use 'restraint' they physically prevent a student from continuing what they were doing after they have been told to stop and it is only applied in exceptional circumstances where physical intervention reduces the risk of immediate harm to the student, to others (including adults) or to property.

No school members of staff are to carry out physical interventions unless their safety or that of others is at immediate risk, but instead, where a student is deemed to be presenting in a way that will be harmful to themselves, other students or staff members, or environment, assistance will be sought from a support worker stationed outside the classroom or by activating the emergency nurse call button.

Hospital staff may then physically intervene as necessary if all de-escalation techniques have been used as outlined above.

Staff Training

Training at varying levels will be available for all staff at the school. It is the responsibility of the Headteacher to ensure relevant training is kept up to date. No member of staff will be expected to use restraint techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Brighton and Hove Clinic School is committed to using recognised physical intervention techniques from an approved and regulated provider in this area. We acknowledge that physical techniques are only a part of a whole setting approach to behaviour management.

All staff working directly with students who exhibit challenging behaviours receive as a minimum the basic “breakaway” training as the schools are considered to be a low risk setting. This level of training is required for most staff as they are expected to be able to actively support each other, and students, if an incident occurs and a student needs physical intervention to keep themselves and/or others safe, enlisting the assistance of further trained staff if required.

Support Following Incidents

Physical techniques are not used in isolation and the service is committed to ensuring that as a result of incidents learning opportunities are created for students that allow them to ‘own’ and take responsibility for their behaviour at a level appropriate to their stage of development.

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. The techniques seek to avoid injury to the student, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student remains safe.

Any such injury will be reported using the appropriate form. Any injuries to students as a result of incidents involving restraint will be reported in line with locally agreed LADO procedures. In addition, procedures are in place to ensure that appropriate support is provided for staff and that following an incident student/staff relationships are rebuilt and repaired to ensure that a positive environment is maintained.

Authorised staff

All staff whom the Headteacher has authorised to have control or charge of students, automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance ‘The Use of Reasonable Force to Control and Restrain Students’. However, due to the nature of our service, school staff leave such interventions to the nursing team who are appropriately trained in PMVA (Prevention and Management of Violence and Aggression).

8. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

Interventions

A targeted intervention plan will be used to help students manage their behaviour and reduce the likelihood of more severe sanctions.

Targeted interventions will be created by the Deputy Headteacher in collaboration with the key teacher and the student, and these will be shared with the wider school team. Key teachers will monitor the effectiveness of these interventions on a regular basis. Where relevant, targeted intervention and pastoral support will be provided by support staff in class and on a one-to-one basis.

Behaviour curriculum

Positive behaviour will be taught to all students as part of the PSHE (Personal Social Health, Education) curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-student relationships

Positive teacher-student relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness, and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where unacceptable behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work."

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for unacceptable behaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the school's 'Student Expectations', which requires students to:

- Conduct themselves around the school premises in a safe, sensible, and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom routines

The school will have an established set of classroom routines to help students work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all students, then explaining the task clearly so all students understand what they are supposed to be doing.

The Headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support students to understand and follow classroom rules and routines. Teachers will inform students of classroom rules and routines when they are placed on roll and then throughout the year. Rules and routines will be reinforced daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help students understand why they are needed and will model rules and routines to ensure students understand them. Teachers will also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the sanctions that may be imposed.

To support students' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, students will be provided with a Student Expectations form which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to students' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that students understand this.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing unacceptable behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent unacceptable behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see students' faces, that students can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

10. Monitoring and review

This policy will be reviewed by the Headteacher on an annual basis. Any necessary changes will be communicated to all members of staff and relevant stakeholders.