John Watson School
a community special school

Behaviour Policy

Approved by: Chair of Governors

Date: September 2026

Review: September 2027

This policy will be reviewed annually and earlier where changes in guidance, practice or incident analysis require it.

John Watson School

Behaviour Policy

Contents

1. Core values
2. Aims
3. Bullying
4. Roles and responsibilities
5. Supporting and responding to behaviour
6. Sanctions
7. Supporting pupils
8. Pupil transition
9. Training
10. Reporting and recording
11. Monitoring arrangements
12. Legislation, statutory requirements and guidance
13. Linked JWS Policies and Documents

1. Our core values SLICE inform everything we do at John Watson School:

Safety	**L**earning	**I**ndependence	**C**ommunication	**E**ngagement

Our intent is for every pupil at JWS to be and feel *safe*, valued and nurtured, this includes both their physical and mental wellbeing. Encouraging pupils to be actively involved in their *learning*, developing their *independence* and building *communication* and *engagement* skills, to enable them to thrive in society and fully participate in the local communities in which they live.

We seek to create an environment that supports communication and enables positive behaviour in social and learning situations. All pupils' individual needs are respected, with Pupil Support Plans (PSPs) and Behaviour Risk Assessments (BRAs) for pupils that find it challenging to communicate and regulate their feelings and emotions, which may then be expressed in behaviours that are challenging. Our use of a nurturing approach, in a communication rich environment, supports pupils to self-regulate and engage positively with others. Team Teach de-escalation strategies are used and adapted by staff to positively support pupils to understand boundaries, feel safe and regulate their emotions and behaviour.

We understand behaviour within the context of each pupil's communication, development, sensory and physical needs, relationships, environment and experience. Behaviour may communicate an unmet need or distress; staff also teach safe, effective ways for pupils to express themselves and participate. Responses are based on understanding, consistent boundaries, reasonable adjustments and the safety and dignity of all pupils and staff.

2. Aims

- To support and develop positive attitudes for learning and life, including:
  - kindness, community, honesty, tolerance, justice, resilience, courtesy, perseverance and respect for self and others, regardless of their religious belief, race, culture, gender, sexual orientation, disability or background
- To promote and maintain an ethos in which all pupils, according to their understanding:
  - develop self-respect and a sense of personal worth
  - understand their responsibility towards others
  - reflect on how their behaviour helps support others

- respond in a supportive way when impacted by the behaviour of others, developing an understanding of collective responsibility
- develop respect for their own property and that of others, taking pride in themself and the school

- To create a supportive environment where pupils feel safe, calm and have a sense of belonging, in order to become the best they can be
- To ensure that staff understand that ***all behaviour is a form of communication***
- To set clear and consistent expectations of behaviour, with staff modelling this throughout the school day
- To promote community cohesion through positive relationships
- To use strategies that support pupils who find it challenging to engage in the learning environment, or to regulate their emotional responses

The ultimate aim is for pupils to learn how to regulate their behaviour to the best of their ability.

3. Bullying

3.1 Definition - Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

3.2 Prevention of bullying behaviour.

In order to maintain an environment in which all members of the community learn safely and securely**,** at JWS we will:

- ensure that the school complies with its legal responsibility to have an active Anti-Bullying policy in place which is authorised by the Governing Body

- raise awareness of the issue of bullying in the school and ensure that the school policy on bullying is made known to all school staff, pupils, parents/carers and governors
- ensure that the intentions laid out in the Anti-Bullying policy are known and consistently implemented by all adults working in the school
- ensure that all incidents of bullying are dealt with fairly and consistently by all staff, ensuring that all school staff have the opportunity to receive training, guidance and advice on appropriate methods for dealing with incidents of bullying, including online through the use of the internet and devices
- ensure an ethos in school where pupils feel safe and confident that if they tell an adult about an incident, it will be dealt with and not ignored
- keep parents/carers informed of incidents of bullying and how they have been dealt with
- consult with parents, governors, staff and pupils on the school policy and its effectiveness
- use PSHE activities, the school council, and other opportunities where pupils can discuss problems that they feel affect them, allowing them to share in discussion and decision-making about responses to bullying
- ensure staff record incidents using whole school systems, in order to monitor, inform others and record issues of bullying

Please refer to our Anti-Bullying Policy for more information. Bullying will not be tolerated.

Pupils must be able to report harm in their preferred communication mode, including AAC, symbols, signing and support from a trusted adult. Staff look for changes in presentation and patterns of interaction that may indicate bullying where a pupil cannot explain this verbally. The school supports pupils affected by bullying and teaches and supports pupils whose behaviour has caused harm, while taking proportionate safeguarding and disciplinary action as appropriate. Online, prejudice-based and discriminatory bullying are addressed through this policy, the Anti-Bullying Policy and safeguarding procedures.

3.3 Off site behaviour

The school supports pupils to remain safe and to use the communication and regulation strategies they are learning when taking part in school activities beyond the site. This includes trips, work experience and other activities organised by the school. Staff plan these activities around each pupil's needs, share relevant support plans and risk assessments, and make reasonable adjustments so that pupils can participate safely.

If behaviour outside school affects a pupil's safety, the safety of others or relationships within school, we will consider what has happened and what support is needed. This may include events while travelling to or from school, online, or in the community. We will listen to the pupil using their preferred means of communication, consider their SEND, circumstances and any unmet need, and work with parents and relevant professionals as appropriate.

Our response will focus on safeguarding, supporting anyone affected, helping the pupil understand and repair harm where this is meaningful, and adapting provision or plans to reduce the likelihood of it happening again. The headteacher will decide whether any further school response is necessary and lawful in the particular circumstances. Staff supervising a school activity will respond to immediate risks in line with the pupil's plan and this policy.

3.4 Online behaviour

Online behaviour that harms or threatens a pupil, or affects safety and relationships in school, will be considered even if it takes place outside the school day. Staff will report safeguarding concerns to the DSL and support affected pupils. We will consider each pupil's communication, understanding, SEND and circumstances, involve parents where appropriate, and teach safer online choices in an accessible way.

The response may include a safeguarding plan, work with families and other agencies, support to repair harm, and changes to individual support or risk assessments. Any further school response will be considered individually by the headteacher and in line with the school's lawful powers and safeguarding duties.

3.5 Suspected criminal behaviour

The school will not interfere with police action. It may continue its own safeguarding assessment and take proportionate steps to support safety and learning, provided these do not conflict with the police investigation. If a report is made to the police, the DSL will consider whether a referral to children's social care is appropriate.

3.6 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

All concerns about child-on-child abuse, including harmful sexual behaviour, are reported promptly to the designated safeguarding lead. Staff do not dismiss behaviour as banter or an inevitable feature of disability. The DSL leads the safeguarding response, considers the wishes and needs of affected pupils and coordinates any behaviour response with the Child Protection and Safeguarding Policy. Pupils are supported to communicate concerns using their usual communication systems.

The school's response will be:

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information.

3.7 Malicious allegations

- Where an allegation against a member of staff is found to have been deliberately fabricated, the school will consider the pupil's understanding, communication, needs and circumstances before

deciding how to respond. The response will focus on any underlying concerns, appropriate support and helping the pupil understand the impact of what has happened.

- The same approach will be taken where an allegation of sexual violence or sexual harassment against another pupil is found to have been deliberately fabricated. The school will also consider the needs and safety of the pupil who was accused. An allegation being unsubstantiated does not mean it was deliberately fabricated.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the needs of staff and pupils accused of misconduct.
- Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

3.8 Searching, screening and confiscation

The headteacher and authorised staff may search pupils and possessions only in accordance with current DfE guidance and the school's safeguarding procedures. Statutory prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and articles reasonably suspected of being used to commit an offence or cause injury or damage. The school also prohibits items presenting a foreseeable safety risk to pupils or staff, including vapes and items specified in an individual risk assessment. Staff seek cooperation, explain the reason in an accessible way, consider disability, communication and trauma needs, safeguard dignity, and involve the DSL where there is a welfare concern. Searching and screening pupils will be conducted in line with the DfE latest guidance on searching, screening and confiscation.

3.9 Mobile phones and personal devices

Pupils' phones and similar devices are handed in or stored as directed by the school during the school day. Individually agreed arrangements for communication, accessibility or medical needs are recorded and shared with relevant staff. Harmful online use is addressed with the DSL where safeguarding is involved. Staff phone arrangements are set out separately in the staff code of conduct.

4. Roles and responsibilities

4.1 Governing Body

The governing body are responsible for:

- Reviewing and approving the Written Statement of Behaviour Principles
- Reviewing and approving this Behaviour Policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

4.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviour
- Monitoring the policy is implemented by staff consistently with all pupils
- Ensuring that all staff understand the school's expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully in school life
- Offering appropriate training in supporting and managing behaviour, particularly the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour. This should be for any staff who require it, to enable them to fulfil their duties in line with this policy
- The headteacher is responsible for overseeing the use of Team Teach strategies
- Ensuring this policy works alongside the Safeguarding Policy to offer pupils support
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

4.3 School Leadership Team

The Senior Leadership team (SLT) is responsible for:

- Supporting the headteacher in the implementation of their responsibilities in relation to this policy
- Supporting and monitoring behaviour and safety across the school
- Modelling the use of positive reinforcement alongside Team Teach principles and de-escalation strategies
- Supporting staff in responding to behaviour incidents
- Supporting staff with positive handling, coordinating training and debriefs, and monitoring incident records securely through IRIS
- Reviewing restrictive intervention records and parent reporting as soon as practicable, aiming for the same day
- Monitoring and supporting behaviours for learning by modelling through direct teaching, learning walks and lesson observations

4.4. Behaviour Leads

- The site-based Behaviour Leads work with class teams to develop preventative strategies, review IRIS patterns and PSPs/BRAs, coach staff and escalate emerging risks to the site assistant headteacher and headteacher. The class teacher ensures that changes to a pupil's plan are communicated to every relevant member of the class team and to staff supporting that pupil elsewhere on site. Leadership checks that this has happened after a significant incident.

4.5 Teachers and staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Implementing the behaviour policy consistently
- Communicating the school's positive behaviours, routines, values and standards
- Modelling positive behaviour and building relationships
- Providing a personalised approach to the specific behavioural needs of pupils, understanding that all behaviour is communication
- Considering the impact of their own behaviour on the school culture and how they can uphold the school's positive, low arousal approach, following routines and modelling expectations
- Recording incidents promptly in IRIS, with restrictive interventions recorded as soon as practicable, aiming for the same day
- Communicating effectively with parents/carers to ensure that recorded behaviour incidents are reported
- Supporting pupils to engage positively in the school environment and community
- Sharing effective and evidence based strategies with parents/carers to ensure a consistent and joined up approach to behaviour, e.g. the use of Social Stories or visual Now/Next resources

4.6 Parents and carers

Parents and carers, where possible, should:

- Be aware of the school's behaviour policy and incorporate the principles at home where appropriate
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Communicate any concerns with the class teacher, e.g through Google Classroom or email
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take an interest in the school community and its culture

The school will endeavour to build an open and positive relationship with parents and carers, informing and liaising with them on developments in their child's behaviour, signposting the school's policies and relevant external services, when this is appropriate.

4.7 Pupils

Pupils will be supported to:

- Develop an understanding of the school's expectations through the PSHE and RSE curriculum
- Develop an understanding of the school's routines and how to follow them
- Develop self-respect and a sense of personal worth
- Develop an understanding of their responsibility towards others within the school community
- Consider how their behaviour helps support others
- Develop a respect for their own property and that of others, learning to take pride in themself and the school

5. Supporting and responding to behaviour

5.1 Curriculum and Learning: At JWS we will:

- Create and deliver engaging, differentiated lessons, with individualised learning opportunities, supporting pupils to focus their attention on learning
- Develop planning and learning opportunities that support pupils to develop positive behaviours for learning through the PSHE and RSE curriculum
- Provide meaningful feedback on learning and behaviour, to support pupils to feel valued and understood
- Promote the use of a Growth Mindset to encourage pupils to reflect and persevere within their learning

Behaviour for learning is taught explicitly, using each pupil's mode of communication and developmental starting point. This includes communicating a need, choice or refusal safely; using familiar routines; accepting supported changes; seeking a break or help; respecting another person's space; and repairing harm when the pupil is ready and this is meaningful for them. Staff model and practise these skills in lessons, transitions, play and community activities. Progress may be gradual and is recognised in relation to the pupil's individual starting point.

5.2 Behaviour strategies and the development of positive behaviour for learning: Staff will support pupils to feel safe and secure by:

- Developing a positive learning environment within the classroom, promoting a calm and low arousal environment with reduced sensory stimuli
- Creating a communication rich environment, with the daily use of fundamental communication strategies, such as: Daily use of Visual Timetables, symbols, signing, SCERTS (Social Communication Emotional Regulation Transactional Support) cards and the consistent use of the Now/Next approach. Class teams make communication systems, including AAC, symbols, signs, objects of reference and aided language boards where used, accessible throughout the day, including during distress. They plan predictable routines, processing time, visual or object cues, sensory adjustments, supported transitions and appropriately challenging learning. Staff consider

whether pain, illness, fatigue, anxiety or the environment may be contributing to a change in behaviour and seek medical or safeguarding advice where needed.
- An individualised approach to developing positive behaviour strategies according to a pupil's BRA/PHP, which may include advice from external professionals, such as LD CAMHS, SaLT and OTs (Occupational Therapists)

5.3 Praise and behaviour for Learning: Staff will use relevant and meaningful praise to support learning and behaviour.
- Offer unbiased precision feedback, ensuring that protected characteristics are recognised and respected, such as not using gendered language such as *'Good boy'* or *'Good girl'*
- Highlighting positive learning and behaviour to ensure and reinforce, *'What we pay attention to is what we get more of'*
- Respect a pupil's ability to cope with praise, recognising that not all pupils will find want to receive individual or focused attention

5.4 Managing feelings and how this impacts on behaviour:
Classes will support pupils to develop their understanding of boundaries and emotions. The mental health of pupils is a key aspect of developing emotional understanding, and pupils will be supported to manage and regulate their feelings, including their understanding of how to put things right when a situation has gone wrong.

5.5 Team Teach, prevention and restrictive interventions:
Team Teach provides a framework for understanding distress, responding calmly and reducing the need for physical intervention. Relationships, communication, environmental adjustments, co-regulation and de-escalation are the first response. Staff read and follow each pupil's communication information, Pupil Support Plan (PSP) and Behaviour Risk Assessment (BRA), while making a judgement about the circumstances at the time. Training in a technique does not, by itself, justify using it.

Strategies could include:
- Changing the pace or type of activity
- Praising positive actions and engagement
- Providing subtle support from an adult
- Reminders of expectation, dependent on pupil's age and stage of development
- Giving limited choices using visual prompts and/or clear verbal instructions, using a pupil's preferred method of communication
- A change of environment, such as to read, go for a walk, or engage in a physical/sensory activity
- Suggesting a move of place, such as through the use of a preferred/engaging activity
- In line with a pupil's age and stage of development, staff support pupils to engage in calming activities and use a range of de-escalation strategies, such as co-regulation sensory and interest led activities
- If appropriate, reminding pupils of strategies they have used before when they were finding it hard to regulate, through the use of familiar self-regulation or co-regulation activities
- Social Stories to explain situations/what can be done - read daily/as appropriate
- Defusing the situation, such as through a change or person, distraction, or humour, if appropriate
- Planned/strategic ignoring, when safe to do so

5.6 Consistency: Staff will:
- Provide a clear and consistent approach to behaviour, through supporting and modelling how pupils can regulate their emotions
- Treat pupils with respect and understanding, to ensure that responses support their mental health and wellbeing, without promoting negative feelings, such as shame
- Work with pupils to explain and move on from incidents. This might include bespoke resources, such

as Social Stories, working with other pupils affected by an incident, or their parents/carers
- Watch for ‘trigger’ times for individuals using behaviours that challenge, such as transition times in the day, e.g. lunch times, beginning/end of the day and the end of term/half term
- Record recurring behaviour on IRIS to monitor and analyse possible triggers, look for trends etc.
- Support pupils to work through possible triggers/situations, using a range of strategies, such as advanced warning, Social Stories , Now/Next visuals, and the use of visual timetables

5.7 Specialist help and advice:
Staff will respond to most behaviour through the approaches set out in this policy and the pupil’s individual support plan. Where a pupil regularly experiences distress or behaves in ways that may cause harm, the class team and Behaviour Lead will review what may be contributing to this. They will consider the pupil’s communication, sensory, physical and emotional needs, alongside the curriculum, classroom environment, routines and support provided.

The team will work with the pupil and their family to adjust the support plan and review its impact. Where further advice would help, the school may involve an educational psychologist, LDCAMHS or CAMHS, and may discuss an Early Help Assessment with parents and carers.

5.8 Reasonable force, restraint and seclusion
School staff have the legal power to use reasonable force in limited circumstances to prevent injury, an offence, damage to property or disorder among pupils. It must be necessary and proportionate, use no more force than needed for no longer than needed, preserve dignity, and never be used as punishment. Staff consider the pupil’s SEND, communication, medical needs, vulnerabilities and individual risk assessment. Where practicable they use a less restrictive effective response. Staff who may need to use restrictive interventions receive appropriate training and support. The school does not operate a no-contact policy: ordinary supportive contact and lawful reasonable force are judged in their context. See the Positive Handling Policy for operational procedures.

Restraint means immobilising or limiting movement and may occur without direct physical contact. Seclusion means confining a pupil away from others and preventing them from leaving, including by blocking an exit. A voluntarily used calm space, from which the pupil is free to leave, is different. Seclusion is not a sanction or internal exclusion. It may only be considered as an exceptional safety measure to protect others from harm during serious dysregulation; the space must be safe, the pupil supervised throughout, and the intervention ended as soon as the immediate risk reduces. Each incident is recorded and reported under section 10. The pupil, other pupils and staff receive appropriate post-incident support, and the PSP/BRA is reviewed.

6. Responses and sanctions

6.1 Suspension and permanent exclusion: The headteacher may consider suspension or permanent exclusion in accordance with current DfE guidance, following an individual assessment of the incident, the pupil’s SEND and reasonable adjustments, safeguarding and the support already provided. These are serious decisions, not a routine response to dysregulation. The school will work with parents, the local authority and relevant professionals, make the required notifications and plan appropriate support for the pupil’s return where a suspension is used. A pupil must not be sent home informally to cool off. A calm space or time with an adult in school is used for support and safety, not labelled an internal exclusion or confused with seclusion.

Any suspension period is determined by the individual circumstances and applicable statutory process. Risk

assessments, provision and support plans are reviewed promptly, with actions shared with relevant staff. Permanent exclusion is considered only where the statutory threshold is met.

7. Supporting pupils

7.1 Pupil support systems: Pupils are encouraged to communicate with an adult about how they are feeling and work through incidents. Pupils are supported to 'tell an adult' if they see, or experience, something they don't like, using their preferred method of communication.

As pupils become more secure in developing self-regulation strategies, they may choose to move to an agreed quiet area of the classroom/building until they feel calm and well regulated. A member of staff will make sure they are supported and aid them in rejoining the class.

Mental Health Champions are highlighted and displayed around the school to support pupils in discussing issues and concerns in relation to their mental health and wellbeing.

Following a significant incident, staff check the wellbeing and any injury of all affected pupils and staff, provide appropriate first aid or medical attention, listen to pupil accounts through accessible communication, and offer a sensitive opportunity for reflection or repair when pupils are ready. A debrief considers prevention and what should change in practice. Support for staff includes an opportunity to speak with a leader and access further help where needed.

7.2 Engagement with parents/carers and external agencies

- EHCPS are reviewed annually with parents/carers and external agencies
- Daily electronic diaries provide two-way communication with parents/carers and teachers
- Pupil Support Plans are shared with parents/carers
- Enhanced communication opportunities with parents/carers to support particularly vulnerable pupils
- Teachers meet with parents/carers as required to discuss specific behaviour changes and challenges
- Meetings between parents/carers and the paediatric doctor/s
- Teachers can make referrals to LDCAMHS /CAMHS for young people whom staff and parents/carers feel may need additional support in managing their behaviour
- Where behaviour changes or persists, the class teacher and Behaviour Lead review physical wellbeing, communication access, teaching demands, sensory provision, patterns in IRIS, and the effectiveness of the PSP/BRA. The pupil and family contribute wherever possible. The school may seek SaLT, OT, educational psychology, LDCAMHS or other specialist advice. Agreed changes are communicated to the whole team and reviewed for impact.
- Parents/carers have access to the Anti-bullying Policy

8. Pupil transitions

- Transitions are planned and skillfully managed by teachers and the leadership team. This is on an individual basis to ensure that transitions cause the least amount of anxiety, such as through the use of transition books, Social Stories, objects of reference and transition objects
- Teachers use non contact time to observe new pupils in their class, to see how they behave and work in a secure, and familiar setting
- Teachers are given meeting time to share information about pupils who are transitioning
- Following prolonged absence, a significant incident or suspension, the teacher and site leader agree a supported return with the pupil and family. Staff share current communication, safety and regulation strategies before the pupil returns and review how the transition is working.

9. Training

All staff working directly with pupils in class:

- Receive role-appropriate Team Teach training and refreshers where their duties may involve prevention, de-escalation or restrictive intervention; employment status alone does not determine access to training
- Receive Safeguarding training
- Access to CPD and resources for supporting their own and pupil mental health, SEND, and communication strategies
- Receive an induction that ensures they are aware of how to raise queries or concerns with their line manager
- Are required to attend weekly class team meetings, to read and discuss individual PSPs and BRAs, where they are encouraged to make contributions to support and improve their development and implementation

The school's in-house Team Teach programme includes functions of behaviour, communication and body language, stages of distress, prevention, lawful and safe responses, listening and learning after an incident, recording and review of plans. The Behaviour Lead has completed instructor training. New staff receive induction in pupil-specific plans, safe practice, reporting through IRIS and how to obtain help; staff are not expected to use techniques outside their training and competence except where a lawful emergency response is necessary.

10. Reporting, recording and review

- Behaviour incidents are recorded promptly in IRIS. Staff complete associated bite, injury, first-aid and safeguarding records where applicable. Monitored Behaviour observations can be used to understand repeated patterns; PSPs and BRAs set out proactive support, risks and responses. The teacher and site Behaviour Lead use these records to adjust provision, and the site leadership team checks follow-up and communication with families.
- Known risks and agreed support strategies are accessible to staff working with the pupil and are updated following relevant changes.
- Each significant use of force and every incident of seclusion or restraint, including restraint without physical contact, is recorded in writing as soon as practicable, aiming for the same day. The record identifies the pupil and staff, date, time, place and approximate duration; relevant pupil needs; the circumstances and why the intervention was necessary; any injury or other impact; medical care and post-incident support; and follow-up and review. An agreed PSP or parent discussion does not remove the requirement to record and report an incident.
- Parents are informed as soon as practicable, aiming for the same day, subject to the limited exceptions in the DfE guidance. The school provides parents with a copy of the written record of seclusion or restraint in accordance with the applicable regulations and records when and how information was supplied. The headteacher or delegated senior leader reviews the incident, safeguarding and health needs, pupil and staff accounts, the effectiveness of prevention, and whether plans, risk assessments, training or provision need to change. Confidential information about other pupils is handled appropriately.
- Pupil Support Plan (PSP): A pupil-specific plan setting out needs, communication, early signs of distress, preventative and de-escalation strategies, responses and recovery support. The pupil and parents contribute where possible. It is reviewed regularly and following a significant incident.
- Behaviour Risk Assessment (BRA): An individual assessment of foreseeable risks and the steps to reduce them, incorporated in or linked to the PSP. Changes are communicated to the class team and other staff involved with the pupil.

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The school will collate, securely store and analyse data on the following:

- All behaviour incidents and restrictive interventions recorded in IRIS
- Attendance, permanent exclusions and suspensions
- Use of pupil movement and off-site arrangements, where applicable
- Incidents of searching, screening and confiscation
- Anonymous surveys of staff, pupils, governors, and other stakeholders on their perception and experiences of behaviour within the school community

Data will be analysed from a variety of perspectives, which may include:

- At school level
- By age group
- At the level of individual members of staff
- By time of day / week / term

The Behaviour Leads and SLT review incident frequency, severity, location and time, injuries, restrictive interventions, pupil and staff experience, and whether revised strategies reduce risk. Findings inform coaching, environmental adjustments and school improvement priorities. The governing body receives an appropriate summary and considers patterns and disproportionate impact without unnecessary personal detail.

The school will use the results of this analysis to meet its duties under the Equality Act 2010.

11.2 Monitoring this policy

This policy is reviewed annually by the headteacher and approved through the Trust's governance arrangements, or sooner in response to statutory changes, incident analysis or identified practice needs. The governing body reviews its written statement of behaviour principles as required.

The governing body monitors implementation, including the use of restrictive interventions, the quality of recording and reporting, and actions taken to reduce their use.

12. Legislation, statutory requirements and guidance:

- Children Act 1989: Welfare of the child is paramount.
- Education and Inspections Act 2006: Allows reasonable force to prevent harm or maintain discipline.
- Equality Act 2010: Prohibits discrimination.
- Children and Families Act 2014: Highlights duties to support pupils with special needs.
- Human Rights Act 1998 and UNCRC (1991): Emphasise safeguarding and dignity.

Relevant guidance includes:

- Keeping Children Safe in Education (2026).
- Restrictive interventions, including the use of reasonable force, in schools (DfE, effective April 2026).
- Searching, screening and confiscation in schools (DfE, current guidance).

● Behaviour in Schools (DfE); Suspension and Permanent Exclusion guidance (DfE, effective July 2026); Mobile phones in schools (DfE, effective September 2026).

13. Related JWS Policies and Documents:

- Written statement of behaviour principles
- Anti-bullying Policy
- PSHE Policy
- Safeguarding Statement
- Child Protection and Safeguarding Policy
- Positive Handling Policy
- PSP/BRA template