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## Adventure Wellbeing School

### Behaviour Policy

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Document Reference	AWS Behaviour Policy
Publication Date	September 2025
Review Date	September 2026
Headteacher	Caroline Butler

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## Policy Statement

Adventure Wellbeing School (AWS) commits to creating a safe, supportive, and inclusive environment that reflects best practices outlined in Keeping Children Safe in Education 2025, Independent School Standards, SEND Code of Practice, SMSC development guidelines, and DfE Behaviour in Schools guidance. AWS recognises behaviour as a form of communication, particularly for students with Special Educational Needs and Disabilities (SEND), who may express unmet emotional, sensory, or social needs through behaviour. This understanding is integral to our policy, built upon Positive Behaviour Support (PBS) principles, restorative justice, and a framework aligned with government guidelines.

At AWS, we implement restorative justice practices as a primary means of fostering accountability and empathy. Restorative justice encourages students to reflect on their actions and impact on others, promoting positive social interactions and personal responsibility. Our approach to behaviour is grounded in the belief that every child, regardless of challenges, can develop emotional resilience and positive behavioural patterns when supported with the proper interventions. This policy fosters a culture of empathy and respect, enabling students to flourish academically, socially, and emotionally.

Our alignment with Independent Standards and the SEND Code of Practice includes ensuring that all behaviour management strategies are adaptable to the unique needs of SEND students. AWS's commitment to these standards is evident in our consistent and proactive approach, designed to ensure students feel valued, safe, and supported. By integrating these principles, AWS creates an environment where behavioural expectations are clearly defined, compassionately reinforced, and consistently aligned with each student's developmental and emotional needs.

### Department for Education (DfE) - Behaviour in Schools Guidance

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

### Keeping Children Safe in Education 2025

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

### SEND Code of Practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Safeguarding Children in Education Service (SCiE) (Cheshire West and Chester)

<https://www.cheshirewestscp.co.uk/professionals/scie/#:~:text=If%20you%20have%20a%20complaint,%2Dabout%2Dschoo,aspx>

### Working Together to Safeguard Children 2023

[https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working\\_together\\_to\\_safeguard\\_children\\_2023.pdf](https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)

### Independent School Standards Guidance

[https://assets.publishing.service.gov.uk/media/5cd3fc2fe5274a3fd6ee74b0/Independent\\_School\\_Standards- Guidance\\_070519.pdf](https://assets.publishing.service.gov.uk/media/5cd3fc2fe5274a3fd6ee74b0/Independent_School_Standards- Guidance_070519.pdf)

## Roles and Responsibilities

### Headteacher

- **Policy Leadership:** Ensures the behaviour policy aligns with DfE guidelines, Safeguarding Children in Education Service Cheshire West and Chester (SCiES), SEND Code of Practice, and Independent Standards.
- **Behaviour Policy Oversight:** Review and update the behaviour policy regularly, incorporating feedback from staff, students, and families.
- **Staff Training and Development:** Oversees training for all staff in restorative justice practices, trauma-informed approaches, safeguarding, and behaviour management.
- **Incident Review and Response:** Manages serious behavioural incidents, notifiable incidents, and exclusions (if necessary), ensuring proportional and supportive responses.
- **Stakeholder Communication:** Communicates effectively with parents, carers, and the proprietor on behaviour management strategies, key incidents, and policy changes.

## Proprietor

- **Governance and Accountability:** Holds the headteacher accountable for implementing a behaviour policy aligned with government and independent standards.
- **Policy Compliance:** Conducts regular compliance checks to ensure the school meets regulatory standards in behaviour management, safeguarding, and SEND support.
- **Support for Resources and Training:** Provides financial and structural support for staff training, resources, and improvements related to behaviour management.
- **Oversight of Exclusion Policies:** Approves policies and procedures for exclusions, ensuring they comply with DfE guidance, particularly for SEND students.
- **Policy Review and Input:** Regularly reviews and supports the behaviour policy, ensuring it aligns with the school's values, mission, and regulatory requirements.

## Special Educational Needs Coordinator (SENCo)

- **Behaviour Support Planning:** Develops and oversees Individualised Behaviour Support Plans (IBSPs) for SEND students, collaborating with families and external professionals.
- **Staff Training and Guidance:** Provides expertise and guidance to staff on behaviour management strategies specific to SEND students.
- **Inclusive Practice Monitoring:** Ensures that all behaviour management practices are adapted to meet the needs of SEND students, including those related to sensory processing, emotional regulation, and communication.
- **Family Communication:** Acts as a key contact for families of SEND students, coordinating efforts between home and school to create a cohesive support system.
- **Data Analysis and Monitoring:** Tracks behavioural data for SEND students, identifying trends and advising on tailored interventions to support positive behavioural growth.

## Staff (Teachers, Teaching Assistants, and Support Staff)

- **Daily Behaviour Management:** Implement and consistently uphold the school's behaviour expectations, using restorative practices, positive reinforcement, and therapeutic approaches.
- **Proactive Intervention:** Identify early signs of behavioural challenges, offering supportive interventions and refocus sessions as needed.
- **Restorative Justice Facilitation:** Engage students in restorative conversations, circles, and agreements to promote accountability, empathy, and conflict resolution.
- **Safeguarding and Incident Reporting:** Adhere to safeguarding practices outlined in KCSIE, accurately document behavioural incidents, and promptly report notifiable incidents to the Senior Leadership Team.
- **Continuous Professional Development:** Participate in ongoing training related to behaviour management, trauma-informed care, SEND support, and restorative justice.

## Children

- **Understanding Behavioural Expectations:** Learn and strive to meet the school's behaviour expectations, understanding the impact of their actions on others.
- **Engagement in Restorative Practices:** Participate actively and openly in restorative conversations, circles, and agreements to resolve conflicts and repair relationships.
- **Self-Regulation and Reflection:** Develop self-awareness and emotional regulation skills through school-provided tools like Zones of Regulation and Refocus sessions.
- **Commitment to School Values:** Show respect, empathy, and responsibility, contributing positively to the school community.
- **Open Communication:** Share concerns and seek support from staff when facing behavioural or emotional challenges.

## Parents and Carers

- **Collaboration with the School:** Work with AWS staff to create a consistent approach to behaviour management between home and school.
- **Reinforcement of Behavioural Expectations:** Support and reinforce the school's behavioural expectations and restorative practices at home.

- **Participation in Behavioural Support:** Engage in meetings and workshops with staff and the SENCo, particularly for students with IBSPs or additional support needs.
- **Open Communication with Staff:** Maintain open communication with teachers and the SENCo, providing updates and insights on any behavioural changes observed at home.
- **Feedback and Input on Policy:** Participate in surveys and feedback opportunities related to the behaviour policy, contributing to the continuous improvement of the school's approach.

## Introduction: A Therapeutic and Inclusive Approach

AWS's therapeutic, inclusive approach aligns with the SCiES standards, Independent Standards, SEND Code of Practice, and SMSC guidelines, creating a comprehensive support model. This inclusive approach reflects a commitment to fostering each child's holistic development, ensuring that all students receive academic and social-emotional support. AWS's therapeutic methods incorporate trauma-informed practices and Positive Behaviour Support (PBS), creating an environment that promotes student well-being, resilience, and independence.

### Our Core Vision

Adventure Wellbeing School's vision is to create an environment that prioritises holistic development, where academic, personal, and social growth are viewed as interconnected. The school's mission closely aligns with SCiES and the SEND Code of Practice, ensuring that all behaviour management practices are inclusive, proactive, and flexible. AWS believes in meeting each child's emotional, sensory, and social needs to foster meaningful learning experiences and lifelong personal growth.

AWS's approach encourages students to cultivate life skills, empathy, and self-awareness alongside academic achievement, integrating these values into every aspect of the educational experience. This approach aligns with DfE Behaviour in Schools guidance, which advocates for positive, inclusive behavioural support frameworks. AWS's vision ensures that every student receives personalised care, which is critical in addressing the complexities of SEND needs while maintaining high standards for independence, resilience, and responsible behaviour.

### Restorative Justice: Building Relationships and Repairing Harm

AWS's restorative justice practices reflect our commitment to promoting empathy, accountability, and constructive conflict resolution as outlined in Independent Standards and DfE guidance. Rather than punitive measures, AWS uses restorative justice to address behavioural challenges, providing students with tools to understand their actions' impact and take steps toward making amends. This approach is precious for SEND students, who may benefit from understanding social consequences in a structured and supportive setting.

Restorative practices at AWS include structured conversations, circles, and formal agreements, which are facilitated to help students build understanding, responsibility, and social skills. AWS's restorative approach aligns with government guidance recommending alternative disciplinary approaches, emphasising relationship-building over punishment. This not only supports the immediate resolution of conflicts but also fosters long-term social development, preparing students to navigate interpersonal challenges both within and beyond the school setting.

### An Inclusive and Safe Online Learning Environment

In alignment with SCiES guidelines, AWS strongly emphasises creating a secure, accessible online learning environment tailored to the needs of SEND students. AWS recognises that an inclusive digital space is essential to supporting student well-being, ensuring that virtual interactions are respectful, safe, and conducive to learning. Our policies reflect a commitment to anti-bullying and cyber-safety, creating an environment that allows students to feel confident and connected.

AWS adapts its online learning spaces to meet sensory and communication needs, guided by best practices in inclusive education. Staff are trained to identify potential digital challenges unique to SEND students, including managing sensory input or supporting non-verbal communication. This inclusive digital environment ensures students can actively participate, communicate, and engage without barriers, reflecting our commitment to SCiES standards.

## Therapeutic Principles at AWS

The therapeutic approach at AWS is built on principles designed to support SEND students' emotional, sensory, and behavioural needs, aligning with SMSC development, the SEND Code of Practice and government guidance on inclusive education. AWS's therapeutic model aims to foster empathy, resilience, and a positive sense of identity among students. Our staff work collaboratively to provide a consistent, understanding environment that supports emotional regulation and social learning, emphasising the following core principles:

- **Building Positive Self-Identity:** AWS encourages students to develop a positive self-identity, recognising the significance of self-worth and self-esteem in fostering resilience. This principle aligns with the SMSC framework, which emphasises personal and social development as part of a well-rounded education.
- **Environmental Structuring:** AWS structures physical and virtual environments to minimise sensory triggers, providing predictability that helps reduce anxiety and promote focus. This approach is informed by SCiES guidelines, ensuring each student feels safe and supported across learning settings.
- **Consistency and Predictability:** Maintaining structured routines and expectations supports the government's Behaviour in Schools guidance, which advocates for stability in behaviour management. Predictability is particularly valuable for SEND students, who may rely on routine to feel secure and engaged in learning.

These therapeutic principles demonstrate AWS's dedication to an inclusive, understanding environment where each child is supported in achieving emotional, academic, and social growth. This approach not only promotes resilience and self-regulation but also prepares students for future independence, aligning with the goals of SMSC and SEND guidelines.

## Behaviour as Communication & Therapeutic Approach

AWS recognises behaviour as a primary form of communication, a principle central to the SEND Code of Practice and SCiES guidelines. This therapeutic approach involves understanding the underlying emotional, sensory, or social factors influencing students' behaviour, particularly for SEND students who may communicate needs or discomfort through actions rather than words. AWS's framework is designed to address these factors constructively, aligning with DfE guidelines on inclusive, proactive behaviour support.

### Understanding Neurodiversity Behaviour

For neurodiversity students, behaviour often reflects responses to sensory sensitivities, social communication challenges, or heightened emotional reactions. AWS staff are trained in neurodiversity-informed practices to recognise that challenging behaviours may signal sensory discomfort, anxiety, or other underlying needs. This approach aligns with independent standards, which advocate recognising individual differences in behavioural responses and supporting students accordingly.

At AWS, we take a proactive approach to supporting our students. Our staff are trained to identify and manage sensory triggers, ensuring that the school environment—both physical and digital—is adapted to minimise discomfort. This aligns with SCiES recommendations for sensory-aware environments and supports SMSC development, which values individual well-being as part of holistic education. By understanding and accommodating neurodiversity behaviour, AWS creates an inclusive setting that respects students' unique responses and communication styles.

### Trauma-Informed Practice

AWS adopts a trauma-informed approach, understanding that trauma experiences can significantly impact behaviour, particularly among SEND students who may process emotions differently. In AWS's behaviour management framework, trauma-informed practices are embedded to ensure an empathetic response to students' needs, aligning with KCSIE (Keeping Children Safe in Education 2025) and government safeguarding standards.

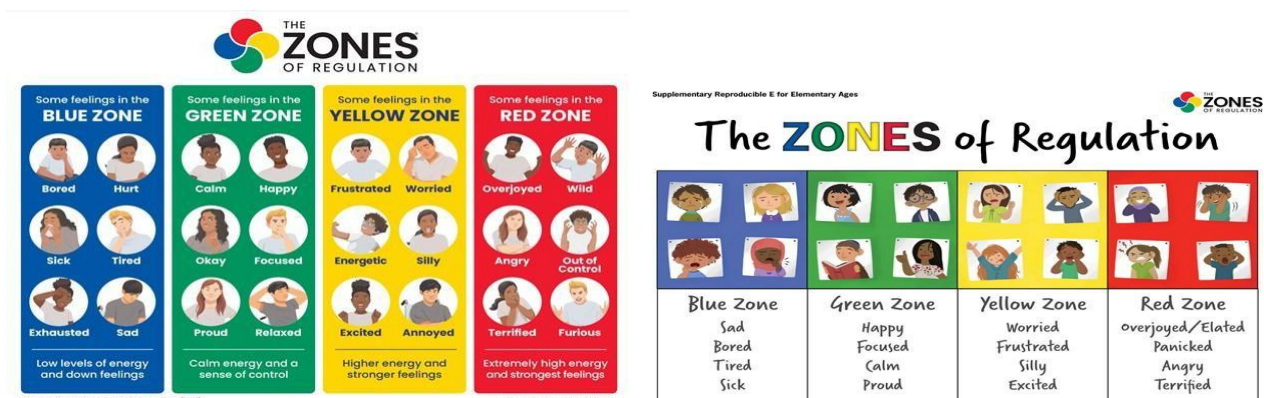
This approach involves training staff to recognise and respond to trauma indicators in behaviour, creating a safe, non-threatening environment that fosters trust and security. AWS's trauma-informed practices support students in moving from reactive to reflective behaviour, helping them navigate difficult emotions in a safe space. In accordance with Independent Standards and SCiES, AWS's trauma-informed model reinforces emotional safety, emphasising empathy and consistency in every interaction.

### Zones of Regulation

The Zones of Regulation framework at AWS is integral to promoting emotional literacy and self-regulation. It aligns with SMSC's focus on personal development and the SEND Code of Practice's emphasis on skill-building for self-awareness. This tool uses a colour-coded system to help students identify and manage their emotional states, providing a structured approach for recognising feelings and learning strategies to maintain self-control.

AWS integrates the Zones of Regulation throughout the curriculum and daily routines, encouraging students to reflect on their "zone" and develop self-regulation techniques with staff support. By adopting a common language for emotions, AWS helps

students communicate their needs effectively, fostering empathy and understanding. This model aligns with DfE's Behaviour in Schools guidance, which advocates for structured tools to aid emotional management. It also supports SCiES standards by promoting a safe, supportive atmosphere where students feel empowered to express themselves.



## Cognitive Behavioural Techniques (CBT)

AWS employs Cognitive Behavioural Techniques (CBT) as a therapeutic support for SEND students, helping them understand the relationship between thoughts, feelings, and behaviours. These CBT-based techniques align with the SEND Code of Practice's emphasis on teaching self-regulation and resilience, particularly for managing anxiety and challenging behaviour.

Through CBT-informed methods, students learn strategies to reframe negative thought patterns and develop coping mechanisms. AWS's staff guides students in breaking down complex emotional responses into manageable steps, supporting their emotional resilience and problem-solving growth. This approach is consistent with SMSC standards, which prioritise personal independence and self-reflection skills, and DfE guidance, which encourages constructive, skill-building interventions in behaviour management.

## Personalised Behaviour Support Plans

AWS's Individualised Behaviour Support Plans (IBSPs) are tailored to reflect each student's unique needs, strengths, and goals. These plans are developed collaboratively with input from families, external professionals, and, where appropriate, the students. The IBSP framework is designed to align with SEND guidelines, DfE standards, and Independent School Standards, ensuring a student-centred approach to behaviour management.

Each IBSP outlines specific strategies for supporting positive behaviour, addressing potential triggers, and offering tools for self-regulation. Regularly reviewing and adapting these plans ensures they remain relevant and effective, enabling AWS to respond proactively to each student's evolving needs. This commitment to personalised care upholds the principles of SCiES and the SEND Code of Practice, reinforcing AWS's focus on individualised support that respects each student's dignity and potential.

## Collaboration with Families and Carers

AWS values the involvement of families and carers as fundamental to effective behaviour management. We recognise that consistency across home and school settings strengthens support for SEND students. This collaboration aligns with SCiES and SEND Code of Practice principles, encouraging active family participation in developing and implementing behaviour strategies.

AWS communicates regularly with families to discuss students' progress and share effective strategies. It also provides workshops and resources that empower parents to reinforce positive behaviour at home. This cohesive approach ensures that students experience a seamless support network, helping them build resilience and confidence across all environments. Family engagement in behaviour management reflects the Independent Standards and SMSC guidelines, which advocate for holistic student development through collaborative, family-inclusive support.





## Restorative Justice Framework

Restorative justice forms the foundation of AWS's approach to behaviour management. It promotes empathy, accountability, and constructive conflict resolution. This model aligns with Independent Standards and DfE guidance by providing alternatives to punitive measures and supporting inclusive, long-term behavioural development, especially for SEND students. AWS's restorative practices enable students to understand the consequences of their actions, take responsibility, and actively engage in repairing relationships within the school community.

## Why Restorative Justice?

Restorative justice is essential to AWS's commitment to a supportive, empathetic learning environment, particularly for SEND students who may benefit from understanding the impact of their behaviour in a structured and compassionate context. Traditional punitive measures often fail to address underlying causes, whereas AWS's restorative approach focuses on identifying these causes and supporting students in finding constructive ways to engage with others.

This approach aligns with SCiES guidelines and the DfE's Behaviour in Schools guidance, which advocates for disciplinary methods that promote accountability and social development. By embedding restorative justice into AWS's behaviour policy, the school reinforces the importance of mutual respect, empathy, and community responsibility, cultivating an environment where students learn from their actions and grow in understanding.

## Restorative Practices in Action

AWS employs various restorative practices to help students make amends and foster positive relationships. These practices—structured conversations, meetings, and circles—are adapted to meet the diverse needs of SEND students, ensuring that every student can engage fully and meaningfully in the restorative process.

- **Restorative Conversations:** Used primarily for minor incidents, these one-on-one conversations allow students to reflect on their actions, understand their impact, and consider ways to make amends. AWS staff facilitate these conversations with empathy and respect, focusing on guidance rather than punishment. This approach aligns with SCiES's emphasis on fostering supportive relationships and helps students develop interpersonal skills in a safe setting.
- **Restorative Meetings:** For more complex or impactful incidents, AWS holds formal restorative meetings involving students, staff, and, when appropriate, families. These meetings encourage open dialogue, helping all parties address harm and create action plans for reconciliation. Restorative meetings align with SMSC development, enabling students to consider the social and moral implications of their actions.
- **Restorative Circles:** AWS uses restorative circles to address group-related issues or foster community responsibility. Circles allow students to share perspectives, understand the broader impact of their behaviour, and collaboratively seek solutions. This practice supports both SMSC and DfE standards, which value community engagement and empathy in behaviour management.

By prioritising these restorative practices, AWS promotes a culture of empathy, accountability, and relationship-building, ensuring students develop social and emotional skills that extend beyond the classroom.

# LIVING A RESTORATIVE LIFESTYLE



Prioritize and commit to healthy relationships



Be aware of your actions, role in society, privileges, and how they impact others



Encourage collaboration by involving individuals in decisions that impact them and cultivating transparency



Listen to others deeply and compassionately



Proactively take accountability for the harms you have caused to others



Approach all individuals and situations with respect and without judgment



Reframe obstacles and conflicts as opportunities for growth and learning



## Restorative Justice for SEND Pupils

AWS's restorative justice practices are adapted to accommodate the unique needs of SEND students, ensuring that every student can meaningfully engage in the process. This inclusivity reflects principles from the SEND Code of Practice and Independent Standards, which advocate for flexible, individualised approaches to behaviour management.

For example, students with language processing challenges may be provided with visual aids or written prompts to participate effectively in restorative discussions. AWS staff are trained to adjust the pacing of conversations, use clear and straightforward language, and provide sensory accommodations when needed. By making restorative justice accessible, AWS ensures that all students can experience the benefits of empathy, accountability, and social learning, reinforcing the school's commitment to an inclusive environment aligned with SCiES.

## Restorative Justice / Exclusion

AWS views restorative justice as a constructive method to avoid exclusion, aligning with DfE guidance recommending minimising exclusionary discipline, especially for SEND students. Exclusion can often worsen behavioural challenges by isolating students from support networks, whereas restorative justice offers a pathway for understanding, accountability, and reintegration.

By encouraging students to address their behaviour within the community, AWS's restorative model reduces the need for exclusion and supports students in taking responsibility for their actions without being removed from their learning environment. This approach is consistent with Independent Standards and government guidance, which endorse inclusive, non-exclusionary methods for behaviour management. Restorative justice at AWS allows students to learn from their actions and re-establish positive relationships, reinforcing the school's commitment to an inclusive and supportive learning environment.

## Monitoring and Reviewing Restorative Outcomes

To ensure the effectiveness of restorative practices, AWS continuously monitors and reviews outcomes, guided by SCiES standards and SMSC's focus on accountability and personal growth. Behavioural data, including trends in restorative outcomes and feedback from students, families, and staff, is regularly analysed to guide improvements.

This data-driven approach ensures that AWS's restorative practices remain relevant, effective, and responsive to the community's needs. By regularly evaluating and adjusting its approach based on real outcomes, AWS strengthens its restorative justice framework, reinforcing empathy and responsibility as core values within the school culture. This commitment to monitoring and review reflects Independent Standards and DfE guidance, ensuring AWS's behaviour policy supports continuous improvement and remains aligned with best practices.



## Government Guidance & Compliance

AWS's behaviour policy aligns with essential educational standards and government guidelines, ensuring that all practices uphold principles of inclusivity, safety, and student-centred support. Compliance with key frameworks—including the Department for Education (DfE), Keeping Children Safe in Education (KCSIE), SEND Code of Practice, SCiES guidelines, and SMSC standards—reflects AWS's commitment to fostering a safe and supportive educational environment for all students, particularly those with SEND.

### DfE Guidance: Behaviour in Schools (2022)

AWS's behaviour policy integrates the principles outlined in the DfE's 2022 Behaviour in Schools guidance, which advocates for proactive, positive behaviour management approaches. This guidance emphasises that behaviour management should be inclusive, supportive, and rooted in positive reinforcement rather than relying on punitive measures. AWS aligns with this framework by adopting an approach that recognises the diverse needs of SEND students and promotes a safe, inclusive school environment.

In accordance with DfE guidelines, AWS's behaviour policy ensures consistency in behavioural expectations across all areas of school life. Structured interventions and well-defined routines provide stability, supporting SEND students in understanding and meeting behavioural expectations. By following DfE's emphasis on proactive support and positive reinforcement, AWS cultivates an atmosphere of respect, accountability, and inclusivity.

### Keeping Children Safe in Education (KCSIE 2025)

KCSIE 2025 guidance is a reference point and a cornerstone of AWS's safeguarding practices. It ensures that all behaviour management approaches, without exception, prioritise student safety in physical and digital learning environments. The fact that AWS staff receive ongoing training in KCSIE principles, which include recognising potential risks to student welfare, understanding trauma responses, and creating emotionally safe spaces for all students, should reassure you of the robustness of our safety measures.

This commitment to safeguarding aligns with SCiES and Independent Standards, which advocate for a holistic approach to safety that encompasses emotional, physical, and digital environments. By incorporating KCSIE into its behaviour policy, AWS ensures that all students, particularly those with SEND, experience a secure and supportive learning environment. The school's trauma-informed practices further enhance this commitment, helping staff respond empathetically to behavioural indicators that may signal underlying safety concerns.

### SEND Code of Practice (2015)

AWS's approach to behaviour management is firmly grounded in the SEND Code of Practice, which provides a framework for meeting the needs of students with special educational needs and disabilities. The Code emphasises personalised, student-centred strategies, encouraging schools to adapt behaviour management techniques to reflect each student's unique

needs. AWS's behaviour policy reflects this approach by offering Individualised Behaviour Support Plans (IBSPs) and personalised interventions that align with each student's strengths and challenges.

In line with the SEND Code of Practice, AWS's commitment to individualised care extends to active family collaboration, flexible behaviour management techniques, and preventive strategies. By fostering an inclusive approach, AWS ensures that SEND students are supported in developing self-regulation, resilience, and positive behavioural patterns. This compliance with the SEND Code reinforces AWS's dedication to providing a respectful, empowering environment that upholds each student's dignity and rights.

### **Safeguarding Children in Educational Settings (SCiES) – Cheshire West and Chester**

SCiES guidelines inform AWS's approach to creating a safe, inclusive environment that promotes emotional well-being, proactive behaviour management, and safeguarding. Our policy aligns with SCiES by fostering an environment that supports positive behavioural development through empathy, structure, and proactive intervention. This should reassure you that AWS is indeed a safe and inclusive environment.

In both physical and online spaces, SCiES emphasises the importance of clear policies on cyber-safety, anti-bullying, and respectful interactions. AWS has adapted these recommendations to establish comprehensive digital and physical safeguarding measures, preventing cyberbullying and ensuring that online interactions are respectful and supportive. This alignment with SCiES guidelines reflects AWS's commitment to an inclusive learning environment where every student, particularly those with SEND, can feel secure and empowered to learn.

### **Independent Schools Standards (ISS)**

AWS adheres to the Independent Schools Standards (ISS), which set high expectations for governance, behaviour management, and safeguarding in independent educational settings. ISS compliance requires that independent schools implement policies that foster a safe, supportive, and inclusive learning environment, with particular attention to the needs of SEND students.

AWS's compliance with ISS includes transparent policies, consistent behavioural expectations, and rigorous monitoring of behaviour and outcomes. By aligning with these standards, AWS demonstrates its commitment to providing an educational setting where SEND students feel safe and valued. The ISS's focus on accountability and continuous improvement further supports AWS's goal of refining its behaviour policy through ongoing evaluation and feedback from the school community.

### **Promoting Positive Behaviour and Rewards**

AWS is dedicated to fostering a positive school environment where desirable behaviours are consistently encouraged and celebrated. This approach aligns with SCiES and SMSC principles, which advocate for creating inclusive, supportive spaces that nurture emotional, social, and personal growth. AWS recognises that positive reinforcement plays a significant role in shaping students' behaviour, especially for those with SEND who may require additional motivation and validation.

#### **Positive Reinforcement**

AWS prioritises positive reinforcement as a central component of its behaviour policy. By focusing on celebrating students' achievements, they recognise encouragement is often more effective than punitive measures, particularly for SEND students. This practice aligns with DfE Behaviour in Schools guidance, which advocates for supportive, motivational strategies in behaviour management.

AWS acknowledges students' efforts in areas such as academic growth, social interactions, and resilience through a range of rewards. Verbal praise, certificates, and special recognition during assemblies highlight student accomplishments, contributing to a culture of positivity and respect. This focus on positive reinforcement aligns with Independent Standards, which recommend consistent, constructive feedback to promote student well-being, and with SMSC's emphasis on building confidence and social skills.

#### **Tailored Rewards for SEND Pupils**

Recognising that each student's needs and motivations are unique, AWS provides tailored rewards for SEND students, celebrating growth in areas such as emotional regulation, social skills, and personal responsibility. This aligns with the SEND Code of Practice, which encourages personalised support reflecting each student's strengths and goals.

Examples of tailored rewards include WIDGIT reward cards for positive behaviour, certificates for resilience or leadership, and access to special activities that allow students to showcase their achievements. By offering rewards tailored to individual development goals, AWS reinforces self-awareness and responsibility, encouraging students to take pride in their behavioural and social accomplishments. This approach also supports SCiES standards for inclusive and adaptive behaviour management practices, ensuring that each student's achievements are recognised in ways that resonate with them personally.

At Adventure Wellbeing School, we recognise that some children with significant SEND needs, including those with profound communication differences, autism, sensory processing needs or cognition and learning differences, may require highly

individualised motivators to support behavioural regulation, learning readiness and engagement. In line with Positive Behaviour Support principles and the SEND Code of Practice, edible and inedible reinforcers may be used only as a last resort and only when clearly evidenced as the child's primary motivator.

These reinforcers are used solely to reduce barriers to learning, increase engagement, or support the development of self-regulation in line with Section F of a child's EHCP. Their use is carefully planned, monitored and reviewed, and always paired with long-term strategies that promote intrinsic motivation, communication, self-regulation and independence.

To maintain safeguarding, wellbeing and dignity, all edible reinforcers are checked for allergies, dietary requirements and parental consent before use. Staff work systematically to fade these reinforcers over time, replacing them with social praise, sensory regulation strategies, communication rewards and intrinsic motivators wherever possible.

Examples of Edible Reinforcers (used minimally and with parental consent):

- Small pieces of fruit
- Raisins
- Small crackers or breadsticks
- A single chocolate button or mini biscuit

Examples of Inedible Reinforcers:

- Access to a favourite toy
- Sensory items
- Stickers or stamps
- Access to a sensory room
- Technology-based rewards (e.g., 1-2 minutes on an Educational App)
- Preferred activities such as water play, messy play, drawing or LEGO

These reinforcers are selected based on functional assessment of what the child finds motivating, and always linked to a learning, communication or regulation goal.

Adventure Wellbeing School is committed to reducing reliance on such high-intensity motivators. Over time, staff support the child to move towards more natural and intrinsic reinforcers (e.g., praise, autonomy, sensory regulation tools, communication success).

## **Positive Conversations and Family Involvement**

AWS values family involvement as a fundamental component of effective behaviour management, particularly for SEND students who benefit from consistent support across home and school settings. This collaboration reflects SCiES and SEND Code of Practice principles, which advocate for active family participation in behavioural interventions.

Regular communication between AWS and families ensures that progress, achievements, and challenges are shared openly, reinforcing positive behaviour through cohesive support. Families are invited to attend celebration assemblies; regular progress updates provide insights into students' accomplishments. This collaborative approach aligns with SMSC guidelines, which emphasise the role of family and community in supporting holistic student development. By involving families in positive reinforcement, AWS strengthens behavioural consistency and enhances the sense of community around each student's growth.

## **Building Life Skills and Independence**

AWS's approach to behaviour management integrates the teaching of essential life skills, such as resilience, emotional regulation, and independence. This reflects SMSC's commitment to preparing students for life beyond the classroom. This focus aligns with the Independent Standards, which emphasise the importance of social and emotional learning in fostering well-rounded development.

AWS helps students develop competencies contributing to future success, including respectful communication, responsible decision-making, and conflict resolution. For SEND students, specific skill-building strategies may include structured support during social interactions or practice with self-regulation techniques. This approach ensures that AWS promotes positive behaviour and equips students with the resilience and adaptability they will need in future academic, social, and professional contexts.

## **Sanctions and Restorative Justice**

AWS prioritises restorative justice as a key approach to managing challenging behaviour, using sanctions only as a last resort. This

model reflects the school's commitment to fostering empathy, responsibility, and long-term behavioural growth, especially for SEND students needing support understanding social consequences. By promoting accountability through constructive means, AWS's approach aligns with SCiES and DfE guidance, ensuring a safe, supportive environment that prioritises positive relationships and personal growth.

### **Principles of Restorative Justice**

Restorative justice at AWS is built on core principles of empathy, responsibility, and reconciliation. Unlike traditional punitive measures, which may not address underlying issues, restorative justice encourages students to reflect on their actions and understand their impact on others. This approach is particularly beneficial for SEND students, who may struggle with emotional regulation or social interactions and thus benefit from a supportive environment for self-reflection.

This approach aligns with SMSC's focus on social and moral development, helping students develop empathy and accountability. SCiES also supports restorative principles by recommending practices focusing on relationship repair and positive conflict resolution. By prioritising understanding over punishment, AWS promotes a culture where students feel valued and supported in their behavioural development.

### **Restorative Conversations**

AWS employs restorative conversations for minor incidents, allowing students to reflect on their behaviour in a supportive setting. These conversations are guided by trained staff, who help students understand the impact of their actions and consider ways to make amends. This process aligns with Independent Standards and DfE guidelines, encouraging open communication and accountability.

Restorative conversations foster empathy and self-awareness, providing students a safe space to express their emotions and reflect on their behaviour. Staff ensure that these discussions are respectful and accommodate each student's unique needs, particularly for SEND students who may need additional support articulating their thoughts. Students learn valuable emotional regulation and interpersonal communication skills through these conversations, building resilience and social responsibility.

### **Refocus Sessions**

Refocus sessions allow students to step back, regulate emotions, and regain composure constructively. These sessions incorporate therapeutic strategies, such as mindfulness practices, deep breathing exercises, or guided relaxation, allowing students to process emotions and return to the classroom with a positive mindset.

AWS recognises that temporary breaks can help students prevent escalation and regain control, especially for those with SEND who may experience heightened sensitivity to environmental or social triggers. Refocus sessions are aligned with SCiES recommendations, which support proactive, empathetic approaches to emotional regulation. By prioritising self-regulation, AWS fosters resilience, empowering students to navigate emotional challenges constructively.

## **Restorative Circles**

Restorative circles are used to address more complex incidents or group-related challenges, providing a communal space for all parties to share perspectives and collaboratively seek solutions. This practice reflects the SMSC's commitment to community values and collective responsibility, encouraging students to develop empathy and understanding.

During restorative circles, students are encouraged to actively listen, express their perspectives, and participate in collaborative problem-solving. This approach supports the development of respectful relationships, as Independent Standards recommends, and fosters a sense of community within AWS. For SEND students, circles are adapted to ensure accessibility, including sensory accommodations or pacing adjustments, ensuring every participant can engage meaningfully.

## **Restorative Agreements**

Restorative agreements are formal commitments developed with students to outline actions they will take to repair harm or restore positive relationships. Staff facilitate these agreements in a way that empowers students to take ownership of their actions, fostering accountability and personal growth. Restorative agreements reflect SCiES's focus on proactive, constructive approaches to behaviour and reinforce the Independent Standards' emphasis on responsibility.

These agreements may involve apologies, supportive actions, or participation in positive school activities. Students learn the importance of integrity, empathy, and accountability by working with staff to develop and uphold these commitments. This approach not only addresses the immediate behaviour but also supports the student's long-term social and emotional development.

## **Sanctions at AWS: A Last Resort**

AWS reserves sanctions as a last-resort response to behaviours that significantly disrupt the school environment or pose safety concerns. Even then, sanctions are designed to be proportionate and constructive, ensuring students understand the link between their behaviour and its consequences. This approach aligns with DfE guidance, which recommends reducing exclusionary discipline for SEND students and is consistent with SCiES and Independent Standards, which advocate for respectful, inclusive practices.

AWS takes additional care to ensure sanctions are fair and reflective of individual needs. Staff work with students to address and repair any harm caused, supporting a constructive reintegration into the school community. AWS upholds a restorative approach that prioritises support, growth, and positive re-engagement by focusing on understanding rather than punishment.

At AWS, restorative justice serves as a constructive alternative to exclusion, promoting behavioural reflection, accountability, and positive reintegration. Exclusionary discipline can often negatively impact SEND students, isolating them from support networks and compounding behavioural challenges. AWS's restorative model instead provides students with tools to reflect on their actions, repair harm, and positively reintegrate within the school community.

This approach aligns with DfE guidance on behaviour in schools, which advocates for restorative alternatives to exclusion, especially for students with SEND. By reducing the reliance on exclusionary practices, AWS demonstrates its commitment to an inclusive, student-centred learning environment that empowers students to learn from their actions and foster empathy.

## **Supporting SEND/SEN Pupils in Restorative Justice**

AWS ensures that SEND students can meaningfully engage in restorative practices by adapting processes to meet individual needs. Staff are trained to support diverse communication styles, address language processing differences, and accommodate sensory needs, making restorative practices accessible to all students. This inclusive approach aligns with the SEND Code of Practice, SCiES, and Independent Standards, which advocate for flexible, individualised approaches to behaviour management.

For example, students may be offered visual aids, simplified language, or alternative forms of expression, such as written reflections or visual prompts, to participate effectively. By providing these adjustments, AWS ensures that all students experience the benefits of empathy, accountability, and social learning, regardless of individual challenges.

## **Monitoring Sanctions and Restorative Outcomes**

AWS regularly monitors the outcomes of sanctions and restorative practices to ensure they contribute positively to the school environment. Behavioural data, including patterns in sanctions and restorative outcomes, is reviewed to guide necessary adjustments. This data-driven process reflects both SCiES and Independent Standards, supporting AWS's commitment to continuous improvement and responsive behaviour management.

By evaluating and refining its approach based on behavioural trends and feedback, AWS ensures that its behaviour management practices are effective, inclusive, and aligned with best practices. This monitoring process upholds the values of SMSC, reinforcing AWS's commitment to accountability, empathy, and student-centred support within its behaviour policy.



## The Use of Physical Intervention

It is important to remember that some children at the school have complex social, emotional and mental health difficulties, and some children have significant cognition and learning needs. Under certain circumstances they do not manage their own behaviour effectively or safely. The use of physical intervention may, therefore, on occasions, be necessary in order to prevent the following:

- injuring themselves or others
- negatively affecting the good order and discipline of the school

The 2011 Education Act clarifies that staff may also use “reasonable force” to prevent children from acting in a way that is counter to maintaining good order and discipline at the school or committing a criminal offence. The DfE guidance (Use of Reasonable Force in Schools, July 2013) has also been fully taken into account. The above do not just apply to the school, but also when staff have “lawful control or charge of the child”, for example, on an outing.

Please note: There is no legal definition of “reasonable force”. Reasonable force can only be determined in the circumstances of the particular incident, and the degree to which force employed is proportionate to the consequences of the challenging behaviour it is intended to prevent.

The following points, in-line with DfE Guidance ‘Positive environments where children can flourish (2021)’ relate to physical intervention by staff working with children who display extreme behaviour:

- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is appropriate, but this should be proportionate and no more than necessary
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned
- Under no circumstances should force be threatened or used as a punishment
- Staff must seek to avoid doing anything that might reasonably be expected to cause injury or in touching or holding a child in a way that might be considered indecent

The School has adopted the Team Teach approach which promotes a gradual and graded response from least intrusive to more restrictive interventions. All except the most recently appointed staff are trained, follow a bi-annual programme in Team Teach skills, and are expected to be able to apply these skills should the situation arise. Staff will complete the Team Teach refresher training every year. New staff are trained as quickly as is practicable. Every instance of physical intervention is reviewed with colleagues, in order to determine whether or not it could have been avoided and whether the techniques used were appropriate. Staff will do all that is reasonably possible to maintain a low-level hold, where this is deemed appropriate, however, in some circumstances, an advanced hold may be the safest approach. An agreed method (a Team Teach method) will be used where necessary and will be included in the behaviour plan of any pupil for whom this may be required.

## Acceptable Physical Intervention

The training provided for staff is BILD approved. Although only those principles and interventions covered in the training are considered acceptable for general use, each situation must be risk assessed accordingly, in order to maintain the safety of all involved.

Training on physical intervention given to staff includes sections on the background, theory and rationale behind the Team Teach approach. Conflict resolution, de-escalation and other behaviour strategies are taught as part of the Team Teach process. Any physical interventions used take account of age, cultural background, gender, stature and medical history of the child involved.

## Reporting and Recording incidents

Physical Intervention Records must be completed following the use of any safe-hold. Reporting and monitoring is of paramount importance for a number of reasons:

- the protection of staff and children, in the event of allegations
- it provides a record of the number/nature of incidents so patterns can quickly be seen, and strategies for improvement can be formed
- it provides a record of any injuries received by children or staff



Following the use of any Team Teach hold, the following actions are required:

1. Complete a Physical Intervention Record (Appendix 2) as soon as is practicable (but certainly within 6 hours), with a Body Map diagram if injuries to any party have occurred
2. Pass the records to the main office, where nominated staff will record the event in the “**Bound Book**” and scan the document onto the computer as a protected pdf file within one working day of the incident
3. Complete the reflective log, within 48 to 72 hours of the incident, to help repair the situation and rebuild relationships.
4. Reflect upon the incident, as a team, during the next de-brief session

The School Incident Records and safe hold data are audited regularly, analysed, and reported to the responsible individual and proprietors. Any substantial rise in recorded incidents will be regarded as a significant cause for concern and will trigger a review of practice and the need to improve/change strategies.

Physical Intervention is never seen in isolation. Its use is dependent upon professional risk assessment, and should always be seen as a last resort, when attempting to prevent injury or significant property damage. Other de-escalating techniques should always be applied to any potentially volatile situation, and the preferred option is to follow the “scripted” intervention approach (appendix 1) favoured by many professionals involved with behaviour modification.

On rare occasions minor injuries may inadvertently occur during a physical intervention. The School and Team Teach recognise that all Team Teach techniques seek to avoid injury, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally. This is not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that pupils remain safe.

## Incident Reporting and Monitoring

Effective incident reporting and monitoring are essential components of AWS’s behaviour management framework, ensuring transparency, accountability, and proactive support for all students. By documenting behavioural incidents accurately, AWS upholds its commitment to the principles outlined in SCiES, DfE guidance, and Independent Standards, enabling staff to provide consistent and responsive support. This process also allows AWS to identify patterns and trends, ensuring that the school’s behaviour management practices remain adaptive to emerging needs within the student body.

### The Importance of Incident Reporting

AWS recognises that accurate incident reporting is fundamental to maintaining a transparent and supportive school environment. Documentation provides a clear record of behavioural patterns, allowing staff to deliver consistent responses and tailor interventions based on individual needs. This consistency is particularly important for SEND students, as it reinforces behavioural expectations and provides opportunities for tailored support.

In alignment with DfE and SCiES standards, incident reporting enables AWS to collaborate effectively with families, carers, and external professionals. This collaborative approach ensures that all stakeholders are informed and involved in behaviour management strategies, creating a cohesive support system for each student. By documenting incidents, AWS also upholds its commitment to student welfare, facilitating timely interventions prioritising safety and emotional well-being.

### Types of Behavioural Incidents

AWS categorises behavioural incidents based on severity and potential impact to ensure clarity and proportional responses. This classification system allows staff to differentiate between minor infractions and more serious behaviours, ensuring that each incident is managed consistently and appropriately.

- **Minor Incidents** include behaviours that may cause temporary disruption, such as talking out of turn or minor classroom disruptions. These behaviours are typically addressed through brief interventions, redirection, or restorative conversations.
- **Moderate Incidents** include behaviours that impact others, such as repeated disruptions or conflicts. Moderate incidents may require restorative meetings or refocus sessions, allowing staff to address underlying issues in a supportive manner.

- **Serious Incidents:** These involve behaviours that pose a safety concern or significantly affect the school environment. Serious incidents may require immediate intervention, restorative circles, or structured agreements. Sanctions are applied only as a last resort and are directly linked to behaviour, ensuring they remain constructive.

This categorisation system aligns with SCiES and DfE guidance, ensuring response consistency and proportionality. It also provides a clear framework for staff, helping them navigate various behavioural situations confidently and empathetically.

## Incident Reporting Procedure

When an incident occurs, AWS staff follow a structured reporting procedure to document details accurately and ensure timely intervention. Incidents are recorded on CPOMS. Incidents are recorded on the same day, reviewed by the Senior Leadership Team (SLT), and shared with relevant staff members and families, if appropriate. This process aligns with DfE and SCiES guidelines, prioritising confidentiality and student welfare at every step.

The reporting procedure includes a debrief with involved staff members, allowing the team to reflect on the incident's triggers and discuss potential preventive strategies. AWS's commitment to clear documentation ensures that all behavioural interventions are grounded in empathy and understanding, supporting a therapeutic response that respects each student's unique needs. This procedure promotes transparency, accountability, and continuous improvement, reflecting Independent Standards and SMSC's focus on responsible behaviour management.

## Notifiable Incidents

Specific behavioural incidents are designated as "notifiable," requiring immediate action and communication with the school's executive team. These incidents typically involve safety concerns, such as physical injury, threats of self-harm, or situations necessitating emergency services. AWS staff are trained to recognise these incidents and follow an established protocol to ensure prompt and appropriate responses.

Examples of notifiable incidents include:

- Serious physical injuries requiring medical intervention
- Threats of self-harm or suicidal expressions
- Instances involving offensive or dangerous items
- Substantial property damage or substance misuse

Staff are instructed to report to the SLT immediately for notifiable incidents, ensuring that comprehensive support measures are implemented without delay. This protocol reflects SCiES and KCSiE standards, prioritising student welfare and responsive intervention. By adhering to this protocol, AWS reinforces its commitment to safeguarding, ensuring all students experience a secure learning environment.

## Monitoring Behaviour and Incident Trends

AWS regularly reviews incident data to identify patterns and inform preventive strategies, ensuring that behaviour management practices remain responsive to student needs. By analysing behaviour trends, AWS can proactively address potential challenges, adapt support strategies, and refine the behaviour policy as necessary. This data-driven approach reflects SCiES recommendations, which advocate for continuous monitoring to support school-wide improvement.

For example, suppose AWS identifies an increase in specific behaviours during transitions or particular times of day. In that case, staff may introduce targeted support strategies, such as visual prompts or structured routines, to reduce potential triggers. This approach ensures that AWS remains adaptable, with a behaviour policy that evolves to meet the dynamic needs of its community. Monitoring and trend analysis aligns with Independent Standards and DfE guidelines, reinforcing AWS's commitment to proactive, student-centred behaviour management.

## Using Data for Continuous Improvement

AWS is dedicated to using behavioural data to drive continuous improvement within its behaviour management strategies. Regular analysis of incident reports, restorative outcomes, and feedback from students, families, and staff enables AWS to make

data-informed adjustments to its approach. This ongoing evaluation process ensures that AWS's behaviour policy remains effective, inclusive, and aligned with best practices.

By gathering and analysing feedback, AWS identifies opportunities to enhance support, introduce new interventions, and refine behavioural expectations. This commitment to data-informed decision-making reflects both Independent Standards and SMSC guidelines, promoting accountability, adaptability, and continuous improvement. Through this process, AWS ensures that its behaviour policy remains responsive to the needs of students, staff, and families, reinforcing a supportive environment for all.

## Links to School Policies

### 1. Safeguarding and Child Protection Policy

- **Purpose:** Ensures the safety and protection of all students, aligning with KCSIE and SCiES guidelines.
- **Link to Behaviour Policy:** Behaviour management often intersects with safeguarding concerns, especially when addressing incidents that may indicate welfare issues. Staff must be aware of safeguarding protocols while managing behaviour.

### 2. SEND/Inclusion Policy

- **Purpose:** Outlines support for students with Special Educational Needs and Disabilities, ensuring equal access to education.
- **Link to Behaviour Policy:** Behavioural interventions and support plans must be tailored to meet the needs of SEND students. The Behaviour Policy incorporates inclusive and individualised approaches from the SEND Code of Practice.

### 3. Anti-Bullying Policy

- **Purpose:** Prevents bullying and promotes a safe, respectful environment in alignment with SCiES and DfE guidelines.
- **Link to Behaviour Policy:** Bullying incidents often fall under behaviour management, requiring restorative practices and conflict resolution. Both policies work to create a safe and supportive school culture.

### 4. Equality

- **Purpose:** Promotes an inclusive environment that respects diversity and ensures equal opportunities for all students.
- **Link to Behaviour Policy:** The Behaviour Policy supports a respectful environment by addressing discriminatory behaviours and fostering empathy and inclusivity, which aligns with SMSC standards.

### 5. Online Safety Policy

- **Purpose:** Ensures students' safety in online environments, addressing cyberbullying and digital safeguarding.
- **Link to Behaviour Policy:** Online behaviour management must align with expectations for respectful, safe interactions, especially given the increasing integration of digital platforms in education.

### 6. Attendance and Punctuality Policy

- **Purpose:** Set expectations for regular attendance and punctuality, which are critical for consistent learning and engagement.
- **Link to Behaviour Policy:** Attendance patterns can impact behaviour, and both policies support strategies to foster responsibility, commitment, and active participation in school life.

### 7. Staff Code of Conduct

- **Purpose:** Outlines professional standards and expectations for staff behaviour.

- **Link to Behaviour Policy:** Staff behaviour directly influences students' conduct. The Code of Conduct ensures that staff model respectful, supportive behaviour, as expected in the behaviour policy.

## 8. Exclusions Policy

- **Purpose:** Details procedures for exclusions, including when and how they are used.
- **Link to Behaviour Policy:** The Behaviour Policy supports restorative justice as an alternative to exclusion, particularly for SEND students, aligning with DfE guidance that minimises exclusionary discipline.

## 9. Complaints Policy

- **Purpose:** Provides a structured approach for families to raise concerns or complaints.
- **Link to Behaviour Policy:** Complaints related to behaviour management or disciplinary actions may follow this policy, allowing families to communicate concerns regarding how behavioural incidents are handled.

## 10. Data Protection and Confidentiality Policy

- **Purpose:** Ensures compliance with data protection laws, safeguarding student and family information.
- **Link to Behaviour Policy:** Behavioural incidents and intervention plans require sensitive documentation. This policy ensures that data on incidents, support plans, and outcomes is managed confidentially.

## 11. Home-School Agreement

- **Purpose:** Establishes shared expectations for behaviour, attendance, and academic commitment between the school and families.
- **Link to Behaviour Policy:** This agreement supports consistent behaviour management between home and school, strengthening families' role in reinforcing behaviour expectations.

## Review of Current Policy

This policy will be reviewed by the headteacher and the proprietors annually. Any changes made to this policy will be communicated to all staff members and relevant stakeholders.

**This policy is due to be renewed in September 2026.**