



Local Procedure/Protocol	
School/Home Name:	Felden Hall School
Local Procedure/Protocol Title:	Behaviour Policy
Linked to Group Policy Code:	Restraint Reduction Policy – OPP02
Date Reviewed:	August 25
Next Update Due:	August 26
Procedure/Protocol Lead (SCHOOL):	Marcelina Silva - Pastoral Manager
Procedure/Protocol Sponsor (GROUP):	Elaine Moyers, Associate Director (Safeguarding, Behaviour and Inclusion) Rob James, Head Of School Development
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. RATIONALE

- 1.1 Our school delivers clinically informed specialist education and care meeting the individual needs of our pupils within a safe, nurturing and predictable environment. We believe in creating environments that are enabling rather than challenging, which in turn will enhance a child's well-being and quality of life. We recognise that day-to-day experiences can sometimes be overwhelming for our pupils and that at these times they may communicate their distress through their behaviour. Sometimes these behaviours may negatively impact themselves or others.
- 1.2 We aim for every member of our school community to feel valued and respected, and for each person to be treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. Our school's Behaviour Policy is designed to support us in promoting the overall quality of life of pupils and staff, and an environment in which everyone feels happy, safe and secure. Positive Behaviour Support approaches are based on a set of overarching values, which include the commitment to providing support which promotes inclusion, choice, participation and equality of opportunity.
- 1.3 This policy outlines the behaviour we expect from all our pupils, staff and visitors to the school. It extends to all members of our school community and is written in line with current legislation, guidance and best practice. Feeling safe is a prerequisite for learning and accessing opportunities. This policy aims to ensure all members of our school community are supported to behave and conduct themselves to maintain a safe and effective learning environment for all.
- 1.4 We hope that by encouraging positive behaviour patterns, we can promote good relationships throughout the school, built on trust and understanding. Using this policy, we aim to support all our pupils in developing a high level of social awareness and inclusion. We aim to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.
- 1.5 Our School is dedicated to ensuring that our school environment supports learning and the well-being of pupils and staff through a strong sense of community. Participation, support, safety and respect are the foundations of our ethos, and we work hard to provide a school where pupils feel included in every aspect of school life, being comfortable to voice their opinions.
- Our school is committed to supporting all pupils to:
- Achieve their full potential.
 - Acquire the knowledge and skills relevant to life in a demanding, fast-changing world.
 - Develop as confident learners, able to take risks within a safe environment.
 - Be curious, ambitious and take pride in their achievements.
 - Achieve high standards in all they do.

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- Develop as self-motivated, independent and collaborative learners.
- Value and care for themselves and others in our community.
- Understand their rights and responsibilities as citizens.
- Enjoy what they do and have fun.

1.6 To achieve these aims, our school will provide:

- A happy, healthy, safe and secure environment.
- High-quality teaching
- Person-centred support
- An exciting curriculum, which is delivered based on the needs and interests of pupils, providing first-hand practical experiences.
- A stimulating, evolving, inspirational, capable environment.
- A professional, skilled, and highly motivated staff team.
- School leadership focused on continuous improvement.
- Opportunities for parents and carers to play an active, supportive part in their child’s education.
- Opportunities outside the classroom, and the chance to extend our close links with the local community.

1.7 This policy aims to determine the boundaries of acceptable and unacceptable behaviour, describe how we encourage and motivate our pupils, the natural consequences used by the school, and how they will be fairly and consistently applied, whilst considering the individual needs of pupils.

For all of our pupils, the school will:

- make clear its expectations of positive behaviour through many different means such as positive role modelling, establishing consistent routines, school assemblies, lessons, school council meetings and in published documents;
- utilise a range of positive motivators such as giving verbal praise, awarding house/class points, stickers, certificates;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge unsafe behaviours;
- be consistent when supporting pupils with behaviours of concern

We believe that approaches need to be tailored for each individual and should be applied flexibly and reviewed regularly. We will endeavour to find out what works best for each pupil and build a framework of approaches that help to shape behaviour that enhances a pupil’s quality of life.

2. STANDARDS OF BEHAVIOUR

2.1 The school understands that the first step to modelling positive behaviour is to lead by example. This means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally. We work hard to ensure that expectations and standards are clear and consistent across the school. Expected boundaries, positive encouragement and natural consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities (SEND) as well as the additional challenges that many pupils may face.

2.2 Staff receive training regarding the individual needs of the pupils as part of their continual professional development and understand the expectations regarding keeping children safe. We work closely with parents and carers to understand their children’s needs and the resulting behaviour. We believe that (in conjunction with consistent routines) boundaries and reliable support systems are an important part of building an effective learning community. We discuss positive behaviour and behaviours of concern with parents and carers regularly. We encourage parents/ carers to communicate with the school if they have concerns about their child’s behaviour, and we try to support parents when they need it. We promote positive behaviour within the school curriculum, and reminders of school rules and expected standards of behaviour are displayed in classrooms and around the school.

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

We recognise that when individual pupils engage in persistent disruptive behaviour, this can indicate an unmet need. If such needs are identified, we will do our best to ensure that the pupil receives appropriate support. Some pupils may require individualised or additional support to take full advantage of the educational opportunities available to them. Individual Support Plans will be used to identify behaviours of concern and how supporting staff will utilise individual strategies to reduce these. These individual support plans are based upon the 'Stages of an Incident', a theoretical model proposing that the behaviours of individuals that may display challenging behaviours or behaviours of concern typically elevate following a trigger event (phase 1) through an escalation phase (2) where behaviour becomes increasingly agitated; a crisis phase (3) characterised by behaviour that may pose a risk to the individual or others and a recovery phase (4) in which there is a gradual return to baseline behaviour.

2.4 Advice will be sought from our multi-disciplinary clinical team and external agencies to support us in putting in place appropriate support strategies. **Please read our Special Educational Needs Policy.**

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

3. EXPECTATIONS OF PUPILS

3.1 We expect and support everyone to show respect to one another, whether pupils, staff or visitors. Within the context of their identified individual needs, pupils are supported to follow school rules, listen to and follow instructions from staff. We recognise that meeting the school's expectations may be very difficult for some, and that additional support and individual adaptations may be necessary. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes, post-incident learning and consequences.

3.2 Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff cannot be tolerated. Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will be supported to respect and look after the school premises and environment. The following behaviours undermine our core principles of safety and therefore may result in a consequence being implemented and or in some situations, a possible suspension. These decisions will be made considering the individual needs of the pupil. For more information on suspensions, please refer to our Suspension Policy.

3.3 Behaviours that we regard as cause for concern include:

- verbal behaviour of concern towards pupils, staff or others;
- physical behaviour of concern towards pupils, staff or others;
- sexual assault of staff or other adults
- child-on-child sexual violence and sexual harassment
- inappropriate online behaviour, including language, soliciting or sharing inappropriate material, images or videos
- damage to property
- possession, use or distribution of alcohol, cigarettes, vapes, illegal drugs or substances;
- theft
- possession or use of an offensive weapon
- arson
- repeat incidences of unacceptable behaviour that negatively impact the quality of life of the child, but also others.

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

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4. ROLE OF PARENTS OR CARERS

4.1 Parents and carers play a big part in ensuring that their children are ready to learn, and are aware of the behaviours expected of them when in school. We ask that parents agree to our home-school agreement to indicate that they will respect and support our Behaviour Policy. By building school life into a child's natural routine, ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to adhere to school rules and procedures.

4.2 We ask parents and carers to work with the school in support of their child's learning, which includes informing the school of any newly arising personal factors that may result in their child displaying behaviours of concern. We ask that parents be prepared to attend meetings at the school with staff or the Head Teacher to discuss their child's behaviour and to adhere to any agreements put in place.

In the case of suspensions, we remind parents and carers that they must provide supervision for their child during the time that they are suspended from school, support their child with work sent home by the school and to attend a reintegration meeting at the school with their child as required.

5. OUR SCHOOL RULES

5.1 All pupils will be expected to work towards meeting the following school rules:

- Attend school regularly and be on time.
- Be polite and respectful to other pupils, staff, visitors and members of the public.
- Be kind and considerate of your peers and the extended community.
- Derogatory, racist, homophobic, misogynistic, misandric, sexist or offensive language will not be tolerated.
- Misuse of electronic equipment is not permitted.
- Mobile phones will be handed in at the start of the day and stored safely in a pupil's locker or designated area.
- Smoking materials are not permitted on the school site.
- Take care of the school building and environment; keep it tidy, litter-free and damage-free.

6. UNIFORM AND APPEARANCE

6.1 Our school uniform should be worn by all pupils; however, we understand that some pupils' individual needs may mean they struggle to navigate the sensory world of school, and that the uniform may be a cause for anxiety. We will ensure that we work collaboratively with parents to agree upon suitable adaptations to our school uniform where this may be the case.

6.2 Uniform is important as it is a symbol that everyone is a key part of our school community. It also helps prepare pupils for life as adults when they may have to wear a uniform at work. Our School uniform consists of:

Primary Phase

- Sky-blue polo shirt with school logo
- Royal blue sweatshirt with school logo

Secondary Phase

- Black polo shirt with school logo
- Navy sweatshirt with school logo

Bottoms (All Pupils)

- Black school trousers or joggers
 - If branded, logos must be no larger than a 50p coin
 - No cargo-style trousers
 - No zips or concealable pockets
 - Pupils must not wear two pairs of trousers
- Alternatively, a black skirt may be worn

All black footwear.

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We provide each pupil with two white t-shirts, two sweatshirts and one PE t-shirt. These are provided free of charge.

Children must bring a warm coat in colder months. Parents/carers are strongly encouraged to label all clothing clearly with their child's name.

Please note – any other items of clothing are not to be worn in the school building, eg. caps, hoodies.

All pupils are required to wear the designated PE kit for physical education lessons.

The approved kit includes:

- **Bottoms:** Black or navy jogging bottoms or knee-length shorts.
- **Top:** White T-shirt with school logo.
- **Outerwear:** School sweatshirt as needed.

Please note - Leggings are not permitted as part of the PE kit.

7. BULLYING

7.1 Bullying can be defined as, "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (DfE).

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

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

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7.2 We also follow anti-discrimination law and comply with the Equality Duty (The Equality Act 2010) which has three aims:

i. eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

ii. advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

iii. foster good relations between people who share a protected characteristic and people who do not share it.

7.3 Our staff have a duty to prevent discrimination, harassment and victimisation within the school. Please refer to our Anti-Bullying Policy.

8. REWARDS AND CELEBRATION

8.1 Our school believes that it is important to encourage and recognise positive engagement throughout the school through celebration and reward. This includes a whole-school reward system aimed at stimulating a voluntary and progressive improvement in behaviour, learning and engagement. By focussing on positive choices, we aim to improve motivation, build confidence and strengthen pupils' readiness to achieve their academic and personal goals.

8.2 At Felden Hall School, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. Our values of **Curiosity, Community and Respect** are at the heart of our reward system, and pupils are recognised daily for demonstrating these values in their learning, conduct and relationships.

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The many ways we celebrate success are listed below:

- Reward system which rewards individual and collective positive behaviour through a points system
- Pupils earning points for demonstrating **Curiosity, Community and Respect**
- In class, students can also earn points for their learning, including completing work, being on time, following instructions and being respectful.
- House system to promote collective responsibility and teamwork
- Positive celebration assemblies, celebration certificates
- Head teacher recognition awards
- Excellent examples of work are displayed on our WOW wall
- Individualised and planned incentives for individuals, where relevant
- Opportunities to explore external experiences such as visits, trips and residential stays

Our approach to rewards is designed to be inclusive, fair and motivating. Rewards are earned - they are not removed. If behaviour falls below expectations, pupils simply do not earn points during that moment, and staff make every effort to help pupils re-engage positively so that they can earn recognition again.

We recognise that each pupil is unique, and therefore our approaches will be tailored for each individual pupil and reviewed regularly. We endeavour to identify what works best for each child and build a framework of approaches that supports their success, encourages self-regulation, and improves their overall quality of school life.

Rewards are intended to reinforce positive behaviour, celebrate effort, and help pupils understand the impact of their choices. They sit alongside restorative practice and the Steps Approach to ensure praise, encouragement and recognition are central to our behaviour culture.

In addition to the existing points system, pupils can also earn Merits. Merits recognise exceptional positive behaviour, acts of kindness, significant effort, or moments where a pupil goes above and beyond the expected lesson criteria. Unlike points, which are earned consistently throughout the school day, merits are discretionary and can be awarded at any time a pupil demonstrates our school values in an outstanding way. Merits accumulate across the half-term or term and are used for a celebratory prize draw. Each merit equals one entry, meaning pupils who consistently demonstrate exceptional behaviour have greater chances of recognition.

The points system rewards sustained engagement in lessons, while merits highlight stand-out moments of positive behaviour. Together, they form a balanced and motivating framework that reinforces both everyday effort and exceptional personal qualities, supporting the positive, values-led ethos of our school.



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How can I unlock extra merits...

Independent reading

Being a role model

Wearing correct uniform

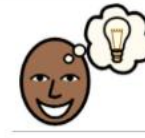
Being resilient

Being creative

Going the extra mile

Being brave

Sharing your ideas



9. PUPIL SUPPORT

9.1 We aim to support all of our pupils to ensure that every child succeeds during their time with us. Where it becomes clear that a pupil is having ongoing difficulties in meeting behavioural expectations, there are a wide range of strategies which are used to support pupils. These include:

- Behaviour Reminder System (Appendix One)
- Increased communication between home and school
- Individual support plans
- The allocation of a personal Key Worker or learning mento
- Small group work or 1:1 support in self-esteem, emotional literacy, nurture group
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Referral for additional internal or external support from the embedded Clinical MDT, including our Psychologists, Speech and Language Therapists, Occupational Therapists, Creative and or Talking Therapists and the Behaviour and Inclusion (B&I) Team.

10. SANCTIONS AND NATURAL CONSEQUENCES

10.1 The term consequence is very broad, as all behaviour naturally has a consequence. Where a pupil demonstrates behaviours of concern, we believe that there are times when staff may need to put something in place to ensure a different outcome for next time, repair and make good and improve quality of life where we can. It's important to understand that 'one size' doesn't fit all and that any consequence should be person-centred. A consequence (or action) should be relevant to the needs of the pupil and the function of the behaviour, and not the actual form of the behaviour (what it looks like).

A behaviour of concern that might result in an additional consequence being necessary would be if the behaviour:

- Is dangerous or high risk to the pupil, others or the environment
- Is an offence or may instigate police involvement
- Places the child at risk within society and social settings
- Is not in the best interest of the pupil
- Impacts on another pupil's Quality of Life or the Quality of life of others

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A Witherslack Group consequence is not punitive and will always reflect a response that is child-centred, restorative and promotes respect and dignity. It aims to provide a 'stepping stone' to learning a new skill for next time or provide an alternative option for the future.

A clear record will be kept of any sanctions that are implemented by the school and will be monitored by Senior Leaders. Pupils will be encouraged to give their views where possible.

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- 10.2 As an example. The school may utilise the following consequences;
 - Verbal reminders
 - Opportunities for reflection, e.g. at break time or after school, during which the behaviour is discussed and strategies for improvement identified (can be referred to as a detention in government guidance)
 - Staff may use opportunities to undertake restorative work so that pupils can try to 'put something right' when things have gone wrong with others.
 - A review or change to planned activities to ensure safety for all participants.

11. SEARCHING AND CONFISCATION

11.1 It is our priority to ensure that pupils are in a safe and secure environment in school. Searching can play a critical role in ensuring this and can be a vital measure to safeguard and promote staff and pupil

- welfare.

11.2 Following guidance set out by the Education and Inspections Act 2006 and Searching, Screening, and Confiscation – Advice for Schools (July 2022), Head teachers (and staff they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may

- have a prohibited item or any other item that the school rules identify as an item which may be searched for.

11.3 The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Banned items to be searched for:

- Psychoactive substances
- E-cigarettes, matches, lighters or smoking paraphernalia
- Vapes and vape liquids
- Material that is inappropriate or illegal for children to have; such as racist, homophobic, misogynistic, sexist or pornographic material
- Any items that could be used for gambling purposes, including mobile phones or mobile devices; gambling is not allowed on school property

Any item that could be used to cause personal injury to, or damage to the property of any person (including another pupil)

11.4 Where we need to conduct a search for a prohibited item, the head teacher will authorise this. The Head teacher can authorise a member of staff to search for specific prohibited or banned items or all items set out in this behaviour policy. It will be explained to the pupil what is being searched for and the reason for the search. Where the pupil does not agree to be searched, our school will consider the best way of moving forward. Depending upon the risk associated with any prohibited or banned item, the use of

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reasonable force may be necessary. The use of reasonable force will differ depending on whether the member of staff is searching for processions or the pupils themselves.

- 11.5** The Education Act 2011 allows for staff to seize an electronic device to examine any data or files on the device if they think there is a good reason to do so. These data or files may be erased before returning the item if they believe there is a good reason to do this. Any cigarettes or e-cigarettes confiscated in school will be destroyed.

The Headteacher will liaise with the Designated Safeguarding Lead regarding any potential searches of prohibited items, and this will be recorded on the safeguarding database by the person conducting the search.

- 11.6** Where a search for prohibited and/or banned items has been undertaken search record will be completed and uploaded to the safeguarding concern by the person who conducted the search.

12. USE OF RESTRICTIVE PHYSICAL INTERVENTION

- 12.1** All staff receive comprehensive training in positive behaviour support, including de-escalation and physical intervention. To maintain the safety and welfare of all our pupils, it may sometimes be necessary to use restrictive physical intervention, as permitted by law. Section 93 of the Education and Inspections Act 2006 enables all school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
2. causing personal injury to, or damage to the property of, any pupil (including him or herself);
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. This means that where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class.

- 12.2** The school does not encourage the use of restrictive physical intervention, and it will be used only as a last resort. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of intervention used should always be proportionate to the situation that is presented.

- 12.3** All staff at the school are fully trained in Protecting Rights in a Caring Environment (PRICE) and have the authority to use physical intervention when reasonable, necessary and justified. This extends to persons whom the Head Teacher has given the responsibility to oversee or control of the pupils. Staff can also use this authority when they are lawfully in charge of pupils off the school premises, e.g. on a school trip.

- 12.4** Following serious incidents involving the use of restrictive physical intervention, the school will speak to the parents or carers and pupils and staff will be offered a de-brief. Such serious incidents involving the use of restrictive physical intervention will also be recorded by the school. Please refer to the Restraint Reduction Policy.

13. OFFSITE CONDUCT

- 13.1** We promote the expectation that our staff and pupils are ambassadors for the school. Pupils should have a clear understanding of the boundaries and behaviour expectations when outside of the school premises, and these should be reminded and reinforced by staff.

Staff hold the same responsibility and Duty of Care for pupils off-site as they do on-site. If a pupil is displaying behaviour that is high risk and dangerous to themselves or others, including members of the public, high risk and damage to the environment or property, or staff have grounds to believe this may occur, then they have the same powers as referred to in section 12.

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14. COMPLIMENTS AND COMPLAINTS

- 14.1 We welcome feedback, whether positive or about improvements we should consider making. Sometimes we do not get things right and our school has a standard complaints procedure. In the first instance, we encourage parents to take any complaints or concerns to a staff member or to the Head Teacher who will do everything in their power to help resolve any issue swiftly and effectively. For details of the full complaints procedure, please refer to our School Complaints and Representations Policy. The policy is available on our website and also from the school office upon request. For information about how to complain or challenge a suspension, please refer to the school Suspensions Policy.

15. REFERENCES

[Education and Inspections Act 2006](#)

Searching, Screening, and Confiscation – Advice for Schools (July 2022)

16. ASSOCIATED FORMS

OPSF09 – Search Record (Schools)

17. APPENDICES

Appendix 1 – Behaviour Reminder System

Appendix 2 – Steps Approach (Behaviour Escalation Framework)

Appendix 3 – Use of two-Way Radios

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Appendix 1: Behaviour Reminder System

To ensure consistency across the whole school in addressing low-level behaviours and minor disruptions, we implement a structured reminder system. This approach provides pupils with clear opportunities to make positive choices while supporting staff to apply expectations calmly and consistently.

The reminder system is designed to be simple, predictable, and easy for pupils to understand. For most students, the system will typically run up to a natural transition point such as breaktime, lunchtime, or the end of the school day. While the majority of pupils respond well to this structure, some may require a personalised variation to meet their individual needs. In such circumstances, reasonable adjustments will be recorded within the pupil’s Positive Behaviour Support (PBS) Plan to ensure their support is consistent and appropriate. Visual supports, reduced language, and extended processing time should be used where appropriate.

Step 1 – Gentle Prompt (Low Demand)

Use short and concrete language such as “Listening,” “Sitting safely,” or “Ready to learn.” Visual cues like gestures, symbol cards, or pointing to expectations may be used if they support understanding. Give the pupil processing time before repeating instructions and offer co-regulation or a sensory/regulation break if the behaviour may be linked to overload. Staff must always refer to and follow the pupil’s PBS plan, using any preferred prompts or communication approaches detailed there.

Step 2 – Clear Reminder (Supported Re-Engagement)

Repeat the expectation using simple, direct sentences and keep verbal explanations minimal to reduce processing demands. Offer structured choices based on the pupil’s PBS plan, such as choosing between working at a desk or in a quiet space. Focus on reminding the pupil what they can do next, rather than what they must stop doing. If the behaviour may be linked to sensory, communication, or anxiety needs, staff should apply the strategies outlined in the PBS plan before moving to the next step. Staff must always check the pupil’s PBS plan for appropriate adjustments or alternative strategies.

Step 3 – Final Reminder (Structured Support)

Provide a clear visual or written reminder if this helps the pupil understand what is expected. Offer a predictable next step, such as moving to a quiet space or using a regulation activity, ensuring this aligns with the pupil’s PBS plan. Use calm, neutral, and factual language, and avoid unexpected transitions unless they are necessary for safety. Keep any restorative conversation short, structured, and adapted to the pupil’s communication needs. Staff must follow the escalation guidance in the pupil’s PBS plan, including any crisis or co-regulation strategies.

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Step 4 – Consequence (Restorative and Individualised)

Consequences should always be predictable, explained simply, and clearly connected to the behaviour. They must be adapted to the pupil’s communication and processing needs, emotionally safe, and aligned with the strategies outlined in the pupil’s individual support plans. The focus should remain restorative, helping the pupil regulate, repair, and re-engage with learning.

Examples:

- completing missed learning with support
- short, visual reflection
- accessing a regulation strategy before re-entry
- supported problem-solving rather than verbal discussion

Staff must consult the pupil’s PBS plan to ensure consequences do not escalate, distress or overwhelm.

Consequences must be adapted to the pupil’s needs and not applied in a one-size-fits-all manner.

If a pupil regularly reaches Steps 2-3, their PBS plan should be reviewed and updated.

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Appendix 2 - Steps Approach (Behaviour Escalation Framework)

Step	Example of behaviour	Consequence	Action/managed by
<p>Step 1 – Low-Level Behaviour</p> <p><i>Low-level behaviours are minor disruptions that interrupt learning or go against classroom expectations</i></p>	<p>Low-level disruption Calling out/talking over others Walking around without permission Not completing work due to behaviour Uncooperative behaviour Careless behaviour causing minor harm</p>	<p>Reminder system Preventative/de-escalation strategies Expectations explained clearly Final reminder using a calm, consistent script</p>	<p>Managed by Class Teacher / Support Staff Staff aim to redirect the pupil quickly and positively.</p>
<p>Step 2 – Persistent Low-Level Behaviour</p> <p><i>This step applies when low-level behaviours continue despite a reminder. The behaviour becomes repetitive or distracting to others.</i></p>	<p>Continued Step 1 behaviour Work incomplete across 2+ sessions Verbal abuse (swearing/offensive language) Accidental/reckless damage to property</p>	<p>Time out with TA or Pastoral support Restorative conversation at break/lunch Catch-up of lost learning Restorative form completed</p>	<p>Class Teacher / Support Staff Staff record patterns Parents informed if persistent Consequence log completed PBS plan/YPRA updated if needed *Consider whether IR needed</p>
<p>Step 3 – Zero Tolerance Behaviours</p> <p><i>These are serious behaviours that include actions that pose a risk to safety, involve aggression, discrimination, or deliberate harm, or significantly disrupt the learning environment.</i></p>	<p>Racist/homophobic/discriminatory language Physical harm (non-crisis) Leaving lessons disruptively Bullying Major lesson disruption Risky behaviours (throwing objects, tipping furniture) Persistent deliberate disruption</p>	<p>Removal from situation Pastoral/SLT involvement Extended restorative reflection & supervised dining Possible internal reflection</p>	<p>Pastoral Manager / SLT Parents contacted Pupil debriefs and Reflections completed Incident/bullying logs completed PBS plan escalated to Wave 2 YPRA updated</p>
<p>Step 4 – Suspension / Permanent Exclusion</p> <p><i>This step is used only for the most serious incidents, repeated harmful behaviours, or where all other interventions have been exhausted. A suspension or permanent exclusion may be considered to ensure the safety and wellbeing of pupils and staff, and to maintain the integrity of the school environment.</i></p>	<p>Serious or premeditated assault Threatened violence Drug/alcohol misuse or supply Offensive weapon in school Fire-setting/arson Serial bullying Racist abuse Abuse relating to sexuality, gender identity, disability</p>	<p>Suspension or permanent exclusion (last resort) Reintegration meeting on return to school</p>	<p>Headteacher & Regional Director Follow WG policy (Suspension Policy) & procedures Reintegration meeting with Headteacher, Pastoral Manager & Parents/Carers</p>

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Appendix 3: Use of Two-Way Radios

Two-way radios are used across the school to ensure safe, timely and effective communication between staff. They support the behaviour system by enabling staff to request the appropriate level of assistance (Step 2, Step 3 or Step 4) in line with the Behaviour Steps Approach. Radios allow staff to communicate swiftly during incidents, coordinate support, and maintain a safe environment for pupils and adults.

All radio communication must be professional, concise and respectful of confidentiality. Staff should use student initials only when necessary and provide clear information about the level of support required and the location of the incident. Where immediate assistance is needed, staff may make an “all-call” for support. Staff working directly with classes should keep radio volume low to avoid disrupting teaching and learning.

The operational procedures for radio use, including scripts for communication, confidentiality expectations, and device handling, are set out clearly in the school’s Radio Protocol. All colleagues issued with a radio must ensure they follow this guidance consistently.

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