



Bracken Hill School

Behaviour Management

Policy

Author: Mrs Brown

Policy Type: Whole School

This policy is reviewed annually to ensure compliance with current regulations

Introduction

The Governors of Bracken Hill School recognise that all staff play a vital role in achieving high standards and providing pupils with the best opportunities matched to their needs.

Two of our published Educational Aims are:

1. We aim to help develop relationships characterised by kindness, helpfulness and respect.
2. We aim to foster knowledge and respect for other people, nationalities, beliefs and ways of life.

Policy Aims

As a school, we recognise that the climate of appropriate social behaviour, which helps us achieve our educational aims, requires everyone in the school to work together to create and maintain an ordered community. Good relationships are crucial in promoting respect. Older pupils should be treated as young adults.

- We recognise that we have to work together to achieve good behaviour as this does not happen by default.
- Young people, as they grow and develop, exercise choices in their actions that lead to consequences. We need to help them to make the right choices and to be able to accept the responsibility for their actions. We aim to help our pupils by being clear about our systems of rewards and sanctions that support the pursuit of our policy on behaviour. Rules need to be simple, consulted upon and clearly communicated. We believe that early intervention is the key to prevention.
- Young people who feel good about themselves and recognise they are making progress—whether in their studies, personal development, or individual goals—are more likely to feel satisfied with school and their place in it, therefore less likely to act in a disruptive manner in school.
- Whilst it is important to have clear sanctions on hand to deal with negative behaviours it is more important to be able to accurately recognise and record positive behaviours and achievements and reward pupils accordingly.
- We believe that an inappropriate curriculum produces disaffection in pupils, and therefore it is of great importance that curriculum targets for individuals are set, monitored and evaluated regularly.
- All staff are trained in a range of strategies for working with pupils who exhibit negative behaviours. A strategy for staff training and development in this area should be a distinct part of each School Development Plan.
- Adults should always take responsibility and seek to de-escalate conflict.
- Whenever circumstances allow pupils should be able to make “fresh starts”
- Good teamwork between staff, parent/carers, Educational Psychologists and other professionals all working together in support of a pupil is important.
- The school pastoral and timetable arrangements should allow form teachers the time and opportunity to develop good working relationships with their pupils and set monitor and review curriculum and behaviour targets.

- We acknowledge that some pupils' behaviours can not be "cured" but can be managed. The management of difficult behaviour can only occur in a climate where people communicate effectively.

Legal and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#) (2024)
- [Searching, screening, and confiscation](#) (2018, 2022, 2023)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions](#)
- [SEND code of practice](#)
- [Exclusion guidance](#) (2017, 2022) Exclusion from maintained schools, academies and pupil referral units in England 2017 • Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Relevant sections of the [Education Act 2002](#) Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils and [Education and Inspections Act 2006](#) Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance for academies DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- [Education \(Independent School Standards\) Regulations 2014](#)
Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with the Esteem Multi-Academy Trust's funding agreement and articles of association, ensuring alignment with legal and operational requirements.

Values and Expectations

Our expectations for daily school life are simple, clear, and firmly rooted in our school values (see Appendix 1).

At Bracken Hill School, we believe that our school values of Determination, Courage, Kindness, Respect, Honesty, and Empathy provide a strong foundation for positive behaviour. It is the role of all staff to embody these values and encourage pupils to do the same.

All staff are expected to:

- Model the values: Demonstrate the school values in their interactions with pupils and colleagues.
- Encourage positive behaviour: Provide a supportive and inclusive learning environment where positive behaviour is recognised and celebrated.
- Teach and reinforce values: Actively teach pupils about the school values and their importance in all aspects of life.
- Use values to guide expectations: Refer to the school values when setting expectations for behaviour and resolving conflict.
- Apply consistent approaches: Work together to apply consistent approaches to promoting positive behaviour and responding to behaviour of concern.

Staff Responsibilities

All staff should:

- Follow the procedures in this policy and any behaviour or risk management guidelines.
- Complete risk assessments and plans for pupils who need extra support with their behaviour.
- To follow the principles of Team Teach, undertaking dynamic risk assessment, with emphasis on proactive strategies and de-escalation techniques that encourage positive behaviour support
- Report serious incidents to the Senior Leadership Team (SLT) and follow school procedures for accidents or issues.
- Follow safeguarding procedures if a behaviour issue raises a concern.
- Act in pupils' best interests, treating everyone fairly, kindly, and with understanding.
- Work with staff, pupils, families, and outside agencies to develop consistent behaviour plans.
- Be a positive role model through professional and respectful behaviour.
- Recognise and celebrate positive behaviour and achievements with rewards and praise.
- Create a safe, inclusive, and supportive classroom environment where pupils can thrive.
- Arrive in classrooms before pupils to prepare and create a welcoming environment.
- Plan and deliver engaging lessons to keep pupils focused and motivated.
- Help pupils follow classroom rules, applying them fairly and consistently.
- Mark pupils' work regularly and give clear, helpful feedback.

Resolving Difficulties

Staff are encouraged to:

- Maintain calm and respectful interactions: Respond to challenging behaviour with calmness and empathy, avoiding actions that may escalate the situation.
- Use positive reinforcement: Focus on rewarding and acknowledging positive behaviour, rather than relying on punishment.
- Use the appropriate language of **'actions' and 'consequences'**
- Apply consequences fairly and consistently: Ensure that any consequences for behaviour of concern are proportionate, fair, and consistently applied. Ensure pupils understand the reasons for sanctions.

- Avoid humiliating or degrading language: Use respectful and encouraging language when addressing behaviour of concern.
- Prioritise de-escalation: Utilise de-escalation techniques and strategies learned in Team Teach training to manage challenging situations.
- Respond calmly to challenging situations and follow established procedures.

Staff play a vital role in supporting pupils and maintaining a safe, caring environment. To ensure positive outcomes:

- Always supervise pupils; never leave them outside classrooms unattended.
- Provide time and space for pupils to regulate while ensuring they are monitored and supported.
- If a pupil leaves the classroom, calmly follow and encourage them to return. If they refuse and strategies in their BRMP are unsuccessful, seek support from a member of the SLT.
- Reach out to the Behaviour Management Co-ordinator for ongoing support when needed.
- When issuing sanctions (e.g., missing break/lunch or staying after school with parents' permission), take responsibility for ensuring the consequence is followed through and focus on restoring the relationship.

School Environment

Staff should:

- Create and maintain a safe, welcoming environment where pupils feel secure and supported.
- Ensure classrooms are attractive and engaging, showcasing displays of pupil work.
- Provide pupils with access to appropriate resources to support their learning and development.
- Encourage pupils to take pride in and respect their surroundings.
- Promptly report any graffiti or damage to the Head or Site Manager to ensure the environment remains safe and well-maintained.

Pupil Responsibilities

At Bracken Hill School, we encourage all pupils to demonstrate our school values of Determination, Courage, Kindness, Respect, Honesty, and Empathy. This means:

- We come to school ready to learn: We attend school dressed appropriately and ready to engage in lessons.
- We show respect to everyone: We practice good manners, are polite to all staff and pupils, and are tolerant of different beliefs.
- We are honest and truthful: We always tell the truth and take responsibility for our actions.
- We are kind and caring: We show kindness and empathy towards others and help to create a positive and inclusive school environment.
- We are courageous: We try new things and challenge ourselves to learn and grow.

- We are determined: We persevere with our learning, even when things are difficult.
- We keep ourselves and others safe: We follow instructions, transition around school safely, and stay on school premises.

Pupils must:

- Attend school dressed appropriately.
- Practise good manners and be polite.
- Follow instructions.
- Be honest and truthful.
- Transition around school in a safe manner.
- Respect all staff and pupils.
- Be tolerant of different beliefs.
- Stay on school premises

Pupils must not:

- Disrupt others.
- Threaten or bully.
- Ask for money or items from others.
- Swear or steal.
- Show physical aggression to staff or pupils
- Be verbally abusive towards adults or pupils
- Make actions towards other pupils of a sexual nature
- Damage property.
- Use or wear any personal electronic mobile devices in school (includes but not limited to: mobile phones, smart watches, tablets, iPad, game consoles)
- Use any personal device to take photos or videos
- Bring alcohol, cigarettes/e cigarettes or matches/lighters to school
- Bring illegal substances into school

Mobile Phones

At Bracken Hill School we do not allow pupils to use or keep mobile phones with them on-site. If a pupil brings a mobile phone to school with them, this is handed in at the main office, where it is kept securely. The mobile phone is then returned to the pupil at the end of the day when the pupil is dismissed.

Bullying

Bracken Hill School believe that bullying must be challenged in whichever form it may appear. Children are given regular opportunities through assemblies, PSHE and Computing lessons to learn about how to prevent bullying, identify incidents of bullying and deal with it appropriately. Please view our [Anti-Bullying Policy](#) for more information on our approach to bullying.

Anti-Racism

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. At Bracken Hill School, it is extremely rare. Even though the majority of our pupils and parents are predominantly from one ethnicity our school promotes multiculturalism and we

have these principles and roles in place to ensure that racism if evident can be quickly stopped. All pupils should know that racism is wrong. Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school. All staff takes racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at Bracken Hill School and in society. Issues surrounding racism and its unacceptable nature are made very clear to all.

The Head of School monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism. The Head of School reports to the Governing Body about the effectiveness of the policy on request. The Head of School has overall responsibility for dealing with racist incidents and recording the action taken. All racist incidents will be dealt with no matter how trivial they may seem to be. If staff are aware of racism, they should refer it to the Senior Leadership Team directly.

Proactive Strategies

Bracken Hill School is committed to fostering a positive and inclusive school culture that promotes good behaviour. We recognise that prevention is key to effective behaviour management. Therefore, we will implement the following proactive strategies:

- **Clear Expectations:** Establish and communicate clear, age-appropriate behaviour expectations for all school settings, including classrooms, hallways, playgrounds, and extracurricular activities. These expectations will be displayed prominently and reinforced regularly.
- **School-wide Positive Behaviour Support System:** Implement a school-wide positive behaviour support system that rewards and reinforces positive behaviours. This system will include clear criteria for earning rewards, a variety of rewards that are meaningful to pupils, and regular recognition of positive behaviour.
- **Conflict Resolution Skills:** Provide explicit instruction and practice in conflict resolution skills, such as active listening, empathy, compromise, and problem-solving. This will equip pupils with the tools to resolve conflicts peacefully and constructively.

Zones of Regulation

At Bracken Hill School we use the Zones of Regulation Curriculum to develop emotional literacy and cultivate strong self-control skills in pupils, with the aim to reduce behavioural incidents throughout the school. This curriculum focuses on enhancing pupils' ability to consciously regulate their actions, thereby improving their control and problem-solving capabilities. Through a systematic and cognitive behavioural approach, pupils are taught self-regulation by classifying their emotions and levels of alertness into four distinct coloured zones (See Appendix 3).

The zones framework provides strategies to teach pupils to:

- Become more aware of and independent in controlling their emotions and impulses.
- Identify their feelings/ level of alertness.
- Manage their sensory needs.

- Understand how their behaviour impacts those around them.
- Improve their ability to solve conflicts.
- Learn what tools they can use to manage their feelings and states.
- Use strategies or tools to stay in a zone or move from one to another.

Team Teach

Bracken Hill School follows the principles set by Team Teach to support our pupils. Team Teach aims to minimise the use of physical interventions by prioritising proactive behavioural support strategies tailored to each individual's unique needs, characteristics, and preferences. The focus is on prevention and de-escalation, ensuring interventions are only used as a last resort. This informs our everyday practice, as listed in this policy.

Reasonable Force and Restrictive Interventions

Reasonable force may be used as a last resort, proportionately, and lawfully to prevent harm or significant disruption. Incidents must be recorded and reported to parents.

We aim to reduce the use of restrictive interventions and prioritise positive behaviour support. Any planned physical interventions are included in BRMPs and reviewed regularly.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing significant disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be proportionate and applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on Behaviour Watch and reported to parents

When a child has a planned physical intervention identified in their BRMP, the class teacher will consider the risks, and identifies any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Reducing Physical Intervention

At Bracken Hill School, we believe that every child and young person has a right to be treated with respect and dignity and deserves to have their needs recognised and be given the right support.

Occasionally, some children may display behaviours which may be harmful to themselves or others. At times, restrictive physical intervention may need to be used for their protection and to keep them and others safe.

Restrictive intervention should only be used when absolutely necessary in accordance with the law, including the Education Act 1996 and the Children Act 1989, and clear ethical values and principles which respect the rights and dignity of all, in proportion to the risks involved.

Restrictive physical interventions are defined as any physical contact that restricts a student's movement or freedom, such as holding, restraining, or guiding them.³ Any use of force should be reasonable, meaning the minimum force necessary to prevent injury to a student or others, or to prevent serious damage to property.

All staff receive training on the use of reasonable force, de-escalation techniques, and positive behaviour management strategies. Restrictive interventions are applied fairly and without discrimination, in line with the Equality Act 2010.

Any planned physical interventions are named on the BRMP and reviewed regularly, with involvement of parents and staff. If a restrictive physical intervention is used with a child, parents should be informed and the intervention should be recorded on Behaviour Watch. This record should include the date, time, location, staff involved, a description of the incident, and describe the strategies used.

Behaviour Watch is an online system for tracking and monitoring behaviour incidents.⁴

Recording interventions in Behaviour Watch allows us to monitor the use of restrictive physical interventions, evaluate their effectiveness, and ensure accountability.

A de-briefing session should be conducted with the staff involved and the student, wherever possible, to discuss the incident, identify triggers, and explore alternative strategies. In cases where a de-briefing with the student is not appropriate (e.g., if the student is highly distressed), alternative methods of reflection and support should be provided. The Pupil Reflection tool should be used to support repair of the relationships at an appropriate time.

Training on De-escalation and Reasonable Force

All staff receive mandatory training on de-escalation techniques and the appropriate use of reasonable force, including safe physical intervention techniques if used, within the legal limits. This training is informed by the Team Teach approach, which emphasises de-escalation as the first response to challenging behaviour.

Team Teach training focuses on:

- De-escalation strategies: verbal de-escalation, active listening, positive reinforcement, and conflict resolution.
- Key principles for physical intervention:
 - Necessary: Used only when absolutely essential to prevent harm, danger, or significant disruption.
 - Proportionate: The response matches the situation and the level of risk posed.
 - Reasonable: Actions are reasonable, maintaining the safety and dignity of everyone involved.

Physical intervention should only be considered when incidents fall into these categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a significant risk of injury to the pupil themselves.
- Where there is a risk of significant damage to property.

Recording and Reviewing Incidents

All incidents involving the use of reasonable force or restrictive interventions will be recorded in detail, including the reasons for the intervention, the techniques used, and the outcome using Behaviour Watch.

Staff will use the ABC model to support functional behaviour analysis and future planning. This involves identifying:

- Antecedents (or Action): what action or event occurred before a behaviour of interest took place. This might be hunger, tiredness or particular triggers.
- Behaviour: a description of the behaviour itself, which includes what happened, what was said, for how long and how intense.
- Consequence: what took place following the behaviour. For example, whether the pupil withdrew from an activity, experienced sensory stimulation, or the response to the behaviour.

Staff must record as soon as possible, to retain accuracy of reporting. If pupils require physical intervention during a situation, this must be recorded by the end of that day.

These incidents will be reviewed regularly by the senior leadership team to ensure that the use of force is proportionate, lawful, and in line with school policy.

Positive Handling Policy Review

The school's policy on the use of restrictive interventions will be reviewed annually to ensure it remains compliant with legal requirements and best practices. The review will consider data on the frequency and nature of incidents involving restraint, as well as feedback from staff, pupils, and parents/carers.

Please use the link for our [Positive Handling policy](#)

Behaviour and Risk Management Plans (BRMP'S)

Children who display challenging behaviour on a regular basis, or need consistent strategies to manage low level behaviour and risks effectively, will have a Behaviour and Risk Management Plan created.

These plans should:

- Be created by class teachers in conjunction with the class team
- Reviewed at the start of a new academic year
- Be a working document and updated when needed during the year (i.e. after a new behaviour is exhibited, after strategies change, after a new risk is identified)
- Be shared with parents/carers who should sign and date the plan to show understanding of strategies being used in school
- Be saved after each change with a new date, so previous versions are always accessible
- Include the aim of the BRMP, proactive strategies to minimise behaviours occurring, and reactive strategies to manage behaviour when it does occur

It is a class teacher's responsibility to create and keep up to date a BRMP. If a plan and behavioural strategies are not working effectively or extra support/guidance is needed, class teachers must raise this with SLT. SLT will provide support in these cases and if necessary refer

to other professionals for additional support e.g. CAMHS, Educational Psychologists, Occupational therapists.

Recognising the impact of SEND on behaviour

Bracken Hill School recognises that pupils' behaviour may be impacted by their Special Educational Need or Disability (SEND). When incidents of challenging behaviour arise, we will consider them in relation to the pupil's SEND, although we recognise that not every incident of challenging behaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of challenging behaviour will be made on a case-by-case basis. When dealing with challenging behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- All pupils have an education, health and care (EHC) plan.

The provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of challenging behaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, Bracken Hill School will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. Bracken Hill School will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the behaviour plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) plan

All pupils at Bracken Hill School have an EHC plan. The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the

school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the Bracken Hill School will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. These include:

- Any strategies identified in the 'post incident support' section of their BRMP.
- A meeting involving parents, teachers and support staff to discuss a review of the strategies outlined in the BRMP.
- Opportunities to take part in a debrief of the incident.

Rewards

Most pupils will access the school rewards scheme. Very complex pupils will need rewards individualised and created on a child by child basis by that class teacher to be appropriate and meaningful for each pupil.

Currently the school reward scheme works as follows:

- Each pupil works towards earning raffle tickets for positive behaviour.
- These are accumulated over the week and added together with the whole Phase, with the chance to be picked out for an additional prize.
- The discussion with the pupil about their behaviour is the most important part of the reward scheme for pupils to understand the consequences of poor choices, or the benefit of good choices. The aim is to build intrinsic motivation primarily, with the understanding that some of our pupils also enjoy extrinsic motivation through prizes.

Sanctions

Sanctions are used to discourage undesirable behaviour, encourage positive behaviour choices, and maintain a safe and orderly learning environment for all. All sanctions will be applied in accordance with the law, including the Education Act 1996 and the Equality Act 2010, and will be fair and non-discriminatory. All sanctions should be considered with the individual needs and understanding of the pupil in mind. Sanctions should be consistently applied where possible and followed through. Sanctions should also be in line with any Behaviour and Risk Management Plans (BRMP's) in place for pupils.

Possible sanctions:

- Withdrawal of privilege
- Break or lunchtime time out
- Pupil moved to another seat/classroom
- Discussion with pupil about choices and consequences
- Work to be completed in the pupil's own time
- Use of a tick chart to monitor behaviour

- Pupil to write or say an apology
- Parents informed about incident
- Referral to class teacher
- Referral to SLT
- Short term report period
- Detention after school
- Internal isolation
- Fixed term exclusion

Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. The duration of removal will depend on the individual circumstances. Removals will be reviewed by SLT if they are prolonged or repeated.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of their class team. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, as outlined in their individual BRMP:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and permanent exclusions

Bracken Hill School can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. If for any exceptional circumstance the decision was made to suspend or exclude a pupil, this decision will be made by the Head of School who would inform the Chair of Governors.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Conducting Searches

Searching Pupils

Who Can Search

- Searches are conducted by authorised staff, usually of the same sex as the pupil, with a witness present.
- In urgent cases where there's a risk of serious harm, a search may be conducted by staff of a different sex without a witness.

When Searches Are Conducted

- Staff can search pupils if they suspect possession of prohibited items or if the pupil agrees.
- Searches are only done on school premises or where staff have lawful control, such as on school trips.
- Parents will be informed of any search for prohibited items.

Before the Search

- Staff will explain why the search is needed, what it involves, and seek the pupil's cooperation.
- If the pupil refuses, appropriate sanctions may be applied. In serious cases, reasonable force may be used to prevent harm.

Conducting the Search

- Authorised staff may search outer clothing, pockets, and possessions (e.g., bags, desks, lockers).
- Metal detectors can be used.

After the Search

- Staff will report findings to the Designated Safeguarding Lead (DSL) and keep a record.
- Any safeguarding concerns will be addressed following the school's safeguarding policy.

Strip Searches

- Only the police can conduct strip searches. The school will ensure the pupil's wellbeing and involve parents where possible.
- A staff member or parent will act as the appropriate adult during the process unless the pupil declines.

Support After Searches

- Pupils will receive support regardless of the outcome of the search.
- The DSL will assess if further interventions, such as early help or referrals, are needed.

Screening

Bracken Hill School does not screen pupils on entry to the school.

You can access the full guidance on the UK Government's website: [Searching, screening and confiscation guidance](#)

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School/ Deputy Head of School/ DSL will make the report.

Bracken Hill School will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether an early help intervention or a referral to children's social care is appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

Bracken Hill School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help

- Refer to children's social care
- Report to the police

Please refer to our [child protection and safeguarding policy](#) for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help.

If so, a referral to children's social care may be appropriate. The school will also consider the wellbeing needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

Recording

When pupils demonstrate behaviour of concern, incidents are recorded and reported daily. Behaviour of concern refers to any behaviour that disrupts learning, endangers the safety of others, or significantly interferes with a student's own learning or well-being. All staff have a responsibility to record and report incidents of behaviour of concern. Incidents should be recorded daily using Behaviour Watch and include details such as the date, time, location, individuals involved, a description of the behaviour, any de-escalation techniques attempted, and any triggers or antecedents.

Class teachers have a responsibility to immediately inform the Behaviour Lead/DSL of any unusual or out-of-character behaviour, such as sudden aggression, withdrawal, or self-harm.

Monitoring

To facilitate communication and collaboration, a weekly behaviour briefing is held where one member of staff from each class joins the Behaviour Lead to discuss key pupils, share strategies, and request support. This information is then disseminated back to the class teams.

The Behaviour Lead reviews data from Behaviour Watch weekly and reports to the SLT. The SLT and Behaviour Lead discuss trends, provide support and make recommendations to class teams, and suggest referrals to other agencies/therapies as needed.

The Behaviour Lead produces a termly report for governors that summarises key trends, types of incidents, interventions used, and any areas of concern.

Class teachers must take specific behavioural concerns to Pathway Leaders for initial support. If necessary, Phase Leaders will then consult with the Behaviour Lead, who can provide specialist advice on behaviour management strategies. Together they will assist in developing individual

behaviour support plans and mediate between students and staff as needed. They may also observe lessons and provide feedback to the teacher to provide support and guidance to the teacher and pupil. Phase Leaders will escalate concerns to the SLT if necessary.

Training

As part of the induction process, new staff are provided with training on managing and reporting behaviour using Behaviour Watch. Ongoing CPD is available throughout the year to ensure all staff remain up-to-date with best practices in behaviour management. This includes access to online courses via The National College, as well as opportunities to attend external training delivered by specialists in areas. CPD is offered to staff as appropriate to meet their individual needs and the needs of our pupils.

New staff receive comprehensive Team Teach training upon joining Bracken Hill School, including Level 1 or Level 2 Certification. All staff participate in annual refresher sessions to maintain and update their skills and renew certifications.

All other staff awaiting the two-day Team Teach training are placed on a training waiting list based on a priority waiting list.

The level of priority is decided by the Head of School on an ongoing basis.

Staff members who are unable to engage in physical intervention due to health or medical conditions must inform the Senior Leadership Team (SLT). Staff will not be expected to engage in physical intervention if it poses a risk to their own health or safety.

Monitoring arrangements

Monitoring and evaluating school behaviour Bracken Hill School will collect data on the following, but not limited to:

- Behavioural incidents
- Use of physical intervention
- Attendance, permanent exclusion and suspension
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Behaviour lead. The data will be analysed from a variety of perspectives including:

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

The school will use the results of this analysis to make sure it is meeting its duties under the [Equality Act 2010](#). If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Links with other policies

This Behaviour policy links with the policies below:

- [Positive Handling policy](#)
- [Whole School Policy for Safeguarding](#)
- [Child on Child Abuse Policy](#)

This Policy will be reviewed annually

Appendix 1

Bracken Hill Values

A value is a principle that guides our thinking and our behaviour.

At Bracken Hill school, every individual is valued for who they are and what they contribute to the school. Values are intended to support the personal, social and spiritual development of every pupil throughout the school. Through these values we aim to:

- Promote positive behaviour, conduct and self-confidence by developing strong values within the pupils at the school.
- Develop pupils understanding of what values are and why they are important in life.
- Encourage children to 'live the values' in all aspects of their lives both in school and out.
- Promote values to pupils in every aspect of school life.
- Promote values in the way in which adults interact with each other and with pupils
- Display our school values and encourage all visitors to take account of them in their time in the school.
- Enable children to focus upon the positive aspects of themselves that they can value, thereby reminding them of their individual worth, their worth in the school and wider communities and the worth of those communities themselves.





- **Determination:** We never give up, even when things are hard.
- **Courage:** We are brave and try new things.
- **Kindness:** We are helpful and caring towards everyone.
- **Respect:** We use kind words and actions with everyone.
- **Honesty:** We always tell the truth.
- **Empathy:** We try to understand how other people feel.

Appendix 2

Zones of Regulation

What are the different zones?

The Green Zone

The Green Zone means you're feeling calm and alert, or "just right".

Being in the green zone means you are calm, focused, happy, relaxed, or ready to learn. This is predominantly the state you *want* to be in. Although, the yellow zone is okay sometimes, too. And there are times when the other zones are *expected*.

Usually, teachers want their pupils in the Green Zone in the classroom, so they're ready to learn.

The Yellow Zone

The yellow zone describes when you have a **heightened sense of alertness**. This isn't always a bad thing, and you still have **some control** of your actions when you're in the yellow zone.

Being in the yellow means you may feel frustrated, anxious, or nervous. But, it could also mean you're feeling excited, silly, or hyper – **which is okay in the right situations**.

The Red Zone

The red zone describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer able to control their emotions or reactions.

Being in the red zone means you're out of control. You could be feeling many things, such as, anger, rage, terror, or complete devastation.

The Blue Zone

The blue zone, on the other hand, is used when a person is feeling *low states of alertness or arousal*.

When you're in the blue zone you may be feeling down – **sad, sick, tired, or bored**. You're still in control, as you are in the yellow zone, but with low energy emotions.



Appendix 3 – Further information for Pupil Searches

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or by the Head of School themselves. In the absence of the Head of School the Deputy Head of School can deputise on this decision. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head of School, Deputy Head of School/ designated safeguarding lead who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Head of School / Deputy Head of School or designated safeguarding lead to try and determine why the pupil is

refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3 if they believe that a search has revealed a safeguarding risk. All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult). The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Head of School
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to an early help intervention or a referral to children's social care is appropriate. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.