

Behaviour Policy

Roselyn House School

2026 – 2027



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1. Aims

This policy has been written with understanding and reference to:

Behaviour in Schools – DfE February 2024

*Developing an Attachment Aware Behaviour Regulation Policy – Brighton and Hove
September 2018*

This policy should be read in conjunction with other school policies relating to interaction between adults and students. In particular Roselyn House School Behaviour Support and Physical Intervention Policy and Safeguarding Policy.

Behaviour incidents involving injuries, child-on-child abuse, harmful sexual behaviour, repeated behavioural concerns, missing episodes, criminal exploitation concerns or significant welfare concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education (KCSIE) 2026.

The Independent School Standards, Regulations (2014) make it a legal requirement that a written policy to promote good behaviour is drawn up and effectively implemented which sets out disciplinary sanctions. This also works alongside the school's anti-bullying strategy and Safeguarding Policy.

This policy is produced in consultation with all staff so as to be clear and understood. It is available by request and on the school website. The following aspects of school practice have been addressed to contribute towards improving the quality of student behaviour.

- **Purpose**- including the underlying objectives of the policy and how it creates a safe environment in which all students can learn and reach their full potential.
- **Leadership and management**- including the role of designated staff and leaders, any systems used, the resources allocated and engagement of Directors of KS Education Limited.
- **School systems and social norms**- including rules, routines and consequence/ reward systems.
- **Behaviour strategies** and the modelling of 'good' behaviour.
- **Student Council** and the implementation of this policy.
- **Staff induction, development and support**- including regular training for staff on behaviour.
- **Student transition**- including induction and re-induction into behaviour systems, rules and routines.
- **Student support**- including the roles and responsibilities of designated staff and the support provided to students with additional needs where those needs might affect behaviour.
- **Child on child abuse**- including measures to prevent child-on-child abuse and the responses to incidents of such abuse.
- **Banned items**- a list of items which are banned by school and for which a search can be made.

SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

At Roselyn House School, we experience a wide range and degree of mental health problems. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people

may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or schizophrenia or bipolar disorder.

Inappropriate / disturbing / challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty. In order to address such behaviours, we must address these underlying needs / difficulties. It is crucial to identify, understand and then address/support the underlying factors that impact on children and young people, such as Speech, Language and Communication Difficulties, attachment difficulties, unhelpful thought processes or learning needs.

Some inappropriate / disturbing / challenging behaviours can be avoided or significantly reduced and managed through proactively promoting and supporting positive social, emotional and mental health. Roselyn House School tolerates a wide variety of behaviours but does not accept them as inevitable and unchangeable. An individual's behaviours will be prioritised and through planned intervention and adherence to the rewards and sanctions in the policy, ensure that the consequences to behaviour are specific and limited.

All systems, teaching and management of the school focus on the promotion, establishment and internalisation of socially acceptable and appropriate behaviours.

The objectives may best be achieved by a mutually supportive whole school approach and a whole staff responsibility to work within the agreed parameters of the Behaviour Policy and its procedures.

Roselyn House School endeavours to reinforce the behaviour policy through the valued partnership with parents/ carers and they will be asked to complete behaviour/ emotional literacy profiles to help staff at Roselyn House School to develop a greater understanding of their child.

This Policy adheres to the following principles, where it aims to be:

- **Accessible and easily understood** by students, staff, Parents/ Carers and interested parties.
- **Aligned and coherent**- it works alongside other key policy documents at Roselyn House School.
- **Inclusive**- it considers the needs of all students and staff, so all members of the school community can feel safe and that they belong.
- **Consistent and detailed**- it has sufficient detail to ensure meaning and consistent implementation by the whole school.
- **Supportive**- it addresses how students will be supported to meet high standards of behaviour reflecting on individual needs in the EHCP.

In addition, this policy aims:

- To enable the Headteacher and wider staff group of Roselyn House School to exercise their responsibility to ensure each child's access to and progression

through the broad and balanced range of National Curriculum subjects; being able to access accreditation as appropriate.

- To allow the school to promote the spiritual, moral, cultural, social, mental and physical developments of students and prepare students for the opportunities, responsibilities and experiences of adult life. The policy reinforces those other cross-curricular and thematic activities in school which develop appropriate values for students with regard to society, relationships and the environment.
- To work towards a “restraint free environment” in which all children and staff feel safe. Constant monitoring, review and reflection will form the basis to aid this.
- To support all teaching, support staff and volunteers who come into contact with students when working within the school.
- To establish a positive environment in which every child is encouraged to respond with socially acceptable behaviour to situations which they encounter and that they are comfortable with those situations.
- To allow both students and staff to develop an awareness of self and progress towards an emotionally literate school ethos.
- To allow students to develop their own strategies in order to manage their Mental Health and wellbeing as effectively as they can moving towards independence.
- To provide a feeling of community and belonging for both staff and students by fostering appropriate ‘understanding’ relationships.

2. Purpose of Policy

- To provide a positive environment that acknowledges and rewards socially acceptable behaviour whilst discouraging inappropriate behaviour.
- To view students as individuals with individual histories, circumstances, needs, views and responses.
- To demonstrate a consistent response to behaviour across the school that is immediate and appropriate.
- To provide a secure and predictable structure in which students can work to develop personal behaviour management and self-esteem.

- To provide a non-rejecting environment in which the children feel safe to develop emotionally.
- To provide a wide range of opportunities, real life and social situations for the students to experience.
- To provide opportunities which are equivalent within other forms of provision.
- To talk openly within school about thoughts and feelings and encourage young people and staff to gain the confidence to achieve this within the right environments and at the appropriate time.
- To evaluate a student's behaviour which accommodates re-adjustment for each individual as part of an ongoing developmental process and which also accommodates students' individual histories, circumstances, needs, views and responses.

These aims can be achieved by being **attachment aware** in the following ways:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Understanding that behaviour is a form of communication. In the Code of Practice of SEND in 2014 (updated January 2020) , SEMH replaced SEBD which helps to promote a shift towards viewing behaviour as a communication of an emotional need.
- Taking non-judgemental, curious and empathetic attitude towards behaviour. We need to reflect on the feelings and emotions that may drive a certain behaviour rather than the behaviour itself.
- We need to understand that our students are vulnerable and not 'badly behaved'. We need to find out what is making them vulnerable and put the appropriate strategies in place.
- We need not to take some behaviours personally and question why a young person is struggling and how do we help through this distress.
- Putting relationships first where we have strong relationships and operate as a whole school community where there is connection, inclusion, respect and value for all.
- Maintain clear boundaries and expectations. We have to have expectations, routines and structure. This is what makes our young people feel safe. At Roselyn House School we pride ourselves on nurture and structure.

- We need predictable routines and responses to behaviour which are modelled appropriately.
- Certain behaviours should be made explicit and rewards and sanctions an expected response.
- Understand that not all behaviours are a matter of choice and not all behaviours are within a young person's control.

3. Whole school approach to behaviour and communicating the policy

Our Vision

At Roselyn House School, we envision a future where every young person is empowered to thrive emotionally, socially and academically.

We strive to create a nurturing, inclusive and forward-thinking environment that unlocks potential, fosters independence, and equips students with the skills and confidence needed for lifelong success and wellbeing.

Our Mission

To move forward together, supporting each young person through a nurturing, therapeutic approach that meets individual needs.

We are dedicated to creating a positive and engaging learning environment where students feel safe, respected and inspired.

Through personalised education, accredited qualifications and real-world experiences, we help young people develop the confidence, independence and skills they need to succeed in life beyond school.

Our Values

RESPECT

Valuing ourselves, others and our environment.

EFFORT

Giving our best and embracing challenges

KINDNESS

Showing care, empathy and compassion

INCLUSION

Ensuring everyone feels welcome and valued

INDEPENDENCE

Developing skills to thrive in all walks of life

We have a whole school approach to creating an inclusive and positive school ethos around behaviour. We place a strong emphasis on the emotional health and wellbeing of all members of our school community. SEMH needs are central to the effectiveness of our school and an Attachment Aware approach to our Behaviour Policy.

The NHS and DfE established a National Children and Young People's Mental Health Taskforce in September 2014 and produced the report: 'Future in Mind – promoting, protecting and improving our children and young people's mental health and wellbeing'. This was published in March 2015. This document recognises that attachment relationships have a direct bearing on children's capacity to succeed in

school. It emphasises that relationships and a sense of belonging, are key to good mental health for all, but are essential for children who have experienced multiple relational losses and trauma. The DfE has published Mental health and wellbeing provision in schools guidance, and the school will have regard to Keeping Children Safe in Education 2026, Behaviour in Schools guidance and the SEND Code of Practice when supporting pupils whose behaviour may be linked to mental health, safeguarding or additional needs.

Everyone will always act with courtesy and respect for each other and all students have the right to learn in a safe environment.

This policy is communicated to all members of our community which is an important way of building and maintaining our ethos and positive culture. It makes behaviour expectations transparent to all involved and provides reassurance that responses to behaviour are consistent, fair, proportionate and predictable. This Policy is available on the school website and is sent to families on induction of a new student.

At Roselyn House School high expectations of good behaviour pervade all aspects of school life including the culture, ethos and values of our school, how students are taught and encouraged to behave. We have these high expectations regardless of the challenges of behaviour or behaviour associated with an individual students' SEND as we believe this can help a student develop strategies and improve their coping mechanisms from their individual starting points. This is made apparent to anyone joining or visiting the school and everyone should be treated with dignity, kindness and respect.

The consistent and fair implementation of measures outlined in this policy are central to an effective whole school approach to behaviour across Roselyn House School . Even though we are on two sites, we are one school. Consistent implementation creates a predictable environment in order to allow our students to flourish. We appreciate some students require additional support in this area and will reach different points of acceptance at different times.

By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training around the needs of our students, we allow our students to thrive, achieve and build positive relationships with each other and staff. These are based on predictability, fairness and trust.

4. Our Behaviour Curriculum

At Roselyn House School we model positive behaviour across the whole curriculum. We believe our students should have a readiness to learn, share experiences around individual needs and above all have a mutual respect for everyone in the school community. Positive and acceptable behaviour is taught to all students and encouraged and highlighted over that which is prohibited. We utilise positive reinforcement and reward through learning achievement and positive approaches to learning and conduct. Whilst sanctions are also important, our behaviour curriculum defines the expected behaviours in school rather than just a list of prohibited

behaviours. It is centred around what successful behaviour and positives approaches look like. Students are praised and celebrated when they achieve and we follow key routines around school. This may have different approaches across age groups as expectations change and also around the abilities of individual students.

Routines are used to teach and reinforce the behaviours expected of all students. Repeated practices promote the values of the school, positive behavioural norms and the consequences of unacceptable behaviour. Students are expected to discuss this in Form Time, Mentor sessions and in Student Council Meetings.

We recognise that adjustments to routines need to be made for some of our students and they may need time away from routines and their peers in order to give them time to meet expectations. This should be planned and by design where possible. Through the community acceptance of individual need at Roselyn House School, students should have respect for these adjustments and without knowing specific reasons accept that this is a matter of course at school.

Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

Expected Behaviour	What It Looks Like
Respect	Appropriate language, listening
Effort	Completing tasks
Kindness	Supporting others
Inclusion	Accepting differences
Independence	Taking responsibility

5. The role of school leaders

Across Roselyn House School, the leadership team is highly visible with Year Leads based at each respective site, overseen and supported by the Headteacher in their day-to-day duties. They routinely engage with students, parents/ carers and all staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

Our school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and importance of maintaining them. They make sure that all new staff are inducted clearly into the school's behavioural culture to ensure they understand the rules and routines and how best to support our students in creating the culture of the school.

Specific training is provided in monthly Twilights which enables staff to meet their duties and functions within this policy. Staff also have complimentary training which deals with certain SEND and Mental Health issues which is specific to our students and highlights how this can sometimes affect behaviour and lead to adjustment. We work within Mental Health and behaviour in Schools Guidance and have wellbeing policies for staff and students. (See SEAL incorporating mindfulness Policy and Wellbeing Policy).

Core behaviour training may include Team Teach, trauma-informed practice, attachment-aware approaches, safeguarding and KCSIE, child-on-child abuse, mental health awareness, de-escalation strategies, positive behaviour support, autism and neurodiversity awareness, and recording and CPOMS procedures. Behaviour management and physical intervention training will be refreshed in accordance with provider requirements and organisational training schedules.

We work directly with Educational Psychologists, counsellors, therapists and Mental Health support teams.

6. The role of teachers and support staff

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable behaviour. Staff should uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so students can see good habits and are confident to ask for help when they need to. They should be attachment aware yet challenge students to meet our expectations and maintain the boundaries of acceptable conduct.

Staff should communicate with every interaction, our school's expectations, routines, values and standards through teaching and supporting students. They should consider the impact of their own behaviour on the school culture and how they too can uphold rules and expectations. We aim to provide staff with clear guidance on their own conduct through Team Leader meetings and Appraisals. (See Shared Practice Policy).

7. The role of students

All our students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity despite their starting points and individual needs within their EHCP. To achieve this, we believe every student should be made aware of our behaviour standards, expectations, where and how to receive support and what consequences there may be to unacceptable behaviour. They should be taught that they have a duty to follow this policy and uphold school rules which contributes to our school culture. They are asked about their experiences and asked to feedback through discussions and questionnaires. This helps in supporting the evaluation, implementation and improvement of this behaviour policy. Each student should be supported to achieve the behaviour standards, strategies provided and adjustments where necessary. This should include an induction which may be repeated throughout

the school year. Extra support should be provided where necessary and adjustments to Timetables where appropriate including Outreach programmes introduced.

8. The role of Parents/ carers

The role of Parents/ Carers is crucial in helping us to develop and maintain positive behaviour. To support us, Parents/ Carers are encouraged to get to know this policy and where possible take part in life of the school and culture including Parent's Evenings, Charity Fun Days and enterprise pop up events. They are encouraged to reinforce this policy at home and to support the school's decisions with regard their child. Where a Parent/ Carer has a concern with management of behaviour they should raise this directly with the school while continuing to work in partnership with us.

Our whole school approach involves Parents/ Carers and we keep them updated on their child's behaviour, encourage them to celebrate student success and offer support from our RHS Co-ordinators to discuss in more depth this and other policies.

Where possible Parents/ Carers are involved in any work following misbehaviour and are encouraged to attend return to school meetings, Intervention/ Outreach meetings and Annual Reviews/ Emergency Reviews

9. Behaviour expectations and students with Special Education Needs and/ or Disability (SEND)

All of our students have an EHCP with a variety of SEND diagnosis (See SEND Policy). We at Roselyn House School consistently promote high standards of behaviour and outcomes for our students who have often previously had negative educational experiences.

We are aware that some behaviours are more likely to be associated with particular types of SEND such as Autism, speech, language and communication needs and we recognise that the understanding of some verbal instruction can be very different. Behaviour as previously outlined is considered in relation to a student's SEND but we recognise that not every behaviour is associated with SEND. This is why we get to know our students well and record information within their Learning Support Plans and are able to take further advice from the Headteacher, SENCO, Year Leads and wider school staff.

A graduated approach is often used to assess, plan, deliver and then review the impact of support provided. We offer individualised timetables, intervention, outreach, alternative provision, therapy and mentor support.

We have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by policies or practices.

Under the Children and Families Act 2014, we have the duty to use ‘best endeavours’ to meet the needs of those with SEND and set out provision appropriate in consultation with the LEA and other bodies for the EHCP.

Through the use of the students Learning Support Plan, we are able to anticipate and plan for any triggers of misbehaviour and put in place the appropriate support to attempt to pre-empt or prevent these. These measures consider the specific circumstance and requirements of the individual student. All students have these completed on admission and are updated Termly or when intervention is required.

This may include for example:

- Short, planned get up and move breaks for student whose SEND means they find it difficult to sit still too long (e.g. ADHD)
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in the sight of the teacher
- Adjusting uniform requirements for students with sensory issues or has severe skin disorder. (Uniform is available but is optional)
- Training for staff in understanding conditions such as Autism

Any preventative measures consider specific circumstances and requirements of the student concerned.

At Roselyn House School we strive to positively reinforce behaviour which reflects the values of the whole school and prepares our students to engage in learning. Sometimes a student’s behaviour will be unacceptable, this is unavoidable and students need to understand there are consequences for their behaviour. Consistency is achieved by adherence to our school’s graded menu of rewards and sanctions detailed below:

We believe that praise should outweigh negative comment.

Rewards	Sanctions
Body language	Body language
Public praise	Silent reprimand
Private praise	Private reprimand
Placed on own to work	Public reprimand
Responsibility – in class	Placed on own to work in classroom
Responsibility – in school	Work finished in own time
Stickers (class)	Removed from class for short period
Record of achievement	Loss of activity/Friday afternoon
Display of work to others (Headteacher)	Work outside classroom
Display of work on wall	Sent to Headteacher with work
Mention in assembly	Letter/phone call to parent
Points/Rewards system	Involve parents/home visit
Report to parents	Work outside class group/timetable
School certificates for effort	The school may seek recovery of costs relating to deliberate damage through

	appropriate discussion with parents/carers and in accordance with school procedures.
School certificates for achievement	Recovery of costs for deliberate misuse of fire safety systems will be considered through discussion with parents/carers and in accordance with school procedures.
School certificates for termly achievements	Recovery of costs for deliberate discharge or damage to fire safety equipment will be considered through discussion with parents/carers and in accordance with school procedures.
School trophies	Community service
Vicarious reinforcers	Parents/ carers asked to come to school
Intermittent class reinforcers	Restorative Justice Conferences
Intermittent class reinforcers	Cause and effect meetings
End of day letters	Cool off period away from school
Personal reports to parents/carers by letter/phone call	Involvement of Police
Class merit	LEA/other agencies asked to come to school
Trip out of school	
Others negotiated with the student	

Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of our behaviour culture.

Examples of rewards may include:

- verbal praise.
- communicating praise to parents via phone call or written correspondence.
- certificates, prize ceremonies or special assemblies.
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this policy. The first priority

should be to ensure the safety of students and staff and to restore a calm environment. It is important that staff across the whole school respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring following TEAM TEACH training which staff receive at Roselyn House School.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive and where possible prevent or pre-empt the recurrence of such misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence:** sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- **protection:** keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted support/ intervention/ Outreach.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

10. Acceptable forms of sanction:

These may include:

- a verbal reprimand and reminder of the expectations of behaviour.
- the setting of written tasks such as an account of their behaviour.
- loss of privileges – for instance, the loss of a prized responsibility.
- detention (see later detail).
- school based community service, such as tidying a classroom.
- regular reporting including early morning reporting; scheduled uniform checks; or being placed “on report” for behaviour monitoring.
- a cool off period; and

- in the most serious of circumstances, the school admitting they can no longer meet the individual's needs and a planned move will take place.

We should always consider whether the misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff should follow the Safeguarding Policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Significant behaviour incidents, physical interventions, safeguarding concerns, absconding incidents and serious sanctions should be recorded on CPOMS as soon as practicable and normally on the same working day. Where an injury or behaviour incident raises safeguarding concerns, a CPOMS record will also be completed and reviewed by the Designated Safeguarding Lead.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

11. What the law allows

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, they can apply a sanction on that student. (Section 91 (3) of the Education and Inspections Act 2006)

All staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies when a student's misbehaviour occurs outside of school. A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a student is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher.
- b) The decision to sanction the student and the sanction itself are made on the school premises or while the school is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances. (Section 91 of the Education and Inspections Act 2006)

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any

special circumstances relevant to its imposition including the student's age, any special educational needs or disability they may have, and any religious requirements affecting them. (Section 91 of the Education and Inspections Act 2006). The Headteacher may limit the power or extend the power to discipline and sanction to volunteers.

Schools should consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure students can achieve and learn as well as possible. A school should not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Schools should consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, schools should refer to the Equality Act 2010 and schools' guidance.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Corporal punishment by school staff is illegal in all circumstances. Including deprivation of food and drink, withholding medication, medical or dental treatment, wearing distinctive or inappropriate clothing and any sanction with the intent to humiliate or ridicule.

Supporting students following a sanction

Following a sanction, strategies should be considered to help all students to understand how to improve their behaviour and meet the behaviour expectations of Roselyn House School . These might include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents/ carers, and the Virtual School Head for looked after children.
- inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in school.
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy.
- return to school or restorative justice meeting or

- considering whether the support for behaviour management being provided remains appropriate.

Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the student.

Following significant incidents, appropriate restorative and therapeutic support will be offered to pupils and staff affected by the incident, including welfare checks where required.

Detentions

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

When used, it should be done so consistently and fairly by staff. This process should be well known to all students and staff. This should not impede on other student's transport arrangements and alternative transport arrangements should be made for the students involved in detention which could include Parents/ Carers picking their child up if appropriate.

What the law allows

Teachers have authority to issue detention to students, including same-day detentions. At Roselyn House School that detention (including detention outside of school hours) can be used as a possible sanction if authorised by the Headteacher or a Deputy Headteacher.

A detention outside normal school hours will be lawful if it meets the following conditions:

- during a lunchtime detention if students are given time to eat, drink and go to the toilet.
- the student is under 18 (unless the detention is during lunch break).
- the headteacher has communicated to students and parents that detentions outside school sessions may be used; and
- the detention is held at any of the following times:
 - a) any school day where the student does not have permission to be absent.
 - b) weekends during term - except a weekend during, preceding or following the half term break; or
 - c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

The Headteacher can decide which members of staff can issue detentions. This is limited to Deputy Headteachers for after school detentions but all staff can issue lunchtime and breaktime.

Parental consent is not required for detentions that satisfy these conditions but Parent/ Carers should be notified due to the nature and vulnerability of our students.

With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the student at increased risk.
- whether the student has known caring responsibilities.
- whether the detention timing conflicts with a medical appointment.
- whether there is time to inform the Parent/ Carers- this does not have to be done but we feel due to the vulnerability of our students it is best practice
- whether suitable travel arrangements can reasonably be made

The use of reasonable force

Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies. Headteachers and all school staff should read this guidance.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students.(Section 93 of Education and Inspections Act 2006)

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules (Section 550ZB of The Education Act 1996)

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions and where possible refer to the Behaviour Management and Positive Handling Plan. Emergency intervention that is proportionate and necessary may have to be used on occasion.

Any injury sustained during restrictive physical intervention or positive handling will be recorded, reviewed by senior leaders and reported to parents/carers. Patterns and trends will form part of regular behaviour and safeguarding monitoring.

Positive handling and physical intervention – for further guidelines see Management of Violent Behaviour

1. Positive handling should involve minimum reasonable force and should seek to avoid injury.
2. Positive handling should not be used if there is a likelihood of staff injury.
3. Positive handling should only be used with professional judgement.
4. Whenever possible try to ensure two or more members of staff are available.
5. Positive handling/ physical intervention should be entered on the Incident Record Form and recorded on CPOMS, a copy being available for the Headteacher/ Deputy Headteacher and where appropriate, an LEA representative.

Searching, screening and confiscation

Detailed guidance for schools can be found in Searching, screening and confiscation at school.

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case (Section 94 of Education and Inspections Act 2006)

Removal from classrooms

Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this or planned to work away from a class group. The use of removal should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the student. (See Behaviour Support and Physical Intervention Policy)

Removal should be used for the following reasons:

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

Removal should be distinguished from the use of separation spaces/ positive outcome zones for non-disciplinary reasons. For instance, where a student is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

The Headteacher should:

- a) make clear that removal may be used as a response to serious misbehaviour as part of this policy.
- b) maintain overall strategic oversight of the school's arrangements for any removals, as set out in this policy.
- c) make sure the reasons that may lead to students being removed are transparent and known to all staff and students.

d) outline in the principles governing the length of time that it is appropriate for a student to be in removal through support from a member of SLT to advise staff and monitor the situation.

e) ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff- this would normally be a quiet area or positive outcome zone which are situation across both sites; and

f) design a clear process for the reintegration of any student in removal into the classroom when appropriate and safe to do so- on the SLT approval.

At Roselyn House School we shall collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. We will make data-based decisions to consider whether frequently removed students may benefit from additional and alternative approaches or whether specific departments or teachers may require more support.

Separately, we will analyse the collected data to identify patterns relating to students sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on students sharing particular protected characteristics. (See Single Equality Policy)

When dealing with individual removal cases, headteachers and teachers should:

a) consider whether any assessment of underlying factors of disruptive behaviour is needed.

b) facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

c) ensure that students are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a student from leaving a room in order to protect the safety of students and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and is covered in the Behaviour Support and Physical Intervention Policy.

d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.

e) if a student has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker.

If the student is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

It may be felt more appropriate that a student have an individualised timetable, reduced hours or Outreach to work towards a positive change. This would be agreed

by the Headteacher and Deputy Headteachers (s)/ Co-ordinators and involved parties before actioned.

12. Behaviour outside school premises

Schools have the power to sanction students for misbehaviour outside of the school premises. This would be specifically if it involved other students from the school and online conduct.

The decision to sanction a student who is under the control or charge of a member (s) of staff at the school whilst off site or on a visit/ trip/residential would follow similar procedures to those on site. Staff wear ID badges which have information for the public as to the nature of our students and why physical intervention may be required in the event of an incident.

Absconding

A student is deemed to have absconded if they have left the school site without the permission of any professional within the building. If a student is late to a lesson, the subject teacher must address this in the first instance, giving the student the opportunity to give an explanation as to why.

KS3 students who are allowed off site, are to be accompanied by a member of staff. KS4/5 students who are allowed off site, must gain verbal agreement from a teacher. This is dependent on the reasons for their offsite request. The above is only permitted during break times.

Students who are allowed offsite and do not behave appropriately will have this privilege taken off them until further notice and only re-instated by year leads.

Absconding procedure

When a student is not present when they should be this must be reported to the year leads or headteacher.

- The interior of the building will be searched.
- Exterior/ grounds of building may be searched.
- If the student has been seen leaving the school premises, a member of staff will follow them (where appropriate).
- A vehicle/ escort will be sent to search the local area.
- Members of staff should not run out on to roads to chase students.
- If a student runs onto the motorway, staff should not follow them, they should call the Police immediately (999).
- Parents/ Carers to be informed of absconding.
- Police to be informed if appropriate – timescale to be determined by the risk management of the individual young person.
- Consequence for absconding to be implemented at appropriate level.
- Incident documented on CPOMS.

- Significant absconding incidents will be reviewed alongside safeguarding information, individual risk assessments and behaviour support plans, with actions recorded on CPOMS.

Absconding Consequence

Students who go off site without permission will have privileges stopped depending on the nature of the absconding. If the student has been to the shop during this time, any items purchased may be confiscated. Any member of staff can do this.

Energy drinks are not allowed in school and this will be seen as a violation of the trust a student has been given. All energy drinks will be confiscated and not returned.

Any suspected use of alcohol or drugs must be reported immediately to a year lead or headteacher.

If a student continues to abscond the consequence will escalate appropriately, and as follows:

- Privileges stopped.
- Contact with home.

The above will be managed by the class teacher or appropriate LSA at first, and if the student continues to abscond, the year lead or headteacher will hold a further meeting with the parents/guardians and relevant professionals to discuss further.

13. Preventing recurrence of misbehaviour

We pride ourselves at Roselyn House School for catering for individual and specific need. Roselyn House School seeks wherever possible to avoid suspension and permanent exclusion through the use of therapeutic interventions, outreach and individualised support programmes. However, the school retains its legal powers in accordance with statutory guidance where deemed necessary. We look at adapting the educational offer to our students which will match their needs and can be flexible at different times in their school career. This is achieved by consistent discussion, tracking and recording on CPOMS which is fed into regular meetings for vulnerable and more difficult to reach students.

Any suspension or permanent exclusion will be managed in accordance with current DfE statutory guidance and the school's Suspension and Exclusion Policy.

We build individual programmes through our outreach programmes which may include a mixture of classroom/ 1:1/ 2:1 learning, Outreach, Vocational studies/ Alternative provision, specific interventions.

This helps in students understanding behavioural expectations and allows them to have positive experiences; often bringing out the best in them educationally,

personally and preparing them for life beyond our school. We recognise that some students need more support than others at times and this needs to be provided as proactively as possible. We use a graduated response which is used to assess, plan, deliver and review. We set timescales for these programmes which could be for a week or for the academic year. We record, monitor and report back to the LA. Regular review meetings are held and programmes are implemented through agreement of all parties involved, including the young person.

When we have increased concerns we trigger early help assessments and sometimes statutory assessments which go beyond educational need.(See Working Together to Safeguard Children and Early Help Assessment Offer) Our programmes can also include therapy both onsite and with outside providers. We aim to 'get it right' for our students. This includes if it is the appropriate time to reintegrate a student back into the main body of the school. For some of our students they may remain on individualised programmes. There are outreach programmes for all age groups, all needs and based at Roselyn House School.

Where a pupil presents with a mental health crisis, suicidal ideation, self-harm, overdose, ligature risk or other immediate risk to life, staff will follow the school's safeguarding, medical and emergency procedures and seek urgent assistance where required.

14. Behavioural monitoring and evaluation

We have a clear monitoring and evaluation cycle which includes weekly, monthly, termly and annual analysis. This assists with developing an accurately reported behaviour culture and is carried out by the Headteacher and Year Leads.

- We collect data on:
- Behaviour incident data, including removal from the classroom which is recorded on CPOMS
- Attendance, cool off periods (Any period away from school will be recorded and managed in accordance with statutory guidance relating to suspension, alternative provision or individualised programmes.)
- Managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, students, Parents/ Carers and other stakeholders on their perceptions and experiences of the school behaviour culture

School leaders and staff analyse data being objective and from differing perspectives, at school level, group level, and individual staff and student level. We pose questions and identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. This includes analysing data by protected characteristics.

Regular analysis will include physical intervention incidents, behaviour trends, absconding incidents, safeguarding-linked behaviour concerns, protected characteristic trends, suspension/cool-off data and child-on-child incidents. Findings will be reviewed by senior leaders and reported to proprietors as appropriate. The school will monitor behaviour data for any disproportionate impact on pupils with protected characteristics and will take appropriate action where trends are identified.

15. Conclusion

By applying Attachment Aware principles and DfE guidance to our Behaviour Policy, we aim to encourage an inclusive approach which achieves better outcomes for our students at Roselyn House School . This will empower staff to respond in a way that is empathetic but is within appropriate boundaries, firm but kind. We should not confuse empathy with sympathy or condone/avoid consequences for negative behaviours. When young people feel heard, understood and cared about they begin to express emotions in a more positive way. This benefits staff and student wellbeing and Mental Health and provides a more positive culture within the school where learning can take place.

16. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by **Jack Birkenhead (Headteacher)** in consultation with the wider school community.

17. Links with other policies

This behaviour policy is linked to the following policies and documents:

- Behaviour Policy
- Child Protection Policy and Safeguarding Policy
- SEND Policy
- Attendance Policy
- Anti-Bullying Policy
- Online Safety Policy
- Restrictive Physical Intervention Policy
- Health and Safety Policy
- Complaints Policy
- Relationships and Sex Education Policy
- Mental Health and Wellbeing Policy
- Educational Visits Policy

