Behaviour and Relationships Policy

(Venn wide)

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Venn wide policies are centrally held policies and are the direct responsibility of VAT. Venn wide policies are created by the VAT Central Team and adopted by the VEG Board.

Contents

1. Aims 3
2. Mission statement and purpose 3
3. Legislation, statutory requirements and statutory guidance 4
4. Definitions 5
5. Bullying 6
6. Role and responsibilities 7
7. School behaviour curriculum 11
8. Responding to behaviour 13
9. Searching, screening and confiscation 19
10. Off-site misbehaviour 24
11. Online misbehaviour 24
12. Suspected criminal behaviour 24
13. Zero tolerance approach to sexual harassment and sexual violence 25
14. Malicious allegations 26
15. Serious sanctions 26
16. Responding to misbehaviour from pupils with SEND 30
17. Supporting pupils following a sanction 33
18. Pupil transition 24
19 Training 35
20 Monitoring arrangements 35
21 Links with other policies 36

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole school approach to maintaining high standards of behaviour that reflect the values of the school and Venn
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Mission statement and purpose

At Venn our Schools strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND (Special Educational Needs and Disability) to maximise positive steps and positive outcomes. The aims, ethos and values are outlined in this policy.

We believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour. Many pupils at our Venn Schools find learning difficult: learning new behaviour is a task, just like learning to read or write
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement

- As adults, we must consider the learning styles and needs of the pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it – instead, we support and guide our pupils to get it right

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Venn schools aim to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour and Relationship policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

3. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- https://www.gov.uk/government/publications/school-exclusion
- Suspension and permanent exclusion guidance
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- 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

- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Inappropriate language
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour and/or language
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article 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)

- Mobile phones

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
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Bullying can include:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic / biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Venn Schools approach to Bullying is below;

- Parents/carers and staff can report incidents of bullying directly to the Principal or SLT.
- The school will investigate all allegations of bullying
- The school will record, analyses and monitors incidents of bullying on the schools Cpoms system and Arbour/Behaviour smart.
- Sanction procedures will apply
- The school will support pupils who have been bullied, and those vulnerable to bullying or those who have acted as the perpetrator
- Whole-school proactive strategies are in place to prevent bullying
- The school trains staff and Trustees in preventing and handling bullying

Please refer to the individual schools bullying policy.

6. Role and responsibilities

6.1 Board of trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and holding each Principal to account for its implementation

6.2 Principal

The principal is responsible for:

- Implementing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully, this includes supply staff
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour system is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via the agreed behaviour system.
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Bullying and Harassment of school staff;

Bullying and harassment of school staff is unacceptable. The non-statutory guidance outlines the government's expectations of schools and provides clarity for employers on:

- their legal duties to prevent and address bullying and harassment
- the actions they should take to ensure all staff are supported, respected and protected in line with the school's:
    - behaviour policy
    - staff behaviour policy or code of conduct
    - parental code of conduct, or any similar shared agreement between the school and parents or carers

If the perpetrator is a pupil

Preventing incidents

Pupils should be taught that they have a duty to:

- follow the school behaviour policy
- uphold the school rules
- contribute to the school culture
- respect school staff

Parents and carers should be expected to support the school in upholding the behaviour policy and encouraged to reinforce this, where possible. Schools should build and maintain positive relationships with parents using two-way communication, and ensure parents are aware of the behaviour expectations.

Clear processes should be in place so parents can raise concerns with the relevant member of staff in a respectful way that promotes working in partnership and avoids becoming abusive. Where appropriate, parents should be included in any pastoral work following misbehaviour by their child.

School leaders, supported by their employer, should provide visible and consistent support to all staff in managing pupil behaviour. Where circumstances arise that endanger the safety of a staff member, the school should:

- act swiftly and decisively to manage the immediate situation
- remove the threat – for example, removing the child from the classroom
- reduce the likelihood of recurrence

6.4 Parents and carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
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The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School behaviour curriculum

7.1 Venn's approach to promoting excellent behaviour

Vision and values led culture

Venn fosters a culture rooted in shared values such as respect, responsibility, resilience, and ambition. These values are embedded in every aspect of school life, from classroom interactions to leadership decisions, ensuring that behaviour expectations are not just rules, but reflections of the trust's ethos.

Consistent expectations across all schools

A unified behaviour framework is implemented across all schools within Venn. This ensures consistency in expectations, language, and consequences, while allowing for contextual adaptations that reflect each school's community.

Positive reinforcement and recognition

Venn prioritises positive behaviour recognition through systems which recognise positive behaviour. Staff are trained to "catch pupils doing the right thing" and reinforce those behaviours publicly and meaningfully.

Staff training and modelling

All staff receive regular training on behaviour management, with some staff in specialist provisions also receiving training on trauma-informed practice, and restorative approaches. Staff are expected to model the behaviours they wish to see, creating a culture of mutual respect and high standards.

Pupil voice and leadership

Pupils are given opportunities to lead and shape the culture through school councils and peer mentoring. This empowers them to take ownership of their behaviour and that of their peers.

7.2 Expected behaviours, habits, and routines

Key themes:

- Respect for self, others, and the environment
- Responsibility for learning and actions
- Resilience in the face of challenges
- Readiness to learn and contribute

7.3 Core habits and routines

Punctuality and preparedness:

- Arrive on time with the correct equipment and uniform
- Be ready to learn at the start of every lesson

Active listening and engagement:

- Track the speaker with eyes and body language
- Respond thoughtfully and ask questions when appropriate

Positive communication:

- Use polite, respectful language at all times
- Resolve conflicts calmly or seek adult support

Independent and collaborative learning:

- Take initiative in learning tasks
- Work effectively with peers, valuing different perspectives

Respect for the learning environment:

- Keep spaces tidy and treat resources with care
- Move calmly and quietly around the school

Reflection and growth:

- Accept feedback positively and act on it
- Set personal goals and strive to improve

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school/ line order
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7.4 Mobile phones

- At The Sullivan Centre, pupils are permitted to bring mobile phones onto the premises; however, mobile phones must not be used during the school day. This approach is in line with Department for Education guidance and supports a safe, focused learning environment, minimising distractions, disruption and the potential for bullying or inappropriate use of technology.
- On arrival at the Centre, all pupils are required to switch off their mobile phones and hand them to a designated member of staff. Phones are stored securely in a designated area throughout the school day and returned to pupils at the end of their school day, including where pupils require them for travelling home.
- Pupils are not permitted to access or use their mobile phones during lessons, breaks or other activities within the school day. Where a pupil fails to hand in their phone or is found using a mobile phone without permission, staff will respond in accordance with the Centre's Behaviour Policy. This may include a reminder of expectations, a request to hand in the device and communication with parents or carers where appropriate. Repeated breaches will be addressed through individualised behaviour support and appropriate proportionate sanctions.
- Exceptions may be made where a pupil requires access to a mobile phone for medical, safeguarding or other exceptional personal circumstances. Such arrangements must be agreed in advance by the Principal after consultation with the Regional Director. This arrangements will be include appropriate risk assessments and individual support arrangements in place.
- The Centre recognises the importance of teaching pupils to use technology safely and responsibly. Online safety, respectful communication and the risks associated with mobile phone use are addressed through the personal development curriculum and wider safeguarding education.

8. Responding to behaviour

At Venn, we are committed to creating a safe, respectful, and inclusive environment where all pupils can thrive. Our approach to behaviour is proactive, relational, and rooted in a deep understanding of individual needs.

8.1 Positive behaviour culture

We promote a culture of positive behaviour by:

- Setting clear, consistent expectations across all settings
- Recognising and celebrating positive contributions and progress
- Embedding restorative practices that support relationship-building and accountability

8.2 Skilled and informed staff

Staff across the Venn are trained in:

- Team Teach, to safely and respectfully manage challenging behaviour
- PACE (Playfulness, Acceptance, Curiosity, Empathy), to build trusting relationships
- Emotion Coaching, to help pupils understand and regulate their emotions
- Trauma Informed Practice, to respond sensitively to pupils with adverse experiences
- Progressive Masculinity
- Ligature

This shared training ensures a consistent, compassionate approach that supports both prevention and intervention.

8.3 Early intervention and personalised support

We respond to behaviour as a form of communication:

- Early signs of distress are identified and addressed with appropriate support.
- Interventions are tailored to individual needs, often involving pastoral teams, SENCOs, and external professionals.
- Families are engaged as partners in supporting their child's development

8.4 Restorative and reflective practice

When behaviour does not meet expectations, we:

- Use restorative conversations to repair relationships and restore trust
- Encourage pupils to reflect on their actions and their impact on others
- Focus on learning and growth rather than punishment

8.5 Consistency across Venn

To ensure fairness and equity:

- All schools follow a shared behaviour policy framework, adapted to their context
- Behaviour data is monitored centrally to inform practice and identify trends
- Staff receive ongoing professional development to maintain high standards

8.6 Safeguarding and wellbeing

We understand that behaviour is often linked to emotional wellbeing:

- Our responses are always underpinned by safeguarding principles.
- We aim to create environments where pupils feel safe, supported, and understood.

- Mental health and wellbeing are prioritised across all aspects of school life.

8.7 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.8 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's misbehaviour 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 pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

8.9 Responding to good behaviour

At The Sullivan Centre, positive behaviour is recognised and celebrated through a consistent, inclusive and values-led approach. Staff actively acknowledge pupils who demonstrate the Centre's values, positive attitudes to learning, personal development and respectful relationships.

Positive reinforcement and rewards are applied fairly and consistently, recognising individual achievements whilst promoting a strong sense of belonging, shared responsibility and collective success.

The Big R – Collective Rewards System

The Sullivan Centre operates a positive rewards system known as *The Big R*, which encourages pupils to work together towards shared rewards and experiences.

Throughout the school day, pupils are awarded points for demonstrating behaviours linked to the Centre's values. These points are recorded on individual reward sheets, recognising positive contributions, effort, engagement and personal achievements.

When a pupil completes their individual points sheet, they earn a stamp towards their class's Big R reward. As stamps accumulate, the class works collectively towards an agreed reward, activity or experience, chosen with pupil involvement.

The collective nature of The Big R is particularly important in promoting an inclusive and supportive environment. Rather than singling out individual pupils or creating competition, the system encourages collaboration, mutual encouragement and shared achievement. Every pupil has the opportunity to make a meaningful contribution towards the class reward, regardless of their individual starting point or needs.

This approach supports pupils in developing a sense of belonging, recognising the value of their contribution to the wider group and celebrating the achievements of others. It also reinforces positive relationships, teamwork and collective responsibility, ensuring that rewards reflect the Centre's nurturing and inclusive ethos.

Staff ensure that pupils with differing needs, attendance patterns or individual circumstances are supported to contribute meaningfully, so that no pupil is disadvantaged or made to feel responsible for a class not achieving its reward.

Positive behaviour is also recognised through:

- Verbal praise and positive feedback throughout the school day.
- Communication of achievements and positive behaviour to parents and carers.
- Recognition of individual progress, effort and personal achievements.
- Opportunities for pupils to take on responsibilities and contribute to Centre life.
- Whole-class rewards, agreed activities and shared experiences through The Big R.
- Awards in assembly.
- Positive postcards home.

8.10 Responding to misbehaviour

At The Sullivan Centre, responses to unacceptable behaviour are proportionate, consistent and informed by an understanding of pupils' individual needs, including medical conditions, special educational needs, disabilities and social, emotional and mental health needs.

The Centre recognises that behaviour can be a form of communication. Staff seek to understand the underlying causes of behaviour whilst maintaining clear expectations, appropriate boundaries and accountability.

Where behaviour falls below expectations, staff will use appropriate responses to support pupils in reflecting, repairing relationships, developing self-regulation and making positive choices in the future.

Depending on the nature, frequency and seriousness of the behaviour, the Centre may use one or more of the following responses:

- **Verbal reminders and redirection:** Calm, clear reminders of behaviour expectations and opportunities for pupils to make positive choices.

- **Restorative conversations:** Supported discussions to help pupils understand the impact of their behaviour, take responsibility and identify alternative responses.

- **Regulation and reflection time:** Access to an appropriate supervised space, where necessary, to support emotional regulation and readiness to return to learning.

- **Temporary removal from a learning activity:** Where behaviour significantly disrupts learning or presents a safety concern, pupils may be temporarily supported away from the activity, with clear arrangements for supervision and reintegration.

- **Restorative actions:** Where appropriate, pupils may be supported to repair harm or restore relationships, for example through an apology, practical action or agreed restorative activity.

- **Referral to a senior member of staff:** Where additional support, intervention or a more formal response is required.

- **Communication with parents and carers:** Sharing concerns, agreeing consistent approaches and working collaboratively to support improvements.

- **Individual behaviour support and monitoring:** The development or review of personalised behaviour plans, targets, risk assessments and appropriate interventions where behaviour concerns are persistent.

- **Proportionate restriction of specific privileges:** Where appropriate and directly linked to the behaviour, with consideration given to the pupil's individual circumstances and needs.

- **Suspension:** Where serious breaches of the Behaviour Policy warrant a formal disciplinary response, in accordance with statutory guidance and the Centre's procedures.

- **End of short term placement for dual registered pupils:** In the most serious circumstances, and only where the statutory requirements and relevant guidance have been met

- **Permanent exclusion:** In the most serious circumstances, and only where the statutory requirements and relevant guidance have been met.

Staff will consider the context of each incident, the pupil's individual needs, any reasonable adjustments required and the impact of their response on the pupil's education and wellbeing.

The Centre does not use sanctions that humiliate pupils, unnecessarily restrict access to education or penalise pupils for difficulties arising directly from their medical conditions or disabilities.

All responses aim to maintain a safe and positive learning environment whilst supporting pupils to develop the skills, understanding and confidence needed to make positive behaviour choices.

8.11 Reasonable force

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be 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

    - **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen

- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible.

- Be recorded and reported to parents/carers via the behaviour system the school use in writing and on the telephone.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please refer to the Venn Restrictive Physical Intervention policy

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 1 member of staff . As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

9. Searching, screening and confiscation

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

9.1 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff 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 principal or the pupil's key adult 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 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, desk or locker.

'Outer clothing' includes:

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

9.1 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 (listed in section 3) 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.

9.12 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 (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

9.2 Informing parents / carers

Parents / carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers 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

9.3 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.4 Screening and Searching Procedures

At The Sullivan Centre, the safety and wellbeing of all pupils and staff is paramount. Due to the complex medical, emotional and mental health needs of the pupil cohort, the Centre operates a consistent and proportionate screening procedure to minimise the risk of prohibited or potentially harmful items being brought onto the premises.

The Centre does not use walk-through screening arches in recognition of the medical needs and potential contraindications within the pupil population. Instead, pupils are screened on arrival using a handheld metal-detection wand by familiar, appropriately trained members of staff. This approach ensures that screening is conducted sensitively, respectfully and with consideration for pupils' individual needs and vulnerabilities.

All pupils are expected to participate in the screening procedure before entering the main school building, unless an individual medical condition or other identified need prevents this. Where screening cannot safely take place, an individual risk assessment will determine appropriate alternative safeguarding arrangements.

The purpose of screening is preventative and protective rather than punitive. It is designed to reduce the risk of pupils bringing items onto the premises that could be used to cause harm to themselves or others, including items that may be shared, accessed or discovered by other pupils. This is particularly important in maintaining a safe environment for pupils who may be vulnerable to self-harm or experiencing significant emotional distress.

Screening is undertaken calmly and discreetly, with staff explaining the process and providing reassurance where required. Any concerns arising during screening, including the identification of potentially harmful items, will be managed in accordance with the Centre's safeguarding, behaviour and searching procedures.

Where a pupil refuses screening, staff will respond sensitively, seek to understand the reasons for refusal and involve a senior member of staff to assess the risks and determine appropriate next steps.

The Centre's approach aims to maintain a safe, supportive and therapeutic environment, balancing robust safeguarding measures with the dignity, wellbeing and individual needs of every pupil.

9.4 Confiscation

Any prohibited items (listed in section 3) found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil. If the item is prohibited the school will contact the Police to collect ie a knife. Safeguarding referrals may need to be made if an item found is a safeguarding concern.

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 / carers, if appropriate.

10. 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).

11. 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.

12. 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 Principal/DSL will make the report.

The 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.

If a pupil is considered a safeguarding risk ie if on bail the Principal will inform the DOS and it may be possible that a safeguarding separation is put into place.

13. Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, 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
    - Creating an action plan for HSB

Please refer to our child protection and safeguarding policy for more information.

14. 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 pastoral needs of staff and pupils accused of misconduct.

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

15. Serious sanctions

At The Sullivan Centre, serious incidents of unacceptable behaviour are rare. However, the Centre recognises the importance of having clear and consistent procedures to respond effectively when such incidents occur, ensuring the safety, wellbeing and continued education of all pupils and staff.

The Centre adopts a relational, restorative and trauma-informed approach to behaviour management, recognising that pupils may experience significant medical, emotional and mental health challenges which can influence their behaviour.

Whilst staff seek to understand the underlying causes of behaviour and provide appropriate support, serious incidents will be addressed promptly, proportionately and consistently. The safety of pupils and staff remains the overriding priority.

Responses to serious incidents will consider the nature and severity of the behaviour, any immediate safeguarding concerns, the pupil's individual circumstances, reasonable adjustments and the risk of further incidents.

15.1 Detention

The Sullivan Centre does not routinely use detention as a behaviour sanction, recognising the individual medical needs, personalised timetables and circumstances of its pupil population.

Instead, the Centre prioritises restorative approaches, individualised behaviour support and appropriate consequences which enable pupils to understand the impact of their actions and develop strategies to make positive choices.

Where behaviour is serious or persistent, senior leaders will determine an appropriate response in accordance with the Centre's Behaviour Policy and statutory guidance.

15.2 Removal from Classrooms

In response to serious or persistent breaches of the Behaviour Policy, it may be necessary to temporarily remove a pupil from a classroom or learning activity to maintain safety, restore a calm learning environment and prevent further disruption.

Removal as a disciplinary sanction will only be used where necessary and proportionate, following the use of appropriate behaviour strategies unless the seriousness of the incident requires immediate action.

The Centre distinguishes between formal removal from the classroom as a sanction and supportive access to a regulation space, which may form part of a pupil's individual support arrangements.

Where a pupil is removed from a classroom:

- They will be supervised by an appropriate member of staff in a designated safe space.
- The period of removal will be as short as reasonably possible, with regular review of the pupil's readiness to return.
- Where appropriate, pupils will continue to access meaningful education, adapted to their needs and circumstances.
- Staff will support emotional regulation and provide opportunities for restorative discussion when the pupil is ready.
- Reintegration into the classroom will take place as soon as it is safe and appropriate.
- Parents/carers will be informed on the same day where formal disciplinary removal has taken place.
- The incident, rationale for removal, duration, support provided and reintegration arrangements will be recorded in accordance with the Centre's behaviour recording procedures.

Prolonged removal will not take place without the explicit agreement of the Principal.

Where pupils experience repeated difficulties within the classroom, senior leaders will review the effectiveness of existing provision and consider additional support, including individual behaviour support plans, risk assessments, adjustments to learning environments, pastoral intervention and involvement of relevant external professionals.

15.3 Responding to Serious Behaviour Incidents

Although serious incidents are uncommon, the Centre recognises that incidents involving aggression, threats, significant disruption, possession of harmful or prohibited items, or behaviour presenting a serious risk to the safety of pupils or staff may occasionally occur.

In such circumstances, staff will prioritise immediate safety and follow the Centre's safeguarding, behaviour and emergency procedures.

Depending on the nature and seriousness of the incident, the response may include:

- Immediate intervention to reduce risk and protect pupils and staff.
- Support from senior leaders and designated safeguarding staff.
- Temporary separation from other pupils where necessary to maintain safety.
- Appropriate medical or mental health support where there are concerns about a pupil's wellbeing.
- Communication with parents/carers and relevant professionals.
- Completion or review of individual risk assessments and behaviour support plans.
- Restorative intervention and supported reintegration following the incident.
- Referral to external agencies, including emergency services, where necessary.
- Consideration of suspension, end of placement or permanent exclusion where the statutory criteria are met.

Any use of reasonable force will be undertaken only where lawful, necessary and proportionate, in accordance with the Centre's relevant policies and statutory guidance.

Where an incident involves self-harm, suicidal ideation or significant emotional distress, the response will be led by safeguarding and appropriate medical or mental health procedures rather than treating the presentation automatically as a disciplinary matter.

All serious incidents will be appropriately recorded, reviewed and evaluated to identify any lessons learned and actions required to prevent recurrence.

15.4 Suspension, End of Placement and Permanent Exclusion

Suspension, end of placement and permanent exclusion are considered only where necessary and in accordance with statutory guidance.

The Centre recognises that pupils attending medical alternative provision may have complex vulnerabilities and that decisions relating to suspension, end of placement or permanent exclusion require careful consideration of individual circumstances, safeguarding needs, SEND, disability and reasonable adjustments.

Where suspension is considered appropriate, the Principal will ensure that statutory procedures are followed, parents/carers are informed and arrangements for the pupil's education, safeguarding and reintegration are considered.

Where a placement is no longer suitable, The Sullivan Centre will call an urgent meeting with the pupil's dual registered school and a plan will be put in place. The Sullivan Centre will continue to offer the appropriate support and work in collaboration with the home school and local authority until a new permanent plan is put in place.

Permanent exclusion will only be considered in the most serious circumstances, where the statutory threshold is met and the decision is lawful, reasonable, fair and proportionate. This will only be appropriate for those pupils who are single registered at The Sullivan Centre.

15.5 Review and Reintegration Following Serious Incidents

Following a serious incident, the Centre will ensure that appropriate review and reintegration arrangements are implemented.

This may include:

- A meeting with the pupil and parents/carers.
- A restorative discussion with affected individuals where appropriate and safe.
- Review of safeguarding concerns, risk assessments and individual support plans.
- Consideration of additional therapeutic, pastoral or multi-agency support.
- Identification of reasonable adjustments or preventative strategies.
- A clear reintegration plan with agreed expectations and support.

The overarching aim is to ensure that pupils remain safe, engaged in education and supported to develop the skills needed to manage their behaviour and relationships positively.

16. Responding to misbehaviour from pupils with SEND

16.1 Recognising the impact of SEND on behaviour

16.2

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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)
- If a pupil has 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 a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

At The Sullivan Centre, we recognise that behaviour is often a form of communication and that pupils' medical conditions, mental health needs, special educational needs and disabilities (SEND), previous experiences and individual circumstances can influence how they respond to the school environment.

The Centre adopts a proactive, relational and inclusive approach to behaviour management, with an emphasis on anticipating potential triggers, reducing barriers to learning and creating a safe, predictable and supportive environment.

Staff develop a thorough understanding of each pupil's individual needs through effective transition arrangements, pupil and parent/carer voice, professional information, individual support plans and ongoing assessment. This enables reasonable adjustments and preventative strategies to be implemented consistently.

Strategies to anticipate and reduce potential triggers include:

- **Personalised timetables and flexible provision:** Where appropriate, individual timetables and learning arrangements are adapted to reflect pupils' medical needs, emotional wellbeing, readiness to learn and agreed reintegration plans, whilst maintaining ambitious expectations for educational engagement and progression.
- **Predictable routines and clear expectations:** Staff establish consistent routines, communicate expectations clearly and prepare pupils for changes to lessons, staffing, activities or the wider school day. Visual timetables, advance warnings and individual communication strategies are used where appropriate.
- **Movement and regulation breaks:** Planned and responsive opportunities for movement, rest or emotional regulation are provided for pupils who may experience difficulties with concentration, fatigue, anxiety, sensory processing or remaining in a learning environment for extended periods.
- **Adaptations to the learning environment:** Seating arrangements, lighting, noise levels, classroom organisation and access to learning resources are adjusted where necessary to accommodate sensory, physical, medical and communication needs.
- **Access to safe and supportive spaces:** Pupils may access designated quiet, sensory or regulation spaces when experiencing heightened anxiety, emotional distress or sensory overload. These spaces are used as supportive interventions rather than punitive measures, with appropriate supervision and arrangements for returning to learning.
- **Positive relationships and familiar adults:** Staff prioritise the development of trusting, consistent relationships with pupils. Familiar adults provide reassurance, emotional support and early intervention when signs of distress or dysregulation are identified.
- **Adapted teaching and learning:** Learning activities are appropriately scaffolded and differentiated to reduce unnecessary frustration, anxiety or disengagement, whilst ensuring pupils experience challenge, achievement and success.
- **Individualised behaviour and regulation strategies:** Where required, pupils have personalised support plans identifying known triggers, early warning

signs, effective de-escalation approaches, reasonable adjustments and strategies to support emotional regulation.

- **Sensitive communication and de-escalation:** Staff use calm, respectful and non-confrontational communication, offering appropriate choices, processing time and opportunities for pupils to regain control. Public confrontation, unnecessary escalation and approaches that may cause embarrassment or distress are avoided.
- **Staff training and professional development:** Staff receive relevant training and guidance to strengthen their understanding of SEND, autism, ADHD, trauma-informed practice, mental health needs, medical conditions, emotional regulation and positive behaviour support.
- **Partnership working:** Staff work closely with pupils, parents/carers, healthcare professionals, mental health services, SEND professionals and other agencies to identify potential triggers and ensure that support strategies remain appropriate and effective.
- **Review and evaluation:** Behaviour incidents, patterns of dysregulation and pupil feedback are reviewed to identify recurring triggers, evaluate the effectiveness of adjustments and inform further preventative action.

The Centre recognises that reasonable adjustments will vary according to individual needs and circumstances. Adjustments are implemented proactively and reviewed regularly to ensure they remain effective, proportionate and consistent with pupils' individual support arrangements.

The overarching aim is to prevent avoidable distress and behavioural escalation, promote emotional safety and self-regulation, and enable all pupils to access education successfully within a nurturing, inclusive and appropriately ambitious learning environment.

16.3 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is ‘yes’, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

16.4 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also 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/carers to create the plan and review it on a regular basis.

16.5 Pupils with an education, health & care (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 make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

17. Supporting pupils following a sanction

At The Sullivan Centre, we recognise that the period following a behaviour sanction or serious incident is an important opportunity to rebuild relationships, restore confidence and support pupils to re-engage positively with their education.

The Centre adopts a relational, restorative and individualised approach to reintegration, recognising that pupils may have complex medical, mental health, social, emotional and special educational needs which require careful consideration.

The purpose of reintegration is not simply to return pupils to the classroom, but to ensure they feel safe, supported and equipped with the strategies needed to make positive behaviour choices and engage successfully in learning.

Following a sanction, temporary removal from the classroom or suspension, the Centre will consider the following approaches, depending on the nature of the incident and the individual needs of the pupil:

- **Restorative conversations:** Opportunities for pupils to reflect on what happened, understand the impact of their behaviour, repair relationships and identify strategies to prevent recurrence. These discussions will take place when the pupil is emotionally ready to engage.
- **Reintegration meetings:** Where appropriate, meetings involving the pupil, parents/carers, key staff and senior leaders will be arranged to review the incident, identify any underlying concerns and agree a positive way forward. Following suspension, reintegration arrangements will be planned to support a successful return to education.
- **Support from a familiar adult:** Pupils may receive additional check-ins from a trusted member of staff, pastoral lead or designated key adult to provide reassurance, monitor wellbeing and support their return to learning.
- **Personalised behaviour targets:** Where necessary, a small number of achievable and meaningful targets will be agreed with the pupil, focusing on positive behaviour, emotional regulation, relationships and engagement. Progress will be recognised and celebrated through the Centre's positive reinforcement and rewards systems.
- **Review of individual support arrangements:** Behaviour support plans, risk assessments, reasonable adjustments and relevant medical or pastoral information will be reviewed and updated where appropriate to reflect the pupil's needs and reduce the likelihood of further incidents.
- **Adaptations to the learning environment:** Temporary adjustments to teaching approaches, seating arrangements, transitions or access to regulation spaces may be introduced where necessary to support successful reintegration. Such adjustments will be reviewed regularly, with the aim of maintaining access to a broad and ambitious education.
- **Partnership with parents/carers and professionals:** The Centre will work collaboratively with families and, where appropriate, healthcare professionals, mental health services, SEND professionals and other agencies to ensure a coordinated approach to supporting the pupil.
- **Ongoing monitoring and review:** Staff will monitor the pupil's wellbeing, engagement, relationships and progress following reintegration. Any additional support will be reviewed to ensure that it remains effective and proportionate.

Where a pupil has been educated temporarily in another setting under a lawful off-site direction, where applicable, reintegration will be carefully planned in partnership with the pupil, parents/carers, relevant professionals and the other setting, ensuring continuity of education and appropriate safeguarding arrangements.

The Centre will ensure that reintegration is supportive rather than punitive. Pupils will not be required to demonstrate remorse or participate in restorative discussions before being permitted to return to learning where it is safe and appropriate for them to do so.

18.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

18.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

19 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on: Team Teach, Responding to behaviour and the use of reasonable force. Within Venn we have a dedicated Behaviour Lead, Mike Walker, who is a team teach instructor.

Behaviour management will also form part of continuing professional development. Regular staff training will take place by the school and Venn.

In addition to this assurance checks take place from Venn on a regular basis.

20 Monitoring arrangements

20.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, trustees and other stakeholders.
- Bullying incidents
- Homophonic incidents

The data will be analysed every Half term by the DOS and BL within Venn and weekly by the Principal and 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 them.

Venn will work with its schools to consider this data, and whether there are patterns across Venn, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis. A regular review of any Restrictive Physical Intervention, Physical Intervention, Seclusion, Restraint and Reasonable Force will also take place by Venn.

20.2 Monitoring this policy

This behaviour policy will be reviewed by the Director of Safeguarding and the Venn Behaviour Lead and the board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the board of trustees.

21 Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Restrictive Physical Intervention Policy
- Mobile phone policy
- Attendance policy
- Anti Bullying Policy
- Searching, Screening and Confiscation policy