



Blue Skies School: Behaviour policy and statement of behaviour principles

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1. Aims

The aim of our policy is to promote student positive mental health / wellbeing and their socially appropriate (learning) behaviours so that all of our student can become responsible young people able to participate fully in the community.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all student 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
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all student
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy and Blue Skies School's practice underpin and implement the following national advice, guidance, statutory requirements, and strategies related to behaviour management, the use of reasonable force, and the reduction of restrictive practices:

- Department for Education (DfE) and Department of Health (DOH) (2019), *Reducing the Need for Restraint and Restrictive Intervention: Children and Young People with Learning Disabilities, Autistic Spectrum Conditions and Mental Health Difficulties in Health and Social Care Services and Special Education Settings*.
- Restraint Reduction Network (RRN) (2019), *Training Standards First Edition: Ethical Training Standards to Protect Human Rights and Minimise Restrictive Practices*.
- DfE (2024), *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges* (specifically, Part 2: The Management of Safeguarding, Use of 'Reasonable Force' in Schools and Colleges).
- DfE (2025), *Use of Reasonable Force in schools (effective 1st April 2026)*.

- *The schools (recording and reporting of seclusion and restraint) Regulations 2025*
- British Institute of Learning Disabilities (BILD) (2009), *Factsheet: Time Out and Seclusion*.
- BILD (2014), *Code of Practice for Minimising the Use of Restrictive Physical Interventions: Planning, Developing and Delivering Training (Fourth Edition)*.
- BILDACT (2021), *Restraint Reduction Training Standards*.
- DfE (2016), *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff*.
- DfE (2022), *Behaviour in Schools: Advice for Headteachers and School Staff*.
- DfE (2018 and updated 2022), *Searching, Screening and Confiscation at School: Advice for Schools*.
- The Equality Act (2010).
- Supporting student with Medical Conditions at School.
- Special Educational Needs and Disability (SEND) Code of Practice.

Additionally, this policy aligns with:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; specifically, paragraph 7 (safeguarding and welfare), paragraph 9 (written behaviour policy), and paragraph 10 (anti-bullying strategy).
- The Human Rights Act (1998).
- UN Convention on the Rights of the Child (1989).
- Health and Safety at Work Act (1974).

3. 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

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 like 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, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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 student)

4. 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● 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, 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in the Anti-bullying section of our Behaviour and Wellbeing Policy.

5. Roles and responsibilities

5.1 The Proprietors

The Proprietors and Advisory Board are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving 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 student
- 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 student to participate fully
- 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 policy to offer student both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of student are being disproportionately impacted by this policy (see section 13.1)

5.3 Behaviour and Attitudes Lead

The Behaviour and Attitudes Lead is responsible for:

- Reviewing and approving 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 student
- 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 student to participate fully

- Ensuring this policy works alongside the safeguarding policy to offer student both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of student are being disproportionately impacted by this policy (see section 13.1)

5.4 Teachers and staff

Staff are responsible for:

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

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

5.5 Parents and carers

Parents and carers, where possible, should:

- 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, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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.

5.6 Students

All students are supported to understand and engage with the school's behaviour culture in a way that reflects their individual needs and communication styles.

During their induction, students will be introduced to:

- The expected standards of behaviour in school, explained in accessible and student-friendly ways
- The school's core rules and routines, including visual supports and modelling where helpful
- How they can earn **wishlist points and rewards** for positive behaviour, effort, and contribution
- What will happen if they struggle to meet expectations, with a focus on **support and de-escalation**, not punishment

Students will be guided through this information using a **graduated and ongoing approach**, with regular opportunities for reinforcement and review. Information will be adapted for each student using visuals, social stories, key scripts, and communication tools where appropriate.

Each student's **Pupil Pen Portrait (PP)** outlines strategies that staff use consistently to help them meet behavioural expectations and regulate emotions. Staff also work closely with students to develop their awareness of the school's values and routines over time.

Students will be invited to share their views and feedback on the behaviour culture in ways that are accessible and meaningful to them, helping to shape how the policy is implemented in practice.

For students joining the school mid-phase, tailored induction and additional support will be provided to ensure a smooth and supported transition.

6. Positive behaviour curriculum

6.1 Our Expectations

At Blue Skies School, we expect all staff and students to be kind, respectful, and courteous at all times. Staff will model these values through positive language and respectful behaviour, setting the tone for the school community.

In return, we expect students to speak respectfully, behave kindly, listen carefully, and follow instructions. We also encourage students to engage with class activities and school events as positively and enthusiastically as they can.

We recognise that many of our students face anxiety and social challenges that may sometimes affect their ability to meet these expectations consistently. Through our positive behaviour curriculum, we are committed to supporting students to build confidence, develop social skills, and improve their well-being. Our goal is to help every student grow towards consistently demonstrating respect, courtesy, and kindness.

6.2 Golden Rules

At Blue Skies School we follow three golden rules that are an overarching framework that keep our children in an effective learning environment.

The three rules are :

I will...	I can do that by...
Be safe	● Appropriate contact with others
	● Following staff instructions
	● Thinking before acting
Be respectful	● Listening to others

	<ul style="list-style-type: none"> ● Being honest
	<ul style="list-style-type: none"> ● Looking after property and my environment
Be ready	<ul style="list-style-type: none"> ● Trying my best
	<ul style="list-style-type: none"> ● Being aware of the lessons I have and the things I will need
	<ul style="list-style-type: none"> ● Asking staff if I need help

These three rules are fully embedded in all our lessons, day to day school life, offsite activities and are built into the learning during the school day.

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

6.3 Behaviour Monitoring and Pupil Support

Behaviour is monitored and supported through each student's Pupil Pen Portrait (PP), which includes a Well-Being Support section. This document outlines individual strengths, known triggers, and personalised strategies to help each pupil self-regulate and thrive.

Staff are expected to:

- Refer to the PP daily to inform their interactions and support strategies.
- Log significant behavioural incidents using a consistent school-wide recording system (digital or paper-based), which feeds into regular reviews of the PP.
- Collaborate to update the Well-Being Support element as needed, based on observed behaviour patterns and pupil voice.

This approach ensures behaviour is understood in context, supports early intervention, and aligns with the school's trauma-informed and autism-friendly ethos.

PPs are stored electronically on Google Drive. If a class teacher would like assistance in considering new strategies this can be done in collaboration with the Behaviour and Attitudes Lead.

If you have a supply member of staff or volunteer come to work in your class for the day or

a member of staff from elsewhere in the school, it is your duty to communicate the contents of WSP as early as you can after their arrival and in the morning before the student arrive where possible.

If student continue to present with high levels of challenge a further collaborative process may be required. Class teachers in collaboration with the Behaviour and Attitudes Lead will devise a Positive Behaviour Support Plan (PBSP). Parents/carers will be consulted during the drafting of a PBSP and will be informed about the content and the timescales involved. The PBSP is a plan that outlines targeted and specific extra support beyond the WSP that will be devised to reduce incidents of challenging behaviour and provide support to the student to better manage the difficulties they face. The strategies will vary greatly from student to student. The targets within a PBSP are time sensitive and are regularly reviewed.

6.4 Mobile phones

All students are required to hand their mobile phones to the reception upon arrival at school. Each phone will be signed in and securely stored in a designated lock box for the duration of the school day. This policy applies to all students unless there is a specific medical reason requiring an exception. In such cases, parents or carers must contact the school staff in advance to discuss and formally agree upon any necessary arrangements.

If a student refuses to hand in a mobile phone when asked, staff will contact the student's parent or carer to discuss the situation and encourage the student to comply. If the student continues to refuse, the parent or carer may be asked to come to school to collect their child. As a last resort, staff have the authority to search the student and confiscate the mobile phone.

Confiscated phones will be kept securely at the school office and can be collected by the parent or carer.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages student to be engaged
- Display the golden rules or their own classroom rules
- Develop a positive relationship with student, which may include:
 - Greeting student 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

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student'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 policies for more information.

7.3 Responding to Positive Behaviour

Positive behaviour is recognised and celebrated through a wishlist points system, designed to promote motivation, self-regulation, and a sense of belonging. Points are awarded at the discretion of staff in response to a range of positive actions, including:

- Demonstrating school values and expectations
- Positive social interactions with peers and adults

- Academic effort and progress
- Acts of kindness, self-regulation, or contribution to the school community

Each student works towards a **termly target of 100 wishlist points**, contributing towards a **form-wide group reward**. This fosters a sense of teamwork, shared responsibility, and encouragement among peers.

Termly Rewards

At the end of each full term, forms that reach the target will enjoy a shared experience:

- **Christmas Term:** Hot chocolate and cake at a local café
- **Easter Term:** Choice between crazy golf at Bluewater, cinema with snacks, or ice skating
- **Summer Term:** A choice between a visit from an ice-cream van and games afternoon, park picnic and rounders, or a beach trip, agreed in consultation with students

Recording Wishlist Points

Points will be recorded by staff using a **central, secure system** (e.g. a digital tracker or paper-based log accessible only to form tutors). Each form will also maintain a **visual display** (e.g. a shared chart or token board), managed by staff, to show collective progress whilst preventing tampering.

This system is designed to be flexible, inclusive, and encouraging, ensuring all pupils have regular opportunities to be recognised for their efforts in a way that supports their well-being, development, and sense of achievement.

7.4 Responding to challenging behaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, we work with each student individually and each behaviour is looked at separately to determine a suitable and consistent consequence that is reflective of the behaviour displayed whilst enhancing and encompassing our restorative approaches.

Each behaviour is looked at in terms of severity of the incident, intensity of the incident, previous knowledge of the student involved, the student's home life and current situation alongside previous behaviours and current trends displayed by the student. SLT and staff may meet to discuss incidents and from this SLT will decide which consequence is the most fitting.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Reminding student of the opportunity to use a "time out"
- A verbal reminder of the expectations of behaviour
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Mediation meetings held with leadership team
- Letter or phone call home to parents
- Agreeing a Positive Behaviour Support Plan
- Removal of the student from the classroom
- Reflection time
- Fixed term suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 CPOMS

At Blue Skies School we use an online tracking system called CPOMS which is used to log all incidents of behaviour. This is used in a number of ways:

- To monitor low level behaviours and track trends in behaviours, helping us to devise and put interventions in place that can help foster positive behaviours and build on the learning environment
- Log major behaviour incidents that have impacted the education of our student
- Help devise short- or long-term interventions to prevent the repetition of behaviours
- Ability to filter into our safeguarding monitoring systems if behaviours become a safeguarding concern and help to make referrals to the correct agencies

When a behavioural incident occurs, staff should enter the information regarding the incident directly onto the database, logging all relevant information. All details are required; names of staff involved, student name, words used, behaviours presented etc. This should be a factual account of the incident, avoiding any opinions or emotive words outside of those used during the incident itself.

If the data provided or staff observations suggest a student requires additional support, a positive behaviour support meeting will be held. The Behaviour and Attitudes Lead and the class teacher will discuss strategies that will offer additional support where required. This may involve amendments to PPs/or PBSP or contacting parents/carers. Termly reviews of the CPOMS behaviour data should occur to analyse the impact of sanctions and rewards on different groups of student.

7.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force in specific circumstances to prevent a student from causing disorder, hurting themselves or others, damaging property, or committing an offence.

In compliance with the statutory duties that came into force on 1st April 2026, Blue Skies School explicitly recognises that restrictive interventions are a safeguarding responsibility and not merely a behaviour management tool. We are fully committed to proactively

minimising the need for restrictive interventions through early support, preventative planning, and de escalation strategies.

When incidents of reasonable force are unavoidable, they must:

- Always be used as an absolute 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.

Seclusion

Seclusion is defined as a non disciplinary intervention where a pupil is confined away from others and prevented from leaving. This practice must only ever be used as an emergency safety measure to protect others from harm when a student is experiencing severe emotional or behavioural dysregulation. Seclusion will never be used as a punishment or disciplinary threat.

Statutory Recording and Reporting

To comply with the new legal requirements, the school maintains a comprehensive and transparent record of every incident where force or seclusion is used. Staff must log these incidents promptly via CPOMS.

The record must detail:

- The events and potential triggers that led to the incident.
- The specific de escalation techniques attempted prior to the intervention.
- The justification for why force or seclusion was assessed as strictly necessary.
- Whether the student has an identified Special Educational Needs and Disability status.
- The subsequent support provided to the student and staff involved.

It is a statutory requirement that parents or carers are informed in writing as soon as practicable, which must be no later than the same day the incident occurred. Additionally, following any use of restraint, students will be offered a medical assessment where appropriate to ensure their ongoing welfare and identify any non visible harm.

Blue Skies School adopts the PROACT SCIPr UK framework as the basis for all physical intervention practices. This approach prioritises minimal force, de escalation, and a no blame culture. Physical interventions are used only when absolutely necessary and are subject to immediate debrief and review.

When considering the use of reasonable force, staff must carefully recognise any specific vulnerabilities of the student, including Special Educational Needs and Disability, mental health needs, or medical conditions. All staff receive appropriate training, making them equally qualified to manage or assist in managing challenging incidents. Staff share equal and collective responsibility in supporting students, irrespective of their age or experience level.

7.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. We will also confiscate any item that is harmful or detrimental to school discipline, including mobile phones. These items will be returned to student after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 student 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.
- 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 student;
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other student.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other student. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 student or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the Headteacher or designated safeguarding lead (or deputy) to try and determine why the student is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching student' possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3), mobile phones and items identified in the school rules. An authorised member of staff can search a student's possessions when the student and another member of staff are present.

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

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student 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 (CPOMS).

Informing parents

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

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on

school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

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

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

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

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

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

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

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of student who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.8 Off-Site Behaviour

Students are expected to uphold the school's values and behaviour expectations when off-site and representing Blue Skies School.

This includes behaviour during:

- School-organised or school-related activities (e.g. educational visits, community outings, enrichment trips)
- Travel to and from school
- Any situation where the student is clearly identifiable as a member of the school community

The school may also respond to behaviour that occurs off-site and outside of school hours if:

- It poses a risk to the safety or well-being of another student
- It has the potential to disrupt the safe and respectful environment of the school
- It could negatively impact the reputation of the school in the wider community

Any response to off-site behaviour will be appropriate, considered, and aligned with the strategies outlined in the student's Pupil Pen Portrait (PP) or Well-Being Support plan.

Sanctions or support strategies will only be applied when the student is under the lawful authority of school staff, such as during school trips or supervised activities.

7.9 Online Behaviour

The school uses an online monitoring platform, **Classroom Cloud**, to help ensure that students use technology safely and appropriately during lessons.

Staff may respond to online behaviour when:

- It poses a risk to the emotional or physical safety of another student
- It disrupts learning or affects the running of the school
- It negatively impacts the reputation of the school
- The student is clearly identifiable as a member of Blue Skies School

Any response will be proportionate and in line with each student's individual needs and support plan. Strategies may include discussions with the student, parental contact, restorative work, or – where necessary – behaviour sanctions.

Staff will only apply formal sanctions for online behaviour when the student is on school premises or under the lawful supervision of school staff (e.g. during a school-organised activity)

7.10 Suspected criminal behaviour

If a student 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 designated safeguarding lead (or deputy) 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.

7.11 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.

Students 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

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

7.12 Allegations That Are Found to Be Malicious or Deliberately False

If a student makes an allegation against a member of staff or another student and the allegation is found to be deliberately false or malicious, the school will consider appropriate action in line with this behaviour policy.

This includes:

- **Allegations made against staff** that are knowingly untrue
- **Allegations of sexual violence or harassment** between students that are shown to have been deliberately invented

In such cases, the school will always take a considered and proportionate approach. Staff will explore whether the allegation may have been a **cry for help** or an indication that the

student requires additional support. If so, the school will refer the student to appropriate services, including **children's social care**, and consult with the **Local Authority Designated Officer (LADO)** where necessary.

The school will also take into account the **pastoral needs of both the individual accused** and the student who made the allegation, ensuring that all parties are supported appropriately.

Please refer to our **Child Protection and Safeguarding Policy** for full procedures relating to allegations made against staff or students.

8. Serious Sanctions

8.1 Removal from the Classroom – Reflection Time

In response to serious or persistent breaches of the school's behaviour expectations, a student may be removed from the classroom for a limited period to spend **reflection time** in a separate, supervised setting.

Reflection time is a serious intervention, used only when:

- A student's behaviour significantly disrupts learning
- Safety is at risk
- The student needs a calm space to regulate and re-engage
- Other de-escalation and behaviour strategies have been tried without success, unless the behaviour is extreme and removal must be immediate

During reflection time, the student will continue with appropriate learning activities under supervision, though the content may differ from their usual timetable. This is not intended as punishment, but as a space for calm, regulation, and readiness to return.

Students are supported by an available and appropriate member of staff and will not remain in reflection time for longer than one school day. Any removal beyond this will only occur with the **explicit agreement of the Headteacher** (or deputy in their absence).

Reintegration is key. The student will return to class as soon as it is safe and appropriate, with a **clear support plan** to help them meet behaviour expectations going forward. This may include check-ins, adapted routines, or updates to their **Pupil Pen Portrait (PP)**.

Parents/carers will be informed on the same day a student is removed from class.

Where a student is removed from lessons more frequently, the school will explore alternative or additional support, which may include:

- Meetings with therapy staff or mental health professionals
- Additional teaching assistant support
- A Positive Behaviour Support Plan
- Multi-agency involvement or assessment

All incidents of classroom removal are logged on **CPOMS**, including the reason for the removal and any relevant protected characteristics.

8.2 Suspension and Permanent Exclusion

Suspension and permanent exclusion are rare and used only when absolutely necessary.

The school may consider these actions in response to:

- A serious one-off incident
- Ongoing, persistent behaviour that has not improved despite in-school support and intervention

These decisions are made **only by the Headteacher** (or deputy if absent) and always as a **last resort**.

For more detail, please refer to the school's **Suspension and Exclusion Policy**.

9. Responding to misbehaviour from student with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that student' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from student with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of student with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Set out your approach to anticipating and removing triggers of misbehaviour below.

Your approach may include examples such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism and dyslexia
- Use of separation spaces (quiet room or garden) where student can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for student with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

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

9.3 Considering whether a student displaying challenging behaviour may have additional unidentified SEND

The headteacher may evaluate a student who exhibits specific challenging behaviour to determine whether they have any additional 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to review the plans on a regular basis.

9.4 student with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and the school will cooperate with the local authority and other bodies. If the school has a concern about the behaviour of a student with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Our local authorities are:

Medway

Telephone: 01634 331123

Email: seneducationteam@medway.gov.uk

North Kent: Dartford, Gravesham and Sevenoaks

Telephone: 03000419345

Email: sennorth@kent.gov.uk

East Kent: Canterbury, Thanet and Swale

Telephone: 03000 421 160

Email: SENEast@kent.gov.uk

South Kent: Ashford, Dover and Folkestone and Hythe

Telephone: 03000 420 889

Email: SENSouth@kent.gov.uk

West Kent: Maidstone, Tonbridge and Malling and Tunbridge Wells

Telephone: 03000 420 997

Email: Senwest@kent.gov.uk

10. Supporting student following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration or mediation meetings
- Daily contact with form tutor
- A Positive Behaviour Support Plan

11. Student transition

11.1 Inducting incoming student

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

11.2 Preparing outgoing student for transition

To ensure a smooth transition to the next phase of their education or working career, staff should aim to arrange transition sessions with their new setting. In addition, staff members hold transition meetings.

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Use of online tracking platform CPOMS
- PROACT-SCIPr-UK®
- The needs of the student at the school
- How SEND and mental health needs impact behaviour
- Safeguarding

Behaviour management will also form part of continuing professional development. A staff training log should be kept on Google Drive.

13. Monitoring arrangements

13.1 Monitoring and Evaluating Behaviour Across the School

The school regularly collects and reviews behaviour related data to ensure that our approach remains fair, inclusive, and effective for all students.

The following areas are monitored:

- Behavioural incidents, including classroom removals reflection time.
- Attendance, suspensions, and permanent exclusions.
- Incidents involving searching, screening, or confiscation.
- Anonymous feedback from staff, students, parents or carers, the advisory board, proprietors, and other stakeholders about their experience of the school's behaviour culture.
- All recorded incidents of restrictive interventions, use of reasonable force, and seclusion.

This data is reviewed each long term by the Behaviour and Attitudes Lead. Furthermore, the Proprietors and Advisory Board will rigorously review all records of restrictive interventions to reflect upon and improve practice, aiming to further reduce the reliance on such measures across the school community.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Behaviour and Attitudes Lead at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Proprietors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Proprietors annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusions policy
- Child protection and safeguarding policy
- Behaviour and Wellbeing Policy, with particular reference to the Anti-bullying section

15. Policy Into Practice

We expect all members of staff to:

- Be friendly and courteous
- Set high standards in speech and manner
- Deal appropriately with challenging behaviour
- Always support fellow colleagues and offer to help
- Relate positively to the student
- Support student to self-manage and modify their own behaviour

To set a positive environment, staff should:

- Empower student, enabling them to choose and respond in a positive way.
- Be proactive in their management of student and planning of learning opportunities.
- Ensure learning is personalised.
- Be active in responding to difficulties as they arise.
- Be reactive when responding to serious or crisis situations.
- Implement a gradient of response as situations escalate or de-escalate.
- Set clear behaviour boundaries.
- Establish authority firmly and calmly.

- Be consistent in their approach.
- Reward positive behaviours (e.g. verbally, with stickers, certificates, etc.).
- Plan appropriate activities with suitably adapted learning.
- Provide positive feedback.
- Foster a team approach with shared ownership and responsibility for behaviour and behaviour support plans for all student.

Appendix 1: **written statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All student, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to student at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by student and staff
- The suspension and permanent exclusions policy explains that suspension and permanent exclusions will only be used as a last resort, and outlines the processes involved in suspension and permanent exclusions
- student are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and student' home life
- The Proprietors also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Proprietors annually.