

**St. Peter's Centre**  
Medical Short Stay School



**Behaviour Policy and Statement of Behaviour Principles**

Reviewed: November 2025

|                            |               |              |  |
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| <b>Approved by:</b>        | LGB           | <b>Date:</b> |  |
| <b>Last reviewed on:</b>   | November 2025 |              |  |
| <b>Next review due by:</b> | November 2026 |              |  |

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## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Create a safe environment where all students can learn and reach their full potential
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how Students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Be inclusive of all students as a primary focus

## 2. Legislation and statutory requirements

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 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

› [Supporting pupils with medical conditions at school](#)

› [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption to learning including in lessons, in other areas and at break times for other students or for individuals either off-site or in the taxi or online
- Rudeness or disrespect to adults and other students
- Not following staff instructions
- Poor attitude
- Incorrect uniform
- Unkindness to others that causes distress
- The use of AI to cause bullying or distress

At St Peter's Centre this is communicated to students by way of three golden rules:

1. Follow the instructions of adults
2. Do not interrupt lessons or learning
3. Show 100% kindness to students and staff

**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 or "banter"
  - 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
- Malicious allegations of either staff or students
- Smoking or vaping
- 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
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images/deepfake pornographic creation or images
  - The use of AI to create sexual or inappropriate text or images of staff or fellow students

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, will be confiscated.

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one 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
- 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:<br>Racial<br>Faith-based<br>Gendered (sexist)<br>Homophobic/biphobia<br>Transphobic<br>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   |

#### Anti-Bullying Strategy

Our school approach to bullying is robust and is set out below

-There is regular training for staff and students about the definition of bullying, the way it might present itself and what to do if you experience it or witness it

-We understand that students may feel if they report something it will get worse so we if something is reported we work alongside students to ensure a robust response but one that will have impact and make it stop, ensuring the comfort levels of the students

- We also commit to working with the student who is displaying bullying behaviours so as to ensure there is support and re-education for those students
- We will check in and follow up and communicate with all parties to ensure our work brings about long term impact and that all parties feel safe and protected from harm

St. Peter's Centre is determined that all Students should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on anti-bullying can be found in the Anti Bullying Policy. Any behaviour, which knowingly causes hurt, or distress to others is **bullying behaviour** and will not be tolerated.

Some of our Students have been referred because of bullying-related problems, so this is an issue very relevant to the ethos of St. Peter's Centre.

Our policy on bullying should be made clear to all prospective Students and their parents/carers.

#### **All members of staff need to:**

- Be aware of any signs of distress in the Students which might be due to the bullying behaviour of others
- Find time for informal discussion of any worries over friendships, relationships or ways to avoid difficult and/or distressing situations
- Ensure that all Students are aware that they should report any incidents to a member of staff, and that all such reports will be treated with sensitivity and discretion.
- Students may wish to report to us via our [listening@sphpru.surrey.sch](mailto:listening@sphpru.surrey.sch) email if they feel they cannot tell a member of staff in person
- Tell the Head or other staff members of any concerns about bullying, however minor (and including online)

#### **Action to be taken**

- Initial induction and ongoing training on our anti-bullying strategy is provided for all students and staff
- Bullying allegation/behaviour to be dealt with as soon as possible.
- Parents/carers of both the bullied and bullying Students to be informed.
- An investigation into the incident will take place into the allegation
- The outcome will be shared with all parties including home schools
- The home school to be informed of any Student's bullying behaviour and, in serious cases, involved in any subsequent action. Their own behaviour policies will be invoked to ensure the consequence is robust and fair
- Incidents of bullying, no matter how minor, will be recorded on CPOMS
- Additional and intensive support will be provided for any victims of bullying
- We have the right to terminate the placement at the school for any student found, on the balance of probabilities, to be the perpetrator of one or more incidents of bullying. Home schools will be asked to invoke their own policies for off-site behaviour

## **5. Roles and responsibilities**

### **5.1 The Local Governing Body**

The Local Governing Body is responsible for having oversight of the written statement of behaviour principles.

The Local Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy with oversight of the Local Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently using "Behaviour on a Page" as a support
- Reading the One Page profile of the student on arrival to ensure any historical behaviour patterns are understood and planned for
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of Students
- Recording behaviour incidents on CPOMS
- Ensuring good behaviour is planned for by preparing lessons that meet the needs of our students
- Not ignoring poor behaviour but acting on it

The Headteacher will support staff in responding to behaviour incidents.

#### **5.3.5 Home Schools**

- Support school with any minor breaches of behaviour by attending meetings or reviews as appropriate
- Support school with any major breaches of behaviour by invoking their own behaviour policy
- Attend all additional meetings at St Peter's where there are concerns that poor behaviour has escalated
- As a last resort, understand that due to the vulnerabilities of all students that any serious breach of behaviour will likely mean that the placement is terminated and the student returns to the home school
- St Peter's Centre will keep in regular communication with home schools regarding behaviour

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the school rules and expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/Headteacher promptly
- Support the school with any consequences following instances of misbehaviour

## **6. School behaviour curriculum**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Follow the three golden rules
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- 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, in school taxi transport, on trips 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.

### **6.1 Mobile phones**

We are a no mobile phone school and students will be asked to lock their personal phones in a special lock bag that means they are unable to use their phone in school time. Phone bags will be locked upon entry and unlocked as students leave.

### **6.2 Student code of conduct**

Students sign a full code of conduct prior to admission

Students are expected to:

- Not interrupt lessons or learning
- Follow the instructions of adults
- Always show kindness and respect to adults and peers

There are regular assemblies and reminders about behaviour and the expectations so that students are aware of the boundaries and rules that govern the school.

Behaviour and expectations are fully outlined to the students and families so that they are aware of the boundaries that govern the school.

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Verbal feedback
- Postcards

- Stickers
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Emails to home schools/parents

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

- A verbal reminder
- Time out of the classroom 1:1 with staff and an opportunity to rectify the behaviour
- Restorative meeting
- Parental Meetings
- Referring the Student to a senior member of staff if the student is not responding to other adults
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Meeting with home schools

We take regular or serious breaches of behaviour very seriously due to the vulnerability of our student cohort. Each case will be dealt with on an individual basis, giving full consideration to all perspectives. However, if negative behaviour is serious or regular enough, the placement at the school for the student involved could result in the placement at our school being terminated. It might also result in the Behaviour Policy of the home school being invoked and consequences, including exclusion, might be considered and/or implemented. Whilst we do not make exclusions, we would support the policies of home schools to do this as per their own exclusion policy for off-site behaviour. Our behaviour policy applies in school, in taxis and online

## **7.2 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

Sanctions for sexual harassment and violence may include:

- Placement being terminated at SPC
- Exclusion, fixed term or permanent from home school.

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 Policy for more information.

### **7.3 Off-site behaviour**

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Online
- Creating false accounts to engage in online abuse
- Wearing school uniform
- In any other way identifiable as a Student of our school

Sanctions may also be applied where a Student has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another Student or member of the public
- Could adversely affect the reputation of the school

### **7.4 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
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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.

### **7.5 Searching, screening and confiscation**

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

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

## Searching a pupil

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 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 headteacher, 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 Headteacher to try to determine why the pupil is refusing to comply. If it is the Headteacher, or the Headteacher is off-site then the authorised member of staff must discuss with the Headteacher if there is enough risk present that the Police or parents should be called.

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

### **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.

### **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.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). 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

### **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.

### **Strip searches**

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

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

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

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. Parents must be informed of any strip search decision by the police and invited to attend or have a member of staff stand in for them. If parents do not want either, then the school must advise that the student be taken home or searched at a later date. If the Police continue regardless, then the school member of staff must ask to speak to the Inspector.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, 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 information about the role of the appropriate adult).

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

### **Who will be present?**

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

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

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

- The appropriate adult agrees

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

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

The appropriate adult will:

- › Act to safeguard the rights, entitlements and welfare of the pupil
- › Not be a police officer or otherwise associated with the police
- › Not be the headteacher
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
- › Should be a parent or designated by the parent

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

### **Care after a strip search**

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

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

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

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

### **7.6 Malicious allegations**

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

Where a Student makes an allegation of sexual violence or sexual harassment against another Student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the Student 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, where relevant) will consider whether the Student 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 Students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy.

## 8. Behaviour management

### 8.1 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 Students to be engaged

Display the Student code of conduct or their own classroom rules

Develop a positive relationship with Students, which may include:

- Greeting Students in the morning/at the start of lessons
- Establishing clear routines (ensure students know your expectations)
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour (first attention to good conduct)
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption (Behaviour on a Page)
- Using positive reinforcement (stickers, postcards, emails etc.)
- Always giving the best of themselves and remaining positive with positive body language
- Not bearing a grudge or hyper focusing on the behaviour of one student without attempting to address it.

### 8.2 Physical restraint/Reasonable Force

In some circumstances, staff may use reasonable force to restrain a Student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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
- Be recorded and reported to parents

A member of staff is trained on positive handling and all staff are aware of who this is.

Staff should recognise SEND, vulnerabilities, medical or mental health conditions when considering the risks of using reasonable force

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in Students' possession will be confiscated.** These items will not be returned to Students.

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

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

## 8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent Students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the Student.

The school's Headteacher will evaluate a Student 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 Student, we will liaise with staff at the home school, external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 8.5 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.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

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 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 pupil concerned.

This could include:-

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **9.2 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. Although we may need to make adjustments, the school has high expectations for all students and SEND alone, is not considered to be an excuse for frequent poor behaviour and clear boundaries are for all students to feel safe and included.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The Headteacher may 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.

## **9.4 Pupils with an education, health and 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.

## **9.5 Student transition**

To ensure a smooth transition from Home Schools to SPC an initial meeting is held to share with students and parents, expectations for behaviour, conduct and daily routines. Students are expected to agree to these verbally as well as to sign an agreement in writing.

To ensure behaviour is continually monitored and the right support is in place, information related to Student behaviour issues will be transferred to relevant staff at the start of the term or placement

## **10. Supporting pupils following a sanction**

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

- Reintegration meetings

- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Mentoring from the Headteacher
- More regular visits from Home school staff
- A meeting at the home school
- Regular communication between home and both schools and with the parent

### **11. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development including daily briefings.

### **12. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Management Committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by The Local Governing Body annually.

### **13. Links with other policies**

This behaviour policy is linked to the following policies:

Child protection and safeguarding policy

Attendance Policy

Online Safety Policy

## Appendix 1: written statement of behavior principles

- Every Student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All Students, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to Students
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by Students and staff
- We reserve the right for Home schools to exercise their own behaviour policies for incidents off-site
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and Students' home life

At St Peter's Centre this is communicated to students by way of three golden rules

1. Follow the instructions of adults
2. Do not interrupt lessons or learning
3. Show 100% kindness to students and staff

The Local Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances, either face to face or online.