

# Behaviour Policy

Ratified with governing body:

March 2026

Date for review:

March 2027

To be read in conjunction with:

- Section 89 of The Education and Inspections Act 2006
- Ofsted: '[Positive environments where children can flourish](#)'
- DfE: 'Behaviour in Schools Advice for Headteachers and School Staff' - February 2024
- DfE: 'Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England' - April 2026

At Richard Cloudesley School the highest standards of behaviour are expected and encouraged so that our school can be an orderly calm place in which to learn. At all times the children are expected to be polite and to show consideration and respect for other peoples' feelings, needs and property. In accordance with Section 89 of the Education and Inspections Act 2006, our Behaviour Policy clarifies our high expectations of behaviour and the rewards and consequences in place.

In a school which aims to promote an atmosphere which values diversity and respect of difference, bullying cannot be tolerated and is taken very seriously by everyone at the school. We encourage the pupils to tell a member of the school staff if they have any concerns. It would also be helpful for you to speak to the class teacher first, then the headteacher if you have any concerns. It is important that parents, pupils, and the school work together for the benefit our pupils.

## Context

Richard Cloudesley School is a specialized co-educational day school serving pupils aged 2 to 19 years with physical disabilities. A select group of our primary students also have autism. The school upholds high standards of conduct consistent with those found in exemplary primary and secondary schools; pupils are expected to show tolerance and respect toward their peers and adults alike. Equally essential are the attitudes demonstrated by staff, which include respecting each pupil as an individual and fostering self-esteem through a positive and supportive approach.

At Richard Cloudesley, we recognize that physical disability can affect pupil behaviour and may require time for social adjustment.

**Behaviour is a means of communication, and all behaviour has a purpose. Behaviour that challenges may signal a need for support. Behaviour policies and practice should recognise this and support children and young people to develop alternative ways of expressing themselves that achieve the same purpose but in more appropriate ways.**

### **Written Statement of Behaviour Principles**

The governing body of Richard Cloudesley School is committed to ensuring that high standards of behaviour are maintained so that all pupils can learn and thrive in a safe, supportive, and inclusive environment. Our principles are:

- Every pupil has the right to feel safe, valued, and respected.
- All members of the school community should be free from discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010.
- The school's legal duties in relation to the Equality Act 2010 will be adhered to in respect of safeguarding and pupils with special educational needs and/or disabilities (SEND).
- The school will promote good behaviour, self-discipline, and respect; prevent bullying; ensure that pupils complete assigned work; and regulate the conduct of pupils.
- The school will support pupils to develop positive relationships and to repair harm where it has occurred.
- The school will work in partnership with parents, carers, and other agencies to promote high standards of behaviour.

### **Roles and Responsibilities**

- **Governing Body:** Reviews and approves the Behaviour Policy and the Statement of Behaviour Principles, ensuring statutory duties are met and that the policy is implemented effectively.
- **Headteacher:** Responsible for the day-to-day implementation of the Behaviour Policy and for reporting regularly to the Governing Body on its effectiveness.
- **Staff:** Responsible for modelling positive behaviour, applying the policy consistently, and supporting pupils to meet expectations.
- **Pupils:** Expected to follow the school's behaviour expectations, treat others with respect, and contribute to a positive learning environment.
- **Parents/Carers:** Expected to support the school's behaviour policy and work in partnership with staff to promote good behaviour.

### **Equal opportunities**

Richard Cloudesley School is committed to ensuring that it works within the context of equal opportunities. We believe this is fundamental when dealing with any behavioural difficulties.

Behavioural problems common to pupils who are physically challenged and for those who are unable to communicate their wants and needs.

There is no such child as a typical Richard Cloudesley child. They are all individual, but occasionally there are these common factors relating to the behaviour of some children.

### **Consideration for our pupils' special educational needs and/or disabilities (SEND)**

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

We understand the importance of underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND.

We will always aim to utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

We work with the pupil, parents and other professionals to develop prevention and de-escalation strategies. Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention.

### **Behaviour Outside School Premises**

The school's expectations for behaviour apply not only on school premises but also on educational visits, residential trips, and when pupils are representing the school or travelling to and from school. The school will respond to incidents of poor behaviour outside school, including online behaviour, where such behaviour could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public, or adversely affect the reputation of the school.

### **Searching, Screening, and Confiscation**

The school follows the Department for Education's (DfE) guidance on searching, screening, and confiscation. Staff may search pupils or their possessions, with or without consent, where they have reasonable grounds to suspect that a pupil may have a prohibited item. Prohibited items include, but are not limited to, weapons, illegal drugs, stolen items, and any item that could be used to cause harm. Any search will be conducted in line with statutory guidance and with due regard for the pupil's dignity and rights. Confiscated items will be dealt with according to DfE guidance and school procedures.

## Mobile Phones and Online Behaviour

Pupils are expected to follow the school's rules regarding the use of mobile phones and digital devices. Mobile phones should be switched off and kept out of sight during the school day unless permission has been given for educational purposes. The school will not tolerate cyberbullying or inappropriate online behaviour, whether it occurs on or off school premises. Incidents will be dealt with in line with the school's anti-bullying and safeguarding policies.

## Restorative Approaches and Reintegration

The school is committed to restorative approaches that help pupils understand the impact of their behaviour, repair harm, and restore relationships. Where sanctions have been applied, or following a period of exclusion, the school will support pupils to reintegrate successfully, including through reintegration meetings, support plans, and ongoing pastoral care.

## Withdrawal and Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. Any use of withdrawal or seclusion will be reported and recorded as per the guidance in this policy.

## The Use of Safe Spaces

The use of safe space needs to be pupil led, and always allowing pupils to be supervised by an adult and pupils must be able to leave if they needed to.

We do however use spaces to help pupils feel calm and safe. These are:

- Pupils can choose to **use tents** for sensory sessions, for example pupils with visual impairment that make need a dark environment to explore lights. This is sensory supporting or as a response to pupils feeling overwhelmed. The door will remain open if pupils are inside.
- In the Sky provision, we have a **sensory pod** that some pupils elect to go in and close the door. There is an observation window that staff should use to. If the pod is used for interventions with a pupil, for example watching the screen or reading, then the adult will ensure the door is kept open. We would never put children in there if they did not want to go in it.
- Each department has a **sensory room or soft playroom**. Both can be used for timetabled small group sessions with adult supervision. These rooms are multi-purpose.
- For some pupils, as part of an agreed behaviour support plan (PBS), we may use **break out rooms or spaces**. These include the two break out rooms downstairs in primary, the computer area in secondary, the pastoral leader's office. This would always be with adult

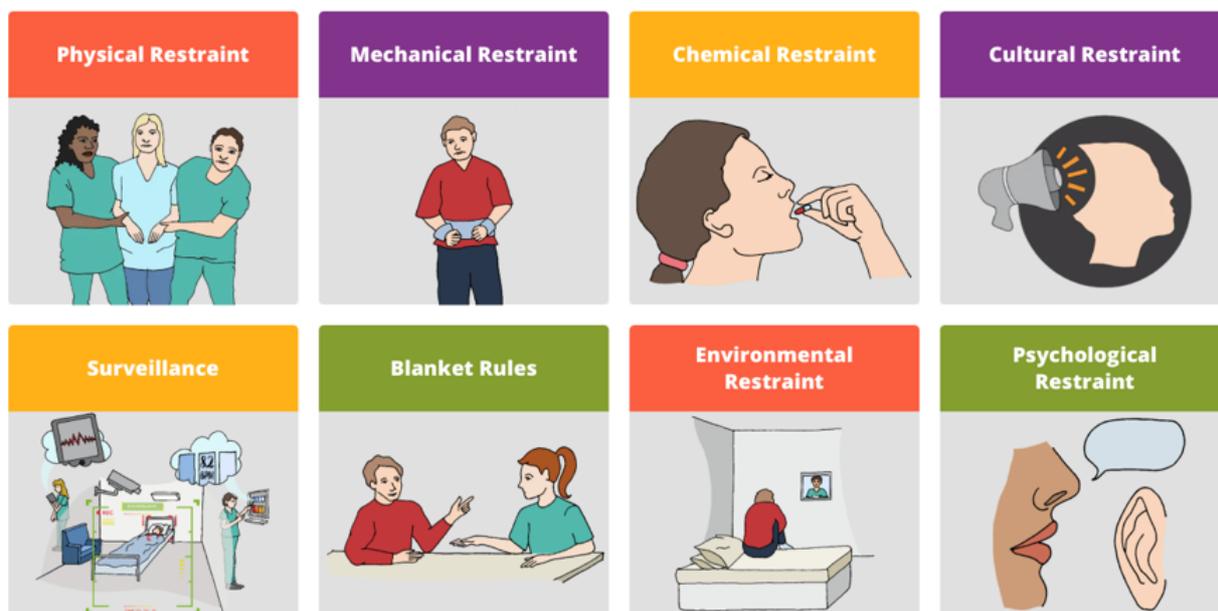
supervision and will typically where the class environment is too much for the child at that time, and the purpose would be for the pupil to access the workspace so that they can focus.

- Where **pupil workstations** are used to support learning and prevent distraction the pupil should be positioned in such a way that the adult and pupil are visible at all times.

## The Use of Restrictive Intervention

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

When considering restraint we need to understand the eight types of restraint.



In the case of wheelchair users, this includes putting on the brakes or turning a powered wheelchair to manual to restrict a pupil's movement.

Before using any form of restraint, staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, Equality Act 2010 past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped. This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

Training on the use of restrictive interventions helps equip staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It also helps staff understand how to assess whether their response is reasonable under pressure.

The essential elements of the law can be found in the government guidance, 'Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026'.

Training in physical restraint and holding techniques is provided through the Team Teach programme with regular and continuous refreshers and updates available for specific situations with the Behaviour Support team.

Physical restraint will not happen routinely and is only used to reduce risk or maintain safety when all other options have been exhausted.

We would never use ground holds and staff would only use physical interventions they have been trained to use. The principles of all use of physical restraint are embedded in the regular training and understanding of principles outlined in team teach.

Trained staff are encouraged to use their professional judgement, based on their training to use physical interventions when reasonable, proportionate, and necessary. With the most amount of care and minimal time.

It is paramount that the principles used to guide the actions of staff in this regard should be taken from the duty of care which stems from our responsibility of being 'in loco parentis' (in the place of

the parents). Pupils should be kept safe and secure from injury and any actions we take in ensuring this will be judged as would the actions of 'a reasonable parent'.

When restraint is used with any pupil; the staff involved in the incident must record it following the guidance in this policy.

### **Recording, reporting and actions to take following the use of restrictive intervention**

All incidents involving the use of restrictive intervention will be evaluated promptly by the head of department following the event to determine the rationale for its use, assess its impact on both pupils and staff, identify any emerging patterns or trends, and consider strategies to reduce future reliance on such interventions.

This may include the amendment or development of behaviour support plans.

Where appropriate, pupils and staff members involved should undergo medical assessment and receive treatment for any injuries at the earliest opportunity.

Incidents where reasonable force or seclusion are employed must be documented in CPOMS as soon as possible after the occurrence, specifying the type of hold used, if applicable. The entire leadership team is notified immediately through CPOMS. The parents will also be informed at this stage by the head of department.

Pupils who witness restrictive interventions resulting in peer injury or distress must also receive suitable support as necessary.

The pastoral and welfare lead checks that all of the initial processes have been followed, including the initial end of day debrief, contacting parents, and recording using CPOMS. They will also ensure that any injuries sustained should be recorded following the school's established protocols and reported to the Health and Safety Executive as required.

The pastoral and welfare lead will discuss the incident with the senior leadership team at the next senior leader meeting. This to facilitate reflection, learning, and the promotion of wellbeing for both pupils and staff. At this meeting there will be a decision as to whether to write or review a PBS plan in response to the incident.

The process of writing, monitoring and reviewing a positive behaviour support plan (PBS) plan:

- Agreement to write a plan will be added to CPOMS either as part of an incident review, during the weekly behaviour support meeting, or a senior leader meeting.
- The pastoral lead will share the agreed plan with the DSL as soon as practically possible, and typically the following Friday.
- New PBS plans will then be shared with the senior leadership team as part of the senior leadership team week item on pupil wellbeing.
- The welfare lead will be responsible for sharing the the PBS plan with the parent.
- There will be regular monitoring of a PBS plan, including reporting weekly to the senior leadership team and parents.
- PBS plans will be reviewed termly, or following a significant change, during the class team meeting, which will be joined by the pastoral lead and where appropriate CAMHS. Parents will be informed of any updates and invited to share new strategies.

## **Reward system**

Intrinsic rewards are especially powerful in a special school setting because they help pupils develop genuine internal motivation, confidence, and pride in their achievements. When staff recognise *effort, kindness, problem-solving, or improved self-regulation*, pupils learn to value their own progress rather than relying on external incentives. Examples of intrinsic rewards include verbal praise that highlights a pupil's strengths, noticing and naming positive behaviour, celebrating persistence, acknowledging thoughtful choices, or giving pupils meaningful responsibilities that reinforce their sense of belonging and competence. These approaches build self-esteem and encourage pupils to repeat positive behaviours because they feel good about themselves, supporting the wider aim of nurturing confident, respectful and self-aware learners.

Pupils can be rewarded with certificates or commendations, which anyone can award. These are usually presented during assemblies.

The Jack Petchey award scheme provides the opportunity to recognise significant achievements for secondary age pupils. Nominated pupils receive money to spend on school equipment or experiences and are invited to take part in the annual awards ceremony at Islington Assembly Hall.

The school annual awards night is one of the highlights of the year and celebrates significant achievements and milestones for all pupils.

## **Consequences**

Everyone can misbehave on occasion, and mostly this can usually be dealt with immediately. Learning positive behaviour takes time, especially for children with learning difficulties.

There has to be flexibility in relating the consequences to the needs of the child, consequences should be meaningful for the child any used to support learning.

## **Staff Development**

We recognise that at times it can be stressful and difficult dealing with pupils who cannot communicate clearly.

Staff are expected to demonstrate professional curiosity regarding the underlying factors influencing pupils' behaviour, both positively and negatively. Leadership maintains an open-door policy, and each department holds weekly meetings dedicated to behaviour strategies, providing staff with opportunities to discuss challenges and approaches in an informal setting.

Staff will receive training in PBS and some staffing teams receive 'Team Teach – Positive Behaviour Management Level Two' training, which is reviewed annually. This training increases understanding and awareness of behaviour as communication and develop strategies to better respond to reduce risk. It supports staff to execute simple and safe positive handling techniques to guide and escort students safely when required.

As part of induction all staff are required to read this policy and DfE: Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

If any staff, including temporary or agency staff, observe practices that do not comply with our behaviour policy, they should follow the school's low-level concern or whistleblowing procedures.

## **Conclusion**

This policy sets standards of behaviour appropriate for Richard Cloudesley School pupils. Positive treatment through praise, respect, and encouragement helps students recognise their strengths, build self-esteem, and develop as responsible citizens.

This policy will be reviewed every year to consider the changing needs of our pupils and parents.

## **Links to Related Policies**

This Behaviour Policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Exclusions Policy
- SEND Policy
- Equality Policy
- Whistleblowing Policy