



Henbury View First School

Behaviour Policy

Introduction & Intent

At **Henbury View First School** we are committed to providing a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our behaviour policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

Our School Values

At the heart of our behaviour policy are our school values, which guide our expectations for pupil behaviour. These values serve as the foundation for creating a harmonious and productive learning community. We invite parents, guardians, and all stakeholders to join us in upholding and reinforcing these values, which include:

Let us be 'respectful, happy learners' We aim to develop 'respectful, happy learners' who reach their full potential, through:

Respect: empowering individuals to value themselves with integrity and play an active role in their school and wider community

Nurture: creating a safe, trusting environment with happiness at its core

Curiosity for Learning: developing an aspirational, enriching curriculum that fosters creative, independent learners

Creating a Safe Environment

We intend to create a safe environment for our pupils physically, mentally, and emotionally. We are dedicated to:

Physical Safety: Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.

Mental Health and Well-being: Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.

Emotional Well-being: Fostering an environment where pupils feel valued, respected, and heard, enabling them to express their emotions and concerns openly.

Inclusivity for All Learners

At our school, we celebrate diversity and are committed to being an inclusive school for all learners. We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities, or special educational needs.

- Promote understanding, respect, and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives, and individual needs.
- Continuously work to eliminate discrimination, bullying, and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum expectations of behaviour in all schools.

DfE's Guidance on Minimum Expectations of Behaviour

Our behaviour policy aligns with and adheres to the Department for Education's guidance on Minimum expectations of behaviour in all schools. We are committed to:

Setting clear expectations for behaviour and consequences that are fair, consistent, and in line with DfE guidelines. Providing a positive and structured learning environment that supports pupils' personal development and social skills and collaborating with parents and the broader community to promote a shared responsibility for maintaining high standards of behaviour in our school.

By working together as a school community, we can ensure that Henbury View First School remains a safe, respectful, and inclusive place for all learners, where every pupil has the opportunity to flourish and reach their full potential.

Relationships

Our School is committed to fostering positive and respectful relationships among pupils, staff, and the wider school community. We recognise the significance of creating a safe and supportive environment for all individuals within our school community.

Communication to All

We prioritise effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents, guardians, and staff. Our commitment to promoting healthy relationships aligns with our participation in the Trauma Informed Schools - UK organisation.

Home-School Communication

We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents, guardians, and teachers to ensure that pupils receive consistent and comprehensive support in all aspects of their education and personal development.

This is through curriculum leaflets, newsletters, school website, parents evenings, MCAS, Marvellous Me, phone calls, meetings with parents, home school communication books (where appropriate).

Joint Working with Agencies

Our School is dedicated to providing a holistic approach to supporting our pupils' well-being. We actively collaborate with external agencies and professionals to address any concerns related to pupils' mental health, well-being, and behaviour. This collaborative effort helps ensure that pupils receive the necessary support to thrive academically and emotionally.

A Joined-Up and Community Approach

Our commitment to promoting positive relationships extends beyond the school gates. We actively engage with the local community to create a cohesive and supportive network. By working together with parents, guardians, community organisations, and local authorities, we aim to provide a comprehensive and holistic support system for our pupils.

A Fair and Transparent Approach

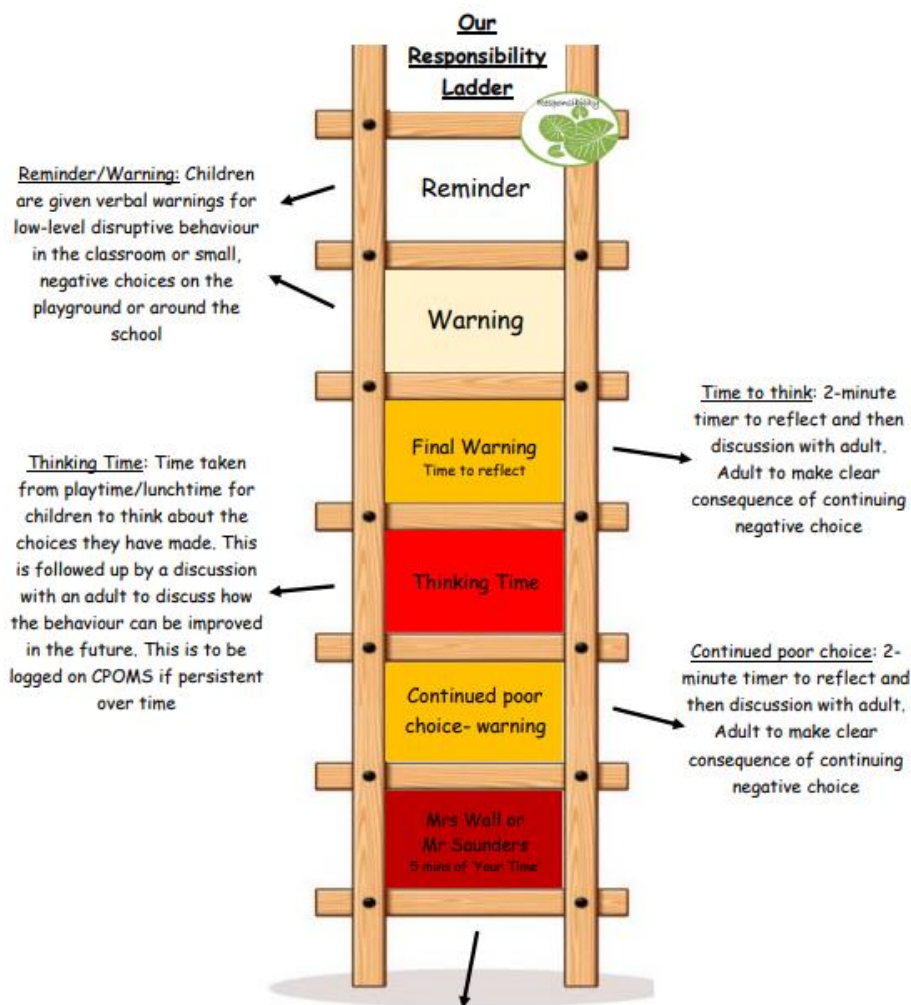
Our school values fairness and transparency in all aspects of our behaviour policy. We are dedicated to ensuring that our approach to relationships and behaviour is consistent, equitable, and just. Our processes for addressing any concerns or issues related to behaviour will always be conducted fairly and transparently, with the well-being of the pupil at the forefront of our actions.

Leadership and Management of Behaviour

At our School, we are committed to fostering a positive and inclusive learning environment where every pupil can thrive academically, socially, and emotionally. The leadership and management of behaviour are integral to achieving this goal. Our approach is based on the principles of the Hamwic Trust Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff, and a comprehensive system for monitoring and evaluating behaviour.

Graduated Response to Behaviour

Our Graduated Response to Behaviour is a tiered system designed to address behaviour issues in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn and grow from their experiences, while also holding them accountable for their actions. The tiers of our Graduated Response to Behaviour can be found here.



SLT Involvement: 5 minutes from 'Your Time' if poor behaviour choices are continued. Log this on school tracker, keep log of minutes lost. For behaviour that causes deliberate harm to another child or adult, children should be brought straight to SLT, and 5 minutes could be taken from their 'Your Time' after incident is investigated thoroughly. If a child reaches this stage, a phone call home/parent discussion will be arranged to alert the parents and the incident will be logged on CPOMS. If patterns emerge, parents will be invited into school to discuss interventions that can be put in place to support the child

Distributed Leadership of Behaviour

At our school, the responsibility for managing behaviour is not solely placed on one individual. We believe in the distributed leadership of behaviour, where all staff members play a role in creating a positive and respectful school environment. This approach encourages a collective commitment to behaviour management and promotes consistency in our expectations and responses.

All staff members, including teachers, teaching assistants, administrative staff, and support personnel, are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

Monitoring and Evaluation of Behaviour

We understand the importance of continuously monitoring and evaluating behaviour to make informed decisions and improvements. Our school uses various methods to achieve this:

When pupils miss time from their playtime, lunchtime or behave in such a way that they hurt others physically or verbally, staff record this information in the class books or on CPOMS. This information is collated weekly by the Safeguarding team, to identify any patterns or trends.

CPOMS is used to track all severe behaviour incidents, including incidents of racial or prejudicial language and child on child abuse. All incidents are monitored by the SLT, including the Headteacher who is the Designated Safeguarding Lead. Parents are informed of any incidents of severe behaviour and a meeting may be called to explore the nature of the incident further.

Where pupils have an individual Behaviour Response Plan, their behaviour is monitored weekly. A record is kept of the number of incidents, potential triggers and how they are progressing with their targets.

Where children who are consistently missing learning time, this will be logged on CPOMS /Class book – to ensure that the school can support in the most appropriate way.

Observations and reflections are a key part of supporting pupils who have behaviour which challenges the staff in school. This approach enables us to identify potential triggers and look at potential strategies to reduce the behaviours.

As a school we ensure that we continue to provide Professional Development to staff to enable them to support pupils in the most appropriate way. Eg PACE approaches, Trauma informed, Attachment training, Securicare etc

This monitoring and evaluation ensures that the graduated response has been followed, that school and home, work together to support behaviour and understand patterns of behaviour.

School Systems and Social Norms

Class charters

Classes agree a Class Behaviour Charter that all children and teaching staff sign at the beginning of the academic year. The class charters will link to the 3B's, Belong, Believe and Behave. Teachers will routinely talk to pupils about the school expectations, celebrations, consequences, especially at the start of each half term. The children will also be reminded of these whenever it becomes necessary during the day, week or term. All classes display the behaviour expectations, responsibility ladder and celebrations.

School Rules, Expectations, and Routines

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations, and routines are designed to create a positive and inclusive

atmosphere for all members of our school community. These are reinforced through our Behaviour on a page and are regularly communicated to pupils, parents, and staff.

Behaviour on a Page

Henbury View First School



The aim of Henbury View First School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

3 Rules



Belong

- Use good manners
- Be polite and greet people with good morning or afternoon
- Walking calmly around school



Believe

- Sit, listen and contribute attentively
- Keep ourselves and other safe by using kind hands, feet and words
- Show respect to all adults, children and our environment



Behave

- Understand that my choices have consequences
- Rewards: stickers, team points, certificates, MarvellousMe, Your Time
- Responsibility ladder (chance, choice, consequence)

3 Adult Behaviours

Calm and Kind
Being in the Moment
Predictable, Prompt and Assertive

3 Adult Consistencies

Meet and Greet
Consistent classroom routines and habits
Notice the positives first

Our Vision and Values

Let us be 'respectful, happy learners'

We aim to develop 'respectful, happy learners' who reach their full potential, through:

Respect: empowering individuals to value themselves with integrity and play an active role in their school and wider community

Nurture: creating a safe, trusting environment with happiness at its core

Curiosity for Learning: developing an aspirational, enriching curriculum that fosters creative, independent learners

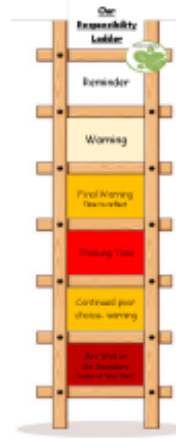
Recognition and Rewards

At Henbury View, we have a variety of different ways to recognise and reward positive behaviour and learning.

This includes:

- Noticing positive behaviour first
- Praise- written and verbal
- Recognition boards
- Stickers
- Team points
- Celebration assemblies
- Headteacher certificates
- MarvellousMe
- Discussions at pick up/drop with parent/carers
- Your Time
- Flexible consistencies- adaptive behaviour management tools for children/classes

Classroom Support Plan



We aim to implement a consistent approach for managing behaviour. All staff follow the **'Responsibility Ladder'** when managing behaviour that does not follow our school rules. This consistency will ensure that staff and children are clear on the steps and consequences for poor choices. If a consequence is given, this is followed by a restorative conversation to discuss together how we can avoid this happening again.

Microscripts

- I have noticed ... (explain the negative choice made)
- You know our focus is ... (link to 3 rules)
- You have chosen to not follow the rule. Because of that you need to ... (link to responsibility ladder)
- Do you remember when you (refer to previous positive behaviour)
- That is what I need to see today

This microscript outlines the behaviour referring to the school rules. It has a clear consequence and reminds the child of their positive behaviour that you want to see. It is delivered calmly to the child, focusing on the behaviour, not the child. Following this script allows staff to respond and not react, remind the child of positives and gives the child the chance to adapt their choices in the future.

Every Child Matters, Every Moment Counts

Consequences – Fair and Transparent

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of consequences for behaviour that does not meet our established standards. The consequences are fair, age-appropriate, and designed to help pupils understand the impact of their actions. Our disciplinary process is transparent, with pupils and parents being informed of consequences and the reasons behind them.

Online Behaviour of Pupils

In an increasingly digital world, we expect our pupils to uphold the same values and standards of behaviour online as they do in our physical school environment. Cyberbullying, harassment, or any other form of harmful online behaviour will not be tolerated. Pupils are responsible for their online actions, and consequences for inappropriate online behaviour will be enforced in accordance with the above consequences

Off-Site Behaviour of Pupils

We understand that pupils represent our school not only within our premises but also in the broader community. While off-site, during school events, or when wearing school uniforms, pupils are expected to exhibit behaviour that reflects positively on our school. Any violations of this expectation may result in the use of consequences outlined above.

Use of Mobile Phones

- Children may only bring mobile phones to school in EXCEPTIONAL circumstances. Parents/carers must write to the Headteacher, outlining the exceptional circumstances, prior to the phone coming into school. This will be authorised only at the discretion of the Headteacher.
- All phones must be named and turned off completely before entering, and at all times, on school grounds.
- The phone must be handed in to a member of staff at the school gate immediately on arrival at school (under no circumstances must they be taken to the cloakroom or classroom areas)
 - If a pupil is found with a mobile phone and does not have permission, it will be confiscated and can be collected by the parent/carer only.
 - If a pupil is found taking photographs or video on the premises this will be regarded as a serious offence.

The use of mobile phones within the school is not permitted within school on order not to disrupt the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences.

Behaviour Curriculum

Behaviours Linked to Our Values

At our school, our behaviour curriculum is closely aligned with our core values of **Belong, Believe, Behave**. We believe that these values underpin the development of positive behaviours and character traits that are essential for personal growth and successful learning. Therefore, our behaviour curriculum emphasises behaviours such as:

Belong:

- Use good manners
- Be polite and greet people with good morning or afternoon.
- Walking calmly around school.

Believe:

- Sit, listen and contribute attentively.
- Keep ourselves and others safe by using kind hands, feet and words.
- Show respect to all adults, children and our environment.

Behave:

- Understand that my choices have consequences.
- Rewards
- Responsibility ladder (chance, choice, consequence).

**Belong
Believe
Behave**



Belong

- Use good manners
- Be polite and greet people with good morning or afternoon
- Walking calmly around the school

Believe

- Sit, listen and contribute attentively
- Keep ourselves and others safe by using kind hands, kind feet and kind words
- Show respect to all adults, children and our environment



Behave

- Understand that my choices have consequences (positive and negative)
- Rewards: stickers, team points, certificates, MarvellousMe, Your Time
- Responsibility ladder (chance, choice, consequence)

Methods of Teaching Behaviour: A School-Wide Approach

To ensure consistency and effectiveness, our behaviour curriculum is implemented through a school-wide Teaching approach. This includes:

Explicit Instruction: Teachers provide explicit instruction on the expected behaviours and skills, integrating them into daily lessons and activities.

Positive Behaviour Support: We employ a positive reinforcement system to acknowledge and celebrate pupils who exhibit desired behaviours.

Modelling and Role-Modelling: Staff members model appropriate behaviours, serving as role models for pupils to emulate.

Parent and Community Engagement: We engage parents and the community in reinforcing the same behaviour expectations at home and within the broader community.

Some pupils may require a bespoke behaviour curriculum, in these instances, we use a Behaviour for Learning Skill Card Programme, which is personalised to the behaviour needs of the pupils may be used. The school will co-produce the curriculum of skills alongside the pupil and the parent and keep you regularly informed of the progress the pupil is making, whilst accessing the programme.

Assemblies

Regular assemblies and PSHE lessons play a significant role in our behaviour curriculum. These are used to:

- Celebrate successes
- Communicate expectations regularly
- Reinforce Values
- Promote Reflection

By integrating these elements into our behaviour curriculum, we aim to foster a school community where positive behaviours are not only taught but also celebrated and ingrained into the everyday lives of our pupils.

Support and Intervention for Pupils

Staff Roles in Supporting Behaviour

At our school, we believe that behaviour support is a collaborative effort involving various staff members. Our staff play critical roles in supporting positive behaviour, the core of these roles are as follows:

Classroom Teachers: Classroom teachers are responsible for creating a safe and inclusive classroom environment. They set clear expectations for behaviour and guide pupils on appropriate conduct. They will also ensure consequences are carried out in line with this policy.

Teaching Assistants: Teaching assistants work closely with teachers to provide additional support to pupils. They assist in implementing behaviour strategies and ensuring individualised support where needed.

SENDCo/Inclusion Lead: Our SENDCo/Inclusion Leads oversee the identification and planning of support for pupils with behavioural needs. They collaborate with teachers, parents, and external agencies to ensure a holistic approach to behaviour support.

Emotionally Available Adults

We recognise the importance of emotionally available adults in fostering positive behaviour. Our staff are trained to be emotionally available, providing a safe and nurturing environment for pupils to express their feelings and concerns. We use the principles of Protect, Relate, Regulate and Reflect.

These principles are outlined further in our Relationship Policy.

Identification of Pupils for Targeted Support

Pupils in need of targeted behaviour support are identified through our Graduated Response to Behaviour, using the 5 stages outlined in **Section 3** of this policy. Core aspects of pupil support are summarised below.

Time In Rather Than Time Out

Our approach to behaviour management emphasises "time in" over "time out." If a pupil needs to be removed from the classroom due to behaviour concerns, they are supported by trained adults rather than isolated. This ensures that pupils receive guidance, reflection, and an opportunity to develop more appropriate behaviours.

Universal Provision

Our school is committed to proactively using universal behavioural provision strategies to create a positive classroom environment that fosters good behaviour and pupil success. Through the implementation of universal provision techniques, we aim to establish clear classroom expectations, provide consistent support, and engage in proactive interventions to address behavioural challenges promptly. Some of our menu of universal provision includes;

Use of Pastoral Support.

We employ Pastoral Support Worker who supports families through providing Nurture programs to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills.

Small Group Interventions

Small group interventions, such as 'Talk About' and 'Zones of Regulation,' are conducted to address specific behavioural needs. These sessions promote self-regulation and effective communication.

- Trauma informed approaches
- Lego therapy
- Draw and Talk

The key to the success of these interventions is the relationships built between the pupil and the adult, so the child feels open and safe to explore their feelings. Pupils can be suggested for interventions by the class teacher, by outside agencies or by parents. Before a pupil undertakes an intervention, the adult delivering the intervention can talk to the SENCo to ensure that class based support has been fully explored and that the pupil's needs match the aims and outcomes of the intervention.

Precision Teaching of Skills 1:1

For pupils requiring intensive support, we offer precision teaching of skills on a one-to-one basis. This tailored approach focuses on individual needs and goals to develop essential behavioural and academic skills through a targeted IBP/IEP, which is closely tracked and monitored regularly.

Use of Outreach or Alternative Provision (AP)

In cases where pupils require additional support beyond what the school can provide, we may collaborate with external agencies for outreach services or consider alternative provision (AP) placements. This decision is made in consultation with parents and relevant professionals to ensure the best interests of the pupil are met. The agencies and Local Alternative Provision we use are;

As a school we make a referral to TADSS (Teaching Alliance of Dorset Special Schools), the referral is considered and then allocated to the most appropriate Special School who can meet the needs of the pupil.

Pupil Transition and Development

Induction and Reintroduction

At our school, we place importance on ensuring a smooth and supportive transition for all our pupils, whether they are joining us for the first time or returning after an absence. Our induction process is designed to help new pupils join our school, ensuring they feel welcome and secure from day one. We organise transition and induction sessions to help new pupils settle in comfortably, and know what is expected of them

For pupils returning to school after an absence, we understand the significance of their reintegration into the academic and social environment. Our staff work closely with these pupils and their families to develop tailored reintegration plans that address any underlying issues contributing to the absence and facilitate a seamless transition back into the school community.

Return from Suspension

In cases where it has been necessary to use a suspension, our school follows a structured and supportive approach to their return. This involves a reintegration plan that is coproduced at a Return from suspension meeting with parents or guardians. This plan will consist of behaviour expectations, with ongoing monitoring and support to help the pupil succeed academically and behaviourally. Further details are outlined in the school's exclusion policy.

<https://www.henburyview.dorset.sch.uk/page/?title=Policies+and+Procedures&pid=65>

Reduced Timetables

In situations where a reduced timetable is deemed necessary for a pupil, we adopt a person-centred approach. Our goal is to ensure that pupils still receive a high-quality education and the necessary support for their individual needs. Reduced timetables are implemented in collaboration with parents, carers, and relevant professionals to strike the right balance between academic progress and pupil well-being. We closely monitor the impact of reduced timetables to ensure that the pupil's educational and developmental needs continue to be met effectively.

Further information from the local authority regarding Reduced Timetables can be found here.

<https://www.dorsetcouncil.gov.uk/-/school-attendance>

Alternative Provision

We recognise that some pupils may require Alternative Provision (AP) to meet their specific needs. We work in partnership with local alternative providers to offer a diverse range of educational options for these pupils. Our commitment is to ensure that alternative provision is aligned with each pupil's Individual Education Plan (IEP), with a focus on their academic, emotional, and social development. Regular communication and collaboration with alternative provision providers are maintained to track progress and ensure a smooth transition back to mainstream education when appropriate.

Expectations and Reasonable Adjustments for Pupils with SEND

At our school, we are committed to providing a safe and inclusive learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our school's Behaviour Policy recognises the importance of individualised support for pupils with SEND. In line with the school Graduated Response to Behaviour, this individualised support can be given through;

Targeted IBPs (Individual Behaviour Plans)

Targeted Individual Behaviour Plans (IBPs) are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the unique needs and challenges of each pupil with SEND and aim to promote positive behaviour and academic progress. IBPs outline specific strategies and interventions to address behavioural concerns, set achievable goals, and regularly review progress to ensure ongoing support and improvement.

Provision Mapping (for Behaviour)

Provision Mapping is an integral part of our approach to supporting pupils with SEND. Our school's staff works closely with the Special Educational Needs Coordinator (SENCO) to identify and map the provision required to meet the diverse needs of our pupils. This includes allocating resources, staff support, and specialised interventions as needed. Provision Mapping is regularly reviewed and adjusted to ensure that pupils receive the appropriate support to enable them to access the curriculum and make progress in their learning.

Risk Assessments

The safety and well-being of all pupils, including those with SEND, are paramount at Our School. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. For pupils with specific needs, individualised risk assessments are developed, and reasonable adjustments are made to minimise potential risks. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

EHCPs (Education, Health, and Care Plans)

Pupils with SEND who have Education, Health, and Care Plans (EHCPs) receive a high level of personalised support. Our school collaborates closely with the local authority and relevant professionals to ensure that EHCPs are implemented effectively. These plans provide a detailed framework for supporting pupils with complex needs, encompassing their educational, health, and social care requirements. We strive to align our school's behaviour expectations with the goals and outcomes outlined in EHCPs, ensuring that pupils with SEND are fully included in all aspects of school life.

Child-on-Child Abuse

We are committed to creating a safe and supportive learning environment for all our pupils. Child-on-child abuse is a serious concern, and we take proactive measures to prevent, identify, and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education.

Child-on-child abuse refers to any behaviour where one pupil harms or mistreats another pupil physically, sexually, emotionally, or psychologically. It can take various forms, including but not limited to bullying, harassment, peer-on-peer sexual harassment, and violence.

Prevention is a key aspect of our approach to child-on-child abuse. We promote a positive school culture where respect, tolerance, and empathy are core values. Our efforts include:

- Regular staff training on recognising signs of abuse and effective interventions.
- Age-appropriate lessons and discussions on healthy relationships and respectful behaviour.
- Encouraging open communication between pupils, staff, and parents to report concerns promptly.
- Establishing clear expectations for behaviour through our school's values and rules.

If a child-on-child abuse incident is reported or suspected, we follow our established procedures, in line with KCSIE, to ensure the safety and well-being of all involved parties. Our response may include:

- Providing immediate support to the victim, ensuring their emotional and physical well-being.
- Investigating the incident in a fair, confidential, and impartial manner.
- Implementing appropriate sanctions and interventions for the perpetrator.
- Involving external agencies and professionals when necessary to provide additional support and guidance.

We understand the importance of maintaining confidentiality when dealing with child-on-child abuse cases. All information is handled sensitively and shared only with those who need to know, in accordance with data protection laws and safeguarding procedures.

Use of Force and Powers to Search

We are committed to maintaining a safe and respectful learning environment for all pupils and staff. To ensure the appropriate and responsible use of force and powers to search within the school premises, we adhere to the guidance provided by the Department for Education (DofE) and follow a comprehensive set of policies and procedures.

DfE Guidance:

Our school's use of force and powers to search policy is guided by the Department for Education's statutory guidance on "Use of Reasonable Force" and "Searching, Screening, and Confiscation." We strictly adhere to these guidelines to ensure that any use of force or searches conducted on school grounds are lawful, proportionate, and respectful of individuals' rights and dignity.

Training for Staff:

To effectively implement this policy, all staff members who may be required to use force or conduct searches are provided with appropriate training. This training is designed to ensure that staff members have a clear understanding of the legal framework, the principles of proportionality, and the techniques required to safely manage situations that may require the use of force or searches.

Training Provider

The staff training is conducted by Securicare with expertise in disreputation management, de-escalation, and the use of force and search techniques within educational settings. This provider is chosen based on their up-to-date training that aligns with DofE guidance.

Medically Risk-Assessed Techniques

The safety and well-being of all individuals involved are paramount when considering the use of force or searches. Therefore, all techniques employed are medically risk-assessed to minimize any potential harm or injury to pupils or staff. Our school works closely with Securicare professionals to ensure that the techniques used are safe and appropriate for the age and physical condition of the individuals involved.

More information can be found in the school's Physical Handling Policy.

Our school's behaviour policy is designed to create a safe, respectful, and inclusive learning environment for all pupils. It is our collective responsibility to uphold these standards and values to ensure that every pupil can thrive academically and personally. By adhering to this policy, we foster a culture of respect, for our school values of **Belong, Believe, Behave**, that will serve our pupils well in their academic pursuits and throughout their lives.