



## **Progression 2 Work Behaviour Policy**

### **Revised September 2026**

This policy replaces the previous Behaviour for Learning / Behaviour Policy and the February 2026 Appendix A. It should be read alongside the Safeguarding and Child Protection Policy, SEND policy, Attendance policy, Anti-Bullying policy, Searching, Screening and Confiscation procedures, Mobile Phone arrangements, Restrictive Interventions / Physical Intervention policy, Complaints policy and any applicable commissioning arrangements.

Important: this policy is intended to align with the current DfE framework in force in England as of September 2026. Where the organisation's legal status creates different statutory requirements, the applicable legislation and statutory guidance must take precedence.

### **Document history**

| <b>Date</b>    | <b>Revision</b>                                                                                                                                                                          |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 2020      | Behaviour for Learning Policy                                                                                                                                                            |
| June 2022      | Revised; read alongside RPI policy                                                                                                                                                       |
| June 2023      | Classroom Management Booklet appendix change                                                                                                                                             |
| March 2024     | Correspondence protocol; reviewed July 2024                                                                                                                                              |
| September 2024 | Policy overview revised                                                                                                                                                                  |
| July 2025      | Policy revised                                                                                                                                                                           |
| February 2026  | Appendix A revised                                                                                                                                                                       |
| September 2026 | Full review and revision to reflect KCSIE 2026, current DfE behaviour/suspension framework, mobile phone statutory guidance, Working Together 2026 and restrictive-intervention guidance |

## **1. Ethos and Values**

At Progression 2 Work we aim to provide an educational and social experience that meets the learning, emotional and developmental needs of our young people within a supportive, structured and inclusive environment.

Young people will be helped to develop their individual potential, self-worth, self-control and independence through clear and consistent guidance and support on appropriate ways of behaving towards other people within the Hub and the wider community.

We recognise that behaviour is influenced by relationships, communication, SEND, mental health, unmet needs, previous experiences and the environment. Understanding these factors does not remove accountability; it informs the most effective and proportionate response.

## **2. Introduction**

Progression 2 Work uses a relational, restorative and trauma-informed approach to behaviour. We seek to understand what has happened, repair harm, maintain safety and enable students to return to learning.

The school will maintain high expectations of behaviour and will use rewards, positive reinforcement, interventions and proportionate sanctions consistently. Behaviour that is challenging or dysregulated will normally be managed through the school's behaviour, pastoral, SEND and safeguarding systems.

A student must not be informally sent home as a behavioural consequence. Where the school decides that a student should not remain in education because of behaviour, the appropriate formal route must be used, which may include an internal intervention, a lawful off-site direction where applicable, suspension or permanent exclusion. Where immediate separation is required for safeguarding or health and safety, protective action may be taken in accordance with safeguarding procedures and must not be disguised as an informal exclusion. Safeguarding is everyone's responsibility. Staff must maintain a child-centred approach and follow the school's safeguarding procedures whenever behaviour, mental health, self-harm, peer-on-peer abuse, exploitation, neglect or other concerns may indicate that a student is at risk of harm.

### **3. Aims of the Policy**

- Promote a positive culture in which good behaviour is the norm and expectations are high.
- Provide a clear, consistent and fair framework for managing behaviour.
- Teach and reinforce safe, respectful and ready-to-learn behaviours.
- Support students to regulate emotions, understand the impact of their actions and repair harm.
- Use early intervention, positive reinforcement and proportionate consequences.
- Recognise and respond to the interaction between behaviour, SEND, disability, mental health, communication and other individual needs.
- Work in partnership with parents/carers, commissioning schools and relevant external agencies.
- Protect students and staff from harm and maintain a calm, safe and supportive learning environment.
- Use suspension and permanent exclusion only in accordance with the applicable statutory framework and as appropriate to the individual circumstances.
- Ensure behaviour data is recorded, reviewed and used to identify patterns, improve provision and reduce repeat incidents.

### **4. Core Principles**

- Safety – physical and emotional safety is fundamental.
- Respect – everyone is entitled to dignity and respectful treatment.
- Calm and purposeful – classrooms and shared spaces should support learning.
- Tolerance and understanding – difference and individual needs are recognised.
- Belonging – every student should feel valued and included.
- Support – students are helped to develop the skills required for positive behaviour.
- Consistency – staff apply agreed expectations and procedures consistently.
- Proportionality – responses reflect the seriousness, frequency and circumstances of the behaviour.
- Fairness and inclusion – decisions take account of SEND, disability, reasonable adjustments and other relevant circumstances.
- Child-centred safeguarding – where behaviour may indicate risk of harm, the child's welfare is considered alongside the needs of others.

## **5. Prohibited and Restricted Items**

Progression 2 Work may prohibit items where this is necessary to maintain safety, learning and wellbeing. The school distinguishes between items that are prohibited under law or DfE searching guidance and items prohibited by school rules.

### **5.1 Statutory / prohibited items**

- Knives and weapons, including articles made or adapted to cause injury.
- Alcohol.
- Illegal drugs and drug-related items.
- Stolen goods.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Any article that the school has reasonable grounds for suspecting may be used to commit an offence, cause personal injury or damage property, subject to the school's legal searching powers and procedures.

### **5.2 Items prohibited by school rules**

- E-scooters or other personal transport devices unless specifically authorised.
- Vapes, e-cigarettes and vape liquids.
- Energy drinks.
- Chewing gum.
- Laser pens or similar potentially hazardous devices.
- Lighters and matches.
- Mobile phones and smart technology, subject to the school's statutory mobile-phone policy and reasonable exceptions.
- Gaming devices/consoles and handheld entertainment electronics unless authorised for learning.
- Aerosols/body sprays where they present a risk.
- Large sums of money or valuable items where not required.
- Offensive or inappropriate clothing/accessories.
- Large or sharp jewellery where it presents a risk.
- Drones or other remotely operated devices unless authorised.

Searching, screening, confiscation and the handling of prohibited items must be carried out only by staff who are authorised and trained to do so, and in accordance with the school's procedures and applicable DfE guidance.

## **6. Behaviour Expectations**

- Be safe.
- Be respectful.
- Be ready to learn.
- Attend regularly and punctually.
- Move calmly and safely around the site.
- Engage with learning and make reasonable efforts to participate.
- Respect other people's personal space, property and learning.
- Follow reasonable instructions from staff.
- Use language and communication that does not threaten, intimidate or abuse others.
- Use digital technology responsibly and follow the school's mobile-phone and acceptable-use arrangements.

Students who experience difficulty meeting these expectations will receive appropriate support and, where necessary, proportionate consequences. A student's difficulty in meeting an expectation will not automatically be treated as deliberate defiance; staff should consider context and need.

## **7. Classroom Management and Behaviour Support**

There will be a consistent whole-school approach to behaviour management. Staff will receive induction, ongoing training and appropriate CPD covering behaviour, safeguarding, de-escalation, SEND and relevant restrictive-intervention procedures.

Staff will record significant behaviour incidents promptly using the school's recording systems. Safeguarding concerns must be passed to the DSL/deputy in accordance with the safeguarding policy and recorded on the safeguarding system where required.

Teaching staff should consider:

- Lesson structure and clear routines.
- Seating and environmental arrangements.
- Clear modelling and explicit teaching of expected behaviour.
- Engagement, pace and accessible learning.
- Lighting, temperature, noise and sensory factors.
- Adapted work and communication support.
- Personalised support and reasonable adjustments.
- Known regulation strategies in the student's ILIIP/behaviour support plan.
- Opportunities for movement, regulation and re-engagement.

### **7.1 Individual Learning, Inclusion and Intervention Plans (ILIIPs)**

ILIIPs, behaviour support plans and risk assessments should identify known triggers, communication needs, effective preventative strategies, regulation strategies, reasonable adjustments, adult responses, escalation routes and reintegration strategies.

Plans should be developed with appropriate staff and, where appropriate, parents/carers, commissioning schools and the student. They must be reviewed when circumstances change and following significant incidents or repeated patterns of behaviour.

A diagnosis must never be used as a label for behaviour or as a reason for lower expectations.

Equally, staff must not assume that behaviour is wilful where SEND, disability, communication, sensory or mental-health factors may be contributing.

## **8. Respect at Progression 2 Work**

### **8.1 Respect for other people**

- Speaking to adults and young people politely and without offensive or threatening language.
- Respecting other people's views, identities, boundaries and personal space.
- Not hitting, bullying, intimidating, threatening or deliberately frightening another person.
- Allowing others to work and learn without unnecessary disruption.
- Showing concern and support when someone is experiencing difficulty.
- Not encouraging or joining in with another person's distress or unsafe behaviour.

### **8.2 Respect for property**

- Respecting other people's property and work.
- Looking after school equipment, furniture, displays and the environment.
- Not deliberately damaging or interfering with property.

## 9. Recognition and Reward Systems

- Clear expectations are modelled in mentoring, School briefings, lessons and social times.
- Safe, Respectful and Ready to Learn language is used consistently.
- Positive relationships and unconditional positive regard are promoted.
- Praise identifies what the student has done well and, where relevant, the next step.
- Mentors share positive behaviour information with parents/carers regularly.
- Staff greet students and seek to create socially engaging rather than defensive interactions.
- Behaviour scores, where used, are recorded consistently and communicated appropriately.
- Students may receive certificates, responsibilities, recognition and reward opportunities.
- Reward opportunities should remain inclusive and should recognise progress as well as high performance.
- Staff are encouraged to make positive contact with home.

## 10. Restorative Practice

Restorative practice is used where appropriate to understand incidents, repair harm and rebuild relationships. It should not be used where it would place a victim at risk, compromise a safeguarding investigation or be otherwise inappropriate.

- Can you tell me what happened?
- What were you thinking or feeling at the time?
- How have you been thinking or feeling since?
- Who has been affected and how?
- What could you do now to help make things right?
- How can we prevent this happening again?
- What support do you need from me or others?

Restorative practice is underpinned by respect, responsibility, repair and moving forward.

## 11. Trauma-Informed and Regulation Support

- Training staff in attachment, trauma and adverse childhood experiences where appropriate.
- Providing personalised regulation strategies such as movement, sensory breaks and safe spaces.
- Providing access to mentoring, counselling, ELSA or other appropriate support.
- Using consistent, emotionally available adults.
- Using co-regulation and de-escalation rather than punitive isolation.
- Reviewing environmental or relational factors that contribute to repeated dysregulation.

## 12. Behaviour Responses, Interventions and Consequences

Responses will be proportionate, consistent and individualised. Staff should use the least intrusive effective response and escalate when necessary. A behaviour response is not a substitute for a safeguarding response where there is a safeguarding concern.

| Stage    | Typical presentation                                                   | Response                                                      | Recording / follow-up                           |
|----------|------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------|
| 1 – Mild | Low-level disruption, refusal, leaving a lesson briefly, inappropriate | Reminder; clear expectation; private discussion; redirection; | Record where required; mentor follow-up; parent |

|              |                                                                                                                                                                    |                                                                                                                                                                                                            |                                                                                                                                              |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
|              | language, general defiance                                                                                                                                         | regulation support; restorative conversation where appropriate                                                                                                                                             | communication where appropriate                                                                                                              |
| 2 – Moderate | Repeated disruption, minor physical incidents, repeated leaving of lessons, unauthorised movement from designated areas                                            | Behaviour lead/mentor intervention; increased supervision; daily report; restorative work; anti-bullying intervention where relevant; review of support plan                                               | Record on behaviour system; safeguarding record where concern; parent communication; monitor pattern                                         |
| 3 – Serious  | Physical violence, repeated serious verbal abuse, repeated absconding, serious damage, fire alarm misuse, serious prohibited-item incident or other serious breach | Senior leadership review; safety plan; intensive intervention; parent meeting; safeguarding referral where indicated; consideration of formal sanction including suspension where lawful and proportionate | Detailed incident record; safeguarding record if applicable; DSL involvement where required; formal suspension process if suspension decided |
| 4 – Critical | Sustained serious violence, serious threats, significant risk of harm, repeated critical breaches or other conduct warranting the most serious response            | Immediate safety action; DSL/SLT involvement; consideration of suspension or permanent exclusion where the statutory threshold is met; external agency/police involvement where appropriate                | Full incident record; safeguarding action; formal statutory process where applicable; reintegration/review planning                          |

The categories above are illustrative rather than automatic thresholds. A student must not receive a predetermined sanction solely because an incident has been placed in a category. Decisions must consider the individual circumstances, seriousness, frequency, impact, prior interventions, SEND/disability, reasonable adjustments, safeguarding information and the student's response to support.

## 12.1 Removal from a classroom or activity

A student may be moved from a classroom or activity as an immediate behaviour-management measure where this is lawful, necessary and proportionate. The aim should be to restore safety and enable the student to return to learning. Removal from a classroom must not become an informal suspension or a routine substitute for appropriate support.

Where a student is moved to an inclusion/support space, staff must maintain appropriate supervision, dignity and safeguarding. The purpose, duration and outcome should be recorded in accordance with school procedures.

### **12.2 Informal sending home is not permitted**

A student must not be sent home, transported home or asked to remain at home as a behavioural consequence without the appropriate formal process.

If a student is required to leave school because of behaviour, the school must determine whether the circumstances require: (a) internal support/separation; (b) a lawful off-site direction where applicable; (c) suspension; (d) permanent exclusion; or (e) immediate protective separation for safeguarding/health and safety reasons.

A work pack, remote learning or parental agreement does not turn an informal exclusion into a lawful intervention. Unofficial or informal suspensions are not permitted.

### **12.3 Safeguarding or health and safety separation**

Where there is an immediate and significant safeguarding, health, safety or mental-health risk, the school may need to separate a student from others or take other protective action. Such action is not to be used as a disciplinary sanction and must be necessary, proportionate, time-limited and recorded.

The DSL or appropriate senior leader must be informed immediately where safeguarding is involved. Parents/carers should be informed in accordance with the safeguarding response unless doing so would increase risk or conflict with professional advice.

A mental-health concern does not automatically justify sending a student home. Staff must assess whether it is a safeguarding concern, whether there is an immediate risk of serious harm, what support is required and whether emergency services or other professionals need to be involved.

### **12.4 Suspension and permanent exclusion**

Suspension and permanent exclusion are formal processes. They must only be used by the persons with authority to make the decision and in accordance with the current statutory framework applicable to the setting.

Suspension is not restricted to safeguarding or health-and-safety incidents. It may be considered following serious or persistent breaches of the behaviour policy where the statutory framework permits and the decision is lawful, reasonable, proportionate and procedurally fair. Permanent exclusion is a last resort and must only be used where the applicable statutory threshold is met. It is not a routine response to challenging behaviour, disability or unmet SEND needs.

Before deciding on a formal exclusion, the decision-makers must consider relevant evidence and individual circumstances, including SEND/disability, reasonable adjustments, safeguarding, mental health, the student's views where appropriate, prior interventions and the impact of the behaviour on others.

Where the statutory suspension/exclusion framework applies, all required notifications, records, education arrangements, review rights, governing/proprietor processes and local-authority notifications must be completed within the required timescales.

### **12.5 Off-site direction and managed moves**

Where legally available and appropriate, off-site direction may be used as a formal behaviour intervention to improve behaviour. It must not be used as an informal exclusion. The school must follow the applicable statutory requirements, including consideration of the student's circumstances and views, safeguarding, educational provision, parental communication, duration and review.

A managed move is a separate process and must be voluntary and properly planned where the statutory guidance requires this. It must not be used to pressure a parent or student into leaving the school.

### **13. Actions when a Student Absconds**

The school will use preventative measures such as secure access arrangements, supervision, personalised risk assessments and known regulation strategies.

If a student leaves a classroom or designated learning area, staff should follow the student's support plan, maintain line-of-sight where safe and summon the appropriate staff. Staff should not place themselves or others at unreasonable risk.

If a student leaves the school site or is missing, staff must immediately alert the Behaviour Lead, DSL and Headteacher/senior leader in accordance with the school's missing-child procedure. The response must be based on the student's age, vulnerability, SEND, known risks, location, environmental circumstances and the likelihood of harm. There is no blanket five-minute rule that replaces professional risk assessment.

Parents/carers and, where necessary, police or other emergency services must be contacted without delay where the risk assessment indicates that this is required. The incident must be recorded and reviewed, with the student's risk assessment and support plan updated where necessary.

Any use of restrictive intervention must comply with the school's restrictive-intervention policy and current DfE guidance.

### **14. Students at Risk of Self-Harm or Serious Mental-Health Crisis**

Staff must act calmly and promptly where a student is at risk of self-harm, suicide or serious injury.

- Stay with the student where it is safe to do so and reduce immediate hazards.
- Use calm, non-threatening communication and appropriate de-escalation.
- Alert the DSL/deputy and mental-health lead or other designated professional immediately.
- Do not leave the student alone where the risk assessment indicates that supervision is required.
- Seek emergency medical or police assistance where there is an immediate risk of serious harm.
- Follow the safeguarding and mental-health procedures and record the incident accurately.
- Inform parents/carers in accordance with safeguarding procedures, taking account of circumstances where sharing information could increase risk.
- Put appropriate follow-up, safety planning and support in place.

If a student has an object that may be used for self-harm, staff should seek to reduce risk through de-escalation and safe removal of hazards where possible. Any restrictive intervention must meet the requirements of the current restrictive-intervention policy and DfE guidance.

### **15. Physical Violence, Restrictive Intervention and Reasonable Force**

Physical intervention is a last resort. Staff must prioritise prevention, de-escalation and environmental adjustment.

Where force or another restrictive intervention is necessary to prevent harm or for another lawful purpose, it must be necessary, reasonable, proportionate and the minimum required in the circumstances. Force must never be used as a punishment.

- Only staff who are appropriately trained or otherwise lawfully authorised should use planned restrictive interventions, subject to emergency circumstances recognised by law and guidance.
- Staff must consider the student's SEND, disability, medical needs, communication needs and known risks.
- Seclusion must only be used where lawful, necessary, proportionate and in accordance with the school's restrictive-intervention policy and current DfE guidance.
- Every use of force and every incident of seclusion or restraint must be recorded and reported in accordance with the school's procedures and the applicable statutory requirements, including Independent School Standards 16A and 32A. Records must be completed as soon as practicable and should contain sufficient detail to support review and safeguarding.
- Parents/carers must be informed where required by current statutory guidance.
- The student and staff should be offered appropriate debriefing and support.
- Incidents must be reviewed to identify learning, reduce future need for restrictive intervention and update support/risk plans where necessary.

## **16. Bullying, Discrimination and Peer-on-Peer Abuse**

Progression 2 Work does not tolerate bullying, harassment or discriminatory behaviour, including verbal, physical, emotional, online, racist, sexist, homophobic, transphobic, disability-related or other protected-characteristic-related abuse.

Bullying and peer-on-peer abuse must be considered in the context of safeguarding where appropriate. Staff must report concerns through safeguarding procedures and not assume that behaviour is simply a disciplinary matter.

The school will respond to victims and alleged perpetrators fairly and safely, taking account of vulnerability, power imbalance, SEND and safeguarding needs. The Anti-Bullying Policy and Safeguarding and Child Protection Policy must be followed.

## **17. De-escalation and Staff Conduct**

Staff are expected to model calm, respectful behaviour and to use de-escalation wherever appropriate.

- Use a calm tone and non-threatening body language.
- Provide appropriate personal space.
- Identify and acknowledge emotions without endorsing unsafe behaviour.
- Use clear, concise instructions.
- Offer realistic choices and opportunities to regulate.
- Reduce audiences and environmental triggers where possible.
- Redirect towards positive activities.
- Avoid confrontational language, humiliation and unnecessary power struggles.
- Seek additional support early.
- Never use force or restrictive practice as a punishment.

## **18. Holistic Support and Inclusion**

Progression 2 Work uses a multi-disciplinary approach where appropriate, including:

- Mental-health and emotional wellbeing support.
- Therapeutic interventions.
- Key working and personalised learning plans.

- Active learning programmes.
  - Parent/carers support.
  - SEND assessment and reasonable adjustments.
  - External agency involvement where appropriate and with safeguarding considerations.
- The school will use behaviour data and incident patterns to identify students who may require additional assessment or support. Behaviour that repeatedly escalates should trigger consideration of whether existing provision is effective.

Parents/carers and commissioning schools or relevant professionals should be kept appropriately informed of significant changes, incidents and concerns in accordance with safeguarding, information-sharing and placement arrangements.

### **18.1 Off-site 1:1 Learning and Staff**

Off-site 1:1 provision must remain educationally purposeful. Work, resources and expected outcomes should be agreed in advance and progress should be recorded. Where a placement or community activity is no longer suitable or safe, the school must review the provision rather than rely on informal exclusion or an unplanned change of placement.

If a student attempts to leave the agreed location, becomes significantly dysregulated, presents a safeguarding concern or the environment becomes unsafe, staff must follow the student's individual risk assessment and the school's missing-child, safeguarding, behaviour and emergency procedures. Staff must not place themselves at unreasonable risk in attempting to prevent a student leaving.

Where learning takes place in a community setting, staff must consider risks arising from members of the public, travel, traffic, buildings, toilets and other facilities, weather, water, animals, unfamiliar environments and any activity-specific hazards. The level of supervision must reflect the student's age, vulnerability, SEND, known risks and the nature of the environment.

Staff working 1:1 off site must maintain appropriate professional boundaries, avoid unnecessary changes to agreed locations or activities, and follow the school's lone-working arrangements. Staff must have a reliable means of communication and must follow the agreed check-in/check-out arrangements. Any concern about a student's safety, whereabouts, behaviour or welfare must be reported promptly to the designated school contact and, where appropriate, the DSL.

A written risk assessment and individual plan must identify the location, activity, foreseeable risks, student needs, communication arrangements, emergency procedures, safeguarding considerations, transport arrangements where relevant, supervision level, contact arrangements and actions to take if the session cannot safely continue. Dynamic risk assessment must be used throughout the session.

Where a student receives 1:1 education or mentoring off the school site, the same expectations for safeguarding, behaviour, supervision, health and safety and professional conduct apply. Off-

site provision must be planned and risk assessed before it begins and reviewed when circumstances change.

## **18.2 Vocational Studies, Workshops and Use of Hand and Power Tools**

Any accident, near miss, injury, equipment damage or significant unsafe behaviour must be recorded and reported in accordance with the school's health and safety, safeguarding and behaviour procedures. Significant incidents must be reviewed to identify whether additional training, supervision, reasonable adjustments or changes to the risk assessment are required.

If a student becomes dysregulated, refuses a safety instruction or is unable to follow the safe system of work, staff must stop the task and move the student to a safe supervised area where appropriate. The response should then consider regulation support, the student's support plan, risk assessment and whether the task or level of supervision needs to be adapted. Removal from the activity must not automatically result in removal from education.

Horseplay, deliberate misuse of tools or equipment, bypassing guards or safety devices, unauthorised access to machinery, or deliberately ignoring a safety instruction will be treated as a serious safety concern. The immediate priority is to stop the activity safely, secure the equipment where necessary and protect the student and others from harm.

Risk assessments must take account of the additional vulnerabilities of young people, including inexperience, lack of awareness of risks, maturity, SEND, disability, communication needs and any individual risk factors. Particular attention must be given to noise, vibration, dust, fumes, moving parts, sharp edges, ejected materials and other hazards associated with the equipment or task.

Only students who have been authorised as competent for the particular task may use equipment. Where equipment presents a specific risk, access must be restricted to trained and authorised users. Manufacturer instructions, guarding, emergency-stop arrangements, isolation procedures and required personal protective equipment (PPE) must be followed.

Before a student uses equipment, staff must ensure that the activity is covered by an appropriate risk assessment and that the equipment is suitable, maintained and safe for the intended use. Students must receive age-, ability- and task-appropriate information, instruction and training and must be supervised at a level proportionate to the risk.

Where vocational learning involves hand tools, portable power tools, fixed machinery or other work equipment, behaviour management must operate alongside the school's health and safety arrangements. Safety instructions are mandatory and students must follow the instructions of the competent member of staff supervising the activity.

## **19. Safeguarding, Information Sharing and Recording**

All staff must read and follow KCSIE 2026 Part One and the school's safeguarding policy. Safeguarding is everyone's responsibility and staff must maintain a child-centred approach. Behaviour may be a sign of abuse, neglect, exploitation, mental-health difficulty, self-harm, peer-on-peer abuse or another safeguarding concern. Staff must report concerns to the DSL/deputy without delay and record them in accordance with school procedures.

Information must be shared lawfully, proportionately and on a need-to-know basis, following the school's safeguarding and information-sharing procedures. Staff must not promise confidentiality where a safeguarding concern may need to be shared.

Behaviour records and safeguarding records must be accurate, factual, timely and distinguish between observed behaviour, reported information, professional analysis and action taken.

## **20. Parent/Carer and Commissioning-School Partnership**

- Parents/carers will be kept informed of significant behaviour concerns and positive progress.
- Communication will be respectful, timely and focused on solutions.
- Parents/carers will be involved in reviewing support plans where appropriate.
- Commissioning schools and relevant professionals will be involved where required by placement arrangements.
- Where a formal suspension/exclusion process is used, statutory notification and review arrangements will apply.
- Complaints and disagreements will be handled through the school's complaints procedure.

## **21. Monitoring, Quality Assurance and Review**

The school will monitor behaviour through incident data, attendance, suspensions/exclusions, restrictive-intervention records, safeguarding concerns, student voice, parent/carers feedback and staff feedback.

Leaders will review patterns by student, group, location, time, type of incident and consequence to identify disproportionality, unmet need and opportunities for prevention.

The policy will be reviewed at least annually and sooner where legislation, statutory guidance, local arrangements or organisational practice changes.

## **22. Legislation and Statutory Guidance**

- Keeping Children Safe in Education 2026 (DfE) – statutory guidance.
- Working Together to Safeguard Children 2026 (DfE) – statutory guidance.
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, current version).
- Mobile Phones in Schools (DfE, statutory from 29 June 2026; implementation from 1 September 2026), where applicable.
- Restrictive interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026).
- Searching, Screening and Confiscation at School (DfE, current guidance).
- SEND Code of Practice: 0 to 25 years.
- Equality Act 2010.
- Children and Families Act 2014.
- Education and Inspections Act 2006 and other applicable education legislation.
- Working Together to Improve School Attendance (DfE, current version).
- Preventing Bullying (DfE, current guidance).
- Alternative Provision: statutory guidance where applicable.
- Independent School Standards (Education (Independent School Standards) Regulations 2014, as amended), including standards 7, 16A and 32A.
- Independent School Standards Guidance (DfE, April 2026).

- Information sharing to safeguard children and young people: statutory guidance (DfE, updated 10 September 2026), where applicable.
- Health and Safety at Work etc. Act 1974, Management of Health and Safety at Work Regulations 1999 and Provision and Use of Work Equipment Regulations 1998 (PUWER), where applicable to vocational activities.
- Ofsted inspection framework and applicable inspection guidance.

## Appendix A – Behaviour Response Pathway

The pathway below replaces the February 2026 procedure that allowed students to be transported home following continued behaviour below expectations.

| Situation                                     | Immediate response                                                                         | Escalation                                                                      | Can the student be sent home?                                                    |
|-----------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Dysregulation without immediate risk          | Co-regulation; regulation strategy; behaviour lead; safe support space; return to learning | Review ILIP/behaviour plan; parent communication; additional support            | No informal sending home                                                         |
| Persistent or serious behaviour               | Apply behaviour policy; senior review; restorative work; support plan review               | Formal sanction or suspension may be considered where proportionate             | Only through an appropriate formal process                                       |
| Immediate safeguarding/health/safety risk     | Protect student/others; DSL/SLT; emergency services if required                            | Safeguarding response; risk assessment; formal exclusion process if appropriate | Protective separation may be necessary; must not be used as disguised punishment |
| Serious incident meeting suspension threshold | Headteacher/authorised decision-maker considers evidence and individual circumstances      | Follow suspension/exclusion process                                             | Yes, if a lawful suspension is formally decided                                  |
| Potential permanent exclusion                 | Immediate safety and safeguarding action as necessary                                      | Headteacher/authorised decision-maker follows statutory framework               | Only through lawful permanent exclusion process                                  |

Please also see Removal of Students Offsite Procedure

## Appendix B – Decision-Making Checklist Before Formal Sanction

- What exactly happened and what evidence is available?

- Was the behaviour a breach of a clear, communicated expectation?
- Is there an immediate safeguarding or health/safety concern?
- Could the behaviour indicate abuse, exploitation, self-harm, mental-health difficulty or another safeguarding issue?
- Have SEND, disability, communication and sensory factors been considered?
- Have reasonable adjustments been considered and implemented?
- Has the student's ILIP/behaviour support plan been followed?
- What interventions have already been attempted and with what outcome?
- Is the proposed response necessary, reasonable and proportionate?
- Would the response amount to a suspension or exclusion and, if so, has the statutory process been followed?
- Has the student's voice been considered where appropriate?
- Have parents/carers and relevant professionals been informed as required?
- Has the decision been recorded accurately?
- Is further review, support or risk assessment required?

### **Appendix C – Immediate Safeguarding / Serious Incident Flow**

1. Make the situation as safe as possible without placing staff or other students at unnecessary risk.
2. Call the DSL/deputy and appropriate senior leader.
3. Use de-escalation and regulation strategies where appropriate.
4. Seek emergency medical/police support where there is an immediate risk of serious harm.
5. Consider whether temporary protective separation is necessary and proportionate.
6. Record the incident and safeguarding actions promptly.
7. Inform parents/carers in accordance with safeguarding requirements.
8. Review the student's risk assessment, ILIP/behaviour plan and provision.
9. Consider whether a formal suspension/exclusion process is required.
10. Complete a post-incident review and identify preventative actions.

### **Appendix D – Mobile Phone and Smart Technology**

Progression 2 Work will maintain a mobile-phone-free environment by default throughout the school day, including lessons, movement between lessons, breaktimes and lunchtime, subject to reasonable and lawful exceptions.

The detailed arrangements for storage, access, exceptions, confiscation and sanctions must be set out in the school's mobile-phone policy and communicated to students, parents/carers and staff.

Any exception for medical, SEND, safeguarding or other legitimate need must be risk assessed and clearly authorised. Staff will apply the policy consistently.

### **Appendix E – Policy Implementation**

- All staff must read this policy and the linked safeguarding and restrictive-intervention policies.
- Induction will include behaviour expectations, recording, safeguarding escalation and de-escalation.
- Leaders will brief staff on the prohibition of informal sending-home.
- Behaviour Lead/SLT will monitor implementation and audit records.

- Any uncertainty about whether a situation is behaviour, safeguarding, protective separation or suspension must be escalated to the DSL and/or Headteacher before action is taken, unless immediate action is required to prevent harm.
- Training and policy updates will be communicated to staff following changes in statutory guidance.

### **Key implementation statement for staff**

Progression 2 Work will manage behaviour within school wherever it is safe and appropriate to do so. Behavioural dysregulation alone is not a reason for an informal removal from school. Students will receive interventions, regulation support, positive reinforcement and proportionate sanctions in accordance with this policy. Where behaviour reaches the threshold for a formal suspension or exclusion, the statutory process will be followed. Where there is an immediate safeguarding, health, safety or serious mental-health risk, staff will take proportionate protective action and involve the appropriate safeguarding and senior staff.

Health and Safety Executive guidance on young people at work, training and supervision, and safe use of work equipment / woodworking machinery, where applicable to vocational provision.

Independent School Standards Guidance (DfE, April 2026), including the updated requirements relating to restrictive interventions, attendance, mobile phones and standards 16A and 32A.

Information sharing to safeguard children and young people (DfE statutory guidance, updated 10 September 2026).

### **External reference points checked for this September 2026 revision**

Department for Education: Keeping Children Safe in Education 2026; Behaviour in Schools; School suspensions and permanent exclusions (July 2026); Mobile Phones in Schools (statutory from 29 June 2026); Working Together to Safeguard Children 2026; Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026); Searching, Screening and Confiscation at School; SEND Code of Practice; and current attendance/safeguarding guidance.