



Behaviour & Rewards Policy

Prepared By	Chris James-Roll Head Teacher
Approved by the Proprietor	Keith Boulter
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Behaviour and Rewards Policy

Aims

This policy aims to establish a calm, safe and respectful culture in which pupils are supported to learn, regulate and develop increasing independence. At Broadlands Hall, behaviour is understood in context and is often a form of communication. Our response is informed by Therapeutic Thinking, SEND, communication and sensory needs, individual EHCPs and plans, and the principle that support should be proportionate, least restrictive and purposeful. We maintain clear expectations for safety, respect and learning while recognising that equitable practice will not always mean identical responses for every pupil.

Introduction

Communication is broader than spoken language. Staff must be attentive to each pupil's communication profile, including speech, gesture, body language, visual communication, AAC and other changes in behaviour, presentation, engagement or regulation. A significant or unexplained change may be communication of need and may also indicate a safeguarding, health or wellbeing concern.

We use a Therapeutic Thinking approach. Adults seek to reduce anxiety, understand the likely function and impact of behaviour, teach safer and more helpful alternatives, and use consequences only where they are meaningful, proportionate and likely to support learning. Relationships, predictable adults and thoughtful teaching are central to behaviour support.

Broadlands Hall School is a specialist SEND community. Our approach starts with curiosity: what may a pupil be communicating, what has changed, and what support will help them to feel safe, regulate and re-engage? Behaviour may communicate distress, uncertainty, sensory need, avoidance, pain,

frustration, a need for connection or another unmet need. Staff should not assume a cause, but should use what they know about the pupil, observe patterns and seek the pupil's perspective wherever possible.

Policy framework and related guidance

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Anti-Bullying Policy, Mobile Phone Policy, Behaviour Incident Response & Communication Protocol, individual Behaviour Support Plans/risk assessments and relevant restrictive intervention procedures.

In reviewing this policy for September 2026, the school has considered relevant legislation, statutory guidance and Department for Education guidance, including, where applicable:

- Education (Independent School Standards) Regulations 2014 and DfE Independent School Standards guidance (April 2026)
- Behaviour in Schools: advice for headteachers and school staff (DfE, February 2024)
- Keeping Children Safe in Education 2026 (in force from 1 September 2026)
- Restrictive interventions, including the use of reasonable force, in schools (DfE, in force from 1 April 2026)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years, where applicable
- Searching, Screening and Confiscation in Schools guidance
- Mobile phones in schools (DfE statutory guidance, updated June 2026; to be followed from 1 September 2026)

Code of Conduct

Our three school rules are simple: Be Respectful, Stay Safe and Try Your Best. These apply across school and school-related activities. Expectations are explicitly taught and revisited, with reasonable adjustments and individual support where required. Staff respond to behaviour using professional judgement, taking account of context, communication, understanding, risk and the pupil's individual needs and plans.

Serious behaviour requiring an escalated response may include:

- Repeated breaches of the school rules
- Any form of bullying
- Threatening, targeted or abusive language towards others, particularly where persistent or associated with intimidation or risk
- Physical aggression, violence or assault towards another person
- Prejudice-based or discriminatory behaviour, including racist, sexist, homophobic, biphobic, transphobic, faith-based or disability-related behaviour.
- Theft
- Vandalism
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Smoking/Vaping
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content; including images that have been digitally altered or generated using artificial intelligence.

Possession of prohibited or school-banned items, including:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or Vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory	Taunts, gestures, graffiti, online content or physical abuse focused on a protected or perceived characteristic, including race, faith, sex, sexual orientation, gender reassignment or disability.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, including through social networking sites, messaging apps, gaming platforms, digitally altered material or AI-generated content.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy, which can be found on our school website.

Reports of bullying will be considered alongside the school's safeguarding responsibilities where appropriate. Harmful behaviour will not be dismissed as 'banter', 'part of growing up' or as an inevitable feature of SEND.

Roles and responsibilities

The Proprietor

The Proprietor is responsible for approving this policy, monitoring its effectiveness and holding the Headteacher to account for its implementation. The Proprietor will ensure that the school meets its statutory and regulatory responsibilities and that behaviour practice reflects the school's values, safeguarding duties and commitment to meeting pupils' individual needs.

The Headteacher

The Headteacher is responsible for establishing and sustaining a positive behaviour culture across the school. This includes ensuring that expectations are clear, staff are appropriately trained and supported, and responses to behaviour are safe, proportionate and consistent with Therapeutic Thinking, safeguarding, SEND and reasonable adjustment duties. The Headteacher retains overall responsibility for significant behaviour decisions, including suspension and exclusion.

Head of Behaviour

The Head of Behaviour provides strategic leadership for behaviour practice across the school and supports staff to understand behaviour as communication. The role includes promoting Therapeutic Thinking, supporting individual Behaviour Support Plans and risk assessments, identifying patterns in behaviour and helping staff develop proactive, relational and evidence-informed approaches that reduce escalation and maintain pupils' access to learning.

Behaviour Team

The Behaviour Team supports pupils and staff through proactive work, early intervention, co-regulation and de-escalation. Its purpose is to build staff capacity and help pupils remain engaged in, or return successfully to, learning; it is not a substitute for the everyday relationships, planning and behaviour support provided by classroom and phase staff. The team will provide additional support where risk or dysregulation cannot reasonably be managed by the staff present.

Teachers and Staff

All staff share responsibility for creating calm, predictable and engaging environments in which pupils feel safe and are able to learn. Staff should seek to understand what behaviour may be communicating, recognise each pupil's communication profile, including AAC and changes in behaviour, presentation, engagement or regulation, and use agreed individual strategies and reasonable adjustments. Adults are expected to model calm, respectful behaviour, maintain appropriate boundaries and reflect on how their own communication and responses may influence a pupil's regulation.

Parents and carers

The school seeks to work in partnership with parents and carers, recognising their knowledge of the young person and the importance of sharing relevant information. Parents and carers are encouraged to inform the school of circumstances that may affect a pupil's wellbeing, communication or regulation, to contribute to individual planning where appropriate, and to work constructively with the school when concerns arise.

Pupils

Pupils will be supported to understand the school's three expectations - Be Respectful, Stay Safe and Try Your Best - in ways that are meaningful and accessible to them. Expectations will take account of age, developmental level, SEND and communication needs. Pupils will be encouraged to communicate their needs, contribute to their individual plans and, when sufficiently regulated, reflect on incidents, repair relationships where appropriate and develop alternative strategies and skills.

The Proprietor and Headteacher are responsible for ensuring that this policy is lawful, effective and understood. The Head of Behaviour leads the school's therapeutic behaviour practice, supported by the Behaviour Team, SENCO, DSLs and phase leaders. All staff are responsible for calm, respectful and consistent adult practice, knowing pupils' individual plans, noticing communication and early signs of dysregulation, adapting their approach, recording significant incidents and seeking additional support when needed. Parents/carers and professionals are important partners, and pupils' views should be sought in ways that are accessible to them.

School behaviour curriculum and culture

At Broadlands Hall School, behaviour is part of the curriculum and is taught, modelled and supported throughout the school day. Expectations are made accessible to each pupil according to their developmental, communication and SEND needs. Our culture is grounded in positive relationships, Therapeutic Thinking and the understanding that behaviour may be a form of communication. Staff seek to understand what a pupil may be communicating, support regulation and explicitly teach the skills pupils need to participate safely, respectfully and successfully in school life.

Behaviour expectations and rules

When a pupil begins to dysregulate, adults should reduce rather than add to anxiety. They should use the pupil's agreed strategies, communication supports, co-regulation and reasonable adjustments, and consider whether the task, environment, sensory demand, relationship or communication approach needs to change. Regulation comes before reflection. Once regulated, pupils may be supported to reflect, repair relationships and learn alternative responses.

Behaviour is everyone's responsibility. The strongest behaviour support is preventative: positive relationships, engaging teaching, clear routines, appropriate communication, well-considered environments and adults who remain regulated themselves. Staff should explicitly teach expectations and regulation skills rather than assume pupils already possess or can generalise them.

Safeguarding

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

Staff will consider whether behaviour, changes in behaviour or patterns of behaviour may indicate a safeguarding concern, including abuse, neglect, exploitation, bullying or other harm. Behaviour should not be considered in isolation where there are indicators that a pupil may need help or protection.

Where a safeguarding concern is identified or suspected, staff must follow the school's Child Protection and Safeguarding Policy and report the concern in accordance with the school's safeguarding procedures. Behaviour responses must not delay or replace appropriate safeguarding action.

Where behaviour involves child-on-child abuse, sexual harassment or sexual violence, discriminatory harm, exploitation, harmful online behaviour or another safeguarding concern, staff must follow the relevant safeguarding procedures alongside any proportionate behaviour response.

Please refer to our Child Protection and Safeguarding Policy available on our school website.

Mobile phones

Broadlands Hall School is a mobile phone-free environment throughout the school day. Pupils must not use or access mobile phones or other smart technology with similar functionality during the school day, unless a specific exception or reasonable adjustment has been agreed.

Arrangements for the management, storage and confiscation of devices, sanctions for misuse and any agreed exceptions are set out in the school's Mobile Phone Policy.

Responding to good behaviour

We notice and reinforce progress, effort, engagement, kindness, regulation and positive choices. Praise and rewards should be meaningful to the individual pupil and may include verbal recognition, communication with home, certificates, responsibilities, activities and the school's interval-based reward system. Each interval is a fresh opportunity; rewards already earned are not normally removed retrospectively. Every day begins afresh.

Responding to behaviour that falls below expectations

Consequences are not automatic. Staff should consider what happened, the impact on others, what the pupil understood, what the behaviour may have communicated, what support was available, and what response is most likely to reduce harm and support future success. Serious or unsafe behaviour may still require firm boundaries, safeguarding action, suspension or exclusion.

The Behaviour Team supports staff and pupils where additional coordination or specialist input is needed. It should build staff capacity rather than become a routine route for removing pupils from learning. The Behaviour Support Hub may be used as a supervised regulation and support space where this is helpful; it is not a punishment room. Operational detail about incident response, on-call arrangements and use of the Hub sits in the Behaviour Incident Response & Communication Protocol rather than this policy.

When behaviour falls below expectations, the immediate priorities are safety, regulation and restoring access to learning. Responses should be calm, proportionate and individualised. They may include co-regulation, a change of environment or task, additional adult support, re-teaching, restorative or reparative work, review of the pupil's plan or risk assessment, communication with home/professionals, or a proportionate consequence where this is likely to be helpful.

Restrictive Interventions, including Reasonable Force

Broadlands Hall School is committed to minimising the need for restrictive interventions through positive relationships, proactive planning, appropriate support, early intervention, co-regulation and de-escalation.

A restrictive intervention should only be considered where it is necessary and proportionate in the circumstances. Staff should use the least restrictive intervention and the least amount of force necessary for the shortest period required to manage the identified risk. Reasonable force must never be used as a punishment.

When reasonable force may be used:

All members of school staff have a legal power to use reasonable force in certain circumstances. Reasonable force may be used to prevent or stop a pupil from:

- causing injury to themselves or another person

- committing a criminal offence
- damaging property
- causing disorder among pupils at the school

Whether the use of reasonable force is appropriate will depend on the circumstances of the individual incident. Staff must consider whether the intervention is necessary and proportionate and, where possible, whether a less restrictive response could manage the risk effectively.

When making this judgement, staff should take account of relevant factors including the nature and immediacy of the risk, the pupil's age and size, SEND or disability, communication needs, medical needs, known vulnerabilities and any relevant individual Behaviour Support Plan or risk assessment. Where possible and safe, staff should clearly and calmly communicate what is happening and continue to seek opportunities to reduce or end the intervention.

Safe and appropriate practice

Restrictive interventions must be used for the shortest time necessary and reduced or stopped as soon as the immediate risk has sufficiently reduced.

Pupils must not be restrained in a way that affects their airway, breathing or circulation, including by covering the mouth or nose or applying pressure to the neck or abdomen.

Physically intervening with a pupil can carry additional risk when this occurs on the ground. Planned or deliberate ground-based restrictive physical intervention should only be undertaken by staff who have completed the appropriate current Level 3 NAPPI training, and only where the intervention is necessary and proportionate to the immediate risk of harm.

Prone restraint must not be used as a planned intervention. If a pupil unintentionally moves or falls into a prone position during an intervention, staff should release the hold and/or reposition the pupil to a safer alternative or standing position as quickly as possible, while continuing to manage any immediate risk of harm.

Staff must consider the potential physical and psychological impact of restrictive intervention on the individual pupil. Pupils with known experiences of trauma or adversity, previous neglect, sensory differences, communication difficulties, medical needs or other vulnerabilities may experience restrictive intervention as particularly distressing. Where such information is known, it should inform proactive planning, risk assessment, de-escalation and the choice of the least restrictive response, without making unsupported assumptions about the pupil or the causes of their behaviour.

The dignity, wellbeing and safety of the pupil must remain a priority throughout any intervention. Staff receive training to recognise signs that a behavioural incident may have developed into, or be masking, a medical incident or emergency. Where this is suspected, behavioural intervention should cease to be the primary response and the pupil's immediate medical needs must take priority, with first aid, emergency procedures and the pupil's individual healthcare arrangements followed as appropriate. Where required, the pupil should receive medical assessment or treatment as soon as possible.

Training and NAPPI

Broadlands Hall School uses NAPPI (Non-Abusive Psychological and Physical Intervention) as its framework for proactive behaviour support, prevention, de-escalation and restrictive physical intervention.

Staff who are likely to use restrictive physical interventions must receive appropriate, current training. Staff should only use planned NAPPI physical intervention techniques within the level for which they have been trained and assessed as competent, including the additional requirements for ground-based interventions set out above.

NAPPI training supports staff to intervene safely and appropriately but does not itself create the legal power to use reasonable force. In an unforeseen emergency, any member of school staff retains the legal power to use reasonable force where the circumstances set out in law are met. Any intervention must still be necessary, proportionate and limited to the minimum force required for the shortest necessary time.

Individual planning and prevention

Where a pupil is identified as being at increased risk of requiring restrictive intervention, proactive strategies should be set out within the pupil's Behaviour Support Plan and risk assessment. These plans should be developed and reviewed with relevant staff and, where appropriate, the pupil, parents/carers and involved professionals.

Plans should identify known or potential indicators of escalating distress, preventative and de-escalation strategies, communication and regulation support, environmental or sensory adjustments, strategies known to reduce risk, and any relevant medical, physical, communication or SEND considerations.

Plans should be reviewed periodically and following any significant incident so that changes can be informed by evidence of what has and has not been effective for the individual pupil. The existence of an agreed plan does not automatically make restrictive intervention necessary or proportionate in a particular incident.

Recording restrictive interventions

Broadlands Hall School will maintain written records of restrictive interventions in accordance with current legal requirements and the school's agreed recording procedures.

Each significant incident involving the use of reasonable force, and each incident of seclusion or restraint, must be recorded as soon as practicable after the incident. Staff should endeavour to complete the record on the same day and, as a school expectation, within 24 hours of the incident.

Records should include, as applicable, the pupil and staff involved, the date, time, location and approximate duration of the intervention, the circumstances leading to it, preventative or de-escalation strategies used, why the intervention was considered necessary, the nature and degree of force used, any injury sustained and any immediate post-incident support provided.

RPI documentation and any associated behaviour or incident records must be completed in accordance with the school's recording procedures. Recording requirements continue to apply where restrictive intervention forms part of an agreed Behaviour Support Plan or risk assessment.

Reporting to parents/carers

Parents/carers must be informed as soon as practicable following a significant use of reasonable force, seclusion or restraint. The school will endeavour to inform them on the same day, and the required information will be provided in writing.

Relevant professionals, including social workers, placing authorities or home staff, should also be informed in accordance with safeguarding requirements, placing arrangements and agreed communication procedures.

Where informing a parent/carer would be likely to result in significant harm to the pupil, the school will follow the alternative reporting arrangements required by law.

Post-incident support, reflection and review

Following any restrictive intervention, the immediate physical and emotional wellbeing of the pupil and staff involved should be considered.

Pupil reflection should take place when the pupil is sufficiently regulated and able to participate meaningfully. Staff involved should also have an opportunity to reflect on the incident, identify any immediate wellbeing needs and consider what can be learned.

Post-incident review should consider what occurred before, during and after the incident; relevant contextual factors; the preventative and de-escalation strategies used; whether the pupil's agreed plan was followed; whether the intervention remained necessary and proportionate; and whether changes to the Behaviour Support Plan, risk assessment, environment, communication approach or other support are required.

The purpose of post-incident review is to support learning, wellbeing and continuous improvement rather than to assign blame. Where appropriate, plans and risk assessments should be updated following significant incidents or emerging patterns.

Where a pupil's placement ends unexpectedly or they transfer to another setting, the school will work with the placing authority, parents/carers and receiving provision, where known, to support continuity of education, safeguarding and behaviour support.

Relevant educational, safeguarding, SEND, risk and support information will be transferred securely and in accordance with safeguarding, information-sharing and data-protection requirements. Where significant safeguarding or risk information exists, appropriate staff should communicate directly with the receiving setting to support a safe and effective transition.

We work openly with pupils, parents/carers, residential homes, social workers, placing authorities and other professionals. Relevant information should be shared so that changes in presentation, communication, regulation or circumstances can inform support. Pupil voice should be sought in an accessible way, including through AAC or other communication approaches where appropriate, and should inform individual plans and post-incident learning.

Exclusion / Suspension

Suspension and permanent exclusion are serious responses and will be considered carefully, taking account of the circumstances of the incident, the pupil's individual needs, any relevant SEND or disability, safeguarding considerations, risk, previous support and any reasonable adjustments that may be required.

A suspension may be used where it is proportionate and necessary, including following a serious incident, where behaviour presents a significant risk, or where a short period away from school is considered appropriate to support safety, regulation, review and a successful return to learning.

Suspension does not need to be framed solely as punishment. Where appropriate, the period may be used to support regulation, review what has occurred, consider whether changes to support are required and plan for a positive return to school.

Permanent exclusion will normally be considered only in the most serious circumstances and as a last resort. However, a single exceptionally serious incident may justify permanent exclusion where the Headteacher determines that continued attendance is no longer appropriate.

Circumstances that may result in suspension or permanent exclusion include, but are not limited to:

- serious actual or threatened violence towards a pupil, member of staff or another person
- serious or persistent behaviour that presents a significant risk to the safety or wellbeing of others
- possession, supply or use of illegal drugs
- possession or use of a weapon or other item intended to cause harm
- serious sexual violence or harmful sexual behaviour
- serious or persistent discriminatory, threatening or abusive behaviour
- other behaviour of sufficient seriousness that continued attendance cannot reasonably or safely be supported

Before making a decision, the Headteacher will consider relevant available information, including the circumstances and seriousness of the incident, safeguarding information, the pupil's SEND or disability and reasonable-adjustment duties, existing Behaviour Support Plans and risk assessments, and the support or interventions already in place where relevant.

Any suspension or permanent exclusion will be formally recorded and managed in accordance with the school's published behaviour policy and contractual arrangements with parents/carers. Parents/carers and relevant placing professionals will be informed appropriately and arrangements for education, support and return to school will be considered where applicable.

A pupil must not be informally sent home or prevented from attending school for behaviour-related reasons outside the school's formal suspension arrangements.

Confiscation

Authorised staff may confiscate items where they have reasonable grounds for believing that the item poses a risk to pupils or staff, is prohibited or banned under the school's rules, is evidence relating to an offence, or where confiscation is otherwise permitted as a proportionate disciplinary response.

Items confiscated following a search will be retained, returned, disposed of or passed to the police or another appropriate agency in accordance with the nature of the item, current Department for Education guidance and the school's procedures.

Where an item is confiscated as a behavioural consequence, staff will consider the purpose and proportionality of the confiscation, the pupil's individual circumstances and any reasonable adjustments that may be required.

Any safeguarding concern identified through the possession, use or content of a confiscated item must be referred to the DSL or deputy in accordance with the school's safeguarding procedures.

Searching a pupil

Searching a pupil is a significant intervention and must be undertaken lawfully, proportionately and with regard to the pupil's dignity, privacy, safeguarding needs and individual circumstances.

Only the Headteacher, or a member of staff authorised by the Headteacher, may conduct a search. An authorised member of staff may search a pupil where there are reasonable grounds to suspect that the pupil is in possession of:

- a prohibited item specified in law; or
- an item identified in the school rules as an item for which a search may be carried out.

A pupil may also agree to a search for another item. Where agreement is sought, staff should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Before carrying out a search, staff should consider:

- whether there is an urgent need for the search;
- the risk of not carrying out the search;
- any safeguarding risks associated with conducting the search;
- the pupil's age, SEND, disability, communication needs and any reasonable adjustments required; and
- whether previous experiences or known vulnerabilities may affect the pupil's understanding of, or response to, the search.

Where possible, staff should seek the pupil's cooperation before conducting a search. The pupil should be told why the search is required, what the search will involve, how and where it will take place and be given an opportunity to ask questions.

Where a pupil does not cooperate, staff should consider the possible reasons for this rather than automatically assuming deliberate refusal. Where the search remains necessary but is not urgent, advice should be sought from the Headteacher, DSL/deputy DSL or another appropriate senior member of staff. The pupil should be appropriately supervised and kept away from other pupils while the situation is considered.

An authorised member of staff may use reasonable force to conduct a search only where this is permitted by law and where its use is necessary and proportionate. Reasonable force may be used to search for statutory prohibited items but must not be used solely to search for an item that is prohibited only under the school's own rules.

Searches will normally be carried out by a member of staff of the same sex as the pupil, with another member of staff present as a witness.

A search may be carried out by a member of staff of a different sex to the pupil and/or without a witness only where:

- the member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out urgently; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff of the same sex and/or in the presence of another member of staff.

Where a search is conducted without a witness, the member of staff must report this to another member of staff as soon as possible and ensure that a written record of the search is made.

An appropriate location for the search should be used and, wherever possible, this should be away from other pupils. A search may only take place on school premises or where the member of staff has lawful control or charge of the pupil, for example during a school-organised activity or educational visit.

An authorised member of staff may search a pupil's outer clothing and pockets. For the purposes of a staff search, outer clothing includes clothing that is not worn wholly next to the skin or immediately over underwear, as well as hats, shoes, boots and scarves.

Staff must not require a pupil to remove clothing other than outer clothing.

An authorised member of staff may use a metal detector to assist with a search where appropriate.

School staff must not conduct a strip search. Where police involvement results in consideration of a strip search, this may only be undertaken by police officers acting within their legal powers. The school will continue to prioritise and advocate for the pupil's safeguarding, dignity and wellbeing throughout any police involvement.

Searching pupils' possessions

A pupil's possessions include items over which they have or appear to have control, including bags, desks and rooms.

A pupil's possessions may be searched with their agreement. Where agreement is not given, an authorised member of staff may still search possessions for statutory prohibited items and for items identified in the school rules as items for which a search may be carried out.

A search of a pupil's possessions should normally take place in the presence of the pupil and another member of staff. The limited exception to this is where there is a risk that serious harm will be caused if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

The pupil's dignity, privacy, communication needs, SEND and any reasonable adjustments required should be considered throughout the process.

Recording searches

Any search by a member of staff for a statutory prohibited item, and any search carried out by police on school premises, must be recorded in the school's safeguarding reporting system whether or not an item is found.

The school may also record searches for other items prohibited by the school rules where this is considered appropriate.

Records should include, as applicable:

- the date, time and location of the search
- the pupil who was searched
- the member of staff conducting the search and any other people present
- what was being searched for
- the reason for the search
- what, if anything, was found
- any item confiscated
- any follow-up, safeguarding action or consequence resulting from the search

The DSL or deputy DSL must be informed where a search was carried out because there were reasonable grounds to suspect possession of a statutory prohibited item, or where the search identifies a safeguarding concern.

Search data should be reviewed where appropriate to identify patterns or any disproportionate impact on particular pupils or groups.

Informing parents/carers

Parents/carers will be informed as soon as practicable following any search for a statutory prohibited item. They will be told:

- why the search took place
- the outcome of the search
- what, if anything, was confiscated
- any safeguarding or follow-up action taken
- any behaviour consequence applied, where appropriate

The school will also consider whether parents/carers should be informed following a search for an item banned under the school's own rules, taking account of the nature of the item, the circumstances and any safeguarding considerations.

Support and safeguarding following a search

Whether or not an item is found, staff should consider whether the reason for the search, the search itself or its outcome indicates that the pupil may need additional support or raises a safeguarding concern.

Where a safeguarding concern is identified or suspected, staff must follow the school's Child Protection and Safeguarding Policy and involve the DSL or deputy DSL without delay.

Appropriate support should also be considered where the search has been distressing for the pupil, taking account of their communication needs, SEND, previous experiences and individual circumstances.

Off-site misbehaviour

The school may respond to behaviour that occurs away from the school site where there is a clear connection to the school, its pupils, staff, safeguarding responsibilities or the safe and orderly running of the school.

This may include behaviour when a pupil is:

- taking part in a school-organised or school-related activity
- travelling to or from school
- identifiable as a pupil of Broadlands Hall School
- behaving in a way that poses a threat or causes harm to another pupil, member of staff or another person connected with the school
- behaving in a way that may have significant repercussions for the safe and orderly running of the school

Any response will be proportionate and will take account of context, individual circumstances, safeguarding considerations, SEND and any reasonable adjustments that may be required.

Where off-site behaviour raises a safeguarding concern, staff must follow the school's Child Protection and Safeguarding Policy alongside any appropriate behaviour response.

Online misbehaviour

The school may respond to online behaviour that occurs inside or outside school where it:

- causes or risks harm to a pupil, member of staff or another person connected with the school
- constitutes bullying, harassment, discrimination, sexual harassment, abuse or exploitation
- creates or contributes to a safeguarding concern
- has significant repercussions for the safe and orderly running of the school
- involves a pupil being identifiable as a member of the school and significantly affects the school community

Responses may include safeguarding action, support, education, restorative or reparative work and proportionate consequences where appropriate.

Online behaviour will be considered in context. Staff should take account of the nature and seriousness of the behaviour, the impact on others, the pupil's individual circumstances and any relevant SEND, communication needs or reasonable adjustments.

Where online behaviour may constitute a criminal offence, safeguarding concern or child-on-child abuse, the relevant safeguarding and reporting procedures must be followed.

Suspected criminal behaviour

Where criminal behaviour is suspected, the school will make an initial assessment of whether the matter should be reported to the police. Staff should gather only enough information to establish the basic facts and preserve any relevant evidence.

The DSL or deputy DSL should be informed where the incident raises a safeguarding concern and will normally take the lead in considering any safeguarding referral or parallel report to children's social care.

Where a decision is made to report an incident to the police, the school will avoid taking action that could interfere with a police investigation. The school may continue its own safeguarding, behaviour or disciplinary processes where appropriate, provided that these do not conflict with police action.

Any immediate risk to pupils or staff will continue to be managed in accordance with the school's safeguarding, behaviour and risk-management procedures.

Sexual harassment, sexual violence and harmful sexual behaviour

Broadlands Hall School has a zero-tolerance approach to sexual harassment and sexual violence. Such behaviour is never acceptable and will not be dismissed as "banter", "just having a laugh", "part of growing up" or similar.

The school recognises that harmful sexual behaviour (HSB) exists on a continuum and may include behaviour that is developmentally inappropriate, problematic, abusive or violent. HSB may occur face-to-face, online, or across both environments.

All signs, reports or concerns relating to harmful sexual behaviour, sexual harassment or sexual violence will be taken seriously and considered within the school's safeguarding procedures.

Pupils will be encouraged and supported to report behaviour that makes them feel uncomfortable, unsafe or harmed. Staff should also remain alert to indirect disclosures, changes in behaviour or other indicators that a pupil may have experienced harm.

The immediate response to any report will prioritise:

- the safety and wellbeing of the pupil or pupils involved
- listening to and reassuring the pupil reporting the concern
- informing the DSL or deputy DSL without delay
- preserving relevant evidence where appropriate
- considering any immediate risk-management or safeguarding measures required
- ensuring that the response does not prejudice any police or statutory investigation

The DSL or deputy DSL will consider the appropriate safeguarding response on a case-by-case basis, including whether the matter should:

- be managed internally alongside safeguarding oversight
- involve additional family or pastoral support
- be referred to children's social care
- be reported to the police
- involve specialist assessment or support

Any behaviour response or sanction will be considered alongside, and must not replace, the school's safeguarding response.

The school will consider the needs, wishes and safety of the pupil who has experienced harm, while also considering the safeguarding and support needs of any pupil alleged to have displayed harmful sexual behaviour.

Decisions about contact between pupils, shared lessons, transport, activities or use of school spaces will be based on individual risk assessment and kept under review.

All concerns, discussions, decisions and the reasons for those decisions will be recorded appropriately.

Please refer to the school's Child Protection and Safeguarding Policy for the full safeguarding procedures relating to child-on-child abuse, harmful sexual behaviour, sexual harassment and sexual violence.

Malicious, false or unsubstantiated allegations

All allegations and reports will be taken seriously and responded to in accordance with the school's safeguarding procedures.

An allegation being unsubstantiated, unfounded or false does not, by itself, mean that the pupil acted maliciously or should receive a behavioural consequence.

Where an allegation relates to a member of staff, volunteer, contractor or other adult working with children, the school will follow the procedures set out in the Child Protection and Safeguarding Policy, including consultation with the Local Authority Designated Officer (LADO) where required.

Where such an allegation is determined to be unsubstantiated, unfounded, false or malicious, the case manager and, where involved, the LADO will consider whether the child or person making the allegation requires support, may themselves have experienced harm, or whether further safeguarding action or referral to children's social care is appropriate.

For child-on-child reports, where a report is found to be unsubstantiated, unfounded, false or malicious, the DSL or deputy DSL will consider whether the pupil or person making the report requires support, may themselves have experienced harm, or whether further safeguarding action is required.

Only where an allegation or report is shown to have been deliberately invented, deliberately false or malicious will the school consider whether a proportionate behavioural or disciplinary response is appropriate.

Any decision will take account of the pupil's individual circumstances, SEND, communication needs, safeguarding context and the available evidence.

The school will also consider the support and wellbeing needs of any member of staff or pupil who has been the subject of an allegation.

Please refer to the school's Child Protection and Safeguarding Policy for the full procedures for managing safeguarding allegations and concerns.

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Reconciliation and Forgiveness

Where safe and meaningful, pupils will be supported to repair harm and rebuild relationships.

Restorative work may include reflection, a genuine apology, repairing damage, practising an alternative response or agreeing how a situation will be managed differently. Restorative work is not forced and never replaces safeguarding or necessary risk management.

Responding to behaviour from pupils with SEND

Transitions should be planned according to individual need, with relevant information shared sensitively and practical preparation used where helpful. Significant changes in behaviour, regulation, engagement

or risk may indicate that the pupil's EHC provision or wider support requires review with the pupil, family, placing authority and relevant professionals.

SEND does not remove expectations for safety or mean that harmful behaviour is ignored. Equally, a pupil should not be sanctioned for being unable to meet an expectation where necessary support or an agreed reasonable adjustment was not provided. Where behaviour changes significantly or repeated responses are having little positive effect, the response should be to review our understanding, provision and planning rather than simply increase sanctions.

Reasonable adjustments may include adapted communication, additional processing time, sensory or environmental changes, movement or regulation opportunities, changes to task presentation, routines, transitions or adult approach, and targeted teaching of communication or regulation skills. Adjustments should support participation and independence rather than simply remove learning opportunities.

We recognise behaviour as a potential form of communication, particularly where spoken language is limited or unreliable under stress. Staff should notice changes from a pupil's usual presentation and consider all available communication, including AAC, gesture, facial expression, body language, patterns of engagement and behaviour. Changes should prompt curiosity and, where appropriate, consideration of safeguarding, health, pain, sensory need, emotional wellbeing or changes in provision.

All pupils at Broadlands Hall have an EHC plan. Behaviour support must therefore be rooted in a working knowledge of the individual pupil: their strengths, SEND, communication profile, sensory needs, developmental level, health and wellbeing, regulation needs, provision, reasonable adjustments and known strategies. Staff should use EHC plans, Behaviour Support Plans, risk assessments and communication profiles actively, not as administrative documents.

Training

Staff receive induction, training, coaching and supervision appropriate to their roles. This includes Therapeutic Thinking principles, autism and SEND, communication and AAC, regulation and co-regulation, de-escalation, safeguarding, reasonable adjustments, NAPPI/restrictive intervention where relevant, and accurate incident recording. Training should be reflected in day-to-day adult practice and reviewed in response to pupil need and school data.

Monitoring and evaluating school behaviour

The Headteacher and Head of Behaviour will monitor implementation through behaviour and safeguarding records, restrictive-intervention data, suspensions/exclusions, pupil and staff voice, patterns affecting individuals or groups, and quality assurance of practice. The purpose of monitoring is to identify patterns, improve prevention and provision, support staff development and ensure that responses remain safe, lawful, proportionate and consistent with the school's therapeutic approach.