



Reflectional approach of Behaviour

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1. Introduction

This policy should also be considered alongside SAST policies relating to:

- Safeguarding
- SEND
- Inclusion
- Equality and Diversity
- Suspension and Exclusion

This policy reflects current Department for Education (DfE) guidance, including:

- Behaviour in Schools
- Keeping Children Safe in Education
- Searching, Screening and Confiscation
- Restrictive Interventions Including the Use of Reasonable Force in School
- School Suspensions and Permanent Exclusions
- Mental Health and Behaviour in Schools
- Supporting Pupils with Medical Conditions at School

This policy is also based on guidance from:

- The Education Endowment Foundation (EEF) on improving behaviour in schools
- The philosophy of 'Therapeutic Thinking.'

Harbour Vale School will meet its legal duties in respect of students with Special Education and Disability Needs (SEND) under the Equality Act 2010, and in respect of a child centred and coordinated approach to safeguarding as identified in 'Keeping Children Safe in Education September 2024'.

This policy is written in accordance with the United Nations Convention on the Rights of the Child (UNCRC), UNICEF Rights Respecting Schools principles, the Equality Act 2010 and the Children and Families Act 2014.

In addition, this policy is based on:

- Keeping Children Safe in Education Sept 2024 legislation.
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Harbour Vale School's Behaviour Policy is underpinned by SAST Behaviour Principles and reflects the belief that all children deserve the care, support and opportunities they need to achieve the best possible outcomes. The policy is founded upon a relational, attachment-aware and trauma-informed approach which recognises that behaviour is a form of communication and that emotional wellbeing is fundamental to learning, development and success.

Harbour Vale is committed to creating a culture of belonging, safety and respect where every student feels valued and supported. We recognise that children develop academically, socially and emotionally at different rates and therefore may require differentiated and graduated support to meet their individual needs.

This policy is written in accordance with the United Nations Convention on the Rights of the Child (UNCRC), the UNICEF Rights Respecting Schools principles, the Equality Act 2010, the Children and Families Act 2014 and relevant Department for Education guidance.

2. Aims

Everyone who attends, works at or visits Harbour Vale School has the right to be treated with respect, courtesy, and to feel safe. All staff and students have a responsibility to safeguard these rights. Harbour Vale aims to be a place of education where all students can learn to the best of their ability. Developing and maintaining positive relationships will encourage personal growth and development enabling students to take responsibility for their learning and self-development. The intention is to prepare students for reintegration into mainstream school, college, post-16 training or employment, and for life in the broadest terms.

At Harbour Vale School, we want our students to build positive relationships, endeavour in their efforts, succeed, and, as a result, flourish. To help them achieve this we will ensure:

- The school has a strong positive and proactive ethos that promotes good behaviour and allows all learners to access the curriculum, engage with lesson content, and participate in their learning
- Provision of an education considering the whole person, including the social, emotional, and mental health (SEMH) development of all students
- Staff form and actively maintain strong positive relationships with students through a 'therapeutic thinking' approach
- Staff expect, encourage and model positive behaviour
- Staff regularly engage in behaviour management training with opportunities to share and reflect on good practice.
- A therapeutic behaviour management approach is part of our regular routine.
- We use targeted approaches to meet the needs of individual students
- This behaviour policy is coherent and applied consistently with room for adaptation for students with specific needs.

- Promote a positive, respectful and inclusive culture where all members of the school community feel safe, valued and able to thrive.
- Support students to develop self-regulation, resilience, emotional literacy and internal discipline.
- Foster a sense of belonging and mattering through positive relationships and restorative approaches.
- Recognise behaviour as a form of communication and respond with professional curiosity, empathy and understanding.
- Maintain high expectations for behaviour whilst providing reasonable adjustments and individualised support where required.
- Reduce suspensions and exclusions through early intervention, targeted support and multi-agency collaboration.
- Work proactively with families, external agencies and the wider community to support positive outcomes for children and young people.
- Ensure equality of access to education by making reasonable adjustments for students with SEND, disabilities or additional vulnerabilities.

3. Relational, Proactive, and Reactive Approach at Harbour Vale School

The importance of strong relationships must not be underestimated in maintaining good behaviour. Such relationships are part of a caring environment where individuals demonstrably value and respect each other. Harbour Vale recognises that behaviour may be influenced by a range of factors including attachment needs, adverse childhood experiences, trauma, mental health difficulties, communication needs, neurodiversity and unmet special educational needs. Staff will approach behaviour with curiosity rather than judgement, seeking to understand the function of behaviour and identify appropriate support strategies before implementing consequences. It is essential that staff create opportunities to build and maintain these relationships. Proactive strategies can be deployed at classroom level to reduce the chance of unacceptable behaviour occurring. The emphasis throughout the school is on supporting students to behave in a prosocial way and to encourage them to develop internal controls. At Harbour Vale School, the definition of behaving in a prosocial way is behaviour that is positive, helpful, and intended to promote social acceptance. It can be characterised by a concern for the rights, feelings, and welfare of other people, and behaviour that benefits other people or society. Harbour Vale School promotes co-regulation as an essential step towards self-regulation. Staff utilise evidence-informed approaches including Therapeutic Thinking, Emotion Coaching and PACE (Playfulness, Acceptance, Curiosity and Empathy) to support positive emotional wellbeing and behaviour.

Staff should:

- Take an active interest in all aspects of the students' school life, acknowledging and encouraging achievements.
- Provide opportunities for students to talk about their aspirations and support ways that they can raise these.

- Know and understand your students and their influences – putting these into context will inform effective responses to unacceptable behaviour.
- Be familiar with and use the Charlie Taylor's Checklists to ensure consistency of proactive behaviour approaches when in the classroom, considering needs of individual students, teaching, and feeding back to parents (see Appendix 9)
- Teach learning behaviours alongside managing unacceptable behaviour.
- Use classroom management strategies to support good classroom behaviour.
- Use simple approaches as part of their regular routine.

When it becomes necessary to employ reactive strategies to deal with unacceptable behaviour, we will use targeted approaches to meet the needs of the individual student (see Appendix 11).

When dealing with unacceptable behaviour, staff should:

- Prevent unacceptable behaviour impacting on the health and safety of staff and students
- Prevent unacceptable behaviour impacting on the learning of other students
- Understand the cause of unacceptable behaviour and give the student opportunity to reflect and change the behaviour
- Help the student to understand why the behaviour was unacceptable
- Work to prevent the repetition of the unacceptable behaviour
- Follow the steps set out in this policy

4. Implementation

We have a whole-school approach to implementing our behaviour interventions at Harbour Vale School. The aim of these interventions is to promote inclusion, improve school culture and resilience for staff and students, improve attainment, reduce disruptive behaviour, and increase respectful and prosocial behaviour. We recognise that children and young people need boundaries and to understand there are consequences for anti-social behaviour. To enable staff to plan, do, and review behaviour strategies effectively, we use SNAP-B to help us identify and create interventions for a range of social, emotional, and behavioural needs. Harbour Vale operates a graduated response to behaviour and emotional wellbeing needs. While clear expectations and boundaries apply to all students, interventions are tailored according to individual need. The level of support provided will increase where students present with persistent, complex or escalating behavioural needs.

Decisions regarding behaviour support are informed by assessment, student voice, family views, SNAP-B screening, professional judgement and specialist advice where appropriate.

Staff will:

- Participate in 'Therapeutic Thinking for Prosocial Behaviour' training delivered by one of the trained tutors within school
- Effectively engage with and consistently implement the systems and processes of this policy using proactive strategies. Any necessary reactive strategy will use targeted approaches to meet the needs of individual students
- Ensure students understand and follow the expectations and processes for promoting positive behaviour as set out in this policy
- Prior to students joining Harbour Vale, the behaviour team will provide a formal induction to outline and explain expected standards of behaviour.

5. Unacceptable Behaviour

Whilst behaviour listed below is considered unacceptable, Harbour Vale recognises that the reasons behind behaviour vary. Staff will seek to understand underlying causes alongside addressing the behaviour itself. Responses will be proportionate, consistent and focused on both accountability and support.

We define unacceptable behaviour as:

- Disruption in lessons, in corridors during and between lessons, and at break and lunchtimes.
 - Non-completion of classwork.
 - Unacceptable attitude to learning and school.
 - Incorrect uniform.
 - Swearing or abusive language (used in general language or directed at a peer of staff member)
 - Leaving the school site.
 - Repeated breaches of the school rules.
 - Any form of bullying.
 - Sexual harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.
 - Vandalism.
 - Racism.
 - Theft.
 - Fighting.
 - Smoking/Vaping on site.
 - Discriminatory behaviour, including racist, sexist, homophobic and transphobic discrimination.
- Possession of any prohibited items. These include:
- Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco
- Cigarettes and vapes
- Lighters
- Fireworks
- Pornographic images
- Mobile phones / social media

Staff will seek support from behaviour lead / SLT if they suspect any student is in possession of any prohibited items.

The wellbeing of students and staff is supported by this Behaviour Policy. It outlines a clear set of expectations for behaviour, the importance of sanctions when behaviour is less than expected and the mechanisms to support students in improving behaviour. It also encourages students to become independent in their learning and to be responsible for their own actions.

6. 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 or when a person perceives they are being bullied.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often sustained 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 other's belongings, any use of violence
Racist	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on Child Abuse	Child-on-child abuse is most likely to include but may not be limited to: emotional bullying; abuse in intimate personal relationships between children; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence; cyberbullying; and threatening/intimidatory behaviour. (Keeping children safe in education, 2024.)

Details of our school's approach to preventing and addressing bullying are set out in our [Anti-bullying Policy](#).

Anti-bullying whole school approach

- All students will receive structured anti-bullying education through the PSHE curriculum and focused tutor time, promoting awareness, prevention strategies, respectful relationships, and a clear understanding of how to report concerns.
 - Reports of bullying or incidents can be shared with the pupil's tutor, subject teacher, teaching assistant or a member of senior leadership team via 1:1 conversation, phone call or email.
 - All staff will log incidents and cases of bullying on arbour and inform behaviour lead / SLT
 - Harbour Vale will investigate each incident or allegation of bullying rigorously.
 - If the investigation concludes that bullying has taken place, the pupil's parent or carer will be informed, there will be an opportunity for restorative work, there may be Safer Schools community team involvement and in some cases the loss of unstructured times or suspensions.
 - Consequence procedures are followed, referring to section 7 of the anti-bullying policy and appendices 3, 4 and 7 of this policy.
 - Harbour Vale school will support the victims of bullying with 1:1 intervention and an opportunity for a restorative meeting if appropriate. They will also be supported by their tutors.

7. Roles and Responsibilities

7.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (see *appendix 1*).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, ensuring the policy is implemented.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (see *appendix 1*). The headteacher will also approve this policy.

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

7.3 Staff

Staff are expected to:

- Maintain professional curiosity regarding the reasons behind behaviour.
- Separate the behaviour from the child and communicate this clearly.
- Promote belonging, inclusion and positive relationships.
- Utilise restorative conversations to repair relationships following incidents.
- Implement behaviour support plans consistently.
- Record concerns accurately and contribute to graduated planning processes.
- Consider safeguarding implications when behaviour changes significantly or appears unusual.
- Implement the behaviour policy consistently.
- Implement and champion the relational approach within the school and ensure each day is started afresh as a new day.
- Constantly reinforce high expectations of students in terms of behaviour throughout the school day, consistently challenge unacceptable behaviours such as swearing, inappropriate language, rudeness, and disrespect to others and/or property.
- Consistently challenge and reinforce the uniform policy.
- Model positive behaviour and promote the Harbour Vale core values and ethos, providing a personalised approach to the specific behavioural needs of individual pupils.
- Record all behaviour, achievement, and safeguarding incidents on Arbor and/or My Concern.
- To keep up to date with current and emerging behaviour management approaches and implement evidence-based interventions to support students effectively, ensuring consistency, fairness, and positive outcomes for all students.

The senior leadership team and the behaviour lead will support staff in responding to serious behaviour incidents and offering an escalated approach to behaviour management (see *appendix 3*).

The role of the tutor is a vital one within Harbour Vale and the relationship between tutors and their tutees, as well as parents/carers, can be key to success within the school. (*An outline of tutor responsibilities can be seen in appendix 4*)

7.4 Parents

Harbour Vale values parents and carers as key partners in supporting positive behaviour and emotional wellbeing. Parents possess important knowledge about their child's strengths, experiences and needs. The school will actively seek parental views when planning support, reviewing interventions and making decisions regarding behaviour management.

Wherever possible, behaviour concerns will be addressed collaboratively with families to promote consistency between home and school.

Parents are expected to:

Support their child in adhering to the pupil code of conduct.

Inform the school of any changes in circumstances that may affect their child's behaviour.

Supporting the school in matters of discipline, promoting high expectations on behaviour, progress, attendance, and uniform

Discuss any behavioural concerns with the individual tutor promptly.

8. Student Code of Conduct

Unacceptable behaviour is defined as any behaviour that threatens the safety of others or contradicts the code of conduct. All Harbour Vale students are required to adhere to the code of conduct, following the below core values-

Respectful, Responsible, Resilient

- Respect yourself and others
- Value our school community
- Respect the school and do not bring the school into disrepute
- Speak politely to others
- Respect our school environment
- Follow all staff instructions
- Be on time
- Wear the correct uniform
- Personal belonging to be handed in upon entry
- Attend school every day – be here to learn
- Allow others to learn
- Follow the classroom expectations

- Ask for help
- Accept consequences

The wellbeing of students and staff is supported by this Behaviour Policy. It outlines a clear set of expectations for behaviour, the importance of sanctions when behaviour is less than expected and the mechanisms to support students in improving behaviour. It also encourages students to become independent in their learning and to be responsible for their own actions.

Every student must complete and sign a behaviour contract, issued at their integration meeting, to acknowledge and commit to the expected standards of conduct.

9. Rewards and Consequences

9.1 List of rewards and consequences

Positive behaviour will be rewarded with:

- Providing meaningful and highly specific praise, highlighting exact behaviours to encourage and reinforce positive, pro-social actions.
- Lesson Log Criteria (*see appendix 5*)
- Earn behaviour points for positive behaviours, and use them to gain access to rewards, prizes, trips.
- Raffle ticket for weekly and termly rewards
- Flourishing Friday
- Regular positive communications with parents and carers via phone to recognise and reinforce students' positive behaviour and accomplishments.
- Postcard's Home for 100% attendance and outstanding work
- Rewards trips and activities linked to reward points
- End of term trips

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

- Verbal warning to address and correct behaviour immediately.
- Implementation of teachers' behaviour management strategies.
- Break and lunchtime catch-up sessions to reflect on behaviour.
- Referral to the Behaviour Lead for additional support.
- Escalation to SLT when appropriate.
- Communication with parents or carers via phone to discuss concerns.
- One-to-one support in school the following day to help the student catch up on missed learning and reinforce expectations.
- Phone calls home and Lesson 6

- Online learning provision to support students who require time to reset before rejoining classroom activities, allowing them to catch up on missed work while reflecting on their behaviour.
- Pupil sent home/suspended for fixed period (*see appendix 7*)

We may use an additional classroom or office for independent learning or supporting emotional regulation in response to serious or persistent breaches of this policy. Students may be extracted by behaviour lead or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. (*Teacher and Leadership managed responses are outlined in appendix 2*)

In extreme cases when behaviour poses a risk to safeguarding and/or the mental health of themselves or others, pupils will be supported with a reduced and targeted timetable. An individualised risk reduction plan and/or mental health care plan will be completed. Any strategies and recommendations will be implemented.

Following a serious breach of the behaviour policy and a lesson 6 or suspension, staff will complete a 'Reflection and Reparation' Form or Student Reintegration Form to support the pupil back into lessons and help to gain understanding and ownership of behaviours.

9.2 Off-site behaviour

Sanctions will be applied where a student has breached this policy whilst off-site when representing the school, such as on a school trip or in school transport.

9.3 Malicious allegations

Harbour Vale School takes all allegations seriously and will rigorously investigate all allegations in line with the SAST [Allegations Against Staff Policy](#).

Where a student makes an accusation against a member of staff and that accusation is found to have been malicious, following investigation, the headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff.

The headteacher will also consider the pastoral and wellbeing needs of staff accused of misconduct.

9.4 Travel and Transport Code of Conduct

We ask all students to agree to the following to keep themselves and others safe:

- To respect the school transport vehicles and all the equipment and furniture within them.
- To always wear their seatbelt correctly.
- To stay seated and belted until arrival at the destination and the engine is turned off.
- To keep the school transport vehicles, clean and tidy.

This means:

- Do not distract the driver in any way.
- Do not throw anything around the vehicle.
- Do not drop or throw anything out of the window.
- Do not engage with members of the general public.
- Do not use inappropriate language.
- Hands, head, and arms must always remain inside the vehicle.

9.5 Commitment to Suspension and Exclusion Reduction

Harbour Vale School is committed to reducing suspensions and exclusions wherever possible.

Suspension and permanent exclusion will only be considered after reasonable adjustments, targeted interventions and supportive measures have been explored, except in circumstances where immediate action is necessary to maintain safety.

Decisions regarding suspension and exclusion will consider:

- SEND and disability.
- Social, emotional and mental health needs.
- Attachment and trauma-related factors.
- Safeguarding concerns.
- Equality duties.
- The school's statutory duties.

Permanent exclusion will only ever be used as a last resort and in accordance with SAST Suspension and Exclusion Policy and DfE guidance.

10. Behaviour Management – Relational, Proactive, and Reactive

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom this supports the quality first teaching approach; They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the student code of conduct, learning log reward points, and the consequence ladder.

Develop positive relationships with students by

- Meeting and greeting pupils in the morning / at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour both verbally and non-verbally.
- Highlighting and promoting pro-social behaviour.

- Concluding the day/lesson positively and starting the next day/lesson afresh.
- Having an individualised plan for teaching and learning.
- Using positive reinforcement.

10.2 Positive Handling

In some circumstances, staff may use proportionate and necessary force to positively restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Preventing a student committing a criminal act
- Damaging property or any other situation where it is deemed reasonable, proportionate, and necessary

Incidents of physical intervention must:

- Always be used as a last resort.
- All staff receive training in the appropriate use of de-escalation strategies.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment.
- All restraint incidents will be recorded on Arbor, documented in the ban book, and communicated to parents/carers.

De-escalation to remove need for positive handling

Positive handling and physical intervention will only be used as a last resort once all other de-escalation techniques have been tried and exhausted. Staff will first:

- All staff are expected to use de-escalation techniques in line with the Therapeutic Thinking approach.
- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason
- Give clear directions for students to stop
- Remind students about rules and likely outcomes
- Remove an audience or take vulnerable students to a safer place

- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Guide or escort students to somewhere less pressured
- Ensure that colleagues know what is happening and get help

Use of restrictive interventions

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

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

When it is not appropriate to use reasonable force

- Never use force as a punishment.
- Never use techniques that restrict breathing or circulation (e.g., pressure on the neck, abdomen, or holding a pupil face-down).
- Never use seclusion as a disciplinary measure; it must only be a safety measure during extreme dysregulation.

Post incident (appendix 13)

Evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan.

Incidents in which a member of staff uses reasonable force or seclusion on a pupil must be recorded as described in '[Recording and reporting duties](#)' in Restrictive Interventions, including use of reasonable force, in schools.

10.3 Confiscation

Any prohibited items (*listed in section 5*) found in students' possession will be confiscated. These items will not be returned to students without the permission of the parent or carer. In the case of illegal and criminal items such as drugs and weapons (e.g., knives) the items will not be returned, instead the police will be contacted, and items handed to the police.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.4 Student support

Harbour Vale is committed to equality, equity and inclusion. In accordance with the Equality Act 2010, the school will make reasonable adjustments for students with disabilities, SEND, medical conditions or other protected characteristics to ensure they are not placed at a substantial disadvantage.

The school recognises that applying identical responses to behaviour does not always constitute fairness. Some students require differentiated approaches to support their success. Adjustments will be clearly communicated, documented and regularly reviewed in partnership with parents/carers and professionals. Behaviour support plans, risk assessments and individual provision maps may include personalised strategies, adapted expectations, regulation support, sensory interventions, communication adjustments or alternative approaches to rewards and consequences where appropriate.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other professionals to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child in-line with existing student support plans and passports. We will work with parents to create the plan and review it on a regular basis. When necessary, we will complete a risk assessment specific to the type of challenging behaviour exhibited by a student (See Appendix 12)

SNAP-B

SNAP-B will be used to:

- Identify students' behavioural and emotional needs
- Screen for traits associated with ADHD and related behaviours
- Track behaviour over time
- Inform support planning and interventions

Student Support & Interventions

To support students' emotional wellbeing and behaviour, the school provides the following:

- Counselling sessions for students
- ELSA (Emotional Literacy Support Assistant) support
- Speech and Language Therapy (SALT) sessions
- Youth Justice Worker support
- External speakers and workshops to educate and support students
- Targeted interventions tailored to individual student needs

10.5 Emotional wellbeing and behaviour

Harbour Vale recognises the strong connection between emotional wellbeing and behaviour. Students who experience difficulties with emotional regulation may communicate distress through their behaviour. Staff will seek to understand and support these needs through a nurturing and relational approach.

The school will:

- Promote positive emotional wellbeing for all students.
- Provide early intervention where concerns emerge.
- Support students through therapeutic and pastoral interventions.
- Work collaboratively with families and external agencies.
- Consider safeguarding implications where behaviour represents a significant change from previous presentation.

Staff maintain professional curiosity and recognise that unusual, distressed or challenging behaviours may indicate unmet needs, safeguarding concerns, bullying, exploitation, trauma, mental health difficulties or other vulnerabilities.

11. Student Transition

To ensure a smooth transition to Harbour Vale School students will have structured review meetings and a positive reintegration plan. In addition, relevant staff members will hold transition meetings with parents/carers, mainstream school staff and external agencies.

This reintegration will support the behaviour policy of the mainstream school and promote positive behaviours both when at Harbour Vale and when in their new setting.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues will be shared with new settings for those pupils transferring to other schools.

Staff Support and Training

- A formal induction is provided for all new staff.
- Monthly behaviour updates are issued by the Behaviour Lead.
- Weekly email updates are sent to tutors to support ongoing monitoring of student behaviour.
- Staff receive regular Therapeutic Thinking training to ensure consistent practice and understanding.

12. Training

Our staff are provided with training on managing behaviour (SAST, behaviour support, trauma informed practise and National College CPD), including TADDs Therapeutic Thinking de-escalation and relational approaches, as part of their induction process and INSET programmes. Behaviour management will also be covered in staff CPD.

13. Monitoring Arrangements

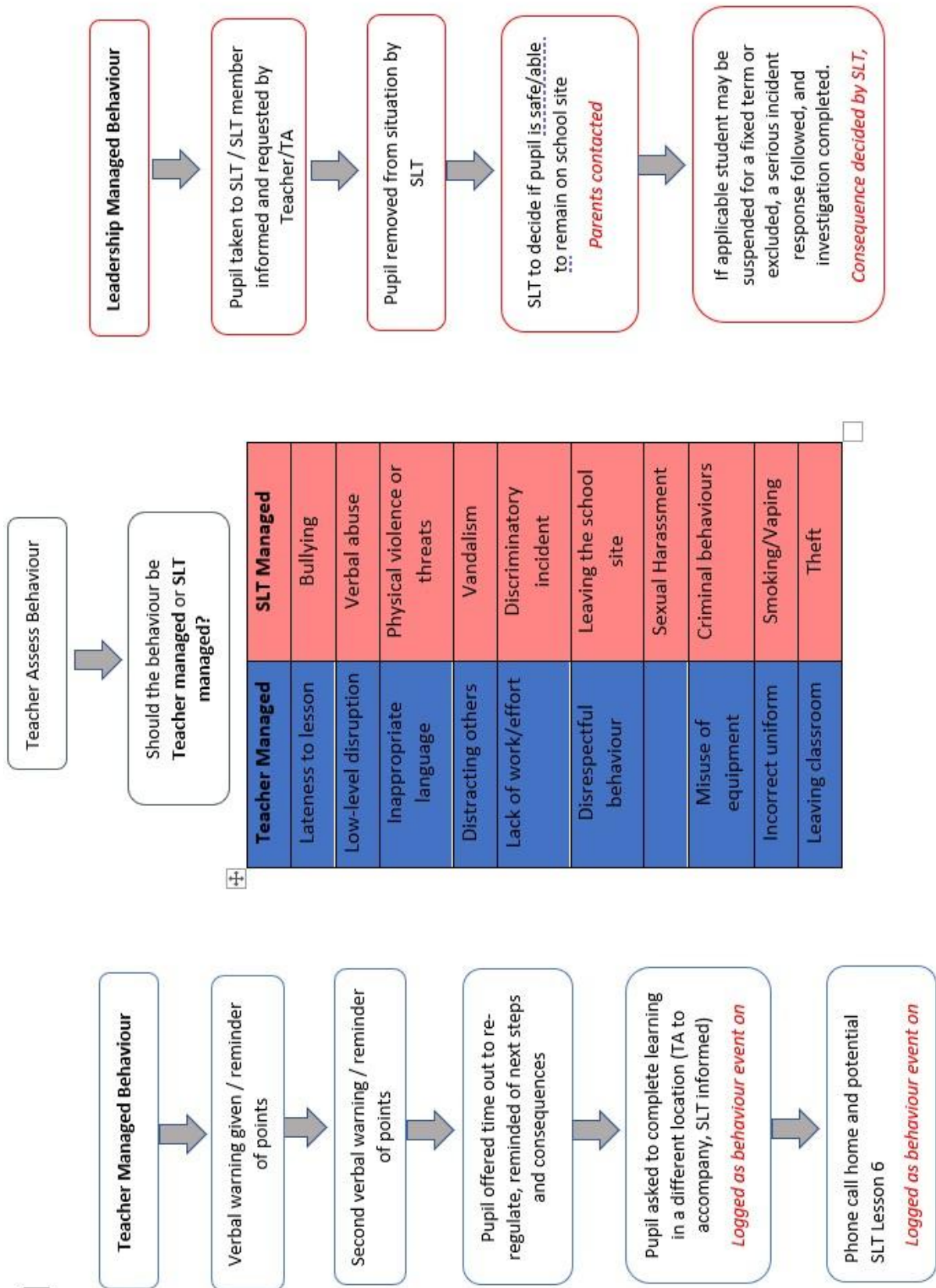
This behaviour policy will be reviewed by the deputy headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (*appendix 1*) will be reviewed and approved by the full governing board every year.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to pupils.
- Rewards and consequences are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff.
- The exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions.
- Students are supported to take responsibility for their behaviours.
- Families are involved in behaviour incidents to foster good relationships between the school and student's home life.

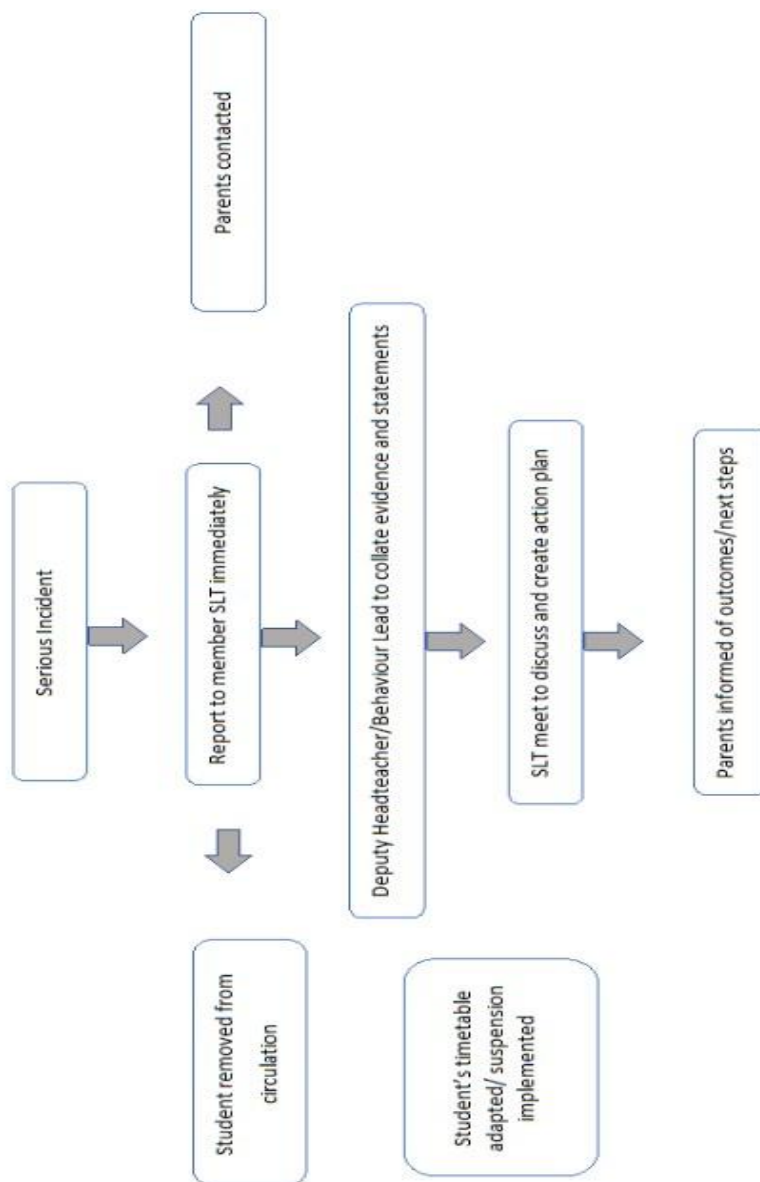
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



Appendix 3: Serious Incident Response



Harbour Vale Serious Incident Response



Appendix 4: Tutor Responsibilities

Tutor Responsibilities of Daily contact with students at tutor time- during reflection each morning. Monitor and discuss positive points with tutees regularly within reflection.

- o Weekly phone calls/emails to parents and carers to discuss progress and a summary of the positives and negatives of the week. Always discuss attendance. **These calls MUST be recorded on Arbor.**
- o To complete 'Reflection and Restoration' meetings where required and record outcomes on Arbor.
- o Complete termly student support plan targets alongside SENCo.
- o Support target setting during reflection time- in line with Aspire and student support plans.
 - o Tutors are responsible for monitoring SNAP-B results for their tutees and using this information to support behaviour and wellbeing.
 - o Be a consistent available adult outside lesson time for catch up and support with tutees if required.
 - o Liaise with SENCo to develop and support progress in relation to individual needs and ISP's.
 - o Be an advocate for tutees and share relevant information with staff body through briefing/emails/Arbor/MyConcern.
 - o Monitor, support, and encourage attendance in line with the attendance policy alongside attendance lead- **contact parents/carers on day 2 of absence** and when requested.
 - o Check uniforms every morning and **contact parents/carers to ensure lack of uniform is addressed**. Liaise with SLT to discuss further consequence for persistence (Lesson 6).
 - o Follow up reintegration's and detentions to support tutees behaviours moving forward, targets set during reintegration meetings to be shared with tutor to inform this.
 - o Write tutor reports.
 - o Set and manage detentions such as persistent lack of uniform, persistent low-level disruption and unacceptable behaviours within reflection.
 - o Deliver PSHE/SEMH/Reading, and Oracy curriculum during reflection.

Appendix 5: Learning log criteria

5	• Extension task completed / completed homework returned • All learning tasks completed with maximum effort • Punctual and in class demonstrating focused learning for the whole duration of the lesson
4	• All learning tasks completed with maximum effort • Arrive within the first 5 minutes of the lesson. • In class demonstrating focused learning for the whole lesson
3	• Most learning tasks completed with varied effort • In class learning for at least half of the lesson
2	• Minimal learning tasks completed • In class learning for less than half of the lesson
1	• No learning tasks completed • In class for less than half of the lesson
0	• Refused to enter the room
A	• Absent

Behaviour Point rewarding Criteria

Point System Guideline Reminder

- The point system can be linked to learning logs for consistency.
- A 1 in the learning log, reflecting a poor lesson, would correspond to 1 behaviour point, and so on.
- A 5 in the learning log corresponds to 5 behaviour points that can be rewarded

Points	Guidelines: Reason for Reward	Bonus Recognition
+1	Minimal effort or participation. Work is attempted but not complete little effort was shown	
+2	Basic effort; work completed but lacks detail or accuracy.	
+3	Completed all work and remained focused in class	
+4	Exceptional effort: Stayed focused, listened carefully, and gave 100% throughout the lesson.	Raffle ticket Awarded
+5	Outstanding effort in learning and showed kindness / support to others in their learning	Postcard and phone call home

Appendix 7: Suspensions and serious incident consequences

Possession of a prohibited item	Hand in to office/SLT or ½ - 2 Days	Lesson 6/Reflection & Reparation/Suspension
Smoking/Vaping onsite	½ - 2 Days	Lesson 6/Reflection & Reparation/Suspension
Persistent disruptive behaviour	½ - 2 Days	Lesson 6/Reflection & Reparation/Suspension
Not following Code of Conduct	½ - 2 Days	Lesson 6/Reflection & Reparation/Suspension
Leaving school site	½ - 2 Days	Lesson 6/Reflection & Reparation/Suspension
Climbing onto fences or buildings	½ - 2 Days	Lesson 6/Reflection & Reparation/Suspension
Under the influence of alcohol and/or drugs	Dependent on severity and need: contact parents/send home/or seek medical support	
Incidents of discrimination (homophobic, racist, transphobic)	1 – 5 Days	Suspension/Reintegration meeting/contact police depending on severity/contact relevant authorities
Verbal abuse and threats towards staff/students	½ - 3 Days	Lesson 6/Reflection & Reparation/Suspension
Damage to school/personal property	½ - 3 Days	Lesson 6/Reflection & Reparation/Suspension
Physical assault on student	1 – 5 Days	Suspension/Reintegration meeting/contact police depending on severity
Physical assault on staff or other serious incidents (this is not an exhaustive list and includes other serious incidents as judged to be so by Senior Leadership Team)	5 Days/ Permanent Exclusion	Suspension/Reintegration meeting/contact police depending on severity

Suspension duration will be determined by the Headteacher, following review of behaviour reports submitted by the Behaviour Lead to SLT.

Appendix 8: Serious Incident Report Form

Please ensure all boxes are completed

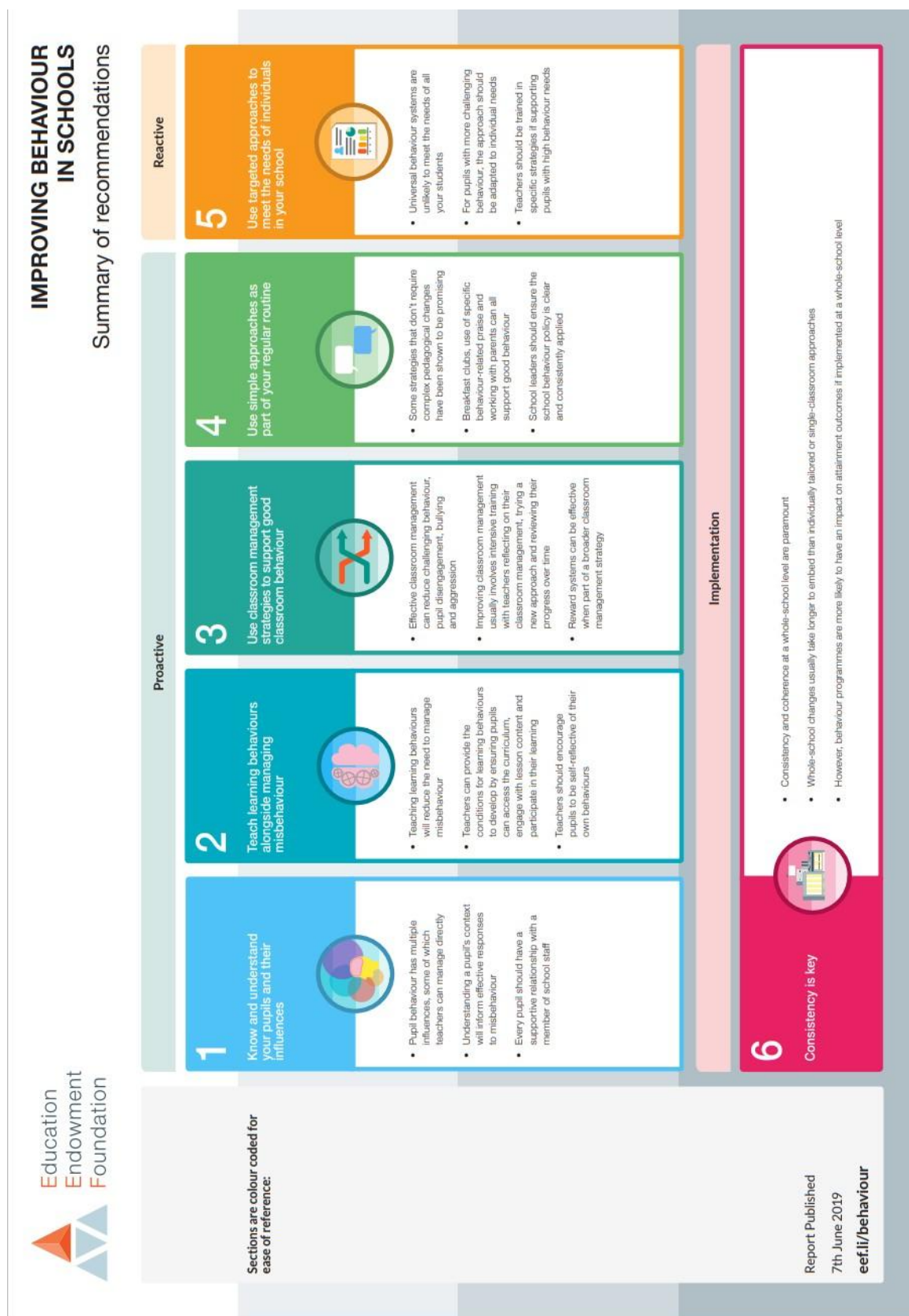
Name of Student(s):				Bound Book number (where relevant):				
Year group:				Name(s) of any other students involved (including victims)				
Date of incident:				Tutor group:				
Specific timing of Incident:				Staff involved in incident:				
Location of incident:				Person completing form:				
				Role:				
Strategies used as diversion/de-escalation prior to incident:								
Visual support/prompt	Verbal advice and support	Planned Ignoring	Change of face/swap adult	Limited choices	Distraction	Diversion	Reassurance	Firm clear directions
Contingent Touch	Calm Talking	Calm stance	Time to process	Withdrawal offered	Withdrawal directed	Negotiation	Reminder about consequences	Success reminders
Type of Incident: <i>e.g verbal abuse, physical aggression (towards students, staff, property), racism, homophobia, deliberate injury to others or self, inappropriate sexualised behaviour, other</i>								

Appendix 9: Charlie Taylor's Checklist

Behaviour Checklist for Senior Leadership Team	
Policy	• Ensure absolute clarity about the expected standard of student's behaviour • Ensure that behaviour policy is clearly understood by all staff, parents, and students • Display school rules clearly in classes and around the building; staff and students should know what they are • Display the tariff of rewards and consequences in each class • Have a system in place for ensuring that students never miss out on rewards and that sanctions are consistent
Leadership	• Model the behaviour you want to see from staff
Building	• Visit the kitchen at lunchtime and playground/gym, and be around at the beginning and at the end of the school day • Ensure that other SLT members are a visible presence around the school • Check that students come in from the playground and move around the school in an orderly manner • Check up on behaviour outside the school • Check the building is clean and well-maintained
Staff	• Know the names of all staff • Praise the good performance of staff • Take action to deal with poor teaching or staff who fail to follow the behaviour policy.
Children	• Praise good behaviour • Celebrate successes
Teaching	• Monitor the amount of praise, rewards and punishments given by individual staff • Ensure that staff praise good behaviour and work • Ensure that staff understand special needs of students
Individual Students	• Have clear plans for students likely to misbehave and ensure staff are aware of them • Put in place suitable support for students with behavioural difficulties
Parents	• Build positive relationships with the parents of students with behaviour difficulties

Behaviour Checklist for Teachers	
Classroom	• Know the names and roles of any adults in class • Meet and greet students when they come into the classroom • Display rules in the class - and ensure that the students and staff know what they are • Display the tariff of sanctions in class • Have a system in place to follow through with all sanctions • Display the tariff of rewards in class • Have a system in place to follow through with all rewards • Have a visual timetable on the wall • Follow the school behaviour policy
Students	• Know the names of children • Have a plan for children who are likely to misbehave • Ensure other adults in the class know the plan • Understand students' special needs
Teaching	• Ensure that all resources are prepared in advance • Praise the behaviour you want to see more of • Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise) • Differentiate • Stay calm • Have clear routines for transitions and for stopping the class • Teach children the class routines.
Parents	• Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones

Appendix 10: Improving Behaviour in Schools



Appendix 11: Reactive Strategies

At Harbour Vale the focus for behaviour management is being proactive in capturing opportunities for positive attention and praise to encourage pro social behaviour. SNAP-B is used to enable us to pre-empt and support a student's social, emotional and behaviour difficulties. However, there are times when a reactive response is necessary. Appendix 3 sets out the teacher and SLT managed behaviour responses; Appendix 4 sets out the serious incident response, and Appendix 7 sets out the suspension and serious incident consequences. Reactive response strategies are graduated as follows:

1. Strategies used as a diversion/de-escalation (some of these are set out in Appendix 3):

- Visual support/prompt
- Verbal advice and support
- Planned ignoring
- Change of face/adult
- Limited choices
- Distraction
- Diversion
- Reassurance
- Firm clear directions
- Calm talking
- Calm stance
- Time to process
- Withdrawal offered
- Withdrawal directed
- Negotiation (only if appropriate)
- Reminder about consequences
- Success reminders

2. Teacher assessment of behaviour:

- Follow teacher managed behaviour responses steps in Appendix 3
- Refer to SLT when necessary
- Follow SLT managed behaviour responses in Appendix 3

3. Serious incident response and consequences

- Follow flowchart in Appendix 4
- See Appendix 7
- Complete serious incident report

4. Reflection and reparation meeting

- Meeting to include member SLT, parent/carer, student
- Reflection and Reparation form completed, and next steps agreed

Appendix 12: Lesson 6 Reflection sheet

Lesson 6 Reflection Sheet

Student Name: _____

Date: _____

1. Why are you attending Lesson 6 today?
(What happened? Be honest and specific.)

2. How did your behaviour affect your day and the people around you?
(Think about your learning, your relationships, and the classroom environment.)

3. What could you have done differently?
(Describe a better choice you could have made.)

4. What will you do next time to avoid Lesson 6?
(Give a clear action or strategy.)

5. Is there anything you need support with to help improve your behaviour or focus?

6. What would help you do better next time?
(This could be support from staff, a quiet space, help with emotions, clearer instructions, etc.)

Appendix 13: Post Incident restrictive interventions record sheet

Name of Student	
Year Group	
Name of Member/s of staff involved	
Name of staff member completing form	
Date	
Time	
Location	
Duration of use of reasonable force/ restrictive intervention / seclusion	
Student's relevant needs/circumstances, including SEND status.	
Detailed account of the incident: ⌘ What led to the incident. ⌘ Identified or potential triggers. ⌘ De-escalation strategies used. ⌘ Type and degree of force applied and by whom (please use full names) ⌘ Details of any physical injuries.	

Reason for assessing the use of intervention/ seclusion as necessary.	
Summary of de-escalation strategies used before the use of intervention/ seclusion	
Detail any injuries sustained by pupil or staff (<i>ensure these are reported, responded to and recoded using the relevant first aider and injuries / medical logs</i>)	
Detail any medical assessments or treatments undertaken	
Parent Notified of Incident (recommend face to face meeting or via telephone - put notes from conversation)	
Form shared with Parents (if via email, consent has been sought from parents - put notes)	
Follow up Actions - ⌘ Post support for pupil and staff (please record on here) ⌘ Behaviour support plans are reviewed and amended if necessary. ⌘ Risk assessments to be reviewed and amended if necessary ⌘ Form uploaded to Arbor ⌘ Update school's reasonable force tracker ⌘ Schools need to be regularly reporting data to the LSC	