

THE FLAGSHIP SCHOOL BEHAVIOUR POLICY



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Summary of Changes

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Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in Schools
- Searching, screening and confiscation at School
- The Equality Act 2010
- Use of reasonable force in Schools
- Supporting pupils with medical conditions at School.

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- 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
- DfE guidance explaining that maintained Schools should publish their behaviour policy online
- * 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.

This policy complies with our funding agreement and articles of association.

What is behaviour?

There is no universally agreed definition amongst those that study human behaviour as to what behaviour actually is in its totality. However, for the purposes of this document a few examples may be useful in helping to simplify understanding of this complex concept.

The Cambridge English Dictionary defines behaviour as “The way that a person, an animal, a substance, etc, behaves in a particular situation or under particular conditions”. The US National Library of Medicine defines it as “the observable response a person makes to any situation”. Others suggest “the way in which one acts or conducts oneself especially towards others, or “the way in which an animal or person behaves in response to a particular situation or stimulus.

The way in which one acts or conducts oneself especially towards others then will suffice as a WPS working definition of behaviour.

Watzlawick’s First Axiom (cannot not), points out that “one cannot not communicate- Because every behaviour is a kind of communication, people who are aware of each other are constantly communicating. Any perceivable behaviour, including the absence of action, has the potential to be interpreted by other people as having some meaning.

What is Behaviour Regulation?

In her article for the Hanen Centre, Lauren Lowry informs us that “Behaviour regulation, sometimes also known as “self-regulation”, refers to our ability to: use self-control to behave in appropriate ways – this may mean controlling our impulses so that we stop doing something or it may mean doing something, even if we don’t want to (being polite to our manager, even though s/he has been really unfair to us). Manage our energy, emotions, attention and behaviour in ways that are socially acceptable and help us to achieve our goals, stay calm, focused, and alert and deal with things that stress our system, like too much noise, fatigue, challenging situations or tasks, or distractions.

Our ability to regulate or manage our behaviour allows us to focus when there are distractions, pay attention to the most important information, take turns, wait, follow rules, adapt to new situations, do what is socially expected, suppress outbursts of anger, and take on challenges. Behaviour regulation develops gradually during childhood. This process doesn’t happen overnight, and some children are able to cope with daily stresses more easily than others”.

What is Dysregulated Behaviour?

An article from the American Psychological Centre, PCH, gives us the following point of view: Emotional dysregulation refers to the inability of a person to control or regulate their emotional responses to provocative stimuli. It can also be termed “emotional hyperreactivity.”

In life, each individual is repeatedly exposed to events and interactions such as conflict in a relationship, a personal criticism or a perceived abandonment. A person with emotional dysregulation disorder reacts in an emotionally exaggerated manner to these environmental and interpersonal challenges by overreacting: bursts of anger, crying, accusing, passive-aggressive behaviours, or creation of chaos or conflict may ensue.

This set of features is often described as part of a high conflict personality. Affective dysregulation or emotional instability, bursts of anger, intense efforts to avoid real or perceived abandonment, and unstable interpersonal relationships point to underlying psychological issues intertwined with dysregulated emotions.

Emotional dysregulation is usually relational, meaning it is triggered by a close personal contact such as a family member, child, loved one, ex-loved one or someone who has power or control over that person.

Examples of behaviours that fall under this policy include:

Low level behaviours of concern

- Disruption in lessons or on activities, and at break and lunchtimes
- Non-completion of classwork or disengagement from activities
- Actively oppositional behaviour

Behaviour that require immediate intervention

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour that may result in injury
 - 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
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or other harmful/discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco/vapes
 - Fireworks/lighters/matches
 - Aerosol
 - 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)

Principles

- That schools do make a difference and that regulated behaviour is an important element and basic to learning.
- The collective approach is adopted in that all members of the school community should be involved, be happy with, and have ownership of the behaviour policies.
- That there should be basic community understanding of shared positive values - it may be that all regulated behaviour is acknowledged and shared in the belief that peer approval is a strong reward.

- That dysregulated behaviour should be dealt with in a positive manner using trauma perceptive practice and this means that children should be taught behaviours that they need in order to learn and socialise.
- That all children will need additional support but there should be regulated behaviours that are basic and acceptable for all children to manage.
- Accordingly, the special educational and social needs of children at The Flagship School are paramount in the management of behaviour, particularly in individual management programmes as well as whole school expectations for appropriately high expectations for group behaviour.
- That the management of behaviour is implicit in personal and social education.

Safeguarding

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

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Beckmead Trust Values

LOVE: We demonstrate unconditional positive regard – we respect and accept all members of our school community, especially our pupils, without judgement or evaluation.

- Our actions towards our pupils are borne out of empathy, compassion and care; our interactions with our pupils are about purpose, not power.

- All individuals are worthy of recognition and are valued.

FLOURISH: We recognise that allowing our pupils to flourish is the ultimate expression of ongoing growth.

- Through our education plan, we strive to equip our pupils to live virtuously, aspire to and acquire good life chances and choices.
- We all work together to nurture a desire to thrive among everyone in our school community.

SOCIAL JUSTICE: Demonstrating, recognising and celebrating fairness.

- We model and build systems to create, promote and maintain equality.
- We provide platforms and procedures so that we actively listen to the views of everyone in our community. We ensure that we are providing democracy for our pupils and their families.
- Taking time to explain our processes, reviewing them and making changes to improve them.

COMMUNITY: Building a community ethos within our school, creating a strong sense for everyone of belonging.

- Developing and maintaining processes and providing experiences that allow distinct individual identities to develop and prosper under a wider, collective sense of identity.
- Extending opportunities for our pupils to experience safety and security within a sense of family.
- Developing living, organic communities that fuse education and care and believe in social pedagogy - education in the broadest sense, a holistic approach towards children's experiential learning.

Our Approach: When working with young people and families are based on Beckmead Trust values as well:

- Flexibility
- Creativity
- Nurture
- Listening
- Compassion
- Support

Expectations: We expect everyone's behaviour to show:

- Safety
- Kindness
- Honesty
- Communication
- Respect

Non-Negotiables are the following types of behaviour which will have serious consequences:

- Drugs, weapons and aggression
- Bullying
- Physicality towards staff and students
- Damage to school property
- Choosing not to follow instructions

If a student is involved either directly or by contribution with any of the above, SLT must be informed immediately. External agencies and services may be invited when it is necessary.

Consequences

Consistency will always be used to deal with inappropriate behaviour and decide its consequences.

All inappropriate behaviour must be recorded in Arbor. All inappropriate behaviour will be followed up first with the staff member but needs to be escalated to SLT if the desired outcome cannot be reached.

Consequences will always include restorative justice and the use of our school-wide minutes system. Some sanctions may involve:

- 5-20 minutes to talk things through during break and lunchtime, and sometimes after school once communicated to parents/carers
- Parental meetings to set agreed and reviewed targets with Form Tutors/Subject Teachers
- Parental meetings to set agreed and reviewed targets with SLT
- Reflection Time/Respite
- Suspension
- Amended provision

- Referrals to external agencies for support for repeated behaviour that contradicts our expectations

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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).
- Individual schools within the Trust may have their own 'Weapons Policy' that can be referred to within this context.

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

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

The Reward System

The rewards system is based on our expectations being fulfilled by our students.

- High engagement in learning
- Participation in extracurricular activities, school and community events
- Showing resilience in learning
- Showing self-regulating behaviour
- Being helpful
- Showing kindness
- Using communication skills effectively
- Showing respect

- Being polite
- Consistently embodying school values
- Receiving +3 from Academy 21
- 100 % attendance
- Improved attendance

How To Collect Daily Points

Students will collect positive behaviour points (tokens) each time they demonstrate the following

- High engagement in learning
- Participation in extracurricular activities, school and community events
- Showing resilience
- Showing self-regulating behaviour
- 100% attendance
- Improved attendance
- Being helpful
- Showing kindness
- Using communication skills effectively
- Showing respect
- Being polite
- Consistently embodying school values

How To Register Points (Staff)

Staff will enter positive points into our counting system, which is located in the classrooms, and then at the end of the day, inform the office of the total points gained by each student.

How To Monitor Points

The office team works together to gather and total the points and provide feedback to teachers regarding the total number of points.

Rewards

- Positive phone call home
- Reward postcards
- Reward certificates

- Choice of Enrichment activity on a Friday

Uniform And Mobile Phones

The Beckmead Trust Uniform Policy

The Trust acknowledges that many of our pupils present with social, emotional and mental health needs and are neurodivergent, including autistic pupils and those with ADHD. For some learners, standard uniform expectations can create significant sensory, emotional, or regulatory barriers that impact their ability to feel safe, calm, and ready to learn. In recognition of this, each Trust school operates its own uniform policy, tailored to the needs of its pupil cohort and local community, while remaining aligned to shared Trust principles of inclusion, dignity, and safeguarding.

Uniform expectations are therefore applied with flexibility and compassion, and reasonable adjustments are routinely made to reduce anxiety, support emotional regulation, and promote positive engagement. This approach reflects our commitment to trauma-informed practice, equality of opportunity, and enabling all pupils to attend, participate, and succeed in school.

Many of our schools that don't have a uniform have a dress code. Some dress codes are formal and some are casual. Organisations decide on the most appropriate code to reflect their image and purpose. People tend to behave differently and have a different attitude depending on what they wear and so, some items of clothing that are *too* casual are best left for personal time as it is not good to have an approach to work or learning that is too casual.

The school jumper will be provided free of charge at admission. A second jumper can be purchased from <https://www.superstitch86.co.uk/>

Students are not allowed to wear coats in the building. These will be handed to the staff at entry and collected when leaving the school.

Mobile phones are not allowed in the school. Students hand them to a member of staff on arrival.

Trouser Uniform

- Black trousers
- White shirt
- Black shoes or trainers
- School jumper
- No headwear

Skirt Uniform

- Black skirt which is worn to the knee
- White shirt
- Black shoes or trainers
- School jumper
- No headwear

Nail extensions

Nail extensions should be at a reasonable length so that they will not interfere with the health and safety of the individual student or of others. Students who come to school with nails too long are putting themselves and others at risk, therefore will not be allowed to work in their regular classes and can be sent home.

Appendix 2

Use of Force and Restraint

All members of staff and others in charge of students are authorised to use force or restraint in exceptional circumstances where the safety of pupils is compromised or potentially compromised and there is no other reasonable way to achieve the desired result. Restraint is never used as a punishment.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In schools, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Force is always used as a last resort when the chances of achieving the desired result by other means are low and only when the potential consequences of not intervening are sufficiently serious to justify considering the use of force. Safe methods of reasonable force must be used for the shortest period necessary and with the minimum force necessary to achieve the desired result.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- To prevent immediate danger/injury to the pupil concerned, any other pupils, staff, or volunteers
- To prevent serious damage to property
- To prevent serious breaches of school discipline

- To prevent a pupil behaving in a way that seriously disrupts a school event or a school trip/visit
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

Whenever an incident involving the use of force or restraint has occurred, a member of SLT will contact the parents/carers as soon as possible, informing them of what has occurred and inviting them into school to discuss the incident. Further information and guidance on the use of force and restraint can be found in the DfE guidance on [Use of Reasonable Force in Schools 2013](#).