



Sir Geoff  
Hurst  
Academy

Positive Behaviour  
Policy



the  
beckmead  
trust

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## KEY BELIEFS

At The Beckmead Trust we want our Positive Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils with complex layered needs. This includes pupils with Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs.

We consider that behaviours which challenge always happen for a reason and might be the only way a pupil can communicate - it can arise for different



reasons which are personal to the individual. Pupils who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

### **At The Beckmead Trust we believe that:**

- Our pupils want to behave well.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, pupils can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognize that all of our pupils are at different stages of the developmental process.
- All of our pupils' have complex needs and these impact on how they learn to regulate and manage their behaviour.
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour. To work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.

### **Class teams and support staff can support our pupils by:**

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Reflecting and being committed to continuously improve on the quality of our provisions-.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs.



- Reflecting and planning the “scaffolding” we put in place to support them to learn self- regulation skills.
- By observing, gathering and analysing data on behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on- and off-site.
- To work in close partnership with our learners, their parents and carers, and other professionals working with them e.g. occupational therapy, speech and language therapy, CAMHS etc.
- To invest time, and allow safe spaces and opportunities for pupils to practise these skills and make mistakes from which they can learn, develop and grow.

#### **The resources, interventions and learning consist of:**

- A variety of individualised and accessible modes of communication (Total Communication)
- Clear and realistic expectations.
- Rules and boundaries.
- Routines.
- The language of choice.
- Rewards and consequences.
- Reparation wherever possible and appropriate.
- Descriptive praise (positive reinforcement)
- Fair and predictable responses to both negative and positive behaviour.

#### **We believe that:**

Pupils want to behave well. We believe that our pupils are happy when their needs are understood and met, allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills.

Pupils are better able to behave well when their needs are well met in school, at home and in the community.



How pupils behave gives us important information about how they are feeling. Our pupils have a wide range of different communication styles and communicate their physical and emotional needs in different ways. Supporting pupils to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.

Pupils with complex needs will need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.

Pupils can learn to improve their behaviour. Pupils at The Beckmead Trust find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the needs of children and young people; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours.

Most of our pupils learn in small, incremental steps over a very long period of time.

**Mistakes are part of the learning process.** We don't make a judgement about it – instead we support our pupils to get it right.

**All adults can learn strategies to support pupils to improve their behaviour.** Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning.

At The Beckmead Trust we encourage class teams and support staff to reflect on what may be the underlying issues that drive or trigger behaviour in learners, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way.

As a school we support class teams to develop their own emotional resilience



through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond.

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improve practice, professional competence and responsibility.

## **SUPPORTING SELF-REGULATION AND POSITIVE BEHAVIOUR:**

### **The quality of our relationships**

Relationships are crucial. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- Actively build trust and rapport with all children and young people.
- We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
- We treat pupils with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate.
- Consider the function of the behaviour; why the pupil is behaving in this way and what need does it serve?
- We consider the child that is presenting to us. Not the one from an hour ago or the one that they can be. We work with the child and how they are presenting now.
- We know that the only person we can control is ourselves. Name and manage our own emotional reactions to pupils' behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child for young person. We **swap out** when we can sense that our own emotional response will **not** support the child in front of us.
- Identify the strengths of the pupil – identify these with the pupil where possible and build on it. If a pupil is not able to do this, advocate for the pupil within the team or professional group. Know the child's interests so that we can speak and support them as an



- individual.
- Apologise if you make a mistake – you are modelling this for the pupil and this will support you to build trust and respect.
  - Quietly but firmly hold appropriate boundaries for the learners.
  - Seek support from wider professional networks to problem-solve behaviour that challenge.
  - We are always respectful to learners; we do not talk about them over their heads or in front of other learners.
  - We are non-judgemental about pupils' life experiences, but we use behavioural data to inform our planning for them.

#### The quality of our relationships with parents and carers

It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Positive behaviour plans are co-created with parents, the team around the child and regularly reviewed. This includes any form of restrictive physical intervention used to keep a child or young person safe during their school day.

#### The quality of our relationships with other professionals/MAST (Multi-Agency Support Teams)

It is important to ensure we are working collaboratively with other therapists and professionals working with pupils to ensure their input into planning and strategies e.g. speech and language therapist, occupational therapists or CAMHS. It is also the class team's responsibility to share any needed information or strategies with other teams to ensure consistency in strategies and enabling pupils to regulate and managing their behaviour in different contexts, lessons and environments.

#### The quality of our provisions:

If we are able to meet each pupil at his/her point of need and development, it is more likely that challenging, harmful or self-injurious behaviours will decrease or stop.

To do this we need to:

- Have communication systems in place and readily available when child



or young person is presenting as dysregulated. This is their “voice” and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.

- Know their sensory processing difficulties and have appropriate strategies and resources available to support the pupil to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Promote a holistic understanding of pupil needs and core provision, including in other settings and in the home, ensuring each pupil has a Wellbeing Profile that summarises key information.
- Accurately assess and understand the pupils' needs by referring back to their EHCPs, minutes from their Annual Reviews and support plans.
- Plan to meet the learner's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs and diets.
- Support the pupil to develop high levels of resilience and have high expectations for every learner.
- Support pupils to develop high self-esteem, so that they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the pupil to do.
- Know what motivates each pupil and use this as positive reinforcements.
- Personalised learning to ensure that we meet each pupil at his/her point of development and learning.
- Where appropriate, include the pupils in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).
- Give the pupil feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the pupil for their specific achievements, i.e. descriptive praise, and do this often.
- Actively teach the children and young people behaviour for learning



## Organising the classroom for effective communication and behaviour

Each school has its own context and environment. Please see the appendices for the school's behaviour management processes.

The guidance offered to each school to reflect on the support our pupils need to learn how to self-regulate and manage their own behaviour successfully.

### Rules/ Class expectations to support positive behaviour should be:

- Few in number.
- Communicated in a way that the pupils can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do.
- Regularly referred to by class team.
- Appropriate to the activity/lesson and developmental range of the learners.

## Routines

Consistent class/lesson/activity routines support our pupils to understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. This must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities. The more consistency there is over routines, the easier it is for our learners. Routines also support behaviour for learning.

Class teams should however also reflect on how they support pupils to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practiced using appropriate visual resources to allow our pupils to learn that changes can be managed in a positive manner.

## Communication and social interaction needs



Most of our pupils need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support a pupil that has become dysregulated or in distress we should aim to understand the function of the behaviour e.g. what is causing the pupil to become distressed. Teams need to have strategies in place to support pupils to express how they are feeling and how we can meet their needs proactively. Teams need to consider the following and how it can impact on our pupils' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but to also allow our pupils to have a voice, make choices and express their needs
- That our children and young people often need time to process information.
- Some of our children and young people have difficulty with verbal and non-verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will/could happen next - this can cause anxiety
- Lack awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

Class teams should embed communication for each pupil. Staff recognise that:

- Visuals are permanent – spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less



anxious and self-regulate better.

- Visuals help build independence, confidence and self-esteem.
- Visuals are transferrable between environments and people e.g. between home and school, or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

### **Sensory processing needs**

Sensory processing difficulties can impact on our pupils' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
- Speak clearly, slowly and calmly, and give pupils time to respond.
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.



- Ensure pupils' sensory needs are supported through embedding sensory diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation
- Teach pupils to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other pupils into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

### **Understanding self-injurious behaviour**

Self-injurious behaviour is when a pupil physically harms themselves. It's sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The pupil may have no other way of telling us their needs, wants and feelings. When it happens staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a pupil self-injures. Even if you think what the pupil is doing is to get attention, it's never appropriate to ignore severe self-injurious behaviour.
- Keep responses low key: Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands: The pupil may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts – consider their sensory processing difficulties and diets.
- Redirect: Tell them what they need to do instead of the self-injurious behaviour.
- Provide light physical guidance: If the pupil is having difficulty stopping the



behaviour, provide light physical guidance, e.g. gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme



caution as it may escalate the behaviour or cause the pupil to target others.

- Use barriers: Place a barrier between the pupil and the object that is causing harm. For head slapping, place a pillow or cushion between the head and hand. For hand or arm biting, provide another object to bite down on like a chewy.

## **Key Strategies and Positive Behaviour Approaches**

### The language of choice

This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice. This communication:

- Increases pupils' sense of responsibility.
- Regards mistakes as part of learning.
- Removes the struggle for power.
- Is positive.
- Where appropriate, overtly links responsibility, choice and consequence.
- Helps them to take responsibility.
- Helps them to manage their own behaviour.
- Increases their independence

## **Rewards**

Each school have their own approach to rewards – please see the information in the appendices

## **Consequences**

Each school have their own approach to consequence – please see the information in the appendices



## **Reparation/Restoring the Relationship**

Each school have their own approach – please see the information in the appendices

## **Descriptive Praise/Positive Noticing**

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

“I liked that you asked for a break when you needed it”

“I noticed you were being a good friend by helping

Sam” “Thank you for coming back to your work so quickly”

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

## **Positive Behaviour/Pastoral/Support Teams**

Our staff share collective responsibility for supporting regulation and behaviour, we have dedicated teams in each school work with staff, pupils and families/carers to monitor, analyse and support children's regulation and behaviour. Their role is supporting children to build their resilience and investigate when something goes wrong. They then support children, staff and parents.

They work closely alongside the Multi-Agency Support Teams and especially with CAMHs, including holding meetings with a range of agencies, helping to improve pupil's outcomes in the classroom and the community.

These teams support across the school community, but in cases where pupils present with more complex or challenging behaviours, they also provide and facilitate specialist and targeted support.



## **Bullying (including Cyber-bullying)**

- We do not tolerate bullying, but we acknowledge that some of our pupils may not fully understand how their behaviour impacts on others or be experienced as bullying.
- Bullying should **never** be ignored
- **All** instances of bullying must be recorded on CPOMS.
- Parents and carers should be informed by teacher (or lead of lesson/activity) via telephone or in face to face meeting.
- Every instance needs to be addressed, in line with this policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
- Pupils need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.
- Opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home.

Further guidance is available in the school's **Anti-Bullying Policy** which is available on request from the school.

## **Discriminatory language/incidents**

- Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community.
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team.
- They **MUST** be recorded appropriately on CPOMS, including all follow-up action.
- Some pupils use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach pupils how to be respectful to each other.
- Depending on the nature of the incident a Prevent referral might need to be made. They may feel that a 'Channel Panel' referral will be necessary. Our experience of such referrals are that our pupils' needs are

considered and both pupils and parents have been supported appropriately and positively to understand our pupils vulnerability to radicalisation in any form.



Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

### **Restrictive physical intervention**

All permanent staff (and temporary staff where appropriate) are P.R.I.C.E (Protecting Rights In a Caring Environment) trained. This training is to develop the right culture, knowledge-base and skillset needed to keep both those in need of support safe as well as those who provide the care and support.

Since 1994, PRICE Training has developed a system that is rooted in trauma-informed practice and positive behaviour support that places human rights and the well-being of vulnerable people at the very heart of what we do. We help organisations develop strategies for both planned and unplanned interventions to ensure a safe workplace and improve the quality of life for service users.

Restrictive physical intervention is the positive application of sufficient force to ensure, by physical means alone, that a pupil does not cause injury either to him/herself, a member of staff, another child or young person, or significant property damage. See our Physical Intervention Policy.

- Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary.
- Should **only** be used if the pupil is putting himself/herself or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in CPOMS.
- A **Support Plan (the individual school's name for this plan will be in the appendix 4)** will need to be carried out – this might apply when an individual pupil needs physical interventions, using PRICE strategies as a part of an on-going behaviour management plan.
- Class teams and support staff need to be able to establish the possible consequences of using a particular PRICE method(s) of physical intervention when difficult behaviour occurs.
- Update the learner's Support Plan including the PRICE physical interventions which have been successful and share with



relevant colleagues.

- If restraint is used, parents/carers need to be contacted before the pupil arrives home.



- Once the incident has been de-escalated and the pupil is regulating well again (could only be the next day), the class team need to consider which appropriate repair work needs to be done to offer a debrief for staff, and maintain a positive relationship with the learner.

## Restricting liberties

At The Beckmead Trust pupils should **never** be:

- Locked in a room alone, without support and supervision.
- Deprived of food/drink.
- Denied access to a toilet.
- Isolated in ways that they are unable to express or communicate needs including non- verbal cues
- Prevented from leaving spaces or rooms unless it is for their own protection or to protect the immediate safety of others. The intervention should be lawful, proportionate, reasonable and necessary.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

## Contingent touch

**Contingent touch** may be used **appropriately** e.g. pat on shoulder in a public place, in the appropriate context.

## Holding

**Holding** may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature e.g. the pupil is led away by hand/arm/around shoulder (using PRICE practices) or for very young pupils it may mean more direct physical support – cradling or hugging. Pupils with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles and form part of their sensory diets.

## Monitoring



We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the learner; this is partly achieved via monitoring and reflection. All instances of behaviour that challenges should be recorded on My Concern.

## **Suspensions**

### Fixed term Suspensions

We do not believe that suspensions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to suspend a pupil for a fixed time period, and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other pupils or staff is seriously compromised.
- Incidents of knife crime or the deliberate use of weapons in school - see BT weapons policy. Depending on context e.g. the age of the student this is likely to lead to a permanent exclusion.
- Incidents of sexual violence.
- Incidents of significant deliberate damage to property.
- Use of items contained in the prohibited list (see appendix 3)

Decisions to suspend pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the learner.

Suspensions can also be managed internally and a pupil may be removed from class for a fixed period of time.

## **Permanent Exclusions**

It is extremely rare for us to permanently exclude a pupil at The Beckmead Trust.

In the event that The Beckmead Trust is not able to meet the needs of an individual learner, we will **always aim** to work with the learner's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

### Appendix 3 SGH Local Behaviour policy

Date of Approval	Author	Role	Date of Next Review
Jan 2026	Tracey Plane	Headteacher	Jan 2028

## The Sir Geoff Hurst Academy

### BEHAVIOUR POLICY 2026 - 2028

Our core values:

- Success
- Growth
- Harmony

### OUR MISSION STATEMENT

At The Sir Geoff Hurst Academy, we aim for our students to achieve their academic potential and lead independent and fulfilling adult lives, cultivating a culture of **kindness, respect, responsibility, and safety**. We enable this by building mutually respectful relationships and showing them how to have respectful relationships with each other and other people. Learning these things will help them reflect and take responsibility for themselves, and it is a constant, immediate, and consistent approach. We achieve cooperation through discussion.

As staff, we are proud of being 'kind, respectful, responsible and safe members of our school and

the wider community.

## Techniques

**Praise rich culture** – See and recognise the positive behaviours before the negative ones.

**Positive narration** – Narrate what the children do well, not what they do wrong, so the positives are reaffirmed.

**Connection before correction**—Connect with the student with a “good morning” or “how are you?” before correcting their behaviour; “Could you remove the earrings?” End with a thank you as it is an expectation, not a request.

**Positive interactions** – Approach every conversation with a positive outlook,; you will get a positive outcome more often.

**Greeting at the door** – Greet students at the door. Why – It welcomes them to the class and ensures you are supporting your colleagues along the corridor with a settled start to their lesson

**See the child in front of you.** Remember that they are children and may not be able to communicate all their concerns or frustrations. These may be displayed in the form of anger, body language, or even the tone of their voice. It is not personal! You are the adult. This also applies to adults.

## CAST – Check, Ask, State Take-up time.”

**Check** they understand the request - “You should be ... (insert positive and precise expectation). Do you understand the work/ what I have asked you to do?”

**Ask** them if they need any further support – “You should be ... (insert positive and precise expectation). Do you need any further support?”

**State** the behaviours you need them to display – “Your behaviour choice needs to change... you should be ... (insert positive and precise expectation) “we cannot allow this behaviour to continue to disrupt the learning of others; to support you... (Insert active intervention)” **Take up Time** so the student has time to respond

<b>Kind</b>	<b>Respectful</b>	<b>Responsible</b>	<b>Safe</b>
<p>Sir Geoff Hurst Academy Staff are kind to themselves and others:</p> <p><b>Practicing self-care</b> to maintain our well-being and set a positive example</p> <p><b>Encouraging mutual respect</b> in the ways that we speak to each other and support each other</p> <p><b>Offering support</b> to one another, fostering a collaborative environment.</p> <p><b>Demonstrating empathy</b> in our interactions, understanding and addressing the needs of others.</p> <p><b>Sharing resources</b> and ideas to enhance collective success and personal growth.</p> <p><b>Maintaining a positive attitude</b> contributes to a pleasant and supportive work environment. <b>Greeting</b> students at the door to our rooms at the beginning of all lessons/Tutor times</p>	<p>Sir Geoff Hurst Academy Staff are respectful to themselves and others:</p> <p><b>Listening actively</b> to each other ensures everyone feels heard and valued.</p> <p><b>Treating</b> all students fairly/equally according to the principles of ' <b>Kind, Respectful, Responsible and Safe.</b> ' <b>Deliberately</b> and <b>persistently</b> praising students for doing the right thing – especially effort</p> <p><b>Knowing</b> our classes well and developing positive relationships with all students</p> <p><b>Working</b> to build mutual trust even when trust is broken</p> <p><b>Refusing</b> to give up on any student</p> <p><b>Demonstrating</b> unconditional care and compassion</p> <p><b>Adopting</b> the appropriate tone and language when dealing with students' behaviour</p> <p><b>Creating</b> a classroom climate that respects all students <b>Providing constructive feedback</b> in a respectful and supportive manner.</p>	<p>Sir Geoff Hurst Academy staff are responsible for themselves, others, and the school environment:</p> <p><b>Ensuring</b> we start lessons punctually</p> <p><b>Helping</b> students to <b>persist</b> with and <b>overcome challenges</b> and providing the resources to do this <b>Encouraging</b> students to give 100% effort at all times and using the language of 'growth mindset.' <b>Giving</b> time for students to improve their learning from feedback and marking</p> <p><b>Celebrating</b> the success of student learning</p> <p><b>Teaching appropriate behaviour</b> through positive interventions with students and by modelling it <b>Ensuring</b> that we use CAST whilst <b>narrating</b> what behaviour the student is getting wrong</p> <p><b>Ensuring</b> we follow the <b>positive narration</b> process in managing student behaviour:</p> <p><b>We are celebrating achievements</b> creates a motivating and appreciative atmosphere. <b>We are promoting positivity</b> through encouraging words and actions.</p>	<p>Sir Geoff Hurst Academy staff are always safe for learning and life:</p> <p><b>Promoting self-esteem and self-discipline</b> among students</p> <p><b>Ensuring</b> we follow the values of Kind, <b>Respectful, Responsible and Safe</b> when managing behaviour</p> <p><b>We are upholding</b> safety protocols by ensuring that we rigorously uphold safety protocols to create a secure learning environment. <b>We are promoting well-being</b> by consistently promoting the well-being of all people in our school community.</p> <p><b>Provided</b> comprehensive support to ensure a safe and nurturing atmosphere.</p> <p><b>We are facilitating secure learning</b> by ensuring secure learning experiences through careful planning and oversight.</p> <p><b>We are cultivating a safe culture</b> by delivering a culture of safety and responsibility within the school community.</p>
. Reflection Framework	Behaviours that we will try to improve by not...		

Our responses to behaviour that negatively impacts the student, peers, staff or our environment are proportionate to the incident. Based on our reflection framework, we believe in restorative conversations (see below). We do not issue punishments or sanctions, but students' choices have consequences. Our mission is to educate our young people to accept when they have made a mistake, apologise for any impact on others or the environment, and learn to put things right. The most important lesson is taking responsibility for our actions and learning when we make mistakes.

- Reacting to the secondary behaviour
- Raising our voice
- Answering back
- Having negative body language
- Passing the problem onto someone else to deal with
- Considering the audience when correcting inappropriate behaviour

### Sir Geoff Hurst Academy Behaviour Blueprint

As students, we are proud of being 'respectful, resilient, and kind/safe' members of our school and the wider community. We are respectful of ourselves, each other, and our environment. We are enthusiastic, hard-working, and persistent students. We take charge of our success.

<b>Kind</b>	<b>Respectful</b>	<b>Responsible</b>	<b>Safe</b>
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<p>Sir Geoff Hurst Academy students are always</p> <p><b>Consistent in their approaches</b> to learning and life:</p> <ul style="list-style-type: none"> <li>• Being kind to everyone in the community.</li> <li>• Encouraging peers with kind words and support.</li> <li>• Listening empathetically to their friends' concerns and feelings.</li> <li>• Complimenting others to boost each other's confidence</li> <li>• Using kind word and speak gently to everyone.</li> <li>• Attending all lessons punctually.</li> <li>• Wearing appropriate clothing</li> <li>• Following routines and instructions promptly • Purposefully apply themselves to all that they do • Have faith they can succeed.</li> </ul>	<p>Sir Geoff Hurst Academy students show they are respectful to themselves and others by:</p> <ul style="list-style-type: none"> <li>• Treating everyone fairly and equally.</li> <li>• Speaking with the appropriate tone and language</li> <li>• Being polite when we speak to each other or our classmates</li> <li>• Paying attention in class to understand lessons and instructions.</li> <li>• Using please and thank you</li> <li>• Celebrating successes</li> <li>• Praising each other</li> <li>• Listening when being spoken to</li> <li>• Respecting the school and the local community</li> </ul>	<p>Sir Geoff Hurst Academy students show they are <i>Responsible</i> for themselves, others, and the school environment by:</p> <ul style="list-style-type: none"> <li>• Moving in a calm and sensible manner</li> <li>• Switching off my phone and handing it in at the start of the day</li> <li>• Saying sorry when we get things wrong</li> <li>• Using the support available when they need it</li> <li>• Asking for help when you need it</li> <li>• Speaking up against discrimination and poor behaviour</li> <li>• Taking care of equipment, facilities, and the site</li> <li>• Demonstrate kindness in their actions</li> </ul>	<p>Sir Geoff Hurst Academy students are safe for themselves, others, and the school environment by:</p> <ul style="list-style-type: none"> <li>• Listening carefully to teachers and staff to understand safety instructions.</li> <li>• Helping each other to create a supportive and secure environment.</li> <li>• Reporting any problems or unsafe situations to adults immediately.</li> <li>• Using school equipment properly to avoid accidents.</li> <li>• Washing their hands frequently to stay healthy.</li> </ul>
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<ul style="list-style-type: none"><li>• Including others in our play</li><li>• Caring for each other and themselves</li></ul>	<ul style="list-style-type: none"><li>• Appreciating differences and respecting the differences in others' backgrounds and opinions.</li><li>• Looking after the school buildings/wall displays and environment</li><li>• Waiting at the appropriate times.</li></ul>	<ul style="list-style-type: none"><li>• Taking on challenges and trying to overcome 'being stuck'</li><li>• Giving 100% effort at all times in all my subjects</li><li>• Using the feedback from my teacher to spend time improving my work</li><li>• Taking inspiration from and learning from the success of others</li><li>• Setting personal learning goals and working towards achieving them.</li><li>• Reflecting on progress and seeking ways to improve.</li><li>• Volunteering for tasks and responsibilities to help their school community.</li></ul>	<ul style="list-style-type: none"><li>• Walking calmly in hallways to prevent injuries.</li><li>• Respecting personal boundaries to ensure everyone feels safe.</li><li>• Following our rules and routines to keep everyone safe.</li></ul>
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## Sir Geoff Hurst Academy - rewards

### Respect, responsibility, kindness and safety

#### Daily:

Everyday pupils are awarded 'tokens' when doing the right thing, at the right time, in the right place. Pupils have the potential to earn 27 tokens throughout the day.

- During learning time (including morning nurture), pupils' behaviour will be recognised every 15 minutes by the distribution of tokens. Amounting to 3 tokens per session.
- The first token will be awarded at 9am.

At the end of each day, points are counted and pupils are awarded a 'tokens slip' to take home.

Pupils with the highest points are the first in the line for rewards from the token shop.

#### Weekly:

Pupils have the potential to earn 135 tokens throughout the week.

On Thursday's pupils have the opportunity to partake in enrichment opportunities. The pupils with the highest points for the week will have first choice of the activities on offer. Following this our pupils will choose in brackets of 10 points.

#### Catch up:

Pupils with work outstanding will be required to complete this prior to attending enrichment sessions. Intervention slots in the timetable, choosing time and break and lunch times can be used to catch up. Pupils who have not completed their learning tasks will be supported to do so by the behaviour lead or a member of SLT prior to joining their enrichment session.

#### Termly reward trips:

At the end of each term, reward trips will be run by staff. These trips will have varying degrees of perceived desirability for example go-karting, cinema, lunch out. Pupils with the highest amount of reward points across the term will have first choice of activity. Following this, our pupils will choose in brackets of 10. These trips will be announced at the start of each term so pupils are aware of what they are working towards.

### HOW TO EARN TOKENS

Students will collect tokens each time they are doing the right thing, at the right time, in the right place. This includes demonstrating our school values and the following behaviours:

- High engagement in learning
- Participation in extracurricular activities, school and community events
- Showing resilience
- Showing self-regulating behaviour
- Consistency of attendance and on time for every lesson
- Improved attendance
- Being helpful
- Showing kindness
- Using communication skills effectively
- Showing respect
- Being polite
- Consistently embodying our values

### **HOW TO REGISTER TOKENS (Staff)**

Staff will enter positive points on Class Dojo and record a note on the class tick sheet.

### **HOW TO MONITOR POINTS**

A named TA will monitor and run a report each Thursday. A celebration board will show how many points the students collected. These will be shared in assemblies and on the student star board.

### **REWARDS**

- Positive phone call home
- Reward postcards and recognition on star Board
- Reward certificates
- Recognition in weekly celebration assemblies and weekly experiences ● Trips and excursions

### **FRIDAY CELEBRATION ASSEMBLIES**

These will be celebration and focussed theme assemblies.

**NON-NEGOTIABLES** are the following types of behaviour which will have serious consequences:

1. Drugs, weapons and aggression
2. Bullying
3. Physicality towards staff and students

#### 4. Damage to school property

If a student is involved directly or through contribution with any of the above, SLT must be informed immediately. The student will be asked to give a statement, and a parental meeting will be held to set/review targets and SLT will direct the appropriate staff member to chair the meetings, low level will always be the teacher first. External agencies and services may be invited when necessary.

### CONSEQUENCES

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

All inappropriate behaviour must be recorded on CPOMs. It 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. Some sanctions may involve

- Catch-up session to help support you
- 10-20 minutes supported session to talk things through during break and lunchtime
- Community service
- One2One sessions within our [reflection framework](#)
- Parental meetings to set agreed and reviewed targets with Form Tutors/Subject Teachers
- Parental meetings with SLT
- Reduced Timetable
- Suspension
- Amended provision
- Referrals to external agencies for support for repeated behaviour that contradicts our expectations
- Bespoke intervention

#### **Restorative Justice and Conflict Resolution**

Conflict resolution is the verbal process in which all parties are brought together. This process is not to judge who is right or wrong but a platform for people to explain their actions and understand their impact on other people. This may include role play or re-enacting an incident. Staff are expected to participate and engage with it to model the repair and rebuild process. This is not for young people to apologise but to feel listened to. The repeated use of this process will help students develop empathy and take responsibility for their behaviour. **Responsibility and Reparations**

A pupil accepts responsibility by:

- 1 Giving their version of what happened
- 2 Understanding other versions
- 3 Outlining what they could have done differently to avoid conflict
- 4 Making reparations, including apologies where appropriate, for their actions

### **Violent, Threatening & Unsafe Behaviour**

The Sir Geoff Hurst Academy is and must remain a safe environment where teachers may teach and pupils learn. We have a zero-tolerance attitude towards violent behaviour. Therefore, pupils, who behave violently face a fixed-term suspension as a last resort. It is the clearest way of demonstrating that we do not accept and will not absorb, violent conduct. When dangerous behaviour is presented the school will review what happened within our [reflection framework](#)

### **Pre-empting Violence**

However, prevention is better than cure. We intend to pre-empt violent and unsafe behaviour and misbehaviours through blanket supervision of pupils throughout the day. Staff should look to identify potential problems before they occur by studying the moods, body language, and actual language of pupils from the moment they come under our care. A quiet word of enquiry at this stage can be highly revealing. Generally, high, consistent expectations combined with early interventions and minor misdemeanours can pre-empt and prevent major misbehaviours.

### **One-To-One Supervision and Support**

A member of staff may judge that a pupil would benefit from, one-to-one support in order to compose themselves, discuss a source of grievance or anger, reflect and re-compose before returning to their peer group. This approach will take place within our [reflection framework](#)SLT will discuss and direct who is best to lead these sessions on an individual basis.

### **CAST (Check, Ask, State, Take-up time)**

When a pupil is deeply unsettled, they may need "Take-Up Time" before they are able to follow any given instruction. Staff will need to be aware when "Take-Up Time" is required and when, on the contrary, there should be a consequence for controlled and calculated ignoring of known boundaries. Equally, to enable a pupil to focus on resolving their anger, "tactically ignoring" distracting behaviours may be useful. To support consistency we will use:

- **Check they understand the request** - "You should be ... (insert positive and precise expectation). Do you understand the work/ what I have asked you to do?"
- **Ask them if they need any further support** - "You should be ... (insert positive and precise expectation). Do you need any further support?"
- **State the behaviours you need them to display** - "Your behaviour choice needs to change... you should be ... (insert positive and precise expectation) "we cannot



allow this behaviour to continue to disrupt the learning of others; to support you...  
(Insert active intervention)"

- **Take up Time** so the student has time to respond.

## **Time Out**

When a young person shows signs of dysregulation, we know that this may not be the best time to enforce any given rule or procedure. The pupil may be offered "Time Out", that is, a given period of time – usually 5 to 10 minutes, out of the lesson/classroom to calm down. Some students will have a risk-reduction plan, which shows the agreed places for the student to go to support their re-regulation. This may not have close adult supervision, but the student will be observed to ensure their safety

## **Other Misbehaviours**

Such misbehaviours include play fighting, foul and abusive language, name-calling, provocation, "banter," and "winding up." These behaviours should always be challenged as inappropriate and unacceptable, and there should be clear consequences for them.

## **MOBILE PHONES, COATS & UNIFORM**

Students are not allowed to wear coats in the building. These will be hung up on their pegs in the classroom and collected when leaving the school.

**Mobile phones** are not allowed in the school. Students hand them to a staff member on arrival. For the student's safety we use a metal detector wand to ensure all items that should be handed in are. Students are not allowed into the main school for breakfast until this is completed. If any student continues to refuse they will be taught one2one in one of the reception rooms or any room that is closest to the refusal.

We have a school polo shirt and sweatshirt uniform, which we will adjust based on the students' individual sensory needs. This uniform supports parents' and students' cognitive load when "choosing" what to wear to school. We will provide uniforms to all students, but replacements must be paid for. If there is any reason why purchasing additional uniform poses any issues, please contact the School Office, and we will support you.

## **Jewellery**

Apart from stud earrings (preferably no more than one in each ear), students shouldn't wear jewellery to school because it poses safety risks and can be distracting. Jewellery can easily get caught on clothing, equipment, or during physical activities, leading to injuries. Additionally, valuable items can be lost or stolen, causing distress and potential conflicts.

## **Nail extensions**



- **Length:** The nails should be trimmed to a length where the tips do not extend significantly past the fingertips. Typically, this means the nails are cut just above the white part (free edge) of the nail.
- **Shape:** Nails should be rounded or slightly squared to avoid sharp edges.
- **Smoothness:** The edges of the nails should be smoothed with a nail file to prevent any jagged parts that could cause scratches or injuries.
- **Cleanliness:** Nails should be clean, free from dirt, and well-maintained to ensure hygiene.

### Guidelines

- **Short and Neat:** Nails should be short enough that the fingertip can be seen when looking at the hand from the palm side.
- **Smooth Edges:** Ensure there are no sharp points or rough edges.
- **Hygiene:** Regular cleaning under the nails to remove dirt and debris.

### Why It's Important

- **Safety:** Short nails reduce the risk of scratching themselves or others.
- **Hygiene:** Keeping nails clean and trimmed helps prevent the spread of germs.
- **Comfort:** Well-trimmed nails are less likely to break or catch on things.

If you need a visual reference, you can search for images using keywords like "short nail length for students" or "safe nail length for school children," and look for images that show nails cut to the tips of the fingers with rounded or slightly squared edges.

**Review date: Jan 2028**

## Appendix 1

Staff are expected to complete a behaviour log on ARBOR, however for agency staff that do not have access to the system they are to complete the following incident form.

### **Sir Geoff Hurst Academy Incident Statement Forms are on CPOMS**

## Appendix 2

### **Use of Force and Restraint**

Although guidelines by the DfE allow physical restraint, at Sir Geoff Hurst Academy, we do not use physical force. We believe these conflicts with the Academy's ethos, which revolves around mutually respectful relationships. Displays of power would damage these relationships and be at odds with the safe and productive environment we create. This does not mean that staff never physically intervene. There are occasions when it is necessary that staff may block or stand in between students and guide them away from the area or in exceptional circumstances, use the powers in Section 93 of the Education and Inspectors Act 2006:

### **Positive Handling**

However, if a pupil loses self-control, then positive handling may be required. The techniques and procedures used at the Sir Geoff Hurst Academy are in accordance with the "PRICE Approach" (see separate handbook). All incidents of physical intervention are recorded as a serious Incident on My Concern / Sims and parents/carers informed.

### **Emergency use of reasonable force which occurs in response to unforeseen events in exceptional circumstances:**

In exceptional circumstances, staff can use reasonable force:

1. to prevent students from serious risk of hurting/harming themselves or others,
2. from damaging property,
3. from causing disorder.

For further details, please see the Positive Intervention Policy

### **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.

## **Appendix 2 Absconding Policy**

### **Sir Geoff Hurst Academy: Missing Pupil Quick-Action Guide**

#### 1. Immediate Response: On School Site

- 0-10 Minutes: Confirm absence with class staff and note the time. Systematically search the immediate area, including toilets and corridors.
- Alert: Use the radio/phone to alert the Pastoral team. The reception will call all classes to look for the pupil.
- SLT Action: SLT gathers in the Head's office to confirm personal details, known triggers, and typical hiding places.
- 10-15 Minutes: SLT deploys staff to search assigned internal and external zones. Search

quietly and check all rooms, including locked cupboards and sheds.

- 15-20 Minutes: Establish a central point of contact in the main office. Staff pairs begin a local area search (may use a vehicle). DSL/DDSL begins the Missing Child Log. SLT contacts carers.
- 20+ Minutes: If not found, SLT contacts the Police (101 for non-emergency; 999 if in danger).
- 

## 2. Immediate Response: Off-Site (Trips)

- Initial Search: Call the pupil's name and conduct a swift 50m radius search.
- Secure Group: Designated staff secures the remaining pupils in a safe location.
- Alert: Trip Lead calls school/SLT with the code: "OFF-SITE MISSING CHILD: [Name], [Location], [Last Seen Time]".
- Police: Trip Lead contacts Police on 999 immediately for public, unsecured areas.
- Follow-up: SLT contacts parents while staff continue the local search until Police arrive.
- 

## 3. When the Child is Found

- Greeting: Meet the child with a trusted staff member using calm language.
- Well-being: Prioritise safety and comfort; perform a medical check for injury or distress.
- Notifications: Immediately inform SLT, Police, and parents that the child is safe.
- Documentation: Complete the Missing Child Log, including time, location, and circumstances.
- 

## 4. Emergency Contact Details

- School Main Office: 01245 821016
- Tracey (Head): 07802 415426
- Paul (DSL): 07802 421308
- Louise (DDSL): 07802 421307

### **For independent travellers:**

- Where possible and if appropriate, a member of staff to encourage the pupil to come back to school (if not in immediate danger).



- A member of the Senior Leadership Team, and/or a Designated Safeguarding Lead to be informed immediately.
- Home to be called to inform the family
- Report to the Police on **101** if it is unknown where the young person is (Details of the young person, including a photograph can be found on ARBOR).
- Report to allocated social worker or duty social worker at Local Authority's Disabled Children's Team or MASH (Multi Agency Safeguarding Hub)
- Police to be informed if the child or young person has not returned home.

### **Actions to be taken following an incident involving a pupil absconding:**

- De-brief with class team, family and student (where appropriate)
- Child or young person's Individual Risk Assessment to be updated with appropriate safety measures clearly outlined and shared with the relevant professionals. (SLT, Class Team, Social Care and Family). If this is the first time that this has happened a new risk assessment should be drawn up and agreed with family and professional network.
- Any issues within site security (e.g. front gate not locked properly) to be reported to SLT immediately.
- Children and young people who may be at risk of running away or absconding should be made know to all staff including reception.
- Appropriate information should also be shared with BAM in order for risk to be collectively managed.

### **Appendix 3 Prohibited Items**

To maintain a calm, safe and supportive environment, pupils must not bring to school (or have on their person, in bags/lockers, or on school transport) any prohibited item.

We recognise that pupils with **SEMH and neurodivergent profiles (including autism and ADHD)** may experience impulsivity, sensory overload, anxiety, reduced executive functioning, and social communication differences that can

affect decision-making and the safe management of personal items. Where prohibited items are suspected, staff will prioritise **de-escalation, relational practice, and predictable routines**, and will use **reasonable adjustments** to support compliance (for example: clear, concrete language; extra processing time; offering choices; support from a trusted adult; moving to a low-stimulation space; and restorative follow-up once regulated).

Decisions about searching/confiscation will be **risk-assessed, proportionate and safeguarding-led**, balancing safety with dignity and wellbeing. Any concerns that indicate risk of harm, exploitation, coercion, child-on-child abuse, or online safety issues will be treated as a safeguarding matter and managed through the DSL and relevant procedures

This list is not exhaustive but any item which staff reasonably believe poses a risk to safety, wellbeing, or learning would be deemed to be prohibited.

## **Prohibited Items in Our School**

### **1. Weapons or Items That Could Be Used as Weapons**

Including:

- Knives (of any size, including penknives)
- Blades, razors
- BB guns, air guns, pellet guns
- Imitation or toy weapons
- Any object deliberately adapted or intended to cause harm

*Often phrased as: "Any item made, adapted, or intended to cause injury."*

### **2. Alcohol, Tobacco, and Drugs**

Including:

- Alcohol
- Cigarettes, cigars
- E-cigarettes / vapes
- Illegal drugs
- Legal highs / psychoactive substances
- Prescription medication **not authorised by the school**

(Some policies explicitly mention cannabis vapes, edibles, or solvents.)

### **3. Fire-Starting or Explosive Items**

Including:



- Lighters
- Matches
- Fireworks
- Smoke bombs
- Aerosols used inappropriately

#### **4. Inappropriate or Unauthorised Technology**

Including:

- Mobile phones
- Smartwatches with messaging/camera capability
- Tablets or handheld gaming devices
- Recording devices used without permission
- Any device used to:
  - Record others without consent
  - Access inappropriate material
  - Facilitate bullying or harassment

#### **5. Inappropriate Content**

Including:

- Pornographic or sexualised material (physical or digital)
- Violent or extremist material
- Racist, homophobic, transphobic, misogynistic, or hateful content

#### **6. Stolen, Illegal, or Dangerous Items**

Including:

- Stolen property
- Items banned by law
- Items causing disruption or distress
- Items that compromise safety or learning

#### **7. Prohibited Clothing or Appearance-Related Items**

Including:

- Clothing with offensive slogans or images
- Face coverings (unless for medical/religious reasons)

- Hats, or caps worn indoors (if banned)
- Jewellery deemed unsafe

## **8 .Misused Everyday Items**

Including:

- Scissors
- Compasses
- Tools
- Liquids
- Deodorant sprays
- Food such as peanuts