



Lawrence House School Positive Behaviour Policy

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Approved Headteacher	Philip Davies
Approved Chair of Governors	Tony Nolan

1. Aim

This policy aims to:

- Foster a positive culture where relationships, emotional safety, and co-regulation form the foundation of behaviour.
- Establish a whole-school approach to behaviour that reflects the values of Lawrence House School, recognising the developmental and emotional needs of our students.
- Provide clarity on expectations, rewards, and reflective practices for behaviour.
- Apply behaviour management consistently while remaining flexible to individual needs.
- Define unacceptable behaviour, including bullying and discrimination, in a way that is accessible to all students.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and guidance from the Department for Education (DfE) including:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion guidance 2023
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- SEND Code of Practice

It also reflects the requirements of:

- Education (Independent School Standards) Regulations 2014 (Schedule 1, paragraphs 7–10)
- The school's statutory duty to safeguard and promote welfare, maintain a behaviour policy, and implement an anti-bullying strategy

3. Roles and responsibilities

The Governing Board:

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

The Headteacher:

- Review and approve this policy.
- Ensure the school environment promotes positive behaviour.
- Support staff to respond effectively to poor behaviour.
- Monitor implementation to ensure fairness and consistency.
- Ensure all staff understand behavioural expectations and receive induction and ongoing training, including trauma-informed approaches, CPI, and SEND considerations.
- Use behaviour data to identify trends, prevent disproportionate impacts, and make evidence-informed improvements.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer students are given support in both areas when necessary.
- Ensuring that the data from the Incident log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Use relational and trauma-informed strategies such as curiosity, co-regulation, and non-confrontational communication (Such as PACE).
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly using the designated platform - Iris Adapt.
- Challenging students to meet the school's expectations.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral/restorative work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

The school will communicate behaviour expectations to parents/carers through:

- This policy (available on our website and on request).
- Induction meetings for new students/families.
- Regular updates via [monthly reports/parent meetings/MVM/LAC review meetings].
- Individual conversations when concerns arise.

Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.
- Students will be supported to understand behaviour expectations through relational modelling, repetition, and co-regulation.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

4. Trauma Informed Approach

Staff recognise that dysregulation is often a survival response, not a choice, and respond with curiosity rather than confrontation.

Staff at Lawrence House School are all trained and advised on how to use a trauma informed approach to behaviour management. The CPI training informs staff on effective body language, positioning, cadence and tone of voice when interacting with students who may be in a state of dysregulation.

The school adopts a PACE approach to engaging with students, we try to be **P**layful, **A**ccepting, **C**aring and **E**mpathetic to our students at all times, this approach means that our young people know they can feel safe and at ease in our company and are able to express themselves academically, spiritually and emotionally.

Staff will implement but are not limited to the use of:

- Co-regulation before self-regulation.
- Emotion coaching stance.
- Staff awareness of triggers, shame reactions, and survival responses.

5. School behaviour curriculum

Students are expected to:

- Work towards self-regulation with the support of trusted adults.
- Show respect to members of staff and each other.
- In learning environments, make it possible for all students to learn.
- Consider their impact on others' learning.
- Treat the school buildings and school property with respect.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

Mobile phones

Mobile phones should be kept put away at all times by any student with access to one whilst in education unless explicitly asked by a member of staff to use the phone for an exceptional circumstance. Further information can be found in the Schools' Mobile Phone Policy.

6. Responding to behaviour

6.1. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the behaviour curriculum or their own classroom rules.

- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

6.2. Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour 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.

6.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Whole-class or site rewards, such as a popular activity (star jar used with agreed site trip)
- Achieving Class Dojo points, which form a central part of our recognition system and allow students to see their positive choices accumulate and be celebrated.

6.4 Responding to behaviour that does not meet expectations

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed. De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When responding to misbehaviour, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following responses to behaviour that does not meet expectations:

- A verbal reprimand and a restorative or reflective conversation, once the student has regulated.

- Expecting any unfinished work to be completed at home, at break or lunchtime or during keep up sessions. This will be communicated sensitively and will not interfere with emotional safety or regulation.
- Referring the student to a senior member of staff.
- Discussion with parents/carers.
- Agreeing a behaviour contract.
- Being unable to attend termly reward trips.

Personal circumstances of the student will be taken into account when choosing the correct response, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

6.5 Recording Behaviour Using Iris Adapt and Behaviour Matrix

To ensure consistency, transparency, and effective monitoring, all behaviour concerns are recorded using **Iris Adapt**, our whole-school online behaviour and safeguarding recording system.

Recording expectations are aligned with the Behaviour Threshold Matrix (Appendix 2):

- **Green behaviours (scores 1-4):** Logged on **Daily Logs** within Iris Adapt. These may include low-level incidents, minor dysregulation, or behaviour that staff feel requires a record but is not significant enough to warrant an incident form.
- **Amber behaviours (scores 5-19):** Recorded as an **Incident Form** on Iris Adapt once the student is regulated. These behaviours have a measurable impact on learning and/or regulation and allow **staff** to capture context, triggers, and the support provided.
- **Red behaviours (20+):** Recorded as an **Incident Form** and flagged to the Senior Leadership Team for review or investigation. Where appropriate, staff should also complete a **Safeguarding Concern** via Iris Adapt if there is any risk of harm, disclosure, or significant unsafe behaviour.

Iris Adapt entries should be completed as soon as practicable, using clear, factual and objective language, and must reflect:

- Antecedents (what happened before)
- Behaviour displayed
- Staff response, including de-escalation or CPI strategies used Co-regulation or support offered
- Any follow-up actions required

SLT uses Iris Adapt data to monitor patterns, ensure fairness, identify triggers, and adapt individual or whole-school practice.

6.6. Reasonable force

Staff at Lawrence House School have the power to use reasonable force to safeguard students. The use of force is always unlawful when used as a punishment.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

When reasonable force may be used

All members of staff have the power to use reasonable force in the following circumstances to prevent a student from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property (When this could result in a threat to the safety of themselves or others).
- Committing an offence.

The decision on whether or not to use reasonable force is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances. However, teachers and other school staff have a duty of care towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Principles for using reasonable force

Incidents of reasonable force must:

- **Never be used as a form of punishment.**
- Always be used as a **last resort**.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Be recorded and reported to parents/carers/social workers.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools should, in considering the risks, carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010, for example in relation to making reasonable adjustments and their Public Sector Equality Duty.

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans (7-minute briefings) for our students, and agreeing them with parents and carers, we can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

Prohibited restraint techniques

The following restraint techniques present an unacceptable risk when used on children and young people and must never be used at Lawrence House School:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' which involves holding a person's arms across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose

Staff training

All staff will receive regular CPI training to support them in managing students' behaviour and understanding when and how to use physical intervention safely and appropriately.

Staff should refer to their CPI training if they need to use physical force and should always prioritise de-escalation and co-regulation strategies before considering physical intervention.

Recording and reporting

All incidents where reasonable force has been used must be recorded on Iris Adapt using the Incident Form toggle. The record should include:

- The name of the student involved.
- Date, time and location of the incident.
- Names of staff involved and any witnesses.
- Reason force was necessary.
- Description of the force used and for how long.

- The student's response and any injuries sustained.
- Follow-up actions, including when parents/carers were informed.
- Reflections/debriefs with students and staff following a behavioural incident.

Parents/carers will be informed on the same day that reasonable force has been used on their child, unless there are safeguarding reasons not to do so.

6A. Child-on-Child Abuse

Lawrence House School recognises that children can abuse other children, and that this can happen both inside and outside of school and online. All child-on-child abuse is unacceptable and will be taken seriously. Keeping Children Safe in Education

Forms of child-on-child abuse

Child-on-child abuse can take many forms, including:

- **Bullying** (including cyberbullying, prejudice-based and discriminatory bullying) - see Section 6B below.
- **Abuse in intimate personal relationships between children** (also known as teenage relationship abuse).
- **Physical abuse** which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- **Sexual violence and sexual harassment** - see Section 7 (Zero-tolerance approach to sexual harassment and sexual violence).
- **Consensual and non-consensual sharing of nude and semi-nude images and/or videos** (also known as sexting or youth produced sexual imagery).
- **Causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party.
- **Upskirting** (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause.

Staff response to child-on-child abuse

All staff should:

- Be alert to the signs of child-on-child abuse and know how to identify it.
- Understand that even if there are no reported cases, this does not mean it is not happening.
- Speak to the Designated Safeguarding Lead (or deputy) if they have any concerns about child-on-child abuse.
- Understand that both the victim and the perpetrator may need support.

When an allegation of child-on-child abuse is made, staff will:

1. **Take it seriously** - never dismiss it as "banter" or "part of growing up".
2. **Record the concern** immediately on Iris Adapt as a Safeguarding Concern.
3. **Report to the DSL** (or deputy) immediately.
4. **Reassure the victim** that they are being taken seriously and will be supported.
5. **Not promise confidentiality** as safeguarding concerns must be shared appropriately.

School response

The Designated Safeguarding Lead will:

- Conduct a thorough investigation in line with our Child Protection and Safeguarding Policy.
- Consider whether the incident should be referred to police and/or children's social care.
- Complete a risk assessment to inform decisions about support and sanctions.
- Consider the needs of both the victim and the alleged perpetrator.
- Ensure appropriate support is in place for all children involved.
- Work with parents/carers (unless this would put the child at greater risk).
- Review the incident to identify any lessons learned or changes needed to prevent future incidents.

The school will take appropriate action in line with this behaviour policy, which may include sanctions for the perpetrator while ensuring they continue to receive appropriate education and support.

6B. Bullying, Including Cyberbullying and Prejudice-Based Bullying

Definition of bullying

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

Bullying is, therefore:

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

Types of bullying

Bullying can include (but is not limited to):

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, disability)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Preventing bullying

Lawrence House School takes a whole-school approach to preventing bullying by:

- Creating a calm, safe and positive environment where pupils feel they belong
- Teaching pupils about bullying, its impact, and how to respond to it through our PSHCE curriculum
- Promoting a culture where pupils feel confident to report bullying
- Ensuring staff model respectful relationships and challenge discriminatory language or behaviour
- Monitoring behaviour data to identify patterns and take preventative action Keeping Children Safe in Education

Responding to bullying

When bullying is reported or identified, staff will:

- **Take it seriously** - all reports of bullying will be investigated.
- **Record the incident** on Iris Adapt using an Incident Form, clearly identifying it as bullying.
- **Report to the DSL** if there are safeguarding concerns.

Support the victim by:

- Reassuring them that it is not their fault.
- Discussing what happened and how they feel.
- Agreeing on actions to help them feel safe.
- Providing ongoing support and monitoring.

1. **Address the behaviour** with the perpetrator by:

- Making clear that bullying is unacceptable.
- Using restorative approaches to help them understand the impact of their actions.
- Applying appropriate sanctions in line with this policy.
- Providing support to address underlying issues that may have contributed to the behaviour.
- Monitoring their behaviour going forward.

2. **Inform parents/carers** of both the victim and perpetrator.

3. **Monitor the situation** to ensure the bullying has stopped and both children are receiving appropriate support

Cyberbullying

Cyberbullying can include:

- Sending threatening or abusive messages.
- Creating and sharing embarrassing images or videos.
- Excluding someone from online groups or games.
- Setting up hate sites or groups about a person.
- Encouraging others to self-harm.
- Voting for or against someone in an abusive poll.
- Creating fake accounts to trick or humiliate someone.

Additional steps for cyberbullying:

- Staff will request to see the content if appropriate and safe to do so. (They will **not**

- request to see images that are described as sexual in nature).
- Screenshots or evidence will be saved and stored securely (If appropriate to do so).
- The school may request that content is removed.
- The school will consider whether to involve police, particularly where the content is illegal (e.g. indecent images of children).
- Parents/carers will be advised on how to support their child online and may be signposted to resources.

Prejudice-based and discriminatory bullying

Lawrence House School recognises that bullying takes various forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion or belief, sex, sexual orientation, gender reassignment, SEND, or because a student is adopted, in care or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences.

When prejudice-based bullying is identified, the school will:

- Treat it as a safeguarding matter.
- Record the specific type of prejudice-based bullying on Iris Adapt.
- Consider whether it should be reported to police as a hate incident.
- Provide education to challenge prejudice and promote equality.
- Review whether additional work is needed across the school to promote understanding and respect for diversity.

All incidents of prejudice-based bullying will be reported to governors and analysed to identify any patterns or trends that require action.

Off-site misbehaviour

Staff will challenge when a student has misbehaved off-site when representing the school. Using a combination of PACE and CPI training to attempt to de-escalate the situation and support the student in self-regulation by offering a range of techniques (such as mindfulness, change of activity, going for a walk, change of staff, etc.). staff will prioritise safety and emotional regulation before addressing the behaviour.

This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling between home and school.
- Wearing appropriate clothing to school and school events.
- In any other way identifiable as a student at our school.

Challenges to behaviour may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student(s).
- Could adversely affect the reputation of the school.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the school will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure which may impact risk assessments linked to the student, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report:

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

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

6C. Searching, Screening and Confiscation

Searching with consent

Staff may search students with their consent for any item. The member of staff should ensure the student understands what they are consenting to. The Headteacher and staff authorised by the Headteacher have the power to search students or their possessions where they have reasonable grounds for suspecting that a student may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article that 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 student)

<https://www.legislation.gov.uk/ukpga/1996/56/section/550ZA>

Force cannot be used to search for items banned under the school rules.

Conducting a search

When conducting a search, staff will:

- Always have another member of staff present as a witness.
- Explain to the student what they are looking for and why.
- Seek the student's cooperation.
- Only search outer clothing and pockets (searches of inner clothing or intimate areas must not be conducted).
- Consider the student's individual needs, including SEND and any reasonable adjustments required.
- Reasonable Force: Can be used for prohibited items, but not for items only banned by school rules.

Searches will be conducted in a way that minimises embarrassment or distress to the student.

<https://childlawadvice.org.uk/information-pages/school-powers-to-search-and-screen-pupils/>

European Convention on Human Rights. Under Article 8

The powers to search in the Education Act 1996

After the search:

If a prohibited item is found:

- The item will be confiscated
- Parents/carers will be informed
- The incident will be recorded on Iris Adapt
- The DSL will be informed if there are safeguarding concerns
- The school will consider whether to involve police, particularly for illegal items such as weapons or drugs
- Appropriate sanctions will be applied in line with this policy

Disposal of items:

- Alcohol, illegal drugs, and tobacco products will be destroyed
- Weapons and knives will be handed to the police
- Stolen items will be returned to the owner or handed to the police
- Other items may be returned to the student or parent/carer at the end of the day, or retained if necessary

<https://www.legislation.gov.uk/ukxi/2012/951/made>

If consent is refused:

If a student refuses to give consent for a search and the member of staff requesting the search has justifiable cause to believe that the student still has a prohibited item on their person, the member of staff will then inform the police of this suspicion and request police support.

7. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider how to reflect on the event both as a staff team and with the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider how to reflect on the event both as a staff team and with the student in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in

collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other students.

8. Serious Response

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the main teaching of the given curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

A reintegration conversation will follow, focusing on repair, reflection, and relationship-building rather than blame. The reintegration will be led by the person who removed the student from the classroom, unless that person causes further dysregulation to the student/situation. Where required, a member of SLT will support the reintegration of the student, based on case-by-case.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

Students who have been removed from the classroom are supervised by a member of staff and are removed until Co- or Self-Regulation techniques have effectively been implemented. The conversation with the student should consist of at least; understanding what happened, agreeing strategies to prevent recurrence, ensuring the student feels ready to return. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so and continued monitoring from classroom staff for an agreed period of time, set out by the class teacher. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with lead teachers
- Meetings with Key Workers/Home managers
- Short-term behaviour plans
- Meetings with SLT
- Multi-agency assessment
- HEC meetings being arranged

Staff will record all incidents of removal from the classroom using the incident reporting system on Iris Adapt, along with details of the incident that led to the removal.

9. Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). At Lawrence House School, we understand that many of our students have experienced trauma and that their behaviour is often a form of communication rather than deliberate defiance.

When incidents of misbehaviour arise, staff will:

- Use a trauma-informed, PACE approach to understand the need the behaviour is communicating.
- Avoid interpreting distress as defiance.
- Use functional behaviour analysis to understand triggers and unmet needs.
- Recognise that not every incident of misbehaviour will be connected to a student's SEND.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#)).
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

At Lawrence House School we are committed to ensuring that potential triggers of misbehaviour are identified early and whenever possible avoided.

To identify these triggers teachers will:

- Develop risk assessments for each student to inform all staff members of potential risks, the antecedents and potential ways to offer Self-Regulation Time for the student.
- Develop 7-Minute briefings to inform all staff of key educational information.
- Design a safe, nurturing and inclusive environment to allow students to regulate.
- Structure a timetable which allows for planned movement breaks and/or student specific Self-Regulation Time.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a student, we will liaise with both internal and external agencies

and plan support programmes for that student. We will work with parents/carers/social workers to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the specific local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the correct local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Refer to SENCo for designated Local Authority.

10. Student transition

Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing students for transition

To ensure a smooth transition to another placement/school, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the next placement.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The correct use of physical intervention training through CPI.
- The needs of the students at the school, through the induction process. (See Induction Policy)
- Trauma informed practice.
- Internal training on the correct procedure to report incidences of misbehaviour and/or safeguarding.
- External training through National College for relevant behaviour related courses.
- Internal CPD training and formulation meetings following data analysis/patterns of behaviour identified by SLT.
- Emotion coaching / co-regulation strategies.
- Attachment and developmental trauma theory.

The school recognises that managing challenging behaviour can be emotionally demanding for staff. We provide regular supervision, debriefing opportunities following serious incidents, and access to wellbeing support through; Clinical support, peer support, line management, and any other method deemed supportive to the person.

12. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed termly by David Friend, with a comprehensive annual review. More frequent analysis may be undertaken if concerns are identified.

If the analysis identifies that any group of students is being disproportionately impacted by this policy, the school will:

- Investigate the reasons for the disparity
- Review whether reasonable adjustments are needed
- Provide additional staff training if required
- Adjust policies and practices as necessary
- Report findings and actions to governors

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Head Teacher and Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Head Teacher annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Physical Intervention Policy
- Mobile Phone Policy
- Attendance Policy
- SEND Policy
- Complaints Policy
- Curriculum Policy
- Equality, Diversity and Inclusion Policy
- PSHCE Policy
- RSE Policy
- SMSC Policy

Appendix 1:

Definitions

Behaviour that impacts learning or safety is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Reluctance to engage in work/activities

Serious misbehaviour is defined as:

- 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 such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects have 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 student)

Details of Lawrence House School's approach to preventing and addressing bullying are set out in Section 6B of this policy and in our separate Anti-bullying Policy.

Appendix 2: Behaviour Matrix

Behaviour Threshold Matrix

Impact on Learning (Very Low - Very High)	VH	5	10	15	20	25
	H	4	8	12	16	20
	M	3	6	9	12	15
	L	2	4	6	8	10
	VL	1	2	3	4	5
		VL	L	M	H	VH

Impact on Regulation (Very Low - Very High)

The behaviour threshold matrix is used to support staff in identifying the level of behaviour being displayed by a student and the levels required to report to.

For example, if a student who generally follows the Code of Conduct spends the morning calling a fellow student a name this would likely have a higher impact on that student's regulation. The member of staff would then look at how much these behaviours are impacting the student's learning and find the correct value in the matrix grid.

Scores of 1-4 are Green, and behaviour displayed that results in a net green, but the teacher felt worthy of consulting the matrix should be logged within the daily log.

If the score falls within 5-19, are considered Amber, these behaviours are having an impact on both learning and regulation and therefore - when the behaviour is over and the student given the appropriate support - the member of staff should complete an incident form.

If the behaviours are more than 19, these are considered Red and will either be an incident form that needs to be investigated by SLT, or a safeguarding form (if the staff member has any reason to believe that the student is in further danger of causing harm to themselves or others or has disclosed information that needs to be recorded).

Low – 1 - 4	Daily Log, Home Handover, Staff Briefing
Medium – 5 - 19	Incident Form, SLT Review
High – 20 - 25	Incident Form, Safeguarding, SLT investigation