POLICY – Behaviour - Positive Behaviour Support (PBS) Education Universal

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval**,** or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026

Sean Di Sora
Headteacher
February 2026

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School/College Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

2. Purpose

This policy applies to Linton School:

It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

This policy enables Linton School to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high quality provision.

It also establishes the organisation's commitment to Positive Behaviour Support (PBS), ensuring that all behaviour approaches are proactive, relational, learner-centred and grounded in an understanding of individual need. PBS promotes consistency, reduces restrictive practices, and supports learners to develop self-regulation, social communication and lifelong coping skills.

3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in Appendix A–C.

4. Legal and Regulatory Context

Linton School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in

Appendices A–C, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

5. Positive Behaviour Support (PBS) — Definition

Positive Behaviour Support (PBS) is a proactive, evidence-informed framework that focuses on understanding the underlying reasons for behaviour and creating supportive environments in which learners can thrive. PBS places the learner at the centre and aims to improve quality of life, develop skills, and reduce behaviours of concern through preventative, relational and strengths-based approaches.

Core principles include:

- Understanding behaviour as communication
- Preventative and proactive strategies
- Teaching functional/self-regulation and communication skills
- Individualised planning with learner voice and family collaboration
- Consistency, relational practice and trauma-responsive approaches
- Reduction and robust oversight of restrictive practices
- Quality-of-life-centred outcomes

PBS supports each site to maintain positive, safe and inclusive learning environments for learners.

7. Positive Behaviour Support Model

Our approach is relational and grounded in PBS. We recognise that behaviour is a form of communication; learners are shaped by relationships and contexts, and our best lever for change is a consistent, trusted adult relationship.

Universal expectations drawn from relational practice:

- **Behaviour is something to interpret.** We are curious about need, not blame.
- **Relationships lead practice.** Most “management” is through connection, predictability and co-regulated calm.
- **Boundaries keep everyone safe.** Limits are clear, consistent and fair.
- **Rules are co-created where appropriate.** They are adapted for access and need.
- **Consequences are restorative and educational.** We repair harm and build skills.
- **Environment and relationships are key.** We adjust context before we attribute intent.
- **Effectiveness is measured by wellbeing and participation.** We track what improves daily experience and access to learning.

Within Linton School, we aim to produce a safe and secure environment based upon nurturing each other, mutual respect and understanding where all can thrive. We aim to provide a safe and happy environment with a high quality of care to all of our school community.

In order to achieve this:

1. We will nurture the emotional development of all members of the school community and promote mutual respect and responsibility.
2. We will provide effective teaching and encouraging the highest achievement for each child.
3. We will value the contribution each child makes to the life of the school and take account of individual's needs.
4. We will promote an ethos of excellence and endeavour for all, in a caring setting.
5. To create an ethos of good behaviour in school in order to promote effective learning. This will ensure that children are happy, secure and safe.
6. To build a school community which upholds and demonstrates positive values and has links between home and school.
7. To promote good relationships and to ensure that all are treated fairly and shown respect.
8. To foster a sense of community and self-discipline within the school where children and adults treat each other with respect and courtesy; and to encourage children to carry these skills and values with them beyond the school family.
9. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour, reflecting the principles of British Values upheld by the school (Democracy, Rule of Law, Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs – please see 'Promoting British Values').
10. Modelling positive behavior throughout the school.
11. To provide a lively, safe and stimulating learning environment enabling all children to grow in independence and confidence; and manage their own behaviour.
12. To ensure educational continuity through liaison with local educational settings and other CareTech group schools.
13. To encourage our children to take risks, aim high and challenge themselves to see the word 'fail' as their 'first attempt in learning'. We trust our children and they know that with this comes responsibility for themselves and each other.

Statement of Behaviour Principles

Good behaviour is central to all we do at Linton School. Children flourish best within an orderly, supportive environment where they feel secure and where their individual needs are respected. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and children will be given clear guidance on what is expected of them, in accordance with the school's ethos and values. The school's expectations and values will be shared with children in each class and with parents / carers as appropriate. We will work in partnership with parents / carers to ensure that the school's values become central to the lives of our children.

Key Premise of our Approach

- We believe being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- We know that behaviour is a form of communication and the change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour, Emotional and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties - helps us to understand behaviour as a communication of an emotional need (whether conscious or unconscious), and respond accordingly.
- We operate a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. We regard children with behavioural difficulties as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support; "Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."
- We put relationships first. We promote strong relationships between staff, children and their parents/carers and foster a culture and climate of connection, inclusion, respect and value for all members of the school community.
- We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean that we have no expectations, routines or structure. In order to help a child or young person feel safe their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and consistent responses to behaviour. These are modelled appropriately, within the context of a safe and caring school environment.

8. General Expectations

We set high expectations for all learners while recognising that some learners have specific needs. Expectations apply at all times on site and when representing the site off-site or out of hours. We:

- Encourage a positive attitude to learning within a safe, calm environment.
- Promote high expectations and enable learners to become independent, responsible learners.
- Build respect for the community and environment.
- Use clear, consistent routines and systems to support development and ensure health, safety and wellbeing.
- Expect staff to model the behaviours, attitudes and habits we teach.

When behaviour falls below expectations, every interaction is an intervention. We maintain connection, use positive recognition, and support learners to regulate and re-engage.

Consistent routines include: start/end of day; transitions; assemblies/unstructured time; PE/activity times; movement around the site; breaks and lunchtimes.

We have high expectations for our children and young people, while recognising some children and young people have specific needs. The following expectations cover all

times of the school day and where children and young people are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children/young people to become independent responsible learners
- encourage a sense of respect for our community and our environment
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

At our school staff ensure good routines are in place for:

- Start and End of the day
- Transition times
- Unstructured Times inc. Assembly
- Activities inc. PE, Rewards etc.
- Moving around school
- Breaktimes

9. Teaching and Promoting Positive Behaviour

We teach behaviour like any other part of the curriculum. Staff act as "stress detectives"—curious about *why* and *why now*—and use co-regulation to help learners build self-regulation.

We will:

- Teach and rehearse prosocial skills (communication, problem-solving, emotional literacy).
- Use anticipatory strategies (visuals, structure, choice, sensory/environmental adjustments).
- Offer regulation opportunities and safe spaces.
- Provide targeted and personalised supports where needed.
- Use positive recognition that is meaningful, equitable and dignified.

Promoting positive behaviour

Children and young people cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- Whole school and during lessons - where children are educated about social situations, recognising and identifying emotions and discussions which are applied to our everyday lives and to our relationships with one another.
- PSHE opportunities throughout the curriculum, including themes on citizenship, friendship, anti-social behaviour, bullying, British Values etc.
- Form time and assemblies, where children learn social skills and ways of communicating their thoughts and feelings in a positive, safe and nurturing environment.
- School Council – who support and help other children across school e.g. promoting fair and fun play on the school yard, helping younger children with routines, operating as ambassadors of exemplary behaviour within the school family.
- Outside speakers such as the school nurse, the PCSO, the Fire Brigade and members of the community.

As a trauma /ACE informed school all staff will look for indicators of Social, Emotional and Mental Health (SEMH) needs by including pupils who are displaying observable and active, 'acting out' behaviours (e.g. those who are noncompliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) and those who display more passive behaviours (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak). No staff will view or label a pupil whose behaviour is externalized. Staff will see all behaviour as a form of communication, an indicator of emotions and will respond in an empathic and understanding manner. All staff recognise that early intervention is imperative for addressing both active and passive behaviours, to ensure that low level behaviors can be addressed early.

9.1 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 pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - ✓ Greeting pupils 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

9.2 Safeguarding

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

We will consider whether a pupil's 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.

Please see Linton School's Safeguarding and Child Protection policy for further information.

9.3 Responding to good behaviour

When a pupil'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
- Additional Class Dojo points
- End of week rewards which look at the week as a whole by calculating the total amount of poins earned
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Whole-class or year group rewards, such as a popular activity

At all times we are positive about our children.

Rewards

As a whole school approach we are aware that children communicate through behaviour. We have high expectations of all our children in terms of both achievement and behaviour and we actively look for the small improvements in behaviour, the little

things that can be rewarded in order to raise self-esteem and confidence. We use positive language to reinforce expectations and give positive praise regularly.

Children will be set an individual target for the week and can work with the class teachers and staff, where possible, to choose their rewards and therefore are working towards something meaningful to them. Rewards can be an external lunch, a trip to the park, an ice-cream, off-site horse riding, a cinema or trampoline park trip. Children can also choose to save their rewards and roll them over for a bigger reward.

Class Dojo

These are points that are awarded individually, in groups or as a class on the interactive Class Dojo's reward system, these points are collected over the week and will be discussed daily and celebrated weekly and termly. Any member of staff can give Class Dojo points at any time to any child in school.

Once awarded a Dojo cannot be deducted however, during each session of the school day including transport, lesson, breaks, lunches and assemblies etc. the children and young people can earn positive and negative points.

Positive Class Dojo points can be awarded for the following:

1. Arriving to school/lesson on time
2. Completing work
3. Independent learning
4. Individual target – this is bespoke for each young person and displayed in their class
5. Break time
6. Positive behavior
7. Reading
8. Team work
9. Transport
10. Extra points

Negative Class Dojo points can be awarded for the following:

1. Arriving late to school or lesson
2. Being disrespectful to others
3. Negative behavior
4. Not completing reading
5. Not completing work
6. Not following instructions
7. Not meeting individual target
8. Not working as part of a team

9. Issues at break time
10. Swearing
11. Transport issues

These points linked in with our Friday rewards and all children and/or young people must achieve over 90% to achieve their award. At the discretion of the Head Teacher/Form Tutor this percentage may be changed to meet the needs of all pupils.

Parents, carers, children and young people can have access to Class Dojo and the points system can be accessed by the latter at any time; providing up to date information for the relevant parties.

Inputting Class Dojo Points

Each class teacher will work out a system for adding the Class Dojo's onto the interactive system this could be:

- class teachers updating them on to the system at the end of every lesson;
- class teachers updating them on to the system during breaks and lunch times or;
- class teachers updating them on to the system at the end of the day.

Class Dojo for parents / carers

Parents and carers can have access to Class Dojo and the school encourages them to do so. Staff put regular updates on Class Dojo and parents and carers can keep up to date with what their child(ren) have been doing at school.

If you require Class Dojo log in details please speak to your child's form tutor and this can be provided.

9.4 Responding to misbehaviour

When a pupil'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 pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Consequences

If a child displays a negative, unacceptable behaviour then their name or initials will be written on a whiteboard that is clearly visible. This is their 1st warning. If the behaviour continues they may be asked to vacate the classroom to have some time to regulate their behaviour. On occasions where the behaviours are escalating quickly others may be asked to vacate the classroom to provide a quieter environment to support the child/young person who is struggling. It is at the class teacher's discretion whether or not 'negative' Class Dojo points will be added and each child or young person will be considered as an individual.

Every day is a fresh start.

Every new lesson is a fresh start.

Low level disruptions include:

- Talking during lessons times and teaching input times
- Not listening
- Making unnecessary noise
- Trying to distract others
- Answering back/showing disrespect

All incidents of negative behaviour will be treated on an individual basis.

More serious behaviours include:

- Hurting a child or adult
- Aggressive behaviour towards a child or adult
- Refusal to comply with an instruction that then results in either of the above bullet points
- Damage to property.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Asking the pupil to take some time out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a rewards activity on Friday afternoons
- Off-site ban is the behaviour displayed increases the risk of taking that pupil off-site
- School-based community service, such as tidying a classroom

- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

Consequences must be applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances and need.

Any major incident, act of violence, bullying incident can lead immediately to the most severe sanctions/ actions including short term fixed and permanent exclusion/s may also be used at this stage and will be dealt with by the Head Teacher.

Behaviour will be logged on Behaviour Watch and will be regularly monitored by the Head Teacher, DSL's and SLT and shared with parents / carers and external agencies when appropriate and/or necessary.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator (SENCo) will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.5 Reasonable Force

This section refers and quotes directly from the document: Use of Reasonable Force Guidance – April 2026: Use of reasonable force and other restrictive interventions guidance

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well

as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

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

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

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. We trust school leaders to make decisions on training based on their school's individual contexts and needs. When deciding what formal staff training is required, school leaders should ensure that the chosen training reflects the principles of this guidance.

Employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Therefore, schools should carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting

with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

• Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
• Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
• Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

• Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
• If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
• Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

• Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, Equality Act 2010 past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
• Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
• Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
• For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

• Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations. Training on the use of restrictive interventions should equip staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It should also help staff understand how to assess whether their response is reasonable under pressure.

If an assessment has been made to use restrictive interventions, staff should be supported in their decision making.

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo two day course initially, led by qualified trainers with a single day refresher course undertaken every year thereafter.

Telling parents/carers when force has been used on their child

1. It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
2. In deciding what is a serious incident, teachers should use their professional judgement and consider the:
    - pupil's behaviour and level of risk presented at the time of the incident;
    - degree of force used;
    - effect on the pupil or member of staff; and
    - the child's age
3. At Linton School we will record the incidents on Behaviour Watch on the same day the incident took place.
4. Parents, carers and external agencies (where appropriate) will be told within 24 hours of the incident occurring where the school deem it appropriate to do so.
5. Staff will have weekly meetings in class where the incidents recorded that week will be discussed and staff will be debriefed to ensure that good practice is identified and support can be offered to both staff and pupils to reduce the incidents.
6. Children and young people will be debriefed verbally after every incident by a member of staff that was not involved in the incident and this will be recorded on Behaviour Watch.
7. Parents / carers can request copies of the Behaviour Watch reports by emailing the Head Teacher and these reports will be provided if it is safe and reasonable to do so.
8. Any complaints from young people, parents, carers or external agencies should go via the Head Teacher and these will be internally investigated and all the relevant parties will be informed of the outcome.
9. After any incident the pupils risk assessment and Behaviour Support Plan will be reviewed

Linton school is committed to a Positive Behaviour Support (PBS), relational and trauma-informed approach that prioritises prevention, de-escalation, co-regulation and therapeutic support. Restrictive physical intervention is only used as a last resort when there is an immediate risk of harm to the pupil, other pupils, staff members, or where there is a risk of serious property damage.

The school uses the Team Teach approach to behaviour support and restrictive intervention. Physical interventions are always undertaken in accordance with the principles of necessity, proportionality, reasonableness and least restriction. Any intervention must be for the shortest time necessary to reduce the immediate risk and restore safety.

Only staff who have received approved training, together with regular refresher training and competency assessment, may use restrictive physical interventions. Staff are additionally trained in trauma-informed practice, Positive Behaviour Support, de-escalation techniques and relational approaches to behaviour management.

Every incident involving restrictive physical intervention is recorded in behaviour watch, reported to senior leaders, reviewed for learning and oversight, and monitored to identify patterns, support needs and opportunities to further reduce restrictive practices. Parents/carers will be informed in accordance with school procedures and safeguarding requirements.

Where a pupil presents a foreseeable risk of behaviours that may require restrictive intervention, appropriate risk assessments, Behaviour Support Plans and individualised support strategies will be developed and reviewed regularly. The school's aim is always to reduce the frequency, duration and intensity of restrictive interventions through proactive support, therapeutic relationships and the development of pupils' self-regulation skills.

The school follows the principles contained within Department for Education guidance on the use of reasonable force in schools and promotes a culture where restrictive practices are minimised and used only where absolutely necessary to maintain safety

9.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil 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 pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip). Dynamic Risk Assessments may need to take place when outside the schools controlled environment.

9.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.8 Suspected criminal behaviour

If a pupil 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 Head Teacher / Senior Leader Team 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 and enforce sanctions, 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.

9.9 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.

Pupils 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.

9.10 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil 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 pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding policy for more information.

Our approach is grounded in Positive Behaviour Support (PBS) and trauma-responsive, relational practice. We know that learners thrive when they feel safe, understood and connected, and that most behaviour of concern can be prevented through proactive planning, trusting relationships and consistent, predictable environments.

Restrictive practices are **only ever used as an absolute last resort**, and only when all other reasonable options have been tried or considered and immediate harm cannot be prevented in any other way. They are not a routine strategy, not a behaviour management tool, and not a response to refusal, non-compliance or expressions of distress. Their sole purpose is to keep a learner or others safe in situations of imminent and significant risk.

Any restrictive practices/interventions/restraint & seclusion must be the least restrictive option available, used for the shortest possible time, carried out by staff who are trained, authorised and confident in trauma-responsive practice, and ended as soon as the risk reduces.

Sites record, review and analyse every incident to ensure learning leads to the ongoing reduction of restrictive practices across the organisation. This reflective culture is essential to safe, ethical practice.

Physical intervention is rare, an absolute last resort, and used only to prevent harm, protect rights, or maintain safety. Any intervention must be necessary, proportionate, and time-limited, with continuous attempts to reduce intervention through de-escalation and co-regulation.

All incidents are recorded promptly, reported to the Headteacher/Principal, reviewed for learning, and followed by support for all involved. The long-term aim is always increased self-regulation and the reduction of restrictive interventions / restraint and seclusion practices.

10. Behaviour as Learning: Connection Before Correction

Regulation precedes reasoning. We prioritise connection before correction, then scaffold reflection and problem-solving. We use restorative conversations to help learners understand impact and make amends.

Core restorative questions:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected and how?
4. What can we do to make things right?

As part of **restore and repair**, amends may be verbal, written, symbolic or practical.

11. Logical Consequences

Consequences are protective (safety and rights of others) and/or educational (learning for next time). They are logical, proportionate, dignified and time-limited, and they run alongside relational support and skill-building.

Protective consequences may include:

- Increased adult support/ratios or adjusted timetable.
- Access to outside space or alternative/differentiated teaching space.
- Supported movement during high-stress contexts.

- In rare cases, short-term removal from specific activities while protective measures are put in place.
- *(All protective measures pair with education and repair.)*

Educational consequences may include:

- Completing or re-doing work impacted by behaviour.
- Rehearsal/modelling of prosocial alternatives.
- Practical repairs where appropriate (fix/clean, help to restore).
- Reflect-repair-restore activities to understand impact and make amends.

12. Supporting Those Harmed

When someone is harmed (physically or emotionally), we ensure safety, provide first aid/medical support where required, escalate in line with the Safeguarding and Child Protection Policy, and offer timely relational support. We reduce guilt/anxiety through reassurance, and we make support offers explicit and easy to access.

Examples of additional support that may be offered include:

Immediate emotional and relational support

- A calm, trusted adult staying with the learner or staff member until they feel settled.
- Reassurance that they are safe, believed, and not at fault for having a stress response.
- Quiet, low-stimulus space to recover emotionally or physically.
- Normalising feelings (“It makes sense you felt scared/angry/worried — you’re not alone.”).

Practical safety and wellbeing support

- Arranging for a familiar adult to accompany the person back into routine when they are ready.
- Providing comfort items, sensory tools or grounding strategies.
- Adjusting the timetable or environment temporarily to promote a sense of safety.

Communication and reflection (when appropriate)

- Offering a supportive check-in once regulated (“How are you feeling now? What would help?”).
- Helping them put their experience into words using non-leading, trauma-aware language.
- Giving space to express feelings through writing, drawing or supported conversation.

Repairing relationships

- Facilitated restorative conversation when appropriate and only if the learner is ready.
- Clear reassurance that relationships remain intact and that adults are committed to repair.

Coordination with the wider support network

- Contacting parents/carers/guardians to offer reassurance and outline support provided.
- Making internal referrals to pastoral, wellbeing or mental health support teams.
- Engaging therapeutic, clinical or multi-agency professionals if patterns or needs emerge.

Follow-up and ongoing support

- Checking in later the same day and during subsequent days if needed.
- Updating personalised plans or risk assessments to reduce the likelihood of recurrence.
- Ensuring staff wellbeing support is offered where incidents have been distressing.

Escalation

When thresholds for escalation are met — for example, when there is immediate risk, significant distress, or indicators of a safeguarding concern — staff follow the 'Safeguarding and Child Protection' Policy. Escalation is always used to increase safety and support, never as a disciplinary response. Help is requested early, communication is clear, and the learner remains at the centre of our decision-making. Once safe, we follow up with appropriate support, recording and review to ensure learning and prevention.

13. Risk Assessment and Positive Behaviour Support Plans

We use dynamic and formal risk assessment to anticipate stressors and agree strategies that keep everyone safe and learning. Plans identify early signs of dysregulation, effective responses, roles, and escalation/withdrawal strategies. Plans are co-produced with the learner (where possible) and with families/carers and relevant professionals.

Each pupil has a bespoke risk assessment tailored to their needs and support which can be found on the schools shared drive for all staff to gain access to.

14. Screening, Searching and Confiscation

To maintain a safe and predictable learning environment, staff may act to prevent harm, protect the wellbeing of learners and uphold site expectations. Screening, searching and confiscation are permitted safety measures and must always be carried out in a way that is lawful, necessary, proportionate, respectful and trauma-responsive.

Any search or confiscation is approached calmly, with clear communication, and with attention to the learner's dignity and emotional safety. High-value, prohibited or inappropriate items are handled sensitively, with timely communication to parents/carers/guardians and clear arrangements for return or secure storage.

Where possible, staff use relational approaches and conversation first. Searches are only undertaken when justified, and by staff who understand the correct procedures for the nation in which the site operates.

15. Suspension / Exclusion

Suspension / Exclusion is a last-resort safety measure used only when other proportionate, preventative and restorative responses have been tried or would not keep people safe. Decisions are evidence-based, necessary and time-limited, with clear communication to Learners and families, and suitable education arrangements maintained. We apply PBS throughout—exploring triggers, adapting environments, and agreeing regulation strategies—and, where suspension / exclusion occurs, we plan for reintegration that restores relationships, strengthens support and protects learning access (including SEND considerations).

16. Recording, Reporting and Data

We record significant behaviour incidents, restrictive interventions, discriminatory incidents, and safeguarding concerns promptly and accurately. Data is used to:

- Identify patterns and triggers;
- Assess equity and disproportionality;
- Inform personalised plans and site-wide improvements;
- Provide assurance to leaders and governors/trustees.

17. Data Insight, Learning Reviews and Improvement (Universal)

Leaders undertake regular reviews of behaviour data, incident reports, and stakeholder feedback to evaluate impact and drive improvement. Post-incident reviews focus on learning and prevention, not blame. Findings inform training, environment adjustments, curriculum, and planning.

18. Roles and Responsibilities

Headteacher

- Leads and sets the tone for PBS and relational practice.
- Ensures training, supervision and resourcing.
- Oversees local adaptations and compliance.
- Authorises high-level decisions (e.g., protective measures) in line with national frameworks.

Senior Leadership Team (SLT)

- Implements and monitors this policy.
- Oversees personalised planning and risk.
- Supports staff wellbeing and professional judgement.
- Engages families and the multi agency team.

Teachers/Tutors and Staff Team

- Apply PBS and relational practice consistently.
- Teach, model and rehearse prosocial skills.
- Record incidents accurately and on time.
- Co-produce and review learner plans with the education team and multi agency team.

Learners

- Engage with learning, practise strategies, and participate in restore and repair processes.
- Share their views on what helps them feel safe, regulated and included.

Parents/Carers/Guardians and Professionals

- Collaborate with the site; share relevant information.
- Participate in planning and reviews to support consistency across contexts.

19. Inclusion, Equity and Additional Needs

We will always endeavour to understand behaviour, support wellbeing, and make **reasonable adjustments** to enable progress and engagement. Many behaviours reflect underlying communication, sensory, medical or neurodevelopmental needs. We integrate PBS with the **SEND** processes and with multi-agency support to ensure learners' needs are met.

Our aim is to help learners return to their **window of tolerance**, so they can connect, learn and thrive.

20. Training and Professional Development (Universal)

All staff receive role-appropriate training in PBS, trauma-responsive and relational practice, de-escalation, restorative approaches, equality and inclusion, and recording/reporting standards. Training is inducted, refreshed, and quality-assured.

21. Monitoring, Quality Assurance and Compliance

Compliance is monitored through learning walks, observation, record audits, incident analysis, stakeholder feedback and governance oversight. Findings inform targeted improvement.

22. Publishing and Communication

Owner: Headteacher (or delegated SLT lead).

This policy will be published to staff, learners (in accessible formats), and parents/carers/guardians, with versions appropriate to audience and reading age. Alternative formats will be provided on request to meet accessibility needs.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

23. Bullying and Cyber-Bullying

Bullying definition

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated.

Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community. The Vision and Values of the school should lead to a diminishing of any such behaviour.

The Anti-Bullying Alliance defines bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" (2015). It can happen face-to-face or through cyberspace (on-line, via social media or texting).

We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

- **S**everal
- **T**imes
- **O**n
- **P**urpose

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gesture, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft of extortion
- Persistent bullying

Bullying could be based on many things, including:

- Race
- Religion or belief
- Special Educational Needs or disability
- Culture or class
- Appearance or health conditions
- Sexual orientation or Gender identity (homophobic, biphobic, transphobic)
- Gender
- Related to home or other personal circumstances

Responding to bullying

1. Staff will record the bullying incident centrally on Behaviour Watch.
2. The Head Teacher, Sean Di Sora will monitor incident reporting on Behaviour Watch.
3. If an incident does occur the designated school staff will produce a report summarising the information which the Head Teacher will report to the Regional Lead/Proprietor Representative.
4. Support will be offered to the victim of the bullying from staff within the school setting.
5. Staff will proactively respond to the bully who may require support from the Occupational Therapists, Speech and Language Therapists or the Counsellor.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Within Linton Schools' provision we do not tolerate injustice and bullying whether it takes place inside or outside of school. The nature of cyber bullying in particular means that it can impact on pupils beyond the school day. Staff, parents, carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

The school is active in addressing responsible and respectful use of social media. The school is active in supporting parents and carers to take responsibility for their child's respectful use of social media especially in such a fast changing environment. Staff will assess whether any other authorities (such as police or local authority) need to be involved.

Cyber-Bulling Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Preventing and addressing cyber-bullying
To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Form Tutors will discuss cyber-bullying with their tutor groups.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes Personal, Social, Health and Economic (PSHE) education, and other subjects where appropriate.

All staff, Regional Lead/Proprietor Representative and volunteers (where appropriate) receive training on Cyber-Bullying, its impact and ways to support pupils, as part of safeguarding training.

In relation to a specific incident of Cyber-Bullying, the school will follow the processes set out in the school Behaviour Policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

School's strategies to prevent and tackle bullying
We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community.
- We use a pupil-friendly information to ensure that all pupils understand the what bullying is and know how to report bullying.
- The whole school curriculum is used to highlight and explore the anti-bullying commitment of the school. There are more extensive opportunities to explore anti-bullying themes within the PSHE programme of study which includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- Bespoke curriculums explore the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Restorative justice systems provide support to victims of bullying and those who show bullying behaviour.

- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the school council.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Please see Linton School's Anti-Bullying and Online Safety policy for more details.

24. Mobile Phones

Use of Mobile Phones and Smart Devices

Purpose

This Local Operating Procedure (LOP) sets out how the school manages the possession and use of mobile phones and other smart devices by pupils during the school day.

The procedure is designed to:

- Promote a calm, safe and focused learning environment.
- Safeguard pupils and staff.
- Minimise distraction and disruption to learning.
- Reduce risks associated with cyberbullying, online harm, inappropriate photography and social media misuse.
- Comply with Department for Education (DfE) statutory guidance on mobile phones in schools and the school's Behaviour, Safeguarding, ICT Acceptable Use and Child Protection policies.

Scope

This procedure applies to:

- All pupils.
- All teaching and support staff.
- Volunteers and contractors working within the school.
- Visitors whilst on school premises.

The term mobile phone includes:

- Smartphones.
- Internet-enabled phones.
- Smart watches.
- Tablets with communication capability.
- Any device capable of making calls, sending messages, accessing social media, recording images, audio or video, or receiving notifications

In accordance with current DfE statutory guidance, the school operates as a **mobile phone-free environment during the school day**.

Any exception must be authorised by the Headteacher or Designated Safeguarding Lead (DSL) and recorded where appropriate

Arrangements for Bringing Phones to School

Where parents permit pupils to bring mobile phones for travel to and from school:

On Arrival

Pupils must:

1. Switch mobile phones off or place them in flight mode.
2. Hand them immediately to staff on arrival to be stored securely:

During the Day

Phones must remain inaccessible to pupils.

At the End of the Day

Phones may only be accessed after dismissal from the school day or once pupils have left the school site.

Staff Responsibilities

All staff must:

- Model appropriate device use.
- Enforce this procedure consistently.
- Challenge unauthorised phone use.
- Report safeguarding concerns arising from mobile device misuse.
- Follow GDPR and school data protection requirements when handling confiscated devices.

Staff should avoid personal mobile phone use in the presence of pupils except where operationally necessary

Parent and Carer Communication

The school will:

- Communicate the mobile phone policy at regular intervals
- Explain the rationale for restrictions on mobile phone use.
- Encourage parents/carers/social workers to contact the school admin rather than pupils directly during the school day.

In emergencies, communication between parents and pupils will be facilitated through the school admin.

Safeguarding Considerations

The school recognises that unrestricted mobile phone access can increase risks relating to:

- Cyberbullying.
- Online exploitation.
- Exposure to harmful content.
- Unauthorised photography and filming.
- Peer-on-peer abuse.
- Social media misuse.

Any misuse presenting a safeguarding concern will be referred immediately to the DSL and managed in accordance with Keeping Children Safe in Education (KCSIE) and the school's safeguarding procedures.

Reasonable Adjustments and Exceptions

Reasonable adjustments may be made where required under the Equality Act 2010.

Exceptions may include pupils who require access to a device because of:

- A medical condition.
- Disability-related support.
- Assistive technology requirements.
- Specific safeguarding arrangements.
- Exceptional circumstances authorised by the Headteacher (only).

Examples may include diabetes monitoring applications or medical alert systems.

All exceptions must be formally authorised and risk assessed where necessary.

Breaches of the Mobile Phone Procedure

Initial Response

Where a pupil is found to be in possession of, using or accessing a mobile phone or smart device at school:

- Staff will respond calmly and professionally.
- Pupils will be given a clear reminder of the school's expectations.
- Where appropriate, pupils will be encouraged to hand over the device voluntarily.

These are considered reasonable requests and supportive interventions

Failure to comply

Where a pattern of unauthorised phone use is identified, the school may implement:

- Parents/carers will be contacted and asked to attend to remove the phone/device
- Pupils may be returned home (if safe and appropriate) to comply with the policy – particularly in attempts to safeguard ALL at site.
- Parents/carers will support the school in its implementation of these safeguarding measures.

Serious Misuse

More serious incidents may include:

- Recording or photographing others without permission.
- Sharing images, videos or personal information.
- Cyberbullying or online harassment.
- Accessing inappropriate online content.

In these circumstances the school may:

- Confiscate the device in accordance with school procedures.
- Inform parents/carers.
- Refer the matter to the Designated Safeguarding Lead (DSL).
- Implement behaviour or safeguarding measures proportionate to the level of risk.
- Seek support from external agencies where appropriate.

Safeguarding Considerations

Any misuse involving online safety concerns, peer-on-peer abuse, exploitation, criminal behaviour, self-harm risk or threats to the safety of others will be managed under the school's Safeguarding and Child Protection Policy and may result in referral to external agencies, including the police where necessary. The school will act in line with Department for Education guidance on mobile phones in schools and safeguarding responsibilities

Storage and Liability

The school will take reasonable steps to safeguard confiscated or stored devices.

However:

- Pupils bring devices to school at their own risk.
- Parents remain responsible for ensuring appropriate insurance cover.
- The school accepts liability only where negligence can be demonstrated.

Monitoring and Review

The Headteacher and Proprietor/Governing Body will review:

- Behaviour incidents involving mobile phones.
- Safeguarding referrals involving technology misuse.
- Compliance with DfE statutory guidance.
- Feedback from staff, parents and pupils.

This procedure will be reviewed annually or following changes to legislation or DfE guidance.

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in July 2027.

Appendix A – England

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in England.

Working Together to Safeguard Children (Dec 2023)

- **Means:** Statutory multi-agency guidance on help, protection and child-centred practice for all school and under 18 FE provision.
- **Requires:** Effective multi-agency arrangements, timely referrals, lawful information sharing and clear safeguarding oversight that interfaces with behaviour/PBS.
- **Our stance:** Behaviour/PBS is delivered within a strong safeguarding culture that acts early and collaborates well.

- **Implementation example:** Local safeguarding pathway map with escalation routes; decision logs attached to behaviour incidents.
  Links: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Keeping Children Safe in Education (KCSIE) (in force 1 Sep 2026)

- **Means:** Statutory guidance for schools and colleges on safeguarding, safer recruitment and managing concerns for under-18s in any site.
- **Requires:** Up-to-date policies, DSL/Deputies, training/induction, early help processes and robust record-keeping that align with behaviour/PBS systems.
- **Our stance:** PBS is embedded within KCSIE-compliant systems, training and oversight.
- **Implementation example:** Annual DSL report to governance showing links between behaviour trends and safeguarding actions.
  Links: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Behaviour in Schools: Advice for Headteachers and School Staff (Feb 2024)

- **Means:** Non-statutory DfE guidance for all school types and under 18 FE provision on designing and running behaviour systems.
- **Requires:** Behaviour curriculum, consistent routines, restorative responses, SEND-aware practice and transparent policy implementation.
- **Our stance:** We implement a PBS, trauma-responsive, restorative model with clear routines and relational practice.
- **Implementation example:** Behaviour policy with PBS principles; restore/repair flow; staff toolkit and coaching notes.
  Links: https://www.gov.uk/government/publications/behaviour-in-schools--2

School Suspensions and Permanent Exclusions (Aug 2024)

- **Means:** Statutory guidance on suspensions, permanent exclusions, duties to inform/educate and review processes.
- **Requires:** Lawful, proportionate decisions; timely notifications; suitable education from day 6; governance monitoring and data use.
- **Our stance:** Exclusion is a **last resort**; PBS planning, alternatives and reintegration are expected.
- **Implementation example:** Exclusion file with evidence of alternatives tried, decision rationale and reintegration plan.
  Links: https://www.gov.uk/government/publications/school-exclusion

Searching, Screening and Confiscation in Schools (Jul 2023)

- **Means:** Guidance on lawful, necessary and proportionate searching/screening powers and confiscation processes.
- **Requires:** Clear authorisation, witnessing/recording, respectful conduct, secure handling/return and family communication.

- **Our stance:** Use relational de-escalation first; search only when justified; maintain dignity and clear records.
- **Implementation example:** Search register capturing authoriser, witness, rationale, outcome and same-day contact.
  Links: https://www.gov.uk/government/publications/searching-screening-and-confiscation
-

Restrictive Interventions, including use of reasonable force, in schools (effective 1 Apr 2026)

- **Means:** New DfE framework that places "reasonable force" within restrictive interventions, strengthening prevention, recording and parental reporting.
- **Requires:** Last-resort, necessary and proportionate use only; detailed incident recording and prompt parental notification; continual reduction focus.
- **Our stance:** We reduce restrictive practices year-on-year; each incident triggers a learning review and plan update.
- **Implementation example:** Post-incident review template with environmental adjustments and strategy changes.
  Links: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

The Education (Independent School Standards) Regulations 2014

- **Means:** Legally binding standards for independent schools (quality of education; welfare/health/safety; premises; information; complaints; leadership).
- **Requires:** Fit-for-purpose behaviour/safeguarding policies, safe premises and compliant information/complaints handling.
- **Our stance:** Behaviour/PBS, safeguarding and complaints are mapped to Parts 1, 3, 7 and 8.
- **Implementation example:** Standards compliance matrix with evidence references and review dates.
  Links: https://www.legislation.gov.uk/uksi/2014/3283

Ofsted – Education Inspection Framework (Nov 2025)

- **Means:** Framework for inspection of non-association independent schools and FE & skills providers.
- **Requires:** Evidence of behaviour culture, personal development, safeguarding and leadership impact in triangulated form.
- **Our stance:** PBS impact is triangulated through data, learner voice and observation.
- **Implementation example:** Termly PBS dashboard feeding SEF and improvement plan.
  Links: https://www.gov.uk/government/publications/education-inspection-framework

SEND Code of Practice: 0 to 25 Years (updated Sep 2024)

- **Means:** Statutory guidance for SEND across **schools and FE**; graduated response, co-production and access arrangements.
- **Requires:** Personalised planning (incl. behaviour support), reasonable adjustments and review cycles linked to learning access.
- **Our stance:** Behaviour support is integrated with SEND processes and curriculum access.
- **Implementation example:** Joint behaviour/SEND plan with regulation strategies, environmental adaptations and review dates.
  Links: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Appendix B – Wales

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in Wales.

Keeping Learners Safe 2022

- **Means:** Statutory safeguarding guidance for all educational settings, including independent schools and FE.
- **Requires:** DSP arrangements, safer recruitment, recording/monitoring and effective multi-agency working aligned with behaviour/PBS.
- **Our stance:** PBS operates within robust safeguarding governance and early help pathways.
- **Implementation example:** DSP termly report linking behaviour trends to referrals and early help actions.
  Links: https://www.gov.wales/keeping-learners-safe

Reducing Restrictive Practices Framework (Updated 2024)

- **Means:** National framework to reduce restrictive practices across education, health and social care, emphasising rights and prevention.
- **Requires:** Prevention/de-escalation first, oversight, recording/monitoring and continuous reduction planning at site level.
- **Our stance:** Restrictive practices are last resort; data-led reduction is expected.
- **Implementation example:** Site reduction plan with trend analysis and action tracking.
  Links: https://www.gov.wales/reducing-restrictive-practices-framework

Exclusion from Schools and Pupil Referral Units (Apr 2024)

- **Means:** National guidance on lawful exclusions, processes and duties for schools/PRUs in Wales.
- **Requires:** Alternatives explored, timely notifications, compliant reviews and reintegration planning.

- **Our stance:** Exclusion is a last resort; PBS and reintegration underpin decisions.
- **Implementation example:** Exclusion log with reintegration plans and ALN considerations.
  Links: https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru

Independent School Standards (Wales) Regulations 2024 (in force 14 Feb 2024)

- **Means:** Legal standards for **independent schools** in Wales (education, welfare/health/safety, leadership, information, complaints).
- **Requires:** Strengthened safeguarding (training/DBS cycles), rights-based practice and proprietor-level accountability for compliance.
- **Our stance:** Behaviour/PBS, safeguarding and complaints are mapped and evidenced against these Standards.
- **Implementation example:** Proprietor compliance tracker covering behaviour, safeguarding and complaints clauses.
  Links: https://www.legislation.gov.uk/wsi/2024/27/made

Estyn – What and How We Inspect: Independent Schools (2024)

- **Means:** Estyn's inspection approach and evaluation areas for independent schools.
- **Requires:** Evidence of wellbeing/care/support/guidance, safeguarding culture, leadership and improvement.
- **Our stance:** PBS impact is triangulated through data, voice and observation within inspection areas.
- **Implementation example:** SEF sections cross-referencing PBS outcomes to Estyn inspection areas.
  Links: https://estyn.gov.wales/app/uploads/2024/08/What-and-how-we-inspect-independent-schools.pdf

Estyn – What We Inspect: Independent Specialist Colleges (2024)

- **Means:** Inspection framework for **independent specialist colleges (post-16)** in Wales.
- **Requires:** Evidence on wellbeing, safeguarding effectiveness and learner support that aligns with PBS.
- **Our stance:** FE sites integrate PBS with ILPs/IDPs and post-incident learning reviews.
- **Implementation example:** Debrief outcomes feeding curriculum and support adjustments in learner plans.
  Links: https://www.estyn.gov.wales/system/files/2024-07/What%20We%20Inspect%20-%20Independent%20specialist%20colleges%20-%202024_0.pdf

Additional Learning Needs (ALN) Code for Wales 2021

- **Means:** Statutory code for ALN/ALP across schools and FE; rights-based, person-centred planning and coordination.

- **Requires:** Early identification, IDPs, multi-agency collaboration and reasonable adjustments that also inform behaviour support.
- **Our stance:** PBS is personalised via IDPs and reviewed regularly with families and the multi agency team.
- **Implementation example:** IDP with regulation strategies, environment adaptations and review cycle.
  Links: https://www.gov.wales/additional-learning-needs-code

Appendix B - Scotland

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in Scotland.

Included, Engaged and Involved – Part 3: Physical Intervention in Schools (Nov 2024)

- **Means:** National relationships- and rights-based guidance on physical intervention, restraint and seclusion in schools.
- **Requires:** Prevention/de-escalation first; last-resort use; recording/notification; post-incident support and learning review.
- **Our stance:** Sites track and reduce restrictive practices through reflective reviews and plan updates.
- **Implementation example:** Restrictive practice dataset with actions and governance oversight minutes.
  Links: https://www.gov.scot/publications/included-engaged-involved-part-3-relationships-rights-based-approach-physical-intervention-schools/

National Guidance for Child Protection in Scotland (updated 2023)

- **Means:** National expectations for child protection processes; applies to all schools including independent.
- **Requires:** Clear procedures, timely referral/strategy discussion, robust recording and oversight.
- **Our stance:** Behaviour/PBS sits within GIRFEC-aligned safeguarding practice.
- **Implementation example:** Child protection decision log cross-referenced to behaviour incidents and plan changes.
  Links: https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/documents/

Getting It Right For Every Child (GIRFEC) — policy hub

- **Means:** National wellbeing approach (SHANARRI), planning and multi-agency coordination across services.
- **Requires:** Child's plan/lead professional, proportionate information sharing and needs-led support aligned to behaviour regulation.
- **Our stance:** PBS aligns to GIRFEC values and planning tools for consistency and voice.

- **Implementation example:** Child's plan with co-produced regulation strategies and review chronology.
  Links: https://www.gov.scot/policies/girfec/

How Good Is Our School? (HGIOS4) — HMIE landing (page updated 17 Dec 2025)

- **Means:** National **self-evaluation** framework used by inspectors; focuses on wellbeing/equality/inclusion and leadership for improvement.
- **Requires:** Triangulated evidence of wellbeing, behaviour culture and leadership impact.
- **Our stance:** PBS evidence is built into SEF (QI 3.1 and leadership QIs) with data, voice and observation.
- **Implementation example:** SEF extracts with PBS impact statements and sampling plan for learning walks.
  Links: https://educationinspectorate.gov.scot/inspection-frameworks/hgios4/

Included, Engaged and Involved – Part 2: Exclusions (2017)

- **Means:** National guidance to prevent and manage school exclusions, emphasising early intervention and reintegration.
- **Requires:** Lawful processes, alternatives to exclusion and structured reintegration planning.
- **Our stance:** Exclusion is a last resort; staged intervention and PBS lead decision-making.
- **Implementation example:** Exclusion file with staged interventions, learner voice and reintegration outcomes.
  Links: https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/