

Building resilience not reliance.



Good Behaviour Policy

We are a Rights Respecting School in accordance with UNICEF (United Nations Children's Fund). Our aim is to promote and protect the rights of all children in Ganton School to an education, to be healthy, to have a childhood, to be treated fairly and to be heard so that they can survive, grow, participate and fulfil their potential. Ganton School puts the United Nations Convention on the Rights of the Child (CRC) at the heart of all policies, practice and ethos.

Everyone at Ganton School who comes into contact with children and families has a role to play in safeguarding and promoting the welfare of children by;

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Headteacher: Mr Alec Young

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An inclusive community committed to excellence in personalised learning and well-being.

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Building resilience not reliance - An inclusive community committed to excellence in personalised learning and well-being.

1. Introduction & Objectives

This Behaviour Policy reflects the ethos and restorative approach of Ganton School, aligned with statutory guidance and Humber Education Trust expectations. It sets out how we create a safe, inclusive and respectful environment where pupils can flourish, relationships can thrive, and behaviour is understood as a form of communication. We are committed to building resilience, not reliance, and to supporting pupils in managing their behaviour with dignity and respect.

It outlines guidance to staff on how to best support our pupils. This policy should be read in conjunction with the school's exclusions and suspensions policy, anti-bullying policy, SEND and safeguarding and child protection policy, all of which can be found on the school's website. It will be reviewed annually by the Local Governing body.

2. Legislation & Guidance

This policy is underpinned by the following legislation and statutory guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 2011
- DfE Behaviour in Schools (2022)
- DfE Searching, Screening and Confiscation (2022)
- Keeping Children Safe in Education (2025)
- Use of Force Guidance (2012)
- Prevent Strategy (2011)
- Teacher Standards (DfE)
- Humber Education Trust Policies

3. Aims and Ethos of the School

At Ganton School, we believe behaviour management is not a separate element of school life but is woven into everything we do. All behaviour is a form of communication, often reflecting feelings, experiences, or perceptions of a situation.

We adopt a restorative approach, promoting positive relationships and focusing on repairing harm and strengthening community. Pupils and staff are encouraged to reflect on the impact of their actions, listen empathetically, and work together to find constructive solutions. This approach builds respect, trust, and safety, forming the foundations for outstanding teaching and learning.

Staff model positive behaviour at all times, demonstrating good manners, respect, and socially acceptable behaviour both inside and outside school. We promote confidence, self-worth, responsibility, and the ability to accept praise and constructive feedback. The

SCERTS model (Social Communication, Emotional Regulation and Transactional Support) underpins our practice, helping pupils develop the resilience and skills to manage their emotions and behaviour.

We value the partnership between school and parents/carers, recognising the importance of home life and experience. Together, we aim to create a safe, supportive and inclusive environment where pupils can thrive.

The school aims to:

- Promote positive relationships that safeguard pupils and create an effective learning environment.
- Maximise the quality of learning so all pupils can achieve their potential.
- Support pupils to understand the implications of their behaviour and take responsibility for their actions.
- Ensure every member of the school community feels valued, respected and treated fairly.
- Foster mutual respect between pupils, staff and the wider community.
- Raise awareness of health and safety to ensure behaviour does not place others at risk.
- Support pupils in recognising and managing their emotions and reactions.
- Provide guidance for staff and pupils on physical intervention and appropriate physical contact, for the rare occasions when it may be needed.

4. Roles and Responsibilities

Trustees

- Set the ethos and core values across Humber Education Trust, promoting high standards of behaviour.
- Approve the Scheme of Delegation, delegating responsibility for school Behaviour Policies to Local Governing Bodies.
- Hold the CEO to account for ensuring schools apply the Behaviour Policy consistently and effectively

Chief Executive Officer (CEO)

- Ensure schools adopt the Trust's model Behaviour Policy (adapted to context) and review its impact.
- Report to Trustees on educational outcomes, behaviour management, support strategies, and early intervention.
- Ensure senior staff receive regular CPD and training on behaviour management and restorative practice.

Local Governing Body (LGB)

- Review and monitor the application of this policy through reports from the Headteacher.
- Scrutinise data on behaviour incidents, exclusions, suspensions, searches, and removals from class.
- Ensure that behaviour systems are applied fairly and proportionately, addressing any disproportionate impact on groups of pupils.
- Challenge and support the Headteacher on decisions related to behaviour and exclusions.

Headteacher

- Lead the development, communication, and consistent application of the Behaviour Policy.
- Ensure lessons are well led and behaviour management is effective.
- Provide guidance and support to staff on strategies, ensuring pupils are supported appropriately.
- Monitor staff practice and evaluate the effectiveness of behaviour management across school.
- Act as the point of escalation for serious incidents, exclusions, or safeguarding concerns.

Senior Leaders (SLT)

- Identify and meet staff training needs.
- Support pupils and staff in applying behavioural strategies.
- Promote positive behaviour and ensure consistency across school.
- Monitor and analyse data trends and report findings to SLT and SEN teams.
- Oversee accurate and timely recording of behaviour logs, risk assessments, behaviour plans and incident books.
- Lead debriefs after incidents and ensure staff are held accountable for following the policy.
- Model curiosity by asking “why” behaviours occur, ensuring solutions are preventative as well as responsive.

Team Teach Tutors

- Lead, monitor, and develop Team Teach training across the school.
- Evaluate the quality of interventions and the accuracy of records.
- Review the relationship between restrictive physical interventions (RPI) and Behaviour Support Plans (BSP).

Staff (Teachers, Support Staff, Therapists and Other Adults)

- Apply the Behaviour Policy fairly, consistently, proportionately, and without discrimination.
- Make reasonable adjustments for pupils with SEND or vulnerabilities.
- Model positive behaviour and promote a respectful, inclusive learning ethos.
- Teach routines, support pupils to meet expectations, and use praise and reward to reinforce positive behaviour.
- De-escalate incidents and use preventative strategies in preference to sanctions.
- Deal with incidents of bullying, aggression, discrimination, or derogatory language swiftly and effectively.
- Record all significant incidents and physical interventions promptly and accurately.
- Contribute to Behaviour Support Plans and develop strategies tailored to pupils' needs.
- Communicate with parents regarding concerns, attendance, or progress.
- Engage in CPD and training to continually improve practice.

Parents and Carers

- Inform the school of any significant changes, medical needs, or behaviour challenges at home.
- Ensure their child attends school regularly, punctually, appropriately dressed, and ready to learn.
- Support their child's learning, homework, and behaviour expectations at home.

- Work in partnership with the school, attending meetings and reviews as required.
- Attend parents' evenings and support reintegration following suspensions.
- Supervise their child during suspension, ensuring they are not in public without reasonable justification.

Pupils

- Treat peers, staff, and visitors with respect, kindness, and fairness.
- Follow routines, rules, and expectations to the best of their ability.
- Take responsibility for their actions and reflect on their impact on others.
- Engage in restorative conversations when conflict arises.
- Seek help from staff when worried, upset, or unsafe.
- Contribute positively to school life and relationships within the community.

5. Promoting Positive Behaviour

All staff are expected to model positive behaviour at all times, acting as role models for pupils to follow. Behaviour management is embedded into daily school life and delivered through restorative practice, explicit teaching of routines, and consistent reinforcement of expectations.

Pupils are explicitly taught:

- **Simple daily routines** such as using an in-session strip, walking safely through the building, and taking turns.
- **Special routines** including fire evacuation procedures and behaviour expectations for events such as Christmas dinner, sports day or assemblies.
- **Community-based routines** such as walking safely on the pavement, waiting appropriately, and paying in a shop.

We do not assume that pupils know how to behave in every situation; therefore, routines are explicitly taught, practised, and reinforced through supportive feedback. Rules and expectations may be adapted by teachers according to key stage, ability or SEND needs. These should remain simple, involve pupil voice, and be introduced at the start of the term and revisited regularly.

Staff are mindful of the three key relationship factors that influence behaviour:

- **Relationship with self:** Pupils who lack confidence or hold a poor view of themselves may display challenging behaviours. Staff work to build self-esteem and resilience.
- **Relationship with others:** Behaviour is often influenced by social interactions. Positive, respectful relationships between pupils, staff and peers are essential.
- **Relationship with the curriculum:** A meaningful, engaging and motivating curriculum reduces the likelihood of negative behaviours and promotes success.

Staff analyse their own practice and adapt environments to meet pupils' needs. Visuals, structured routines, and de-escalation strategies are embedded to support regulation and prevent conflict. Behaviour is separated from the child; punitive or shaming practices are avoided. Positive relationships, praise, encouragement and restorative conversations are central to creating a safe, inclusive and supportive learning environment.

6. Consistent Management of Behaviour

6.1 Our pupils benefit from consistent responses and familiar routines. Teachers should teach positive behaviour as part of everyday learning and should use a range of techniques to encourage and discourage a range of behaviours. Positive behaviours can be reinforced by selected rewards for example, positive phone calls home or notes to parents. Some pupils may need more tangible rewards and used well these can be great motivators in promoting positive behaviours.

It is important that staff share their behavioural expectations. The use of visuals to explain activities helps pupils prepare for what is coming next and eases transitions from one activity to the next.

6.2 Previously known behaviours displayed by a pupil should not come as a surprise; therefore, a planned approach to positive behaviour management is the key to successful outcomes. Staff should work to the principle that 95% of incidents can be managed through de-escalation. Staff must provide processing time when giving a pupil instruction and use other augmentative communication where necessary. Confronting or openly challenging a pupil can produce a fight or flight response if a pupil is feeling anxious or upset. If possible, give time for pupils to think and process. It is important after dealing with an incident that it is then 'finished' and not revisited at a later time and place. This helps to prevent the feeling of failure and prevents the reinforcement of negativity. Pupils need to feel that they belong and are valued. It is of utmost importance that we understand the behaviour and separate 'the behaviour from the child.' Labelling children is unacceptable. We do not 'become' our behaviour. The use of punitive measures will not be accepted. Nor will we accept sarcasm, derogatory language or shouting from staff.

7. Assessing the needs of pupils with behaviours that cause concern

It is not always possible to immediately identify reasons why pupils behave in the way that they do, sometimes it is as a result of their diagnosis, home background, social difficulties, or many other causes. Behaviour is often communication, and staff should take time to consider what the pupil may be communicating through their behaviour. For these reasons, it is important to carefully monitor and record patterns of behaviour throughout the day over a period, incorporating different types of prevention strategies. This is done through the use of STAR charts (Setting, triggers, antecedents, results) and CPOMS recording. These help us to understand why behaviours occur and what the child is communicating. They also help us to look at frequency, context, and levels of behaviour.

8 Restrictive interventions including use of reasonable force

8.1 The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Head Teacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.

8.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises e.g on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time.

8.3 There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the school or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

8.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a pupil or limits their movement, and this may or may not include direct physical contact. Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a pupil or limits their movement, and this may or may not include direct physical contact. The DfE statutory guidance states that holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. *This will be avoided where at all possible.*

8.5 Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- 8.5.1 Physically obstructing the pupil's way of leaving the place,
- 8.5.2 Securing the place so that the pupil cannot leave it, or
- 8.5.3 Causing the pupil to believe that they will be punished if they leave the place.

8.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- 8.6.1 Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- 8.6.2 Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- 8.6.3 The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

8.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

8.8 Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The school recognises that some pupils with SEND may react to distressing or confusing situations by displaying

behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The school will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND pupils and the academy's approach generally, but in the context of restrictive interventions this might include:

- 8.8.1 Pupil Positive Behaviour Support Plan
- 8.8.2 Risk assessments.
- 8.8.3 Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- 8.8.4 Distracting techniques.

8.9 The school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

8.10 Whole-school measures include:

- 8.10.1 Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- 8.10.2 Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
- 8.10.3 Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
- 8.10.4 Development of working staff-pupil relationships and trust.
- 8.10.5 Recording and analysing data on the use of restrictive interventions to inform improvement planning.

8.11 Individual approaches could include:

- 8.11.1 Working closely with parents to support individual pupils
- 8.11.2 Implementing strategies to support individual pupils based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a pupil has a disability, the school has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers
- 8.11.3 Giving pupils time, space and strategies to calm down before their behaviour escalates

8.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the school's safeguarding system:

- 8.12.1 Names of pupils and staff directly involved.
- 8.12.2 Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- 8.12.3 Time, date, location and approximate duration of the intervention.
- 8.12.4 A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- 8.12.5 A brief account of why the use of force was assessed as necessary in that instance.
- 8.12.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- 8.12.7 The pupil's account of what happened, as well as any witness accounts.

8.13 A report will also be made to parents where there is a significant use of force, apart from where:

- 8.13.1 It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

8.14 A report of the incident made to parents will include the following details as a minimum:

- 8.14.1 Time, date, location and approximate duration of the intervention.
- 8.14.2 Brief account of why the intervention was assessed as necessary in that instance.
- 8.14.3 Brief account of what type of force was applied, and the degree of force.
- 8.14.4 Details of any physical injuries sustained, if applicable.

8.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

- 8.15.1 Names of pupil and staff directly involved.
- 8.15.2 Time, date, location and approximate duration of the intervention.
- 8.15.3 Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- 8.15.4 A brief account of why the intervention was assessed as necessary in that instance.
- 8.15.5 Details of any physical injuries sustained, if applicable.
- 8.15.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

8.16 Apart from in the circumstances as set out in 8.13, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's Positive Behaviour Support Plan. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

8.17 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 8.12-8.14 will be used, with parents not needing to be informed twice.

8.18 The school will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

8.19 Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

8.20 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will 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, in accordance with the school's duties under the Health and Safety at Work etc. Act 1974.

8.21 The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

9 Positive Behaviour Support Plans (PBSPs)

- PBSPs act as **Safe Systems of Work** under Health and Safety law and must be consistently followed by all staff.
- Plans outline proactive strategies, communication methods, rewards, and agreed interventions.
- Reviewed at least annually (and sooner if behaviour changes), with input from staff, parents, and, where appropriate, pupils.
- Parents are fully informed and consulted; permission may be sought to share plans with external agencies for consistency.

9.2 Risk Management and Duty of Care

Staff are expected to:

- Assess risks dynamically in real time.
- Make judgements about when to intervene and at what level.
- Justify decisions in writing through accurate reporting.
- Recognise that while minimal harm may occasionally occur (e.g. scratches, bruises), this does not necessarily indicate malpractice.

10 Restriction of Liberty

- Reasonable environmental restrictions (e.g. high handles, secure exits, seatbelts, harnesses for safety, or medical equipment recommended by professionals) may be used to keep pupils safe.

11 Internal Exclusion and Time Away

- **Internal exclusion** may be used following serious incidents, allowing learning to continue separately without disruption to others. Pupils remain supervised, with access to food, drink and toilets.
- **Time away** may be used to support regulation. Pupils can access calm or sensory spaces, always under staff supervision and within sight and sound.

12. Search, seizure and confiscation

12.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

12.2 The Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Head Teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

12.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

12.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

12.5 The Head Teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons.
- alcohol.
- illegal drugs.
- stolen items.
- e-cigarettes, tobacco and cigarette papers.
- fireworks.
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

12.6 A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

12.7 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

12.8 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' is defined as any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).

12.9 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Head Teacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

12.10 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search.
- which pupil was searched.
- who conducted the search and any other adults or pupils present.
- what was being searched for.
- the reason for searching.
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

12.11 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these.

13. Mobile Phones and electronic devices

13.1 In line with the DFE guidance, children under the age of 16 are not permitted to bring mobile phones or devices into school.

13.2 The school recognises however that some pupils have a reliance on phones and mobile devices for certain apps and therefore cannot have a blanket enforcement of this policy but rather work with families to ensure that the phone/ device is safe to use in school.

13.3 Pupils should under no circumstances take images of other pupils or staff without their express consent- this includes the creation of fake images using artificial intelligence (AI).

13.4 Students in sixth form where appropriate sign a mobile phone acceptable use contract. As part of the sixth form curriculum students are taught how to use their phones safely and with respect for others.

14. Pupils Leaving the School Site without Authorisation

If a pupil attempts to leave the school site without permission, staff must dynamically risk assess the situation before intervening. The safety of the pupil, staff and others is the priority. A Restrictive Physical Intervention (RPI) may be used if planned in the pupil's Positive Behaviour Support Plan (PBSP), or in an emergency if immediate action is required to prevent harm.

- If a pupil attempts to climb a fence or wall, staff should not attempt to pull them down, as this may increase risk of injury. It may be safer to allow them to continue and monitor closely.
- If the pupil leaves the building or grounds, staff should continue to observe from a safe distance where possible, while informing a member of SLT immediately.

- The Headteacher or SLT will determine next steps, including whether staff should follow at a safe distance, or whether the police and parents should be contacted without delay.
- Pupils must always be encouraged to return calmly and safely, using de-escalation and restorative approaches wherever possible.
- All incidents must be fully recorded on CPOMS (including the actions taken, staff involved, and outcome).
- Parents must be informed, even if the pupil returns before contact is made.

This approach ensures that staff prioritise safety, follow safeguarding procedures, and act proportionately in line with statutory guidance.

15. Positive Listening, Learning (PLL) and Support Following Incidents

Physical interventions are never used in isolation. Following any significant behaviour incident, including Restrictive Physical Interventions (RPI), the school ensures that learning opportunities are created for pupils to reflect on their behaviour, take responsibility at a level appropriate to their development, and rebuild relationships.

15.1 Support for Pupils

Pupils may be offered:

- Quiet time with calming or sensory activities.
- Time away from the trigger or environment to regulate.
- A swift return to routine or previous activities (particularly important for pupils with Autism).
- A restorative conversation with staff, supported by symbolised debrief sheets or other augmentative and alternative communication (AAC) tools.

This process supports emotional regulation, promotes resilience, and helps pupils understand the impact of their behaviour.

15.2 Support for Staff

- Staff must ensure they are recovered before resuming duties.
- Colleagues are encouraged to support one another, and staff may request additional help if needed.
- Staff involved in an RPI have access to debrief, counselling or supervision, coordinated by the Headteacher or Deputy Headteacher.
- Staff health and wellbeing are prioritised, and incidents are reviewed to support professional learning as well as safety.

15.3 Post-Incident Review

Each incident is reviewed by the Headteacher or SLT to ensure that:

- The Positive Behaviour Support Plan is reviewed and updated if required.
- Safeguarding procedures are followed where necessary (including referral to Police, Social Care or LADO in line with KCSIE 2025).

- The Exclusions Procedure is considered where behaviour involves serious violence or assault.
- Staff and pupil disciplinary procedures are applied fairly if required.
- Additional professional development or targeted support is offered to staff where alternative strategies could improve future responses.

15.4 Health and Safety of Staff

In line with the Health and Safety at Work Act 1974, employees must:

- Report circumstances that increase risk to health and safety.
- Inform the Headteacher or SLT of any medical condition (temporary or permanent) that could impact their ability to carry out a pupil's PBSP, as this may affect their own safety and that of colleagues or pupils.
- Recording and Accountability

All PLL processes must be documented in CPOMS or incident logs.

Pupil voice must be included wherever possible, recorded verbatim or symbolically.

The Headteacher ensures follow-up actions are communicated, and staff are advised of their right to seek professional association or union advice where applicable.

16. Staff Training

All staff at Ganton School receive training appropriate to their role in supporting pupils' behaviour. This includes induction, ongoing professional development, and refresher training to ensure practice remains consistent and safe.

- **Induction:** All new staff are introduced to the school's Behaviour Policy, safeguarding responsibilities, and the use of de-escalation and restorative strategies. Guidance is provided on how to respond to incidents prior to formal training.
- **Team Teach:** The school is committed to the use of Team Teach as its accredited system for positive handling and de-escalation. Team Teach is accredited by the Institute of Conflict Management (ICM), which is recognised by the Health & Safety Executive for promoting safe practice in managing challenging behaviour.
- **Training Levels:** Most staff working directly with pupils complete the 12-hour Intermediate (formerly "Basic") Team Teach course, in line with the school's risk assessment as a medium-risk setting. This equips staff to actively support pupils and colleagues during incidents and, if necessary, to use safe and appropriate Restrictive Physical Intervention (RPI). Staff not directly working with pupils receive awareness training to ensure they understand the school's ethos and procedures.
- **Refresher Training:** Team Teach accreditation is updated in accordance with national guidance (typically every 2–3 years, depending on the level of training). Staff are required to remain up to date and only use techniques for which they have received training.
- **Ongoing Development:** Training in restorative practice, SCERTS (Social Communication, Emotional Regulation, and Transactional Support), safeguarding, trauma-informed approaches, and SEND-specific strategies is provided regularly to

all staff. This ensures behaviour management is consistent, inclusive, and aligned with the school's ethos of "building resilience, not reliance."

- **Responsibility:** The Headteacher is responsible for ensuring training records are maintained, that sufficient numbers of staff are trained at the appropriate level, and that staff are deployed in line with their training and competence.

No member of staff will be expected to use physical interventions without appropriate Team Teach training. All staff are supported to use de-escalation strategies as the first and primary response, with physical intervention only used as a last resort, in line with statutory guidance.

17. Behaviour Beyond the School Gates and Educational Visits

Our equal opportunities policy states that all pupils should be included in curriculum activities, including visits and experiences beyond the school site. Health and Safety remains a priority, and risk assessments are carried out for each pupil prior to community visits or trips. Staff should give due consideration to:

- Whether the pupil can cope with the demands of the proposed visit.
- The availability of sufficient, suitably trained staff to manage incidents if they arise.
- How to contact school for additional support if needed and how the group will return safely.

This Behaviour Policy applies not only in school but also to behaviour beyond the school gates, including educational visits, residential trips, journeys to and from school, and online conduct such as social media use. Inappropriate behaviour outside of school will be addressed using restorative approaches wherever possible, and may also result in proportionate sanctions in line with this policy.

Staff should also refer to the school's Educational Visits Policy for detailed guidance and to procedures outlined in "Pupils Leaving the School Site Without Authorisation" if a pupil attempts to or does leave a group.

18. Bullying

18.1 The School will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying. Many of the pupils who attend Ganton do not have the capacity to intentionally harm others. However, the School wants to make sure that all pupils feel safe in the school and are accepted into the school community.

18.2 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and the school's anti-bullying strategy is instilled in the school's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. Where appropriate it is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

18.3 If an allegation of bullying does come up, the school will:

- take it seriously.
- investigate as quickly as possible to establish the facts.
- record and report the incident; depending on how serious the case is, it may be reported to the Head Teacher.
- provide support and reassurance to the victim.
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions.
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions.
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used.
- consider whether suspension or exclusion is appropriate in light of the circumstances.

18.4 The School believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the school community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

19. Child-on-Child Abuse

19.1 At Ganton School many of our pupils have limited understanding of feelings, emotions, and their own bodies and those of their peers. Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children.

19.2 Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

20. Complaints and Whistleblowing

The school is committed to transparency and early communication with parents and carers to reduce the likelihood of complaints. Where concerns arise, they should be addressed in line with the school's Complaints Policy.

- Concerns from parents or carers regarding the application of this Behaviour Policy should be raised initially with a member of staff or the Headteacher. If the concern

relates to a suspension or exclusion, statutory procedures outlined in government guidance will be followed.

- Complaints relating to the use of Restrictive Physical Intervention (RPI): Where a complaint indicates an allegation of mishandling by a member of staff, it will be reported to the Local Authority Designated Officer (LADO) in accordance with Humber Education Trust and Local Authority safeguarding procedures. Any subsequent investigation or action will be undertaken in line with guidance from the Trust, the LADO and statutory child protection processes.
- Whistleblowing: Staff have a duty of care to report any concerns regarding the management of pupils or misuse of physical intervention. Concerns should be raised with the Headteacher, Deputy Headteacher, School Business Manager, or Chair of Governors, unless they amount to an immediate safeguarding matter which must be reported directly to the Designated Safeguarding Lead (DSL).

Training in Team Teach, alongside the school's restorative ethos, encourages reflective practice and peer support. However, the school recognises that under rare circumstances physical intervention can be misapplied, and therefore all concerns will be taken seriously to safeguard pupils and uphold best practice.

Initial Equality Impact Assessment																															
Impact Groups			Pupils			Staff			Families			Governors			Volunteers			Visitors			Wider Community										
			✓			✓			✓			✓			✓			✓			✓										
Does or could this policy have a negative impact on any of the following?																															
Age			Disability			Gender/ Gender Identity			Marriage/ Marital status			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict							
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N			
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help to promote equality for any of the following?																															
Age			Disability			Gender/ Gender Identity			Marriage/ Marital status			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict							
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
✓			✓			✓			✓			✓			✓			✓			✓			✓			✓				
Does data collected from the equality groups have a positive impact on this policy?																															
Age			Disability			Gender			Gender Identity			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict							
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
✓			✓			✓			✓			✓			✓			✓			✓			✓			✓				

Conclusion:	We have come to the conclusion after taking an initial equality impact assessment that a full assessment is / is not required.	
Status of Policy:	Existing Policy	
	New/Proposed Policy	
	Updated Policy	✓
Initial Equality Impact Assessment completed by: Sue Jones Initial Equality Impact Assessment approved by: SLT Date: 14/05/26		