Behaviour and Relationships Policy

(Venn wide)

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Venn wide policies are centrally held policies and are the direct responsibility of VAT. Venn wide policies are created by the VAT Central Team and adopted by the VEG Board.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole school approach to maintaining high standards of behaviour that reflect the values of the school and Venn
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Mission statement and purpose

At Venn our Schools strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND (Special Educational Needs and Disability) to maximise positive steps and positive outcomes. The aims, ethos and values are outlined in this policy.

We believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour. Many pupils at our Venn Schools find learning difficult: learning new behaviour is a task, just like learning to read or write
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement

- As adults, we must consider the learning styles and needs of the pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it – instead, we support and guide our pupils to get it right

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Venn schools aim to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour and Relationship policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

3. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- https://www.gov.uk/government/publications/school-exclusion
- Suspension and permanent exclusion guidance
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Inappropriate language
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour and/or language
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

- Mobile Phones, tablets, smart watches or smart glasses.

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
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Bullying can include:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic / biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Venn Schools approach to Bullying is below;

- Parents/carers and staff can report incidents of bullying directly to the Principal or SLT.
- The school will investigate all allegations of bullying
- The school will record, analyses and monitors incidents of bullying on the schools Cpoms system and Arbour/Behaviour smart.
- Sanction procedures will apply
- The school will support pupils who have been bullied, and those vulnerable to bullying or those who have acted as the perpetrator
- Whole-school proactive strategies are in place to prevent bullying
- The school trains staff and Trustees in preventing and handling bullying

Please refer to the individual schools bullying policy.

6. Role and responsibilities

6.1 Board of trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and holding each Principal to account for its implementation

6.2 Principal

The principal is responsible for:

- Implementing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully, this includes supply staff
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour system is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via the agreed behaviour system.
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Bullying and Harassment of school staff;

Bullying and harassment of school staff is unacceptable. The non-statutory guidance outlines the government's expectations of schools and provides clarity for employers on:

- their legal duties to prevent and address bullying and harassment
- the actions they should take to ensure all staff are supported, respected and protected in line with the school's:
    - behaviour policy
    - staff behaviour policy or code of conduct
    - parental code of conduct, or any similar shared agreement between the school and parents or carers

If the perpetrator is a pupil

Preventing incidents

Pupils should be taught that they have a duty to:

- follow the school behaviour policy
- uphold the school rules
- contribute to the school culture
- respect school staff

Parents and carers should be expected to support the school in upholding the behaviour policy and encouraged to reinforce this, where possible. Schools should build and maintain positive relationships with parents using two-way communication, and ensure parents are aware of the behaviour expectations.

Clear processes should be in place so parents can raise concerns with the relevant member of staff in a respectful way that promotes working in partnership and avoids becoming abusive. Where appropriate, parents should be included in any pastoral work following misbehaviour by their child.

School leaders, supported by their employer, should provide visible and consistent support to all staff in managing pupil behaviour. Where circumstances arise that endanger the safety of a staff member, the school should:

- act swiftly and decisively to manage the immediate situation
- remove the threat – for example, removing the child from the classroom
- reduce the likelihood of recurrence

6.4 Parents and carers

Parents and carers are expected to:

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

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

6.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards

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

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

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

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

7. School behaviour curriculum

7.1 Venn's approach to promoting excellent behaviour

Vision and values led culture

Venn fosters a culture rooted in shared values such as respect, responsibility, resilience, and ambition. These values are embedded in every aspect of school life, from classroom interactions to leadership decisions, ensuring that behaviour expectations are not just rules, but reflections of the trust's ethos.

Consistent expectations across all schools

A unified behaviour framework is implemented across all schools within Venn. This ensures consistency in expectations, language, and consequences, while allowing for contextual adaptations that reflect each school's community.

Positive reinforcement and recognition

Venn prioritises positive behaviour recognition through systems which recognise positive behaviour. Staff are trained to "catch pupils doing the right thing" and reinforce those behaviours publicly and meaningfully.

Staff training and modelling

All staff receive regular training on behaviour management, with some staff in specialist provisions also receiving training on trauma-informed practice, and restorative approaches. Staff are expected to model the behaviours they wish to see, creating a culture of mutual respect and high standards.

Pupil voice and leadership

Pupils are given opportunities to lead and shape the culture through school councils and peer mentoring. This empowers them to take ownership of their behaviour and that of their peers.

7.2 Expected behaviours, habits, and routines

Key themes:

- Respect for self, others, and the environment
- Responsibility for learning and actions
- Resilience in the face of challenges
- Readiness to learn and contribute

7.3 Core habits and routines

Punctuality and preparedness:

- Arrive on time with the correct equipment and uniform
- Be ready to learn at the start of every lesson

Active listening and engagement:

- Track the speaker with eyes and body language
- Respond thoughtfully and ask questions when appropriate

Positive communication:

- Use polite, respectful language at all times
- Resolve conflicts calmly or seek adult support

Independent and collaborative learning:

- Take initiative in learning tasks
- Work effectively with peers, valuing different perspectives

Respect for the learning environment:

- Keep spaces tidy and treat resources with care
- Move calmly and quietly around the school

Reflection and growth:

- Accept feedback positively and act on it
- Set personal goals and strive to improve

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school/ line order
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

7.4 Mobile phones

- Venn Boulevard Centre is a mobile phone-free environment throughout the school day. This includes lessons, movement between lessons, breaktimes and lunchtimes. The same expectations apply to smartwatches and other personal devices capable of communicating, recording or accessing online content. This approach supports a calm, safe learning environment and reduces the risks of distraction, disruption, bullying, harmful online behaviour and unauthorised recording. It reflects the DfE's statutory guidance on mobile phones in schools and its behaviour guidance.

Bringing a phone to school

- Pupils are strongly encouraged to leave mobile phones and other smart devices at home. Where a pupil needs a phone for their journey to and from school, it may be brought onto the school site, but it must be handed to staff immediately on arrival.
- Phones will be:
  - switched off before being handed in;
  - placed in the pupil's designated storage box;
  - stored securely in a locked room throughout the school day; and
  - returned to the pupil when they leave the school site at the end of the day.
- Phones and other personal devices are brought onto the school site at the owner's risk. The school cannot accept responsibility for accidental loss, theft or damage.
- Parents and carers who need to contact their child during the school day should contact the school office.

Refusal to hand in a phone

- If a pupil refuses to hand in a phone or other smart device on arrival, staff will explain the expectation and provide the pupil with an opportunity to comply.
- Continued refusal may result in one or more of the following actions, applied proportionately and in accordance with the Behaviour Policy:
  - the pupil being supported in the Reflection Room;
  - the pupil's parent or carer being contacted and asked to support the school;
  - the parent or carer being asked to attend school to collect the phone;
  - a detention;
  - confiscation of the device;
  - a meeting with the pupil and their parent or carer; or
  - suspension in cases of persistent or serious non-compliance.

- The pupil's individual circumstances, age, SEND and any relevant safeguarding information will be considered when determining an appropriate response.

Use during the school day

- Pupils must not use, access or attempt to retrieve a mobile phone or smart device during the school day without permission from a senior leader.
- If a phone is seen, heard or used during the school day:
  - the pupil will be instructed to hand it to a member of staff;
  - the device will be stored securely;
  - the incident will be recorded and the pupil's parent or carer will be informed; and
  - an appropriate sanction will be applied in line with the Behaviour Policy.
- Further or more serious sanctions may be applied where a device has been used to photograph or record others without permission, access or share harmful content, facilitate bullying, threaten others, or compromise safeguarding. Any safeguarding concern will be reported immediately to the DSL or DDSL and managed in accordance with the Child Protection and Safeguarding Policy.

Exceptions and reasonable adjustments

- Exceptions may be agreed where access to a mobile phone is necessary because of:
  - a medical condition;
  - a disability or identified SEND;
  - safeguarding or welfare needs;
  - young-carer responsibilities; or
  - exceptional personal or family circumstances.
- Any exception must be discussed with and approved by a senior leader in advance. An agreed plan will specify when, where and for what purpose the device may be used. Permission for a specific purpose does not provide unrestricted access to the phone throughout the school day.

Educational visits and residential trips

- For visits taking place during the normal school day, the usual mobile phone rules will apply unless alternative arrangements have been agreed as part of the visit's risk assessment.
- For residential visits or activities outside the normal school day, the visit leader will establish arrangements appropriate to the nature of the trip. These may include:
  - requiring phones to be handed to staff and stored securely;
  - permitting access only at agreed times and in designated places;
  - restricting photography, recording, messaging and social-media use; or

- prohibiting pupils from bringing phones where their presence would create an unacceptable safeguarding or disruption risk.

- The arrangements will be communicated to pupils and parents or carers before the visit and included in the visit's risk assessment. School staff will ensure that appropriate arrangements are available for pupils and families to make contact when necessary.

8. Responding to behaviour

At Venn, we are committed to creating a safe, respectful, and inclusive environment where all pupils can thrive. Our approach to behaviour is proactive, relational, and rooted in a deep understanding of individual needs.

8.1 Positive behaviour culture

We promote a culture of positive behaviour by:

- Setting clear, consistent expectations across all settings
- Recognising and celebrating positive contributions and progress
- Embedding restorative practices that support relationship-building and accountability

8.2 Skilled and informed staff

Staff across Venn are trained in:

- Team Teach, to safely and respectfully manage challenging behaviour
- PACE (Playfulness, Acceptance, Curiosity, Empathy), to build trusting relationships
- Emotion Coaching, to help pupils understand and regulate their emotions
- Trauma Informed Practice, to respond sensitively to pupils with adverse experiences
- Progressive Masculinity
- Ligature

This shared training ensures a consistent, compassionate approach that supports both prevention and intervention.

8.3 Early intervention and personalised support

We respond to behaviour as a form of communication:

- Early signs of distress are identified and addressed with appropriate support.
- Interventions are tailored to individual needs, often involving pastoral teams, SENCOs, and external professionals.
- Families are engaged as partners in supporting their child's development

8.4 Restorative and reflective practice

When behaviour does not meet expectations, we:

- Use restorative conversations to repair relationships and restore trust
- Encourage pupils to reflect on their actions and their impact on others
- Focus on learning and growth rather than punishment

8.5 Consistency across Venn

To ensure fairness and equity:

- All schools follow a shared behaviour policy framework, adapted to their context
- Behaviour data is monitored centrally to inform practice and identify trends
- Staff receive ongoing professional development to maintain high standards

8.6 Safeguarding and wellbeing

We understand that behaviour is often linked to emotional wellbeing:

- Our responses are always underpinned by safeguarding principles.
- We aim to create environments where pupils feel safe, supported, and understood.
- Mental health and wellbeing are prioritised across all aspects of school life.

8.7 Classroom management

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

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

8.8 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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

8.9 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:

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:

- **Personal praise and encouragement** from staff during lessons and around school.
- **Communication with parents/carers** through positive phone calls, texts, postcards, or notes home.
- **Personalised, individual rewards** linked to pupils' interests and behaviour goals.
- **Certificates, prizes and celebration assemblies**, including the **Weekly Principal's Award**.
- **VBC Points system** – pupils collect points that contribute towards **individual and whole-class rewards** and can be 'spent' in the VBC shop.
- **Attendance rewards** to celebrate excellent and improved attendance.
- **Opportunities for responsibility and leadership**, such as supporting peers, leading activities, or representing VBC.

- **End of term recognition events** to celebrate outstanding effort, progress and achievement.
- **Annual Pupil Awards Ceremony** to celebrate success across the whole school community.

8.10 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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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

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

Where a pupil does not meet the school's behaviour expectations, staff will respond calmly, consistently and proportionately. Depending on the nature, seriousness and frequency of the behaviour, sanctions may include:

- A verbal reprimand and clear reminder of the expected behaviour.
- Removal from the lesson or activity to receive support in the **Reflection Room**.
- A detention during breaktime, lunchtime or after school.
- A phone call or letter to the pupil's parents or carers.
- Loss of an agreed privilege or valued responsibility.
- Completion of an appropriate school-based restorative task, such as helping to tidy or restore an area.
- Placement on a behaviour report for a specified period, with clear targets and regular review.

- Withdrawal from off-site activities where the pupil's behaviour presents a safety concern or demonstrates that they are not ready to participate.
- A temporary placement at another school or alternative provision for a specified period, with clear objectives, regular review and planned reintegration into Venn Boulevard Centre.
- Suspension.
- Permanent exclusion in the most serious 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.

8.11 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
    - **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
    - **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible
-
- Be recorded and reported to parents/carers via the behaviour system the school use in writing and on the telephone.
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When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please refer to the Venn Restrictive Physical Intervention policy

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 1 member of staff . As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

9. Searching, screening and confiscation

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

9.1 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”

- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the principal or the pupil's key adult to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

9.2 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

9.3 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

9.4 Informing parents / carers

Parents / carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

9.5 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.6 Screening

Screening on Entry to School

- To support a calm, safe and secure environment, all pupils are screened when they enter the school site. Screening is carried out in accordance with the DfE's Searching, Screening and Confiscation guidance.

Screening arrangements

- Pupils will pass through a walk-through metal-detection arch when entering school.
- Where necessary or appropriate, a trained member of staff may use a handheld metal-detection wand instead.
- Screening does not involve physical contact or the removal of clothing.
- Pupils may be asked to remove ordinary metal objects, such as keys, before being screened again.
- Screening will be conducted respectfully, consistently and with appropriate regard for pupils' dignity and privacy.
- If the scanner is activated and staff have concerns that a pupil may be carrying a prohibited or dangerous item, the pupil will be supervised away from other pupils while the situation is assessed.
- Any subsequent search will be conducted separately and in accordance with the school's Searching, Screening and Confiscation Policy.
- Any safeguarding concerns arising from screening will be reported to the DSL or DDSL immediately.

Reasonable adjustments

- The school will consider pupils' age, communication needs, SEND, medical conditions, disabilities and previous experiences when conducting screening. Reasonable adjustments may include:
- explaining the process using clear language, visuals or social stories;
- allowing additional processing time and reassurance;
- arranging for a familiar or trusted member of staff to support the pupil;
- using a handheld scanner instead of the walk-through arch, or vice versa;
- conducting screening in a quieter or more private area;
- adapting the process for pupils with mobility needs, sensory sensitivities or medical devices

Refusal to be screened

- If a pupil refuses to be screened, staff will remain calm and seek to understand the reason for the refusal. The screening process will be explained again, and the pupil will be offered reassurance, support and any appropriate reasonable adjustments.

If the pupil continues to refuse:

- the pupil will remain supervised and separate from other pupils;
- a senior leader will be informed;
- the pupil's parents or carers may be contacted for support;
- staff will assess whether there are reasonable grounds to suspect that the pupil is carrying a prohibited or dangerous item;
- a search may be considered in accordance with the school's Searching, Screening and Confiscation Policy; and

- an appropriate sanction may be applied in accordance with the Behaviour Policy.
- Any response will be proportionate and decided on a case-by-case basis, taking account of the pupil's individual circumstances, SEND, communication needs and any safeguarding concerns. Refusal alone will not result in staff using force to complete routine screening.

9.7 Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. If the item is prohibited the school will contact the Police to collect ie a knife. Safeguarding referrals may need to be made if an item found is a safeguarding concern.

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

10. 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
- Wearing school uniform
- 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).

11. 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.

12. 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 Principal/DSL 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.

If a pupil is considered a safeguarding risk ie if on bail the Principal will inform the DOS and it may be possible that a safeguarding separation is put into place.

13. 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
    - Creating an action plan for HSB
    -

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

14. 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 on responding to allegations of abuse against staff or other pupils.

15. Serious sanctions

Add your own school's approach to serious sanctions.

15.1 Detention

Detentions and Behaviour Support Plans

Detentions may be used as a proportionate sanction in response to unacceptable behaviour. They may take place during breaktime or lunchtime, after school or, in exceptional circumstances, at a weekend during term time.

A lunchtime detention must allow the pupil reasonable time to eat, drink and use the toilet.

Stay Back Detentions

A **Stay Back** is an after-school detention. Teachers may request a Stay Back with the approval of SLT.

In accordance with Venn Boulevard Centre's procedures:

- Parents or carers will be contacted and asked to agree to the detention.
- A minimum of 24 hours' notice will normally be provided.
- The date, time, reason and arrangements for the detention will be clearly communicated.
- The detention will be appropriately supervised.
- Safe arrangements for the pupil's journey home must be confirmed.

Although parental consent is not legally required for a lawful detention, Venn Boulevard Centre uses this agreement and notice process to support effective partnership with families and ensure pupils can return home safely.

Considerations before issuing a detention

Before imposing a detention, staff will consider whether it would:

- compromise the pupil's safety or place them at increased risk;
- conflict with a medical appointment;
- prevent the pupil from travelling home safely;
- interfere with known caring responsibilities;
- create difficulties that cannot reasonably be addressed through suitable travel arrangements; or
- require a reasonable adjustment because of the pupil's SEND, disability, medical needs or other individual circumstances.

Behaviour Support Plans

Where a pupil displays recurring challenging behaviour, or behaviour that places themselves or others at risk, an individual Behaviour Support Plan will be developed.

The plan will:

- be created in collaboration with the pupil, parents or carers and relevant staff;
- identify possible triggers, unmet needs and patterns of behaviour;
- set out clear, achievable behaviour targets;
- identify proactive strategies, reasonable adjustments and agreed responses;
- clarify the support each member of staff will provide;
- include arrangements for recognising and reinforcing progress; and
- be monitored and reviewed regularly to evaluate its effectiveness.

A Behaviour Support Plan is intended to reduce the likelihood of further incidents and help the pupil develop the skills needed to meet the school's expectations.

15.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by Life coaches, leaders or support staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

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

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

At this stage an offsite direction or managed move could be considered.

15.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the principal after a discussion with the DOS and only as a last resort.

Please refer to our Suspensions and exclusions policy for more information.

16. Responding to misbehaviour from pupils with SEND

16.1 Recognising the impact of SEND on behaviour

16.2

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

At Venn Boulevard Centre we recognise that many of our pupils have experienced significant barriers to learning and that behaviours of concern are often linked to unmet needs. As a specialist SEMH setting, our proactive approach focuses on anticipating triggers, reducing barriers, and creating personalised strategies so that pupils feel safe, supported, and able to succeed.

Our approach includes:

- Individualised planning – personalised timetables, adapted expectations, and bespoke support based on each pupil's EHCP, risk assessment and known triggers.

- Movement and sensory breaks – short, planned activities such as walks, sensory circuits, or hands-on tasks for pupils who find it difficult to sit still or regulate for extended periods.
- Adapted environments - flexible seating arrangements, visual timetables, reduced-stimulus areas, and strategic classroom layouts that reduce anxiety and distraction.
- Sensory-based adjustments - allowing alternative uniform items, access to sensory tools, or modified expectations for pupils with sensory processing needs, eczema, or other medical requirements.
- Safe spaces for regulation - access to nurture rooms, sensory zones and quiet spaces where pupils can take time to regulate, de-escalate, and return to learning safely.
- Staff training and expertise - CPD on trauma-informed practice, attachment, autism, ADHD, mental health, and other additional needs to ensure staff respond with empathy and skill.
- Positive relationships - key adults and life coaches provide trusted support, acting as consistent points of contact to help pupils feel secure and reduce triggers linked to anxiety or past trauma.
- Flexible curriculum and therapeutic provision - opportunities such as forest school, equine therapy, WRAP, and music/art therapy to engage pupils in positive outlets for self-expression.
- Regular communication with families and external professionals - ensuring joined-up support and consistent approaches both in school and at home.

This proactive approach reflects our belief that behaviour is a form of communication. By anticipating needs and removing barriers, we support pupils to manage their emotions, engage in learning, and develop the skills they need for lifelong success.

16.3 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is ‘yes’, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

16.4 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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/carers to create the plan and review it on a regular basis.

16.5 Pupils with an education, health & care (EHC) plan

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

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

17. Supporting pupils following a sanction

At Venn Boulevard Centre, we recognise that sanctions alone do not create long-term positive change. As a specialist SEMH setting, we view sanctions as part of a wider support plan, ensuring that pupils are helped to reflect, repair and reintegrate successfully following any removal from class or suspension.

Our reintegration strategy includes:

Reintegration meetings – held with the pupil, their parents/carers, and key staff to reflect on the incident, repair relationships, and agree strategies for success moving forward.

Daily contact with a key adult or Life Coach – providing consistent check-ins, emotional support and a safe space to talk through challenges.

Personalised behaviour goals – set with the pupil and monitored through a report card, focusing on small, achievable steps linked to their individual needs and triggers.

Restorative approaches – encouraging pupils to understand the impact of their behaviour on others, and to make amends in a supportive and structured way.

Gradual reintegration to lessons – supported by additional adult presence, reduced timetables or access to nurture/sensory spaces where necessary.

Therapeutic and mentoring input – involving life coaches, counsellors, or external professionals where appropriate, to help pupils develop coping strategies and resilience.

Celebration of positive changes – recognising and rewarding progress, however small, to build confidence and motivation.

This supportive approach ensures that sanctions do not lead to disengagement or isolation but instead become opportunities for pupils to learn, grow, and re-establish their place in the school community.

18. Pupil transition

18.1 Inducting incoming pupils

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

18.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

19 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on: Team Teach, Responding to behaviour and the use of reasonable force. Within Venn we have a dedicated Behaviour Lead,

Mike Walker, who is a team teach instructor.

Behaviour management will also form part of continuing professional development. Regular staff training will take place by the school and Venn.

In addition to this assurance checks take place from Venn on a regular basis.

20 Monitoring arrangements

20.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, trustees and other stakeholders.
- Bullying incidents
- Homophonic incidents

The data will be analysed every Half term by the DOS and BL within Venn and weekly by the Principal and Behaviour lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

Venn will work with its schools to consider this data, and whether there are patterns across Venn, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis. A regular review of any Restrictive Physical Intervention, Physical Intervention, Seclusion, Restraint and Reasonable Force will also take place by Venn.

20.2 Monitoring this policy

This behaviour policy will be reviewed by the Director of Safeguarding and the Venn Behaviour Lead and the board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the board of trustees.

21 Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Restrictive Physical Intervention Policy
- Mobile phone policy
- Attendance policy
- Anti Bullying Policy
- Searching, Screening and Confiscation policy