



Sandwell Valley School

Behaviour Regulations and Relationships Policy

September 2025

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1. Introduction

At Sandwell Valley School we recognise that many of our learners have experienced difficulties in mainstream education and may face challenges with behaviour, emotional regulation, and relationships. Many of our students have additional undiagnosed, and diagnosed needs, including Autism and Social, Emotional, and Mental Health (SEMH) needs, which can impact how they experience the school environment, interact with others, and respond to stress.

Our Behaviour Policy is built on the ethos of the Crisis Prevention Institute (CPI) and our core values of Respect, Kindness, Compassion, Tolerance, Resilience, and Aspiration.

The CPI (Crisis Prevention Institute) approach to behavior uses the Crisis Development Model to understand escalating behaviors and apply de-escalation techniques to prevent crises. It emphasises a staff approach focused on care, welfare, safety, and security for everyone involved, utilising verbal communication and de-escalation strategies to guide individuals to a calmer state. The model involves recognising early warning signs, responding with an empathic and supportive approach, using directives, setting limits with choices and consequences, and, as a last resort, using appropriate physical intervention.

Our expectation is that when negative incidents occur, and when harm is caused, both staff and students will work collaboratively to restore relationships and repair damage, particularly given that relationships act as a protective factor for wellbeing, and are valued by staff and students alike. In doing so, our aim is for all members of the school community to have a voice, and to develop the skills and resilience to overcome adversity.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Aims

- To establish a culture of Respect, Kindness, Compassion, Tolerance, Resilience, and Aspiration across the school.
- To prioritise positive relationships between staff and students as the foundation for positive behaviour.
- To support students with Autism and SEMH needs through tailored strategies that recognise their unique strengths and challenges.
- To prevent behaviour crises through early identification of needs and proactive strategies.
- To equip staff with CPI-aligned skills to de-escalate challenging situations effectively.
- To ensure all interventions are ethical, proportionate, and restorative in nature.

4. Ethos

All students and staff at Sandwell Valley School are entitled to work in a safe and supportive environment where everyone is valued. The school recognises that it has an explicit duty to safeguard and protect children and young people and this policy should be read in conjunction with the Safeguarding and Child Protection Policy.

Every student deserves dignity, patience, and fairness, particularly when faced with the additional challenges that diagnoses such as Autism or SEMH needs can bring. Our environment is one that encourages staff and students to build trust by understanding the needs of each individual, including their sensory, emotional, and social differences. Staff understand that behaviour is a form of communication and that we must respond empathetically, especially when needs may not be verbally expressed. Staff understand that an individual's needs can be a barrier to effectively communicating how they may be feeling. As such staff model compassion and understanding when responding to behaviours that are not appropriate for a classroom environment. We also teach all our students how to manage setbacks, self-regulate, and find coping strategies that work for them. Building their resilience will increase their ability to develop themselves academically, socially and emotionally. We encourage all learners, regardless of their individual SEN, to be aspirational, setting and achieving goals builds self-esteem and helps students to focus on their strengths.

This can only be achieved in a harmonious environment where students are tolerant to individuals protected characteristics and as such we celebrate difference and value diversity in thought, behaviour, and learning so that everyone in our school can grow and learn from one another.

5. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • 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, 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

6. Roles and responsibilities

- **The governing board**

- Ensure the Behaviour Policy reflects the ethos of the school, CPI principles, and statutory guidance.
- Monitor the implementation and effectiveness of the policy.
- Support the Principal and staff in promoting Respect, Kindness, Compassion, Tolerance, Resilience, and Aspiration across the school.
- Challenge and hold school leaders to account for behaviour standards and inclusion.

- **The Principal & Senior Leaders**

- Provide clear vision and leadership for behaviour and safeguarding.
- Ensure the Behaviour Policy is consistently implemented and regularly reviewed.
- Promote a culture of high expectations underpinned by positive relationships.
- Ensure staff are trained in CPI practices, Autism, and SEMH strategies.
- Monitor behaviour data to ensure patterns are identified, and interventions are effective.
- Communicate policy and expectations clearly to parents, carers, and students.
- Support the staff in implementing the policy and managing school behaviour.

- **Staff**

- Build strong, respectful, and compassionate relationships with students.
- Model positive behaviour and uphold school values at all times.
- Use CPI-aligned proactive and de-escalation strategies to support students.
- Differentiate approaches to meet the needs of students with Autism and SEMH.
- Record and report incidents accurately and promptly.
- Engage in restorative practice to repair relationships after conflict.
- Support colleagues and contribute to a consistent, whole-school approach.

- **Parents**

- Work in partnership with the school to support their child's behaviour and emotional development.
- Reinforce the school values of Respect, Kindness, Compassion, Tolerance, Resilience, and Aspiration at home.
- Communicate openly with the school about their child's needs, including Autism or SEMH.
- Positively engage in a variety of school meetings and communications to give their child the best opportunities to succeed.
- Support restorative approaches to repairing relationships and learning from mistakes.

- **Students**

- Follow the Behaviour Policy and uphold the school values of Respect, Kindness, Compassion, Tolerance, Resilience, and Aspiration.
- Be open to building positive relationships with staff and peers.
- Accept support when it is offered and use strategies to manage their emotions and behaviour.
- Try to take responsibility for their actions and engage in restorative processes when needed.
- Aim high and show resilience in overcoming challenges to achieve their aspirations.

7. Student code of conduct

The standards that are expected of Sandwell Valley School students are set out in the Student Charter (Appendix A) which every student signs to acknowledge that they have read and understood it.

All day, every day students will be guided by the below principles;

- We will behave in an orderly and self-controlled way
- We will show respect to the school, staff and each other
- We will make it possible for all students to learn in classrooms
- We will wear the correct uniform at all times
- We will work with staff to reflect when things go wrong.
- We will accept sanctions when given and take responsibility for our actions.
- We will represent the school positively when offsite.

8. Behaviour Support

Preventative behaviour support strategies are vital within at Sandwell Valley School, as they create a positive, structured environment that reduces the likelihood of disruption and promotes student success. By focusing on clear expectations, consistent routines, and proactive support, schools can address potential issues before they escalate into challenging behaviours. Preventative approaches such as building positive relationships, recognising and rewarding positive choices, and teaching social and emotional skills help students feel safe, respected, and ambitious in their learning. This not only supports individual well-being but also fosters a calm, inclusive atmosphere where all students can thrive academically and socially.

8.1 Proactive Strategies:

- We recognise that children with Autism often process sensory input differently, which can impact their ability to learn, participate, and regulate emotions. Considerations should include identifying potential sensory triggers in the environment (e.g., noise levels, lighting, textures, smells, and crowded spaces), providing opportunities for sensory breaks or calming strategies, and offering individualised supports such as noise-cancelling headphones, fidget tools, or adapted seating. A proactive and flexible approach helps reduce distress, prevent behavioral challenges, and creates an inclusive learning environment that supports both engagement and emotional wellbeing.
- Building positive and trusting relationships between staff and students is essential to promoting learning, wellbeing, and personal development. Many students with additional needs require consistent, nurturing connections to feel safe, understood, and valued. When staff take time to know each student as an individual—recognising their strengths, interests, and communication styles—they create the foundation for engagement, ambition, and resilience. Strong relationships also help reduce anxiety, support emotional regulation, and encourage positive behaviour, enabling students to access the curriculum more fully and develop the confidence and skills needed for independence.
- Clear and consistent communication is essential when supporting students with autism in a school environment. Many children on the autism spectrum may find it challenging to interpret vague instructions, shifting expectations, or subtle social cues. Using direct, simple, and consistent language helps reduce confusion, build trust, and promote understanding. When communication is predictable and reinforced with visual supports or concrete examples, students are more likely to feel secure, engage successfully in learning, and develop meaningful connections with teachers and peers.
- Structure and routine are especially important in schools for children with autism because they provide predictability, reduce anxiety, and create a sense of safety. A consistent schedule helps students understand what to expect, which supports their ability to focus, learn, and regulate their emotions. When transitions and expectations are clear, children with autism are better able to engage with peers, build confidence, and develop

independence in both academic and social settings.

- It is essential for school staff to understand the unique needs and triggers of individual students, particularly those with autism or other diverse learning profiles. By recognising what may cause stress, anxiety, or behavioral challenges, educators can implement proactive strategies that prevent escalation and create a more supportive environment. This individualised awareness not only fosters a sense of safety and trust but also allows each student to access learning in a way that respects their strengths, minimises barriers, and promotes positive social and academic outcomes.
- Schools need to recognise that children with Autism often process sensory input differently, which can impact their ability to learn, participate, and regulate emotions. Considerations should include identifying potential sensory triggers in the environment (e.g., noise levels, lighting, textures, smells, and crowded spaces), providing opportunities for sensory breaks or calming strategies, and offering individualized supports such as noise-cancelling headphones, fidget tools, or adapted seating. A proactive and flexible approach helps reduce distress, prevent behavioral challenges, and create an inclusive learning environment that supports both engagement and wellbeing.
- For children with Social, Emotional and Mental Health (SEMH) needs, school staff play a vital role in modelling appropriate behaviour and emotional regulation. Many students learn how to manage their emotions and respond to challenges by observing the adults around them. When staff demonstrate calm, respectful, and consistent responses, they provide students with a clear framework for handling frustration, resolving conflict, and expressing themselves in positive ways. This modelling not only supports the development of essential life skills but also creates a safe and predictable learning environment where children feel understood, respected, and empowered to make positive choices.
- Recognising and rewarding positive behaviours in an SEMH school is essential for building confidence, reinforcing self-esteem, and promoting lasting behavioural change. Many pupils with Social, Emotional and Mental Health needs have experienced repeated challenges or negative feedback, which can affect their sense of belonging and motivation. By celebrating successes—no matter how small—staff can highlight strengths, encourage resilience, and show students that positive choices are valued. Consistent recognition not only motivates pupils to repeat those behaviours but also fosters a supportive, respectful school culture where every child feels capable of achieving success.

8.2 Reactive Strategies

When students show signs of escalating behaviour, staff use CPI-aligned de-escalation techniques, underpinned by strong relationships and our values. Every student will respond differently to different techniques and as such our staff work with the students daily to identify the most effective strategies for each individual. These strategies include, but are not limited to:

- Maintaining a calm presence, thinking about open, non-threatening body language, a slow, steady, kind tone of voice. Staff will model tolerance and resilience in managing their emotional regulation when supporting students with their behaviour.
- Staff will ensure that they give students plenty of space, ensuring that they are able to leave an environment they are finding stressful without having their path blocked. Staff will avoid bringing too many people into a situation to avoid a student feeling crowded, threatened or overwhelmed. Staff will respect a student's personal space and support peers to do the same.
- Verbal and Paraverbal communication will be simple, short and clear for students avoiding ambiguous terminology, complex language and sarcasm. Staff will allow students processing time before giving further instructions. Staff will also be aware of their non-verbal communication, taking into account facial expressions, gestures, eye contact and posture, as well as the previously mentioned personal space and positioning within a room.
- Staff will show compassion and validate a student's emotions without judgment using statements like "I can see you're frustrated" "I understand how this has made you feel". Staff will listen with empathy, giving their undivided attention, using open questions allowing the student to expand on what they are saying. Staff will avoid debate or being drawn into arguments and will only reflect on an incident once the student is calm and able to articulate themselves.

- Students will be treated respectfully and given safe appropriate choices to help the student regain a sense of control. Staff could use choices like ““Would you like to talk in the classroom or step outside for a break?” either outcome to this question will help de-escalate a situation and also gives the student a sense of control. Like all of these strategies, this will be done carefully, with consideration given to the individual and their needs.
- Staff will look to reduce stimuli and triggers within the environment by removing anything physical such as work sheets and equipment to reduce anxiety and risk. Staff will look to lower noise, remove unnecessary demands, or allow a quiet space if needed. As previously stated staff will look to keep involvement from peers and staff to a safe minimum to keep stimuli low.
- Where removal from a classroom is known to calm a student this will be carefully considered and staff will communicate with colleagues and the student about the expectations during this time. Students have access to quiet spaces, the School Counsellor, a Learning Mentor or the Safeguarding Team. Students have the opportunities to reflect during this time, calm, or complete work away from triggers. Staff will give students the time they need to regulate and calm before attempting any joint problem solving. Giving them the time they need will avoid them being rushed back to tasks or discussions that may escalate a situation again.
- During this time, but also in lessons, it may be effective to distract or redirect attention to a different task or topic. This could be something else of academic value or a personal interest of the student depending on the individual in question. Staff will carefully consider the use of humour, taking into account what they know of the students, their needs, the relationship they have, and the other students present.
- During times of escalation there will be times where staff will need to calmly remind students of boundaries within the classroom or whole school environment. This must be done with compassion and without raised voice. This must be done fairly and consistently and without threat.
- Once a student is calm staff will work with them to reflect on triggers and seek solutions together. Staff will reinforce positive coping strategies, rectify any mess or damage and repair relationships if needed. Staff will then reflect back on their goals and ambitions for the day or week and refocus students on the positive achievements previously made towards these goals.

8.3 Restrictive Intervention

In spite of all of the above strategies there may be times where a **Restrictive Intervention** is appropriate. At Sandwell Valley School we are committed to creating a safe, supportive, and inclusive environment for all students and staff. In line with the principles of the Crisis Prevention Institute (CPI), the use of Restrictive Physical Intervention (RPI) is only ever considered as a **last resort**, and only when all other de-escalation strategies have been exhausted or are deemed inappropriate in the circumstances.

RPI may be used **solely to prevent imminent harm** to the student, their peers, or staff, and must always be:

- **Reasonable, proportionate, and necessary** to the level of risk presented.
- **Time-limited**, with the minimum amount of force required used for the shortest duration possible.
- **Carried out only by trained staff**, using approved techniques designed to maintain the safety and dignity of the student.
- **Accompanied by clear recording, reporting, and monitoring procedures**, ensuring accountability and transparency.
- **Followed by debriefing and support** for both the student and staff involved, to restore relationships, reduce the likelihood of recurrence, and promote positive coping strategies.

The overarching aim of our approach is to **minimise the need for physical intervention** through proactive strategies, consistent structure, and the use of positive behaviour support. Our focus remains firmly on **prevention, de-escalation, and the promotion of student well-being and trust**.

After a period of significant dysregulation or crisis it is important to re-establish the relationship to create a sense of calm and safety, re-building mutual respect. Staff will address any immediate needs of the student or any of their peers. Sandwell Valley School will support colleagues following incidents to ensure their well-being and debrief thoroughly to

ensure that reflection and learning can be taken from incidents. Staff and Students will work together to uncover what has happened and identify any precipitating factors. This will be tailored to students' needs — for example, using visual supports for those that need them or a trauma-sensitive approach. These conversations will focus on understanding, compassion, and re-establishing ambition.

All behaviour incidents, including physical interventions, are logged and reviewed by senior leaders on a weekly basis. Analysis will consider Autism and SEMH needs, subjects, staff, students, time of day and location in the building amongst other things. Leaders will look to build a full understanding of prevailing triggers and behaviours and adapt the environment accordingly wherever possible.

8.4 Searching and Screening in School

Under current education law, school staff have the power to search and screen pupils to help maintain safety and good order. In secondary schools, **Principals and authorised staff** may search a student **with their consent** for any item that is banned under the school's rules.

In addition, the law allows staff to **search students without consent** if they are suspected of carrying **prohibited items**, including:

- Knives or offensive weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that is likely to be used to commit an offence, cause injury, or damage property

Schools also have the right to require pupils to undergo **screening (for example, using a metal detector)** without physical contact. If a pupil refuses to be screened, the school may refuse to allow that pupil onto the premises.

All searches and screenings must be conducted with **respect for the student's dignity**, in line with safeguarding responsibilities, and should be recorded and communicated to parents where appropriate.

8.5 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- official warnings to cease offending

- community involvement in school
- removal of privileges/activities
- after school sanction
- exclusion from certain areas of school premises
- removal of access to social areas
- referral to senior staff and/or external agencies e.g. Sandwell Safeguarding Partnership, Police Liaison Officer.
- external fixed-term suspension
- permanent exclusion

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/record of concern
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Use an alternative venue for keeping victim or perpetrator safe
 - Refer to Early Help
 - Refer to children's social care
 - Report to the police

Please refer to our Child protection and Safeguarding Policy for more information.

8.6 Off-site behaviour

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

- 8.6.1 Taking part in any school-organised or school-related activity (e.g. school trips)
- 8.6.2 Travelling to or from school
- 8.6.3 Wearing school uniform
- 8.6.4 In any other way identifiable as a student of our school.

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

- 8.6.5 Could have repercussions for the orderly running of the school
- 8.6.6 Poses a threat to another student or member of the public
- 8.6.7 Could adversely affect the reputation of the school

8.7 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

9. Rewards & Sanctions

Rewards and sanctions are an essential part of supporting positive behaviour and maintaining a safe, respectful learning environment. Rewards provide recognition for students who make positive choices, reinforcing desirable behaviours and motivating others to follow suit. Sanctions, when applied fairly and consistently, help students understand the consequences of their actions and the importance of taking responsibility. Together, a clear and balanced system of rewards and sanctions establishes high expectations, promotes accountability, and encourages a culture where positive behaviour is celebrated and learning can thrive.

Recognising positive behaviour is essential in reinforcing desired actions and supporting long-term behaviour change. In line with CPI's emphasis on the Integrated Experience and Positive Behaviour Support, consistent recognition helps students feel valued and understood, reducing the likelihood of escalation. By acknowledging even small successes, staff can instill a sense of pride, strengthen relationships, and promote a sense of safety and belonging. Positive reinforcement not only encourages students to repeat constructive behaviours but also models appropriate ways of gaining attention and meeting needs, ultimately contributing to a calmer, more supportive school environment.

Sandwell Valley School operates a points based system for both positive and negative behaviours ranging from Level -5 through to Level +5. Positive points have an associated monetary value that can be exchanged for reward experiences. These experiences can be earned individually or in pairs and small groups. This encourages students to work collaboratively supporting one another and encouraging positive behaviour and effort. Sandwell Valley School believe that once points have been earned, they should not be taken away, thus, a student's negative behaviour does take away from previously earned positives.

Tracking Negative behaviours in this way allows for the most extreme negative behaviour to stand out in a student's behaviour record making it easier to spot trends and patterns with the aim of identifying triggers. Behaviour data is monitored on a weekly basis by Senior Leaders in the school while Learning Mentors provide feedback to students on a daily basis with structured 1:1 sessions happening weekly to monitor progress against targets and track points against desired rewards. This creates a constant ambition amongst students to succeed and helps them focus on their long and short term goals.

Positive behaviours

1	1	1	1	2	2
Teamwork	Participation in Student	On task in Class	Good Manners	Neat book presentation	Excellent Uniform
2	2	2	3	3	3
Reflective Discussions	Positive Engagement in	Good Effort	Sporting Success	Good Offsite Behaviour	Supporting Staff
3	4	4	4	4	5
Supporting a peer	Positive Role Model	Outstanding Effort	Completing Assessments	Helpful Actions	Being Respectful
5	5	5	5	5	5
Showing Tolerance	Showing Compassion	Display of Resilience	Showing Ambition	Act of Kindness	Academic Progress

Rewards

 Tuck Shop Access to Tuck Shop 20 POINTS	 Boxing Coaching session in the local gym with qualified instructors. 35 POINTS	 Charitable donation - WWF World Wildlife fund is the school's chosen charity this year. You can choose to donate your points to our fund at an exchange rate of one pence per point. 35 POINTS
 Console Session Time away from class 35 POINTS	 Extra Outside time Extra time outside at the end of the week. 35 POINTS	 Friendship Bracelet To wear yourself or give to a friend 35 POINTS
 Hot Chocolate Hot Chocolate with staff for 30 minutes 35 POINTS	 Fishing Afternoon session at a fishing lake for a minimum group of 2. 60 POINTS	 Bowling Bowling trip for a minimum of 3 students 120 POINTS
 Cinema Trip Trip to local cinema for a minimum group size of 2. 120 POINTS	 Gift Card £10 Gift Card from a selection of providers 120 POINTS	 Lazer Quest Lazer Quest Trip 120 POINTS
 Go Karting End of Term Go Karting Trip minimum group of 4 300 POINTS		

Negative Behaviours

-1 Inadequate Work	-1 Unwanted Physical	-2 Social Media issues	-2 Negative Interactions	-2 Use of VPN's	-2 Disrupting others	-3 Unsafe Behaviour	-3 Spreading Malicious
-3 Refusal to deposit	-3 Playfighting	-3 Lateness to school	-3 Verbal Abuse - Peer	-3 Verbal Abuse - Staff	-4 Theft	-4 Smoking/Vaping onsite	-4 Physical Assault - Peer
-4 Physical Assault - Staff	-4 Unsafe on Trip	-5 Sexual Violence	-5 Racist	-5 Setting off Alarm	-5 Sexual harrassment	-5 Illicit Substances	-5 Homophobic Incident
-5 Damage to Property	-5 Bullying						

Sanctions

At SVS, sanctions play an essential role in creating a safe, structured, and predictable learning environment where all pupils can thrive. Guided by CPI principles, sanctions are not about punishment but about teaching responsibility, reinforcing boundaries, and supporting positive behaviour choices. When applied fairly and consistently, they help young people understand the impact of their actions while ensuring the safety and dignity of all. Sanctions are most effective when paired with de-escalation strategies, opportunities for reflection, and restorative practices, ensuring that pupils feel supported rather than rejected. This balanced approach promotes accountability while maintaining a culture of respect, care, and safety, aligning with CPI's ethos of providing the *least restrictive intervention* and prioritising the wellbeing of every individual.

Restorative Practice

Restorative practice is a vital approach in an SEBH school because it supports young people in repairing relationships, rebuilding trust, and developing greater emotional awareness. In line with CPI's principles, restorative work is rooted in *Care, Welfare, Safety, and SecuritySM*, ensuring that every pupil is heard, valued, and treated with dignity. Rather than focusing solely on consequences, restorative conversations provide a structured opportunity for pupils to reflect on the choices they made, understand the impact on others, and plan how to move forward positively. This process fosters accountability while reducing the likelihood of repeated conflict, helping to de-escalate situations before they escalate further. By embedding restorative practice alongside consistent boundaries, we can create a culture where safety, respect, and learning are prioritised, while relationships remain at the heart of every intervention.

Students are expected to take an active role in repairing any damage caused within the school environment. This may include working alongside staff to clean or restore areas that have been affected. Such actions are not intended as punishment but as part of a restorative approach, consistent with the principles of CPI. In doing so, students are supported to recognise the impact of their behaviour, take responsibility for their actions, and develop respect for their shared environment. This process strengthens relationships between staff and pupils, reinforces accountability, and promotes a culture of dignity and mutual respect across the school.

Reflections

Reflection is a key element in supporting positive behaviour and personal growth within an SEMH school. Providing structured opportunities for pupils to reflect allows them to pause, process, and consider the thoughts, feelings, and choices that led to a particular incident. This practice aligns with CPI's principles by ensuring that reflection is supportive rather than punitive, enabling pupils to feel safe and respected while developing greater self-awareness. Through guided reflection, students can explore alternative strategies, strengthen emotional regulation, and plan for more positive responses in the future. Embedding reflection into the school culture not only reduces repeated incidents but also empowers pupils to take ownership of their behaviour and progress towards greater independence and resilience.

Reflections can take place during social times and after school to enable time for teaching staff to sit down with students and understand why certain behaviours may have been exhibited.

Exclusions

The school is committed to following the statutory guidance set out in Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, 2022). Exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of others.

In line with the Equality Act 2010, the school will give full consideration to the complex needs of pupils with Social, Emotional and Mental Health (SEMH) difficulties, Autism and any other neuro-divergence and will ensure that reasonable adjustments are made before an exclusion is considered. Exclusions will always be lawful, reasonable, and fair.

Before reaching a decision to exclude, the Principal will ensure that a wide range of alternative strategies and interventions have been explored and documented, including but not limited to: targeted support, pastoral interventions, and restorative approaches.

All exclusions will be recorded and reported to parents/carers, the governing body, and the local authority & our mainstream partner schools in accordance with DfE requirements. Pupils and parents/carers will be given the right to make representations to the governing body, in line with statutory procedures.

10. Training

All staff have formal CPD sessions on behaviour management at least annually and any updates to the Behaviour Policy are communicated appropriately. All staff also receive a 2 day CPI training course that is updated annually with a refresher.

All staff complete Courses on Educare provided by TES on Autism and SEMH needs as well as other neurodiversities and learning difficulties to ensure that our proactive, preventative strategies are effective and well informed.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This Behaviour Regulation and Relationships Policy will be reviewed by the Principal and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log. At each review, the policy will be approved by the Principal.

12. Links with other policies

This Behaviour Regulation and Relationships Policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Exclusion Policy
- Wellbeing Policy



The way we want to conduct ourselves

We will behave in an orderly and self-controlled way

We will show respect to the school, staff and each other

We will make it possible for all students to learn in classrooms

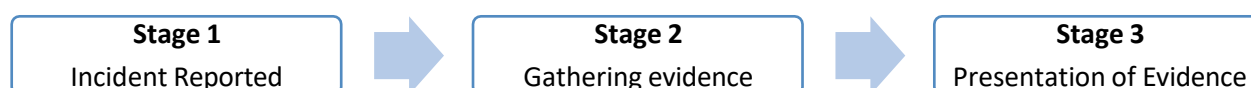
We will wear the correct uniform at all times

We will work with staff to reflect when things go wrong.

We will accept sanctions when given and take responsibility for our actions.

We will represent the school positively when offsite.

Appendix B – Investigation Procedures and Protocols



Stage 1 – Incident Reported

When an incident is reported it will be referred to either the Head of Year (HOY) or a member of the Welfare Team. The immediate response will be to ensure one, or some, of the following:

- everyone is safe
- whether medical aid is needed
- whether emotional support is required
- whether an item needs confiscating
- whether or not the incident needs reporting to the police or other agencies

The Welfare Team will then liaise with the Inclusion and Welfare Specialist to establish the investigation priorities and to make an investigation plan.

- what needs to be investigated
- isolation of students
- who is carrying out the investigation
- anyone who needs to be spoken with ('witnesses')
- any sources of evidence, for example CCTV footage,
- if any searches of students are required
- setting out the importance of confidentiality

Stage 2 – Gathering Evidence

Evidence during an investigation may include, but not be limited to:

- CCTV footage
- Student statements
- Staff statements

CCTV will be reviewed and book marked by the Head of Behaviour overseeing the investigation. CCTV footage should be viewed discretely and only be seen by necessary staff. In the process of reviewing CCTV footage if a safeguarding concern is raised the Safeguarding lead will be contacted and the footage must be password protected. The CCTV footage should immediately be shared with the Designated Safeguarding Lead (DSL).

Students will be interviewed and asked to complete a *witness statement* form. It is an expectation that students will co-operate with this process. At this stage the parents may not be contacted as the interview is only to try to help establish the facts and to ascertain, on the balance of probabilities, what happened.

In the event that it is discovered that the account on a student's *witness statement* form is false, or lacking key known information, the person investigating may request that a further *student statement* form is completed. Where an account is found to be false, or where key information has been deliberately withheld, this could also result in disciplinary action for attempting to bias an investigation.

If, in the process of an investigation, a safeguarding concern is raised, then this will be referred to the DSL who will deal with it through our normal safeguarding procedures.

Please note that it may be necessary to isolate a student/students whilst an investigation is taking place. This may be for their own safety, the safety of others or to ensure that there is no collusion with other witnesses. When investigating low level events students can be isolated within the whole school colleague support venues, when investigating serious events students should be isolated in a more secure environment like the boardroom or the interview rooms.

Staff will be asked to submit their statements at their earliest opportunity and this can be via email or handwritten. Staff may also be interviewed at a later date.

Stage 3 – Presentation of Evidence

Once an investigation has been completed the evidence will be presented to the relevant person dependent on the nature of the incident. The person investigating is expected to give recommendations at the end of the investigation.

Guidance for potential levels of Incidents:

- **Minor** incidents, investigated and dealt with by Personal Tutor / Mentor, sanction agreed where applicable by the Head of Behaviour. Incident recorded on Arbor.
- **Intermediate** incidents, investigated by Mentors, with the Head of Behaviour overseeing the incident. Incident recorded on Arbor.
- **Major** Incidents, investigated by Head of Behaviour, with SLT overseeing the incident. Incident recorded on Arbor.
- **Safeguarding** incidents will be dealt with by the DSL or DDSL

When making a decision about the outcome of an investigation all evidence gathered and any mitigating circumstances will be taken into account. Full details may not necessarily be conveyed to other parties involved due to confidentiality.

The range of outcomes available will be dependent on the level of the incident. Once a decision is made, parents of all involved parties will be contacted as necessary. This will always include both the victim, and perpetrator, but in some instances it will extend to witnesses. Any immediate sanctions, mediations or restorative justice will be communicated at this point. If the decision is that a student is to be fixed term suspended, this will be communicated through the Head of Behaviour, then the outcomes, targets and support package will be discussed during the student's reintegration meeting. Parents are expected to support with the reintegration process.

The school's Behaviour Regulation and Relationships Policy will govern all actions taken during this process.

Additional Information – Third Party Involvement

A third party is neither:

- the victim
- the perpetrator
- a witness

However, this does not mean that a third party is not affected by an incident. A third party can report an incident. If a third party is affected by an incident they can ask for support by flagging this with their Personal Tutor / Mentor and/or a member of the Pastoral Team. The school has staff identified to provide such support.

If a third party reports an incident to their Personal Tutor / Mentor or the Pastoral Team, they can confirm that they are aware of the incident. However, they will not share any details with the third party and the third party will not be updated about the course of the investigation or the outcome.

A third party should **not**:

- propagate rumours or theories about what happened – they were not there
- attempt to involve themselves in the situation or the investigation
- use social media to discuss the incident or voice opinions about it
- expect updates on the investigation

Should the third party involve themselves in any of the ways above they could find themselves subject to disciplinary action in line with the School's Behaviour Regulation and Relationships Policy.