



# **Student Behaviour Policy**

**April 2026**

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<b>Policy Updated by:</b>	Jodie Evans
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<b>Policy Review by:</b>	Brett Runchan
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## **Student Behaviour, Suspensions and Exclusions Policy**

### **1. Policy Statement**

Exceptional Ideas Ltd is a specialist independent school providing education for students with complex Special Educational Needs and Disabilities (SEND), including Social, Emotional and Mental Health (SEMH) needs, autism spectrum conditions, ADHD, communication and interaction needs, and trauma-related presentations. Many students have experienced disrupted education, exclusion, anxiety-based non-attendance, and unmet needs prior to joining the school.

The school recognises that behaviour is often a form of communication and that students may present with dysregulation linked to anxiety, attachment needs, sensory processing differences, communication difficulties, adverse childhood experiences, or previous educational trauma. As such, behaviour is not viewed in isolation, but within the wider context of each student's developmental profile, Education, Health and Care Plan (EHCP), risk profile, and lived experience.

At the same time, the school is clear that all students and staff have the right to learn and work in a calm, safe, respectful and well-ordered environment. This policy therefore sets out how the school promotes positive behaviour, prevents bullying and harm, responds to incidents proportionately, and maintains appropriate safeguarding, supervision and risk management in line with the Independent School Standards and relevant Department for Education guidance.

The school's core principle is:

#### **Respect – for self, others, environment, and community**

This principle underpins all interactions within school, during transport, on educational visits, in the wider community, and in any context where students are being educated or supervised by the school. Staff model respectful behaviour consistently and explicitly teach students how to develop respectful, safe and socially appropriate behaviours over time.

This policy establishes a therapeutic, relational and structured whole-school approach to behaviour that aims to secure:

- safety for all;
- consistency across staff and sites;
- dignity, fairness and inclusion;
- strong safeguarding practice;
- effective risk reduction and review;
- compliance with statutory and regulatory expectations.

This policy should be read alongside the school's safeguarding, anti-bullying, child-on-child abuse, SEND, attendance, children missing education, and suspension and permanent exclusion policies. Suspension and permanent exclusion are not routine behaviour management tools; they are formal measures governed by a separate policy and used only where necessary, proportionate and lawful.

## **2. Legal and Policy Framework**

This policy is written in accordance with:

- The Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- SEND Code of Practice (2015)
- DfE Suspension and Exclusion guidance
- Keeping Children Safe in Education 2025
- Children and Families Act 2014

**It is fully aligned with and should be read alongside the school's:**

- Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Attendance Policy
- Children Missing Education Policy
- Suspension (Fixed-Term) and Permanent Exclusions Policy

Together, these policies form a **coherent safeguarding and behaviour system**, ensuring that behaviour is never managed in isolation from welfare, attendance, or risk.

## **3. Behaviour**

### **3.1 Behaviour as Communication**

At Exceptional Ideas Ltd, behaviour is understood as a form of communication. Students may use behaviour to express:

- anxiety or emotional distress;
- sensory overload or environmental discomfort;
- frustration arising from unmet need or demand;

- difficulty with communication, processing, or understanding.

Staff are expected to consider the underlying function of behaviour and respond in a way that supports the student to regulate, communicate, and re-engage safely.

However, while behaviour is understood within the context of need, this does not negate the impact of that behaviour on others. All behaviour that is unsafe, harmful, or disruptive will be addressed promptly, proportionately, and in a way that maintains safety and dignity for all.

### **3.2 Safeguarding First**

All behaviour is considered within a safeguarding framework. Changes in behaviour, patterns of dysregulation, or escalation may indicate:

- emerging or unmet need;
- exposure to harm, abuse, or neglect;
- mental health or wellbeing concerns.

Staff must remain professionally curious and vigilant at all times. Any safeguarding concerns must be reported immediately to the Deputy Designated Safeguarding Lead or Designated Safeguarding Lead (DDSL/DSL) in accordance with the school's safeguarding procedures.

**Safeguarding is the responsibility of all staff and takes precedence over all other considerations.** Behaviour responses must never compromise a student's safety or wellbeing, nor the safety of others.

### **3.3 Respect as a Non-Negotiable**

Respect underpins all aspects of school life and is the foundation of a safe, inclusive and effective learning environment.

Staff are expected to model respectful behaviour consistently through:

- calm and professional communication
- clear and appropriate boundaries
- predictable and fair responses

Students are explicitly taught what respectful behaviour looks like and are supported over time to develop the skills required to engage safely and positively with others.

Respect includes:

- maintaining the physical and emotional safety of others;
- recognising and responding appropriately to adult authority;
- valuing the learning environment and shared spaces;

- developing self-respect, self-awareness, and accountability.

Where behaviour falls below these expectations, it is addressed in a way that is educative, restorative, and proportionate.

### **3.4 Proportionate and Individualised Response**

All responses to behaviour must be reasonable, proportionate, and tailored to the individual student. Staff must take account of:

- the student's EHCP and identified SEND needs;
- current and dynamic risk assessments;
- communication profile and processing needs;
- emotional regulation capacity and stage of development.

Consistency across the school is achieved through shared principles and expectations, not through identical responses. Staff apply these principles flexibly, ensuring that responses are appropriate to the context, the individual, and the level of risk presented.

This approach ensures that behaviour is managed in a way that is both fair and equitable, while maintaining high expectations for all students.

### **3.5 No Informal or Unlawful Exclusion**

Exceptional Ideas Ltd is fully committed to lawful, transparent and ethically sound practice in all decisions relating to the removal of a student from education. The school recognises that informal or unlawful exclusion practices disproportionately impact vulnerable learners, particularly those with SEND, and therefore maintains a clear and robust approach to prevent such practices.

The school will not:

- send a student home without a formally recorded and authorised decision;
- request or pressure parents/carers to collect a student as a means of managing behaviour (sometimes referred to as "cooling-off" or "informal" exclusion);
- place a student on a reduced timetable without a clearly documented plan, parental agreement, and review process;
- use part-time timetables or off-site arrangements as a behavioural sanction.

Where a student's behaviour presents significant concern, the school will instead:

- follow the formal suspension process, in line with the school's Exclusions and Suspensions Policy;

- ensure that any decision is made by an appropriately authorised the Headteacher or Director in consultation with the Senior Designated Safeguarding Lead;
- clearly record the rationale, duration, and support arrangements;
- communicate the decision to parents/carers without delay;
- consider the student's SEND, EHCP, and any safeguarding implications before making a decision.

Any planned adjustment to a student's timetable (e.g. part-time or phased return) will:

- only be used as a short-term, supportive intervention, not a sanction;
- be agreed in partnership with parents/carers and, where appropriate, the Local Authority;
- include a clear written plan outlining purpose, duration, and review points;
- be regularly reviewed with the aim of returning the student to full-time education as soon as possible.

The school ensures that all students continue to receive their entitlement to suitable education, in accordance with statutory expectations, even where they are subject to suspension or alternative arrangements.

All decisions relating to removal from education are:

- formally recorded;
- monitored by senior leadership;
- open to scrutiny.

This approach ensures that the school remains compliant with statutory guidance and safeguards the rights, wellbeing, and educational entitlement of all students.

#### **4. Promoting Positive Behaviour**

At Exceptional Ideas Ltd, positive behaviour is actively taught, modelled, and reinforced through all aspects of daily practice. The school creates an environment in which students feel:

- safe;
- valued;
- understood;
- able to engage in learning.

Staff recognise that many students require explicit teaching and repeated modelling of socially appropriate behaviour, emotional regulation, and communication skills. Positive behaviour is therefore developed through a combination of relational practice, structured environments, and therapeutic support.

Key approaches include:

- building strong, consistent relationships with key adults, providing stability, trust and a secure base;
- maintaining predictable routines and clear structure to reduce anxiety and support engagement;
- using therapeutic and regulation strategies tailored to individual needs, including those identified within EHCPs and individual plans;
- explicitly teaching and modelling appropriate behaviour, communication, and social interaction;
- recognising and reinforcing positive behaviour and progress at the point of occurrence.

The school operates a structured and reflective system to ensure that behaviour is consistently supported and understood over time.

This includes:

- therapeutic recording, capturing behaviour, triggers, and responses;
- dynamic risk assessments, which are regularly reviewed and updated in response to incidents;
- planned review cycles, morning and afternoon school briefings, specialist team discussions and formal review points;
- ongoing communication with parents/carers, ensuring a shared understanding of behaviour and consistent support strategies.

These systems enable the school to:

- identify patterns and emerging needs;
- evaluate the effectiveness of interventions;
- adapt provision and support strategies;
- ensure that behaviour support is proactive rather than reactive.

This whole-school approach ensures that positive behaviour is not left to chance, but is systematically taught, reinforced, and embedded, in line with each student's individual needs and developmental stage.

## **5. Expectations of Students**

At Exceptional Ideas Ltd, students are supported to develop the knowledge, understanding and skills required to engage safely and positively in school life. Recognising the complexity of need across the cohort, expectations are explicitly taught, modelled, and reinforced over time, rather than assumed.

Students are supported to develop the skills needed to:

- engage in learning and sustain attention appropriate to their stage of development;
- communicate appropriately, using verbal or alternative communication strategies where required;
- follow adult guidance and respond to support;
- regulate their behaviour with increasing independence;
- maintain safety for themselves and others.

Expectations are:

- clearly explained and demonstrated by staff;
- consistently reinforced across all staff and contexts;
- adapted to individual need, taking account of EHCP outcomes, communication profiles, and emotional regulation capacity.

The school recognises that students will be at different stages in their ability to meet expectations. Staff provide appropriate support, scaffolding and intervention to enable success, while maintaining clear and consistent boundaries.

Students are encouraged and supported to take increasing ownership of their behaviour over time. This includes:

- developing self-awareness of triggers and responses;
- reflecting on behaviour and its impact on others;
- engaging in restorative processes where appropriate.

This approach ensures that expectations remain high but achievable, and that all students are supported to make meaningful progress in their behaviour, independence and social understanding.

## **6. Behaviour Response Framework**

Staff follow a structured, consistent and flexible response framework to support behaviour across the school. This framework provides clarity for staff and students

while allowing professional judgement to respond appropriately to individual need, context, and level of risk.

The framework is designed to:

- support early intervention and prevent escalation;
- promote regulation and re-engagement;
- ensure consistent responses across staff;
- maintain safety and dignity for all.

### **Stage 1 – Awareness**

Staff identify and acknowledge the behaviour at an early stage and:

- clearly explain or reframe expectations;
- provide guidance and support to enable the student to succeed;
- use calm, low-arousal communication.

At this stage, the focus is on prevention and redirection, ensuring the student understands what is expected and feels supported to re-engage.

### **Stage 2 – Supported Warning**

If behaviour continues, staff will:

- restate expectations clearly and consistently;
- support the student to regulate using appropriate strategies;
- make the next steps and potential consequences clear.

This stage remains support-led, with an emphasis on helping the student regain control and avoid escalation.

### **Stage 3 – Consequence**

Where behaviour persists or escalates, a proportionate and appropriate consequence is applied. This may include:

- temporary removal from the activity;
- structured reflection or restorative work;
- additional adult support or supervision.

Consequences are:

- clearly explained;

- applied consistently;
- designed to support learning and accountability, rather than punish.

### **Professional Judgement and Flexibility**

This framework is not a rigid or linear system.

Staff will:

- move between stages as appropriate;
- respond to the individual student, context, and level of risk;
- prioritise de-escalation and safety at all times.

Where behaviour presents an immediate risk to safety or wellbeing, staff may:

- bypass earlier stages;
- take immediate action in line with safeguarding and risk procedures.

## **7. De-escalation and Regulation**

At Exceptional Ideas Ltd, de-escalation and regulation are central to the school's approach to behaviour. Staff are trained to recognise early signs of dysregulation and to respond in a way that reduces escalation, maintains safety, and supports the student to regain control.

Staff use a range of de-escalation strategies, including:

- calm, low-arousal communication, using clear and minimal language;
- reducing or adapting demands where appropriate to the student's level of regulation;
- offering space and time to allow the student to process and regulate;
- using known, individualised regulation strategies identified within EHCPs, risk assessments, and therapeutic plans.

Staff are expected to:

- remain calm, consistent, and predictable in their responses;
- avoid confrontation, escalation, or power struggles;
- adjust their approach in line with the student's communication and regulation needs.

De-escalation is not passive. It is a skilled, intentional process that requires staff to balance support with clear boundaries, ensuring that expectations remain consistent while responding to the student's level of need.

The primary aim is to:

- reduce risk;
- support emotional regulation;
- enable the student to re-engage safely with learning.

Where de-escalation is not sufficient, and behaviour presents a risk to safety, staff will act in line with safeguarding and risk procedures, including seeking additional support.

All de-escalation strategies are:

- informed by ongoing assessment and therapeutic input;
- reviewed following incidents;
- embedded within individual support and risk management plans.

## **8. Serious Behaviour Incidents**

Serious behaviour incidents are defined as any behaviour that presents an actual or potential risk to the safety, wellbeing, or dignity of the student, other students, or staff, or that significantly disrupts the safe and effective running of the school.

These may include, but are not limited to:

- physical aggression towards staff or peers;
- threats of harm or intimidation;
- discriminatory or prejudice-related behaviour;
- absconding or attempting to leave supervision;
- significant damage to property;
- sustained or escalating disruption that compromises safety.

### **Immediate Response**

In all serious incidents, staff will:

- prioritise the immediate safety of all individuals;
- implement de-escalation strategies where appropriate;

- seek support from other staff without delay, including use of the agreed emergency protocol where required, including the closing of the school WhatsApp chat for incident reporting only;
- avoid actions that may escalate risk unnecessarily.

Where there is a significant or immediate risk:

- additional staff will be alerted through the school's communication system;
- the emergency code word ("Norman") may be used to signal urgent assistance.

### **Leadership and Safeguarding Response**

All serious incidents will involve:

- immediate notification of a senior leader;
- consideration of safeguarding implications;
- referral to the Designated Safeguarding Lead (DSL) where appropriate.

Staff must consider whether the incident indicates:

- risk of harm to or from the student;
- child-on-child abuse;
- wider safeguarding concerns.

### **Recording and Communication**

All serious incidents will be:

- recorded in full using the school's incident reporting system;
- communicated through the school's staff communication processes at the time of the incident;
- formally reviewed following completion of the incident report.

Parents/carers will be informed on the same day, unless there is a clear safeguarding reason not to do so.

### **Post-Incident Review**

Following a serious incident:

- The incident will be reviewed by appropriate members of senior leadership including the Operational Senior Lead of the school, DSL, Therapeutic Lead, Director and Headteacher.
- The student's dynamic risk assessment will be reviewed and updated by the therapeutic lead.
- Support strategies and interventions will be adjusted where required.
- Patterns or emerging concerns will be considered.

Where appropriate:

- A reintegration or restorative process will take place.
- Further actions may be considered in line with the Behaviour Policy and, where necessary, the Suspension and Exclusion Policy.

## **9. Safeguarding Integration**

At Exceptional Ideas Ltd, behaviour is intrinsically linked to safeguarding. All behaviour is considered within the context of the student's welfare, and staff recognise that changes in behaviour or patterns of dysregulation may indicate underlying safeguarding concerns.

Staff must consider whether behaviour may be indicative of:

- child-on-child abuse, including harmful sexual behaviour;
- bullying, including discriminatory or prejudice-related incidents;
- exploitation, coercion, or external influences;
- abuse, neglect, or significant harm;
- mental health or wellbeing concerns.

Staff are expected to maintain a high level of professional curiosity and remain alert to patterns, frequency, and changes in behaviour over time, rather than viewing incidents in isolation.

All concerns must be:

- reported immediately to the school Deputy Designated Safeguarding Lead (DDSL) and escalated to the whole school Designated Safeguarding Lead (DSL) as and when appropriate, by the DDSL in line with Keeping Children Safe in Education Statutory Guidance 2025;
- recorded in line with the school's safeguarding and incident procedures;
- managed in accordance with the school's Safeguarding Policy.

Staff must recognise that, particularly within a SEND context, students involved in incidents may:

- be both vulnerable and responsible for harmful behaviour;
- require support as well as appropriate consequences.

Where harm has occurred:

- the student who has been harmed will be prioritised, supported, and safeguarded;
- appropriate action will be taken in relation to the student responsible, including consideration of underlying need, risk, and accountability.

Safeguarding responses will be:

- proportionate;
- child-centred;
- informed by multi-agency guidance where required.

This approach ensures that behaviour is never viewed in isolation, but as part of a wider safeguarding responsibility to protect and promote the welfare of all students.

## **10. Attendance and Behaviour**

At Exceptional Ideas Ltd, behaviour and attendance are closely interrelated. The school recognises that avoidance behaviours, anxiety, dysregulation, and unmet need may present as reduced engagement, lateness, or non-attendance.

Attendance is considered a key safeguarding priority. Patterns of absence, withdrawal, or reluctance to attend may indicate:

- underlying anxiety or emotional distress;
- unmet SEND or therapeutic need;
- safeguarding concerns, including risk of harm or exploitation.

The school works proactively and in partnership with families to:

- identify barriers to attendance at the earliest stage;
- implement supportive and individualised strategies;
- provide reasonable adjustments in line with EHCPs and identified needs;
- prevent escalation into persistent absence.

This approach reflects the school's Support First model, where early intervention and collaborative working are prioritised before any formal escalation.

## **Behaviour and Attendance in Practice**

Where behaviour impacts attendance or engagement, staff will:

- record concerns and monitor patterns over time;
- share information with the wider staff team and senior leaders;
- involve parents/carers in understanding and addressing barriers;
- review support strategies, risk assessments, and therapeutic input;
- Inform stakeholders and commissioning partners in line with the Medical Absence and School Attendance Policies.

## **Independent Off-Site Access (Planned and Risk-Assessed)**

The school recognises that, for some students, developing independence is a key part of their educational and EHCP outcomes. As such, certain students may be permitted to access off-site environments independently for agreed periods of time.

This will only occur where:

- there is a clear, individualised plan in place;
- a comprehensive risk assessment has been completed and approved;
- arrangements are agreed with parents/carers;
- appropriate monitoring or tracking systems are in place;
- the student has demonstrated readiness for this level of independence.

These arrangements are:

- clearly documented;
- regularly reviewed by the school, including the Therapeutic Lead and senior staff;
- adjusted in response to any incidents, concerns, or changes in risk.

In these cases, the student is not considered missing, but operating within an agreed and supervised framework of independence.

## **Absconding and Unauthorised Leaving of Site**

Any instance of a student leaving supervision without agreement, outside of their individual plan, or in a way that presents risk is treated as a safeguarding concern.

In these circumstances, staff will:

- follow the school's Children Missing Education (CME) and safeguarding procedures immediately;
- alert senior staff and the Designated Safeguarding Lead (DSL) without delay;
- initiate appropriate search, communication, and escalation processes;
- record the incident fully and review risk assessments.

### **Consistency with Attendance Procedures**

All attendance-related concerns are managed in line with the school's Attendance Policy. This ensures that:

- responses are consistent and compliant with statutory expectations;
- safeguarding considerations are fully integrated;
- attendance and behaviour are addressed as part of a unified system.

## **11. Sanctions and Consequences**

At Exceptional Ideas Ltd, consequences are used to support learning, accountability, and the development of safe and respectful behaviour. They are not used as punitive measures, but as part of a structured and educative response to behaviour.

Consequences are applied where behaviour:

- falls below expected standards;
- causes harm or disruption;
- impacts the safety or wellbeing of others.

The purpose of consequences is to:

- help students understand the impact of their behaviour;
- support reflection and learning;
- repair relationships and restore trust;
- reinforce clear and consistent boundaries.

Consequences may include:

- restorative conversations, focused on understanding impact and repairing relationships;
- repair of harm, including practical or symbolic actions where appropriate;

- structured reflection activities, supported by staff;
- temporary removal from an activity or environment to support regulation and safety;
- increased supervision or targeted support where required.

All consequences:

- are proportionate to the behaviour and level of risk;
- take account of the student's SEND, communication needs, and emotional regulation capacity;
- are clearly explained to the student in a way they can understand;
- are applied consistently by staff across the school;
- maintain the dignity and wellbeing of the student.

Consequences are always used alongside:

- de-escalation strategies;
- therapeutic support;
- ongoing assessment and review.

Where appropriate, restorative approaches are used to ensure that:

- those affected by behaviour are supported;
- the student takes responsibility in a developmentally appropriate way;
- relationships are rebuilt and strengthened.

This approach ensures that consequences contribute to long-term behaviour change, rather than short-term compliance.

## **12. Use of Reasonable Force and Restrictive Intervention**

At Exceptional Ideas Ltd, the use of reasonable force and restrictive intervention is governed by the school's Restraint Reduction Policy, which prioritises the minimisation of restraint through therapeutic, relational, and preventative approaches.

The school is committed to:

- reducing the need for restraint wherever possible;
- using de-escalation and alternative strategies as the primary response;

- ensuring that any use of force is lawful, necessary, proportionate, and reasonable.

## **Principles**

Reasonable force will only be used:

- as a last resort, where there is an immediate risk of harm;
- where de-escalation strategies have been unsuccessful or are not appropriate;
- in the best interests of the student and others.

It will never be used:

- as a punishment;
- as a response to low-level behaviour;
- where the situation can be managed safely through other means.

## **Types of Intervention**

In line with the Restraint Reduction Policy, staff may use:

- breakaway techniques (low-level disengagement);
- deflection and redirection;
- restrictive interventions, where necessary to prevent harm;
- environmental restriction, where appropriate and proportionate.

All interventions are:

- matched to the student's individual risk assessment;
- informed by planned strategies wherever possible;
- used with the minimum force and duration required.

## **Planned and Unplanned Interventions**

Where restraint is identified as a potential requirement, it will be:

- documented within the student's risk assessment and support plan;
- agreed with parents/carers;
- reviewed regularly.

Where restraint is unplanned:

- staff will act to ensure immediate safety;
- support will be requested using the school's communication systems;
- the incident will be reviewed and may result in updates to risk assessments.

### **Recording, Reporting and Review**

All incidents involving reasonable force or restrictive intervention will:

- be recorded using the school's incident reporting system;
- be clearly identified as involving restraint;
- be communicated to parents/carers as soon as possible;
- be reviewed by the Therapeutic Lead and senior staff;
- result in updates to risk assessments, therapeutic plans, and the restraint log where required.

Records, including incident forms, risk assessments, and communication logs, will be updated within appropriate timescales in line with the Restraint Reduction Policy.

### **Staff Training and Safety**

All staff receive training in:

- restraint reduction strategies;
- de-escalation techniques;
- safe and lawful physical intervention.

Physical restrictive interventions will only be carried out:

- by trained staff;
- with sufficient staffing to ensure safety (minimum of two trained staff where required).

### **Post-Incident Reflection**

Following any use of restraint:

- The incident will be reviewed to identify triggers and preventative strategies.
- The student will be supported to process and regulate.

- Families will be involved in reviewing strategies.
- Staff practice and training needs will be considered.

The school recognises that restraint can be distressing for students and staff. All efforts are made to:

- minimise its use;
- reduce potential trauma;
- improve future practice.

### **13. Prejudice-Related Behaviour**

Exceptional Ideas Ltd has a clear and unequivocal stance that all forms of discriminatory and prejudice-related behaviour are unacceptable and will be addressed promptly and effectively.

Prejudice-related behaviour includes, but is not limited to, behaviour or language related to:

- race, ethnicity, or nationality;
- religion or belief;
- disability;
- gender or gender identity;
- sexual orientation.

All such behaviour is treated seriously due to its potential to cause harm, distress, and exclusion, and is managed in line with the school's safeguarding, anti-bullying, and child-on-child abuse procedures.

### **Response to Incidents**

All prejudice-related incidents will be:

- challenged immediately by staff in a clear and appropriate manner;
- recorded accurately as a prejudice-related incident;
- reported to senior staff and, where appropriate, the Designated Safeguarding Lead (DSL);
- addressed through both education and proportionate consequences.

## **Intent, Understanding and Impact**

In responding to incidents, the school will consider:

- the student's age, stage of development, and level of understanding;
- any SEND, communication or cognitive needs;
- whether the behaviour was impulsive, imitative, or targeted.

However, while intent and understanding are considered, the impact of the behaviour on others is always prioritised. Harmful behaviour is never ignored or minimised.

## **Support and Accountability**

Where prejudice-related behaviour occurs:

- The student who has been affected will be supported, safeguarded, and listened to.
- The student responsible will be supported to understand the impact of their behaviour and to take responsibility in a developmentally appropriate way.

This may include:

- restorative conversations;
- structured educational work;
- review of behaviour and support plans.

## **Monitoring and Patterns**

All incidents are monitored over time to:

- identify patterns or repeated behaviour
- inform intervention and support strategies
- ensure that responses are consistent and effective

Where patterns emerge, further action will be taken in line with the Behaviour Policy and, where necessary, the Suspension and Exclusion Policy.

## **14. Recording and Monitoring**

Accurate, timely, and reflective recording is central to the school's approach to behaviour, safeguarding, and risk management. The school operates a structured

and multi-layered recording system to ensure that all incidents are captured, reviewed, and used to inform practice.

All behaviour incidents, regardless of severity, are recorded and contribute to a wider understanding of each student's needs, triggers, and progress over time.

### **14.1 Immediate Communication**

Behaviour incidents are communicated in real time through the school's agreed staff communication systems to ensure:

- staff awareness;
- coordinated responses;
- maintenance of safety.

At the conclusion of an incident:

- The communication thread is clearly summarised.
- The incident is formally closed.
- Relevant information is carried forward into formal recording.

All communication is:

- professional;
- factual;
- used solely for safeguarding and operational purposes.

### **14.2 Emergency Response Protocol**

In high-risk situations where there is an immediate threat to safety, staff may use the agreed emergency code word:

**“Norman”**

This signals that:

- urgent assistance is required;
- the situation is escalating;
- there may be a need for coordinated intervention.

Use of this protocol ensures a rapid, consistent, and safe response across staff.

### **14.3 Incident Recording**

Following any incident, staff must complete a formal Incident Report within an appropriate timeframe.

Reports will include:

- a clear and factual account of the incident (e.g. setting, trigger, actions, outcome);
- identification of triggers and contributing factors;
- actions taken by staff;
- outcomes for all involved;
- communication with parents/carers;
- safeguarding considerations.

All records:

- are stored centrally;
- are accessible to relevant staff;
- form part of the student's ongoing behaviour and safeguarding record.

### **14.4 Therapeutic Lead Review and Risk Assessment**

All incidents are reviewed by the Therapeutic Lead to ensure that behaviour is understood within the context of need and risk.

Following review:

- the student's dynamic risk assessment is updated where required;
- strategies and interventions are adjusted;
- patterns and triggers are identified.

This ensures that behaviour support is:

- proactive rather than reactive;
- responsive to change;
- aligned with therapeutic planning.

## **14.5 Headteacher and Director Oversight**

The Headteacher (SENCo) and Director maintain oversight of behaviour and incident recording.

This includes:

- reviewing serious incidents;
- monitoring patterns and trends;
- ensuring consistency of staff response;
- identifying training and development needs.

This oversight ensures accountability and continuous improvement across the school.

## **14.6 Monitoring Patterns and Impact**

The school systematically analyses:

- frequency and type of incidents;
- patterns over time;
- effectiveness of interventions;
- outcomes for students.

This information is used to:

- inform individual support and behaviour plans;
- identify emerging safeguarding concerns;
- evaluate the effectiveness of the provision;
- support multi-agency working where appropriate.

## **14.7 Safeguarding Integration**

All behaviour records are considered within the wider safeguarding framework.

Where concerns arise:

- the Designated Safeguarding Lead (DSL) is informed;
- records are cross-referenced with safeguarding systems;
- appropriate action is taken in line with safeguarding procedures.

## **14.8 Quality Assurance and Review**

Recording systems are subject to regular review to ensure:

- accuracy;
- consistency;
- compliance with policy and statutory expectations.

This includes:

- periodic audits of incident reports;
- review of behaviour and safeguarding data;
- alignment with risk assessment and exclusion records.

## **15. Suspension (Fixed-Term)**

Suspension is a serious intervention and will only be used where it is lawful, proportionate, and necessary. It is not used as a routine behaviour management strategy, but as a formal response to significant concerns relating to safety, wellbeing, or serious breaches of the school's expectations.

A suspension may be considered where:

- a student's behaviour poses a risk to the safety or wellbeing of themselves or others;
- there has been a serious breach of the Behaviour Policy;
- a pattern of behaviour demonstrates that in-school strategies have not been sufficient to manage risk.

All decisions to suspend a student will:

- be made by the Headteacher (or authorised senior leader);
- take full account of the student's SEND, EHCP, and individual risk assessment;
- consider whether the behaviour is linked to unmet needs, while ensuring that any risk or harm is addressed;
- include consideration of safeguarding implications, including risk to or from the student.

Prior to issuing a suspension, the school will, wherever reasonably practicable:

- review the support strategies already in place;
- consider alternative interventions and reasonable adjustments;

- ensure that suspension is a last resort.

Where a suspension is issued, the school will:

- formally record the decision, including clear rationale and supporting evidence;
- notify parents/carers on the same day;
- confirm the suspension in writing, including:
  - the reason for suspension;
  - the duration;
  - arrangements for return;
  - the appeal process.

Parents/carers will be supported to raise concerns and seek advice where needed. This includes access to independent support services, such as the local **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**.

- The school will ensure that appropriate arrangements are made for the student's education during the suspension, in line with statutory expectations.

## **Reintegration**

Following any suspension:

- a structured reintegration meeting will take place with the student and parents/carers;
- behaviour, support, and risk plans will be reviewed and amended where necessary;
- additional or adjusted support strategies will be implemented to reduce the likelihood of recurrence.

Suspension will always be used in a way that:

- maintains the student's dignity;
- supports learning and future success;
- does not discriminate on the basis of SEND or protected characteristics.

## **16. Permanent Exclusion**

Permanent exclusion is a last resort and will only be considered in exceptional circumstances where the school determines that it can no longer safely or appropriately meet a student's needs within the provision.

A decision to permanently exclude may be considered where:

- there has been a serious breach of the Behaviour Policy, resulting in significant harm or risk;
- there is a persistent pattern of behaviour which, despite extensive intervention, continues to place others at risk;
- the school has exhausted all reasonable strategies and adjustments and cannot maintain a safe environment for students and staff.

In all cases, the school will:

- take full account of the student's SEND, EHCP, and individual needs;
- consider whether further reasonable adjustments or alternative strategies could be implemented;
- review all available evidence, including incident records, risk assessments, and support plans;
- consider safeguarding implications for both the student and others.

Permanent exclusion will not be used:

- solely as a result of a student's SEND or protected characteristics;
- without clear evidence that appropriate support and intervention have been implemented;
- where behaviour can be safely managed within the school.

## **Procedure**

Where a decision is made to permanently exclude, the school will:

- inform parents/carers immediately and confirm the decision in writing;
- clearly outline:
  - the reasons for exclusion;
  - the evidence considered;
  - the right to appeal.
- notify the relevant Local Authority and referring body;
- ensure that appropriate arrangements are made for the student's ongoing education.

## **Final Considerations**

The school recognises that permanent exclusion represents a significant and life-changing decision. As such, all decisions will be:

- carefully considered and proportionate;
- lawfully applied;
- fully documented and open to scrutiny.

The school remains committed to working collaboratively with families, Local Authorities, and external agencies to ensure that any transition following exclusion is managed safely, appropriately, and in the best interests of the student.

## **17. Reintegration**

Following any suspension, the school implements a structured and planned reintegration process to support the student's successful return to education and to reduce the likelihood of further incidents.

Reintegration is not treated as a simple return to school, but as a key intervention point to review needs, reset expectations, and strengthen support.

### **Reintegration Process**

A reintegration meeting will take place involving:

- the student;
- parents/carers;
- relevant school staff (e.g. Headteacher/SENCo, Therapeutic Lead, key adult).

Where appropriate, external professionals may also be involved.

The meeting will:

- review the incident leading to suspension;
- consider any underlying factors, including SEND, communication needs, and emotional regulation;
- ensure that expectations are clearly understood;
- agree on appropriate next steps and support strategies.

## **Planning and Support**

Following reintegration, the school will:

- update behaviour, therapeutic, and risk management plans, where required;
- implement additional or adjusted support strategies;
- ensure that staff are informed of any changes to provision or approach;
- provide a consistent and supportive structure for the student's return.

Where appropriate, reasonable adjustments will be made to:

- support regulation;
- reduce triggers;
- enable successful re-engagement with learning.

## **Monitoring and Review**

Following reintegration:

- the student's behaviour and engagement will be closely monitored;
- patterns or concerns will be reviewed through the school's recording and monitoring systems;
- further adjustments will be made where necessary.

## **Principles**

The reintegration process is:

- supportive and restorative in nature;
- focused on learning and future success;
- consistent with safeguarding and SEND duties.

The aim is to ensure that the student is:

- able to re-engage safely with education;
- supported to make positive progress;
- less likely to experience further exclusion.

## 18. Raising Concerns

All staff at Exceptional Ideas Ltd have a clear professional responsibility to raise concerns relating to behaviour, safety, and wellbeing. Concerns must be acted upon promptly to ensure that risks are identified early and managed effectively.

Staff must:

- report concerns immediately to an appropriate member of staff, including senior leaders or the Designated Safeguarding Lead (DSL), depending on the nature of the concern;
- record incidents and concerns accurately, clearly, and in a timely manner using the school's agreed recording systems;
- escalate safeguarding concerns without delay, in line with the school's Safeguarding Policy.

Staff are expected to maintain a high level of professional curiosity, recognising that:

- patterns of behaviour over time may indicate emerging risk;
- low-level concerns, when viewed collectively, may become significant;
- changes in behaviour may reflect unmet needs or safeguarding issues.

Staff must also ensure that their responses to behaviour are measured, reflective, and proportionate. Decisions must not be made in reaction to heightened emotion or immediate frustration. In particular:

- staff must not adopt a reactive or "knee-jerk" approach to behaviour incidents;
- behaviour should not be escalated unnecessarily towards suspension or exclusion;
- all responses must take account of the student's age, stage of development, SEND, and individual needs.

Any consideration of escalation, including removal from learning or referral for suspension, must be:

- discussed with senior staff;
- informed by evidence and recorded information;
- consistent with the school's Behaviour Policy and Suspension and Exclusion Policy.

Concerns must not be:

- minimised;
- delayed;

- managed in isolation without appropriate recording or escalation.

Open and transparent communication across the staff team is essential to ensuring that:

- risks are identified early;
- appropriate action is taken;
- students are safeguarded effectively.

The school promotes a culture in which staff feel confident and supported to raise concerns, while maintaining a calm, professional, and proportionate approach to behaviour at all times.

## **19. Training**

Exceptional Ideas Ltd is committed to ensuring that all staff are appropriately trained and supported to manage behaviour safely, effectively, and in line with the school's therapeutic and safeguarding approach.

All staff receive ongoing training in:

- behaviour management and relational practice;
- de-escalation and regulation strategies;
- safeguarding, including recognising and responding to risk;
- SEND-informed practice, including communication and emotional regulation needs.

### **Restraint Reduction Training**

In line with the school's **Restraint Reduction Policy** , all staff receive:

- **annual training in restraint reduction and safe physical intervention;**
- refresher training to maintain competence and confidence;
- training delivered by appropriately qualified staff.

This training prioritises:

- reducing the need for restraint;
- the use of preventative and de-escalation strategies;
- safe and lawful physical intervention where necessary.

## **Consistency and Professional Practice**

Training ensures that staff:

- apply behaviour strategies consistently across the school;
- understand their legal responsibilities;
- respond to behaviour in a calm, proportionate, and informed manner;
- are confident in managing risk and safeguarding situations.

Staff are expected to:

- engage fully with training;
- apply learning in practice;
- seek further guidance where needed.

## **Ongoing Development and Review**

Training is:

- reviewed regularly to reflect emerging needs and best practices;
- informed by incident analysis and patterns identified through monitoring systems;
- adapted to ensure that staff skills remain current and effective.

Where appropriate:

- additional or targeted training will be provided;
- staff practice will be supported through supervision, reflection, and leadership guidance.

## **20. Staff Safety, Dignity and Wellbeing**

Exceptional Ideas Ltd is committed to ensuring that all staff are able to work in a safe, respectful, and supportive environment.

The school recognises that:

- some student behaviour may be directed towards staff;
- this may include verbal abuse, discriminatory language, or physical aggression;
- staff members may themselves hold protected characteristics under the Equality Act 2010.

While behaviour is understood within the context of SEND and need, this does not negate its impact on staff.

The school will:

- take all incidents affecting staff seriously;
- ensure that staff are supported following incidents;
- respond proportionately to behaviour that targets staff;
- ensure that discriminatory behaviour towards staff is challenged and addressed.

Following incidents involving harm or distress to staff:

- appropriate support will be offered (including debrief, supervision, or time to recover where needed);
- incidents will be recorded and reviewed;
- risk assessments and support plans will be updated;
- patterns of behaviour will be monitored.

Where behaviour presents significant risk or harm:

- further action may be taken, including consideration of suspension in line with the Suspensions and Permanent Exclusions Policy.

The school maintains a clear expectation that:

- staff are treated with respect;
- boundaries are upheld consistently;
- staff wellbeing is protected alongside student support.

This approach ensures a balance between:

- understanding behaviour as communication;
- maintaining safe and respectful working conditions.

## **21. Monitoring and Review**

The effectiveness of this policy is subject to **ongoing monitoring and formal review** to ensure that it remains compliant, effective, and responsive to the needs of the school community.

The policy will be formally reviewed **at least annually** and updated in response to:

- legislative and statutory guidance changes;

- analysis of behaviour, safeguarding, and exclusion data;
- patterns and trends identified through incident recording and monitoring systems;
- feedback from staff, students, parents/carers, and external professionals.

### **Ongoing Monitoring**

In addition to annual review, behaviour practice is monitored continuously through:

- incident reports and behaviour data;
- safeguarding records and DSL oversight;
- risk assessment reviews led by the Therapeutic Lead;
- senior leadership review of serious incidents and emerging patterns.

This ensures that:

- practice remains consistent and effective;
- risks are identified and addressed promptly;
- interventions are adapted in response to need.

### **Leadership and Accountability**

Responsibility for monitoring and reviewing this policy sits with:

- the **Headteacher**, who oversees day-to-day implementation and consistency;
- the **Director**, who provides strategic oversight and ensures accountability.

Where appropriate, findings from monitoring and review will:

- inform staff training and development;
- lead to adjustments in practice or provision;
- be shared with relevant stakeholders.

### **Continuous Improvement**

The school is committed to continuous improvement and reflective practice. This includes:

- learning from incidents and outcomes;
- adapting strategies to better meet student needs;

- ensuring alignment between behaviour, safeguarding, SEND, and attendance systems.