

**REBUILDING CONFIDENCE
REIMAGINING EDUCATION RESTORING FUTURES**

IMAGINE

“A BRIGHTER FUTURE”



Behaviour Policy

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Policy Statement

Pre-registration compliance note

This Behaviour Policy is written in advance of registration. It demonstrates how Imagine Wellbeing **will operate from the first day of opening**, with clear, lawful, consistent and therapeutic behaviour systems that promote pupil welfare, safeguarding, positive relationships and readiness to learn.

Imagine Wellbeing (IW) commits to creating a safe, supportive, and inclusive environment that reflects best practices outlined in **Keeping Children Safe in Education (KCSIE) 2025**, the **Independent School Standards (ISS)**, the **SEND Code of Practice (0–25)**, SMSC development guidelines, and DfE **Behaviour in Schools** guidance. Imagine Wellbeing recognises behaviour as a form of communication, particularly for pupils with Special Educational Needs and Disabilities (SEND), who may express unmet emotional, sensory, or social needs through behaviour. This understanding is integral to our policy, which is built on Positive Behaviour Support (PBS) principles, restorative justice, and a framework aligned with government guidance and inspection expectations.

At Imagine Wellbeing, we implement restorative justice practices as a primary means of developing accountability and empathy. Restorative justice encourages pupils to reflect on their actions and their impact on others, promoting positive social interactions and personal responsibility. Our approach to behaviour is grounded in the belief that every child, regardless of challenges, can develop emotional resilience and positive behavioural patterns when supported by appropriate interventions. This policy fosters a culture of empathy and respect, enabling pupils to flourish academically, socially, and emotionally.

Our alignment with Independent School Standards and the SEND Code of Practice includes ensuring that all behaviour management strategies are adaptable to the unique needs of SEND pupils. Imagine Wellbeing's commitment to these standards is evident in our consistent, proactive approach, which ensures pupils feel valued, safe, and supported. By integrating these principles, Imagine Wellbeing creates an environment where behavioural expectations are clearly defined, compassionately reinforced, and consistently aligned with each pupil's developmental and emotional needs.

Department for Education (DfE) - Behaviour in Schools Guidance

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Keeping Children Safe in Education 2025

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

SEND Code of Practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Safeguarding Children in Education Service

[Keeping children safe in education - GOV.UK.](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

Working Together to Safeguard Children 2023

https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf

Independent School Standards Guidance

https://assets.publishing.service.gov.uk/media/5cd3fc2fe5274a3fd6ee74b0/Independent_School_Standards- Guidance_070519.pdf

Roles and Responsibilities

Ofsted / ISS focus: Inspectors will consider whether roles, training and systems are clear and workable from day one. This section sets out accountability and operational readiness.

Headteacher

- **Policy Leadership:** Ensures the Behaviour Policy aligns with DfE guidance, local safeguarding arrangements, SEND Code of Practice, and Independent School Standards.
- **Behaviour Policy Oversight:** Reviews and updates the Behaviour Policy regularly, incorporating feedback from staff, pupils, and families.

- **Staff Training and Development:** Oversees training for all staff in restorative practice, trauma-informed approaches, safeguarding, de-escalation, and behaviour management.
- **Incident Review and Response:** Manages serious behavioural incidents, notifiable incidents, and exclusions (if necessary), ensuring proportional, lawful and supportive responses.
- **Stakeholder Communication:** Communicates effectively with parents, carers, and the proprietor on behaviour management strategies, key incidents, and policy changes.

Proprietor

- **Governance and Accountability:** Holds the Headteacher accountable for implementing a Behaviour Policy aligned with government guidance and independent school standards.
- **Policy Compliance:** Conducts regular compliance checks to ensure the school meets regulatory standards in behaviour management, safeguarding, and SEND support.
- **Support for Resources and Training:** Provides financial and structural support for staff training, resources, and improvements related to behaviour management.
- **Oversight of Exclusion Practices:** Ensures decision-making complies with DfE guidance, particularly for SEND pupils, and that exclusion remains a last resort.
- **Policy Review and Input:** Regularly reviews and supports the Behaviour Policy, ensuring it aligns with the school's values, mission, and regulatory requirements.

Special Educational Needs Coordinator (SENCo) / Inclusion Lead

- **Behaviour Support Planning:** Develops and oversees Individualised Behaviour Support Plans (IBSPs) for SEND pupils, collaborating with families and external professionals.
- **Staff Training and Guidance:** Provides expertise and guidance to staff on behaviour strategies specific to SEND pupils.
- **Inclusive Practice Monitoring:** Ensures behaviour management practices are adapted to meet SEND needs, including sensory processing, emotional regulation, and communication.
- **Family Communication:** Acts as key contact for families, coordinating efforts between home and school.
- **Data Analysis and Monitoring:** Tracks behavioural data, identifies trends and advises on interventions.

Staff (Teachers, Teaching Assistants, and Support Staff)

- **Daily Behaviour Support:** Implement and consistently uphold behaviour expectations using restorative practice, positive reinforcement, and therapeutic approaches.
- **Proactive Intervention:** Identify early signs of dysregulation and provide supportive interventions and refocus sessions.
- **Restorative Practice Facilitation:** Engage pupils in restorative conversations, circles and agreements.
- **Safeguarding and Incident Reporting:** Follow KCSIE-aligned safeguarding procedures, accurately document incidents and promptly report notifiable incidents to senior leaders.
- **Continuous Professional Development:** Participate in ongoing training.

Pupils

- **Understanding Expectations:** Learn and strive to meet behaviour expectations and understand the impact of actions on others.
- **Engagement in Restorative Practice:** Participate (as appropriate) in restorative conversations, circles and agreements.
- **Self-Regulation and Reflection:** Develop self-awareness and emotional regulation through tools such as Zones of Regulation and refocus sessions.
- **Commitment to Values:** Show respect, empathy and responsibility.
- **Open Communication:** Share concerns and seek support.

Parents and Carers

- **Collaboration with the School:** Work with staff to create consistent approaches between home and school.
- **Reinforcement of Expectations:** Support and reinforce school expectations and restorative approaches at home.
- **Participation in Support:** Engage in meetings and reviews, particularly for pupils with IBSPs.
- **Open Communication:** Provide updates and insights on behavioural changes observed at home.

- **Feedback and Input:** Participate in feedback opportunities to support continuous improvement.

A Therapeutic and Inclusive Approach

Imagine Wellbeing's therapeutic, inclusive approach aligns with safeguarding duties, Independent School Standards, the SEND Code of Practice, and SMSC guidelines. This approach reflects a commitment to advancing each pupil's holistic development, ensuring that all pupils receive academic and social-emotional support. Imagine Wellbeing's therapeutic methods incorporate trauma-informed practice and PBS, creating an environment that promotes wellbeing, resilience, and independence.

Our Core Vision

Imagine Wellbeing's vision is to create an environment that prioritises holistic development, where academic, personal, and social growth are viewed as interconnected. The school's mission aligns with safeguarding expectations and the SEND Code of Practice, ensuring behaviour approaches are inclusive, proactive, flexible and compassionate.

Imagine Wellbeing's approach encourages pupils to cultivate life skills, empathy, and self-awareness alongside academic achievement. This aligns with DfE Behaviour in Schools guidance, which advocates positive, inclusive behavioural support frameworks. Our vision ensures every pupil receives personalised care, which is critical in addressing complex SEND needs while maintaining high expectations for independence, resilience, and responsible behaviour.

Restorative Justice: Building Relationships and Repairing Harm

Imagine Wellbeing's restorative practices reflect our commitment to promoting empathy, accountability, and constructive conflict resolution as outlined in Independent School Standards and DfE guidance. Rather than relying on punitive measures, restorative justice provides pupils with structured tools to understand the impact and take steps toward making amends.

Restorative practice at Imagine Wellbeing includes structured conversations, circles, and formal agreements, facilitated to help pupils build understanding, responsibility, and social skills. This approach supports immediate conflict resolution and long-term social development.

An Inclusive and Safe Online Learning Environment

Imagine Wellbeing emphasises creating a secure, accessible online learning environment tailored to SEND needs. We recognise that an inclusive digital space is essential to wellbeing, ensuring virtual interactions are respectful, safe and conducive to learning. Our practice reflects a commitment to anti-bullying and cyber-safety.

We adapt digital learning spaces to meet sensory and communication needs. Staff are trained to identify digital challenges that may be unique to SEND pupils, including sensory overload, impulsivity online, and non-verbal communication needs.

Therapeutic Principles at Imagine Wellbeing

The therapeutic approach at IW is built on principles designed to support SEND pupils' emotional, sensory, and behavioural needs. It aligns with SMSC development, the SEND Code of Practice, and government guidance on inclusive education. IW's therapeutic model aims to foster empathy, resilience, and a positive sense of identity among pupils. Our staff work collaboratively to provide a consistent, understanding environment that supports emotional regulation and social learning, emphasising the following core principles:

- **Building Positive Self-Identity:** IW encourages pupils to develop a positive self-identity, recognising the significance of self-worth and self-esteem in creating resilience. This principle aligns with the SMSC framework, which emphasises personal and social development as part of a well-rounded education.
- **Environmental Structuring:** IW structures physical and virtual environments to minimise sensory triggers, providing predictability that helps reduce anxiety and promote focus. This approach is informed by SCIES guidelines, ensuring each pupil feels safe and supported across learning settings.
- **Consistency and Predictability:** Maintaining structured routines and expectations supports the government's Behaviour in Schools guidance, which advocates for stability in behaviour management. Predictability is particularly valuable for SEND pupils, who may rely on routine to feel secure and engaged in learning.

These therapeutic principles demonstrate IW's dedication to an inclusive, understanding environment where each child is supported in achieving emotional, academic, and social growth. This approach not only promotes resilience and self-regulation but also prepares pupils for future independence, aligning with the goals of SMSC and SEND guidelines.

Behaviour as Communication & Therapeutic Approach

Imagine Wellbeing recognises behaviour as a primary form of communication, a principle central to the SEND Code of Practice and safeguarding-informed practice. This approach involves understanding the underlying emotional, sensory, social, developmental, or contextual factors that influence behaviour. Our framework is designed to address these factors constructively, aligning with DfE guidance on inclusive, proactive behaviour support.

Understanding Neurodiversity Behaviour

For neurodiversity pupils, behaviour often reflects responses to sensory sensitivities, social communication challenges, or heightened emotional reactions. IW staff are trained in neurodiversity-informed practices to recognise that challenging behaviours may signal sensory discomfort, anxiety, or other underlying needs. This approach aligns with independent standards, which advocate recognising individual differences in behavioural responses and supporting pupils accordingly.

At IW, we take a proactive approach to supporting our pupils. Our staff are trained to identify and manage sensory triggers, ensuring that the school environment—both physical and digital—is adapted to minimise discomfort. This aligns with KSCiES recommendations for sensory-aware environments and supports SMSC development, which values individual well-being within holistic education. By understanding and accommodating neurodiversity behaviour, IW creates an inclusive setting that respects pupils' unique responses and communication styles.

Trauma-Informed Practice

IW adopts a trauma-informed approach, understanding that trauma experiences can significantly impact behaviour, particularly among SEND pupils who may process emotions differently. In IW's behaviour management framework, trauma-informed practices are embedded to ensure an empathetic response to pupils' needs, aligning with KCSIE (Keeping Children Safe in Education 2025) and government safeguarding standards.

This approach involves training staff to recognise and respond to trauma indicators in behaviour, creating a safe, non-threatening environment that fosters trust and security. IW's trauma-informed practices support pupils in moving from reactive to reflective behaviour, helping them navigate difficult emotions in a safe space. In accordance with Independent Standards and KSCiES, IW's trauma-informed model reinforces emotional safety, emphasising empathy and consistency in every interaction.

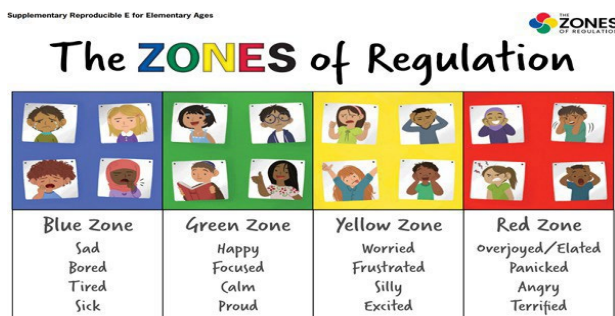
Zones of Regulation

The Zones of Regulation framework at IW is integral to promoting emotional literacy and self-regulation. It aligns with SMSC's focus on personal development and the SEND Code of Practice's emphasis on skill-building for self-awareness. This tool uses a colour-coded system to help pupils identify and manage their emotional states, providing a structured approach for recognising feelings and learning strategies to maintain self-control.

IW integrates the Zones of Regulation throughout the curriculum and daily routines, encouraging pupils to reflect on their "zone" and develop self-regulation techniques with staff support. By adopting a common language for emotions, IW helps pupils communicate their needs effectively, embracing empathy and understanding. This model aligns with DfE's Behaviour in Schools guidance, which advocates using structured tools to support emotional management. It also supports KSCiES standards by promoting a safe, supportive atmosphere where pupils feel empowered to express themselves.



Supplementary Reproducible E for Elementary Ages



Cognitive Behavioural Techniques (CBT)

IW employs Cognitive Behavioural Techniques (CBT) as therapeutic support for SEND pupils, helping them understand the relationships among thoughts, feelings, and behaviours. These CBT-based techniques align with the SEND Code of Practice's emphasis on teaching self-regulation and resilience, particularly for managing anxiety and challenging behaviour.

Through CBT-informed methods, pupils learn strategies to reframe negative thought patterns and develop coping mechanisms. IW's staff guides pupils in breaking down complex emotional responses into manageable steps, supporting their emotional resilience and growth in problem-solving. This approach is consistent with SMSC standards, which prioritise personal independence and self-reflection, and with DfE guidance, which encourages constructive, skill-building interventions in behaviour management.

Personalised Behaviour Support Plans

IW's Individualised Behaviour Support Plans (IBSPs) are tailored to reflect each pupil's unique needs, strengths, and goals. These plans are developed collaboratively with input from families, external professionals, and, where appropriate, the pupils. The IBSP framework aligns with SEND guidelines, DfE standards, and Independent School Standards, ensuring a pupil-centred approach to behaviour management.

Each IBSP outlines specific strategies to support positive behaviour, address potential triggers, and offer tools for self-regulation. Regularly reviewing and adapting these plans ensures they remain relevant and effective, enabling IW to respond proactively to each pupil's evolving needs. This commitment to personalised care upholds the principles of SCiES and the SEND Code of Practice, reinforcing IW's focus on individualised support that respects each pupil's dignity and potential.

Collaboration with Families and Carers

IW values the involvement of families and carers as fundamental to effective behaviour management. We recognise that consistency across home and school settings strengthens support for SEND pupils. This collaboration aligns with SCiES and SEND Code of Practice principles, encouraging active family participation in the development and implementation of behaviour strategies.

IW communicates regularly with families to discuss pupils' progress and share effective strategies. It also provides workshops and resources that empower parents to reinforce positive behaviour at home. This cohesive approach ensures that pupils experience a seamless support network, helping them build resilience and confidence across all environments. Family engagement in behaviour management aligns with the Independent Standards and SMSC guidelines, which advocate holistic pupil development through collaborative, family-inclusive support.



Restorative Justice Framework

Restorative justice underpins IW's approach to behaviour management. It promotes empathy, accountability, and constructive conflict resolution. This model aligns with Independent Standards and DfE guidance by providing alternatives to punitive measures and supporting inclusive, long-term behavioural development, especially for SEND pupils. IW's restorative practices enable pupils to understand the consequences of their actions, take responsibility, and actively repair relationships within the school community.

Why Restorative Justice?

Restorative justice is essential to IW's commitment to a supportive, empathetic learning environment, particularly for SEND pupils who may benefit from understanding the impact of their behaviour in a structured and compassionate context.

Traditional punitive measures often fail to address underlying causes, whereas IW's restorative approach focuses on identifying these causes and supporting pupils in finding constructive ways to engage with others.

This approach aligns with KSCiES guidelines and the DfE's Behaviour in Schools guidance, which advocates for disciplinary methods that promote accountability and social development. By embedding restorative justice into IW's behaviour policy, the school reinforces the importance of mutual respect, empathy, and community responsibility, cultivating an environment where pupils learn from their actions and grow in understanding.

Restorative Practices in Action

IW employs various restorative practices to help pupils make amends and foster positive relationships. These practices—structured conversations, meetings, and circles—are adapted to meet the diverse needs of SEND pupils, ensuring that every pupil can engage fully and meaningfully in the restorative process.

- **Restorative Conversations:** Used primarily for minor incidents, these one-on-one conversations allow pupils to reflect on their actions, understand their impact, and consider ways to make amends. IW staff facilitate these conversations with empathy and respect, focusing on guidance rather than punishment. This approach aligns with KSCiES's emphasis on promoting supportive relationships and helps pupils develop interpersonal skills in a safe setting.
- **Restorative Meetings:** For more complex or impactful incidents, IW holds formal restorative meetings involving pupils, staff, and, when appropriate, families. These meetings encourage open dialogue, helping all parties address harm and create action plans for reconciliation. Restorative meetings align with SMSC development, enabling pupils to consider the social and moral implications of their actions.
- **Restorative Circles:** IW uses restorative circles to address group-related issues or foster community responsibility. Circles allow pupils to share perspectives, understand the broader impact of their behaviour, and collaboratively seek solutions. This practice supports both SMSC and DfE standards, which value community engagement and empathy in behaviour management.

By prioritising these practices, Imagine Wellbeing promotes empathy, accountability and relationship-building.

LIVING A RESTORATIVE LIFESTYLE



Prioritize and commit to healthy relationships



Be aware of your actions, role in society, privileges, and how they impact others



Encourage collaboration by involving individuals in decisions that impact them and cultivating transparency



Listen to others deeply and compassionately



Proactively take accountability for the harms you have caused to others



Approach all individuals and situations with respect and without judgment



Reframe obstacles and conflicts as opportunities for growth and learning



Restorative Justice for SEND Pupils

IW's restorative justice practices are adapted to accommodate the unique needs of SEND pupils, ensuring that every pupil can meaningfully engage in the process. This inclusivity reflects principles from the SEND Code of Practice and Independent Standards, which advocate for flexible, individualised approaches to behaviour management.

For example, pupils with language processing challenges may be provided with visual aids or written prompts to participate effectively in restorative discussions. IW staff are trained to adjust conversation pacing, use clear, straightforward language, and provide sensory accommodations when needed. By making restorative justice accessible, IW ensures that all pupils can experience the benefits of empathy, accountability, and social learning, reinforcing the school's commitment to an inclusive environment aligned with KSCiES.

Restorative Justice/Exclusion

IW views restorative justice as a constructive approach to avoid exclusion, aligning with DfE guidance that recommends minimising exclusionary discipline, especially for SEND pupils. Exclusion can often worsen behavioural challenges by isolating pupils from support networks, whereas restorative justice offers a pathway for understanding, accountability, and reintegration.

By encouraging pupils to address their behaviour within the community, IW's restorative model reduces the need for exclusion and supports pupils in taking responsibility for their actions without being removed from their learning environment. This approach is consistent with Independent Standards and government guidance, which endorse inclusive, non-exclusionary methods for behaviour management. Restorative justice at IW allows pupils to learn from their actions and re-establish positive relationships, reinforcing the school's commitment to an inclusive and supportive learning environment.

Monitoring and Reviewing Restorative Outcomes

To ensure the effectiveness of restorative practices, IW continuously monitors and reviews outcomes, guided by KSCiES standards and SMSC's focus on accountability and personal growth. Behavioural data, including trends in restorative outcomes and feedback from pupils, families, and staff, is regularly analysed to guide improvements.

This data-driven approach ensures that IW's restorative practices remain relevant, effective, and responsive to the community's needs. By regularly evaluating and adjusting its strategy based on real outcomes, IW strengthens its restorative justice framework, reinforcing empathy and responsibility as core values within the school culture. This commitment to monitoring and review reflects Independent Standards and DfE guidance, ensuring IW's behaviour policy supports continuous improvement and remains aligned with best practices.



Government Guidance & Compliance

IW's behaviour policy aligns with essential educational standards and government guidelines, ensuring that all practices uphold principles of inclusivity, safety, and pupil-centred support. Compliance with key frameworks—including the Department for Education (DfE), Keeping Children Safe in Education (KCSIE), SEND Code of Practice, SCiES guidelines, and SMSC standards—reflects IW's commitment to nurturing a safe and supportive educational environment for all pupils, particularly those with SEND.

DfE Guidance: Behaviour in Schools (2022)

IW's behaviour policy aligns with the principles outlined in the DfE's 2022 Behaviour in Schools guidance, which advocates proactive, positive behaviour management approaches. This guidance emphasises that behaviour management should be inclusive, supportive, and rooted in positive reinforcement rather than relying on punitive measures. IW aligns with this framework by adopting an approach that recognises the diverse needs of SEND pupils and promotes a safe, inclusive school environment.

In accordance with DfE guidelines, IW's behaviour policy ensures consistency in behavioural expectations across all areas of school life. Structured interventions and well-defined routines provide stability, helping SEND pupils understand and meet behavioural expectations. By following DfE's emphasis on proactive support and positive reinforcement, IW cultivates an atmosphere of respect, accountability, and inclusivity.

Keeping Children Safe in Education (KCSIE 2025)

KCSIE 2025 guidance is a reference point and a cornerstone of IW's safeguarding practices. It ensures that all behaviour management approaches, without exception, prioritise pupil safety in physical and digital learning environments. The fact that IW staff receive ongoing training in KCSIE principles, which include recognising potential risks to pupil welfare, understanding trauma responses, and creating emotionally safe spaces for all pupils, should reassure you of the robustness of our safety measures.

This commitment to safeguarding aligns with SCiES and Independent Standards, which advocate a holistic approach to safety encompassing emotional, physical, and digital environments. By incorporating KCSIE into its behaviour policy, IW ensures that all pupils, particularly those with SEND, experience a secure and supportive learning environment. The school's Trauma-informed practices further enhance this commitment, helping staff respond empathetically to behavioural indicators that may signal underlying safety concerns.

SEND Code of Practice (2015)

IW's approach to behaviour management is firmly grounded in the SEND Code of Practice, which provides a framework for meeting the needs of pupils with special educational needs and disabilities. The Code emphasises personalised, pupil-centred strategies, encouraging schools to adapt behaviour management techniques to reflect each pupil's unique needs. IW's behaviour policy reflects this approach by offering Individualised Behaviour Support Plans (IBSPs) and personalised interventions tailored to each pupil's strengths and challenges.

In line with the SEND Code of Practice, IW's commitment to individualised care extends to active family collaboration, flexible behaviour management techniques, and preventive strategies. By promoting an inclusive approach, IW ensures that SEND pupils are supported in developing self-regulation, resilience, and positive behavioural patterns. This compliance with the SEND Code reinforces IW's dedication to providing a respectful, empowering environment that upholds each pupil's dignity and rights.

Safeguarding Children in Educational Settings (SCiES)

SCiES guidelines inform IW's approach to creating a safe, inclusive environment that promotes emotional well-being, proactive behaviour management, and safeguarding. Our policy aligns with SCiES by creating an environment that supports positive behavioural development through empathy, structure, and proactive intervention. This should reassure you that IW is indeed a safe and inclusive environment.

In both physical and online spaces, SCiES emphasises the importance of clear policies on cyber-safety, anti-bullying, and respectful interactions. IW has adapted these recommendations to establish comprehensive digital and physical safeguarding measures that prevent cyberbullying and ensure respectful, supportive online interactions. This alignment with SCiES guidelines reflects IW's commitment to an inclusive learning environment where every pupil, particularly those with SEND, can feel secure and empowered to learn.

Independent Schools Standards (ISS)

IW adheres to the Independent Schools Standards (ISS), which set high expectations for governance, behaviour management, and safeguarding in independent educational settings. ISS compliance requires that independent schools implement policies that foster a safe, supportive, and inclusive learning environment, with particular attention to the needs of SEND pupils.

IW's compliance with ISS includes transparent policies, consistent behavioural expectations, and rigorous monitoring of behaviour and outcomes. By aligning with these standards, IW demonstrates its commitment to providing an educational setting where SEND pupils feel safe and valued. The ISS's focus on accountability and continuous improvement further supports IW's goal of refining its behaviour policy through ongoing evaluation and feedback from the school community.

Promoting Positive Behaviour and Rewards

IW is dedicated to a positive school environment where desirable behaviours are consistently encouraged and celebrated. This approach aligns with SCiES and SMSC principles, which advocate for creating inclusive, supportive spaces that nurture emotional, social, and personal growth. IW recognises that positive reinforcement plays a significant role in shaping pupils' behaviour, especially for those with SEND who may require additional motivation and validation.

Positive Reinforcement

IW prioritises positive reinforcement as a central component of its behaviour policy because it helps staff feel confident that encouragement effectively supports pupils' growth, especially for SEND pupils. This focus aims to motivate Staff and reinforce their positive impact.

IW acknowledges pupils' efforts in areas such as academic growth, social interactions, and resilience through a range of rewards. Verbal praise, certificates, and special recognition during assemblies highlight pupil accomplishments, contributing to a culture of positivity and respect. This focus on positive reinforcement aligns with Independent Standards, which recommend consistent, constructive feedback to promote pupil well-being, and with SMSC's emphasis on building confidence and social skills.

Tailored Rewards for SEND Pupils

Recognising that each pupil's needs and motivations are unique, IW provides tailored rewards for SEND pupils, celebrating growth in areas such as emotional regulation, social skills, and personal responsibility. This aligns with the SEND Code of Practice, which encourages personalised support reflecting each pupil's strengths and goals.

Examples of tailored rewards include cards for positive behaviour, certificates for resilience or leadership, and access to special activities that allow pupils to showcase their achievements. By offering rewards tailored to individual development goals, IW reinforces self-awareness and responsibility, encouraging pupils to take pride in their behavioural and social accomplishments. This approach also supports SCIE's standards for inclusive and adaptive behaviour management practices, ensuring that each pupil's achievements are recognised in ways that resonate with them personally.

Positive Conversations and Family Involvement

IW values family involvement as a fundamental component of effective behaviour management because it helps staff and families feel connected and united in supporting pupils' consistent behaviour across settings, especially for SEND pupils.

Regular communication between IW and families ensures that progress, achievements, and challenges are shared openly, reinforcing positive behaviour through cohesive support. Families are invited to attend celebration assemblies; regular progress updates provide insights into pupils' accomplishments. This collaborative approach aligns with SMSC guidelines, which emphasise the role of family and community in supporting holistic pupil development. By involving families in positive reinforcement, IW strengthens behavioural consistency and enhances the sense of community around each pupil's growth.

Building Life Skills and Independence

IW's approach to behaviour management integrates the teaching of essential life skills, such as resilience, emotional regulation, and independence. This reflects SMSC's commitment to preparing pupils for life beyond the classroom. This focus aligns with the Independent Standards, which emphasise the importance of social and emotional learning in creating well-rounded development.

IW helps pupils develop competencies contributing to future success, including respectful communication, responsible decision-making, and conflict resolution. For SEND pupils, specific skill-building strategies may include structured support during social interactions or practice with self-regulation techniques. This approach ensures that IW promotes positive behaviour and equips pupils with the resilience and adaptability they will need in future academic, social, and professional contexts.

Sanctions and Restorative Justice

IW prioritises restorative justice as a key approach to managing challenging behaviour because it helps staff and pupils feel optimistic about growth and understanding, fostering a supportive environment focused on empathy and responsibility.

Principles of Restorative Justice

Restorative justice at IW is built on core principles of empathy, responsibility, and reconciliation. Unlike traditional punitive measures, which may not address underlying issues, restorative justice encourages pupils to reflect on their actions and understand their impact on others. This approach is particularly beneficial for SEND pupils, who may struggle with emotional regulation or social interactions and thus benefit from a supportive environment for self-reflection.

This approach aligns with SMSC's focus on social and moral development, helping pupils develop empathy and accountability. SCiES also supports restorative principles by recommending practices focusing on relationship repair and favourable conflict resolution. By

prioritising understanding over punishment, IW promotes a culture where pupils feel valued and supported in their behavioural development.

Restorative Conversations

IW employs restorative conversations for minor incidents, allowing pupils to reflect on their behaviour in a supportive setting. These conversations are guided by trained staff, who help pupils understand the impact of their actions and consider ways to make amends. This process aligns with Independent Standards and DfE guidelines, encouraging open communication and accountability.

Restorative conversations foster empathy and self-awareness, providing pupils a safe space to express their emotions and reflect on their behaviour. Staff ensure that these discussions are respectful and accommodate each pupil's unique needs, particularly for SEND pupils who may need additional support articulating their thoughts. Pupils learn valuable emotional regulation and interpersonal communication skills through these conversations, building resilience and social responsibility.

Refocus Sessions

Refocus sessions allow pupils to step back, regulate emotions, and regain composure constructively. These sessions incorporate therapeutic strategies, such as mindfulness practices, deep-breathing exercises, and guided relaxation, helping pupils process emotions and return to the classroom with a positive mindset.

IW recognises that temporary breaks can help pupils prevent escalation and regain control, especially for those with SEND who may be more sensitive to environmental or social triggers. Refocus sessions align with SCIE recommendations, which support proactive, empathetic approaches to emotional regulation. By prioritising self-regulation, IW fosters resilience, empowering pupils to navigate emotional challenges constructively.

Restorative Circles

Restorative circles are used to address more complex incidents or group-related challenges, providing a communal space for all parties to share perspectives and collaboratively seek solutions. This practice reflects the SMSC's commitment to community values and collective responsibility, encouraging pupils to develop empathy and understanding.

During restorative circles, pupils are encouraged to listen actively, share their perspectives, and participate in collaborative problem-solving. This approach supports the development of respectful relationships, as recommended by Independent Standards, and fosters a sense of community within IW. For SEND pupils, circles are adapted to ensure accessibility, including sensory accommodations or pacing adjustments, ensuring every participant can engage meaningfully.

Restorative Agreements

Restorative agreements are formal commitments developed with pupils to outline actions they will take to repair harm or restore positive relationships. Staff facilitate these agreements in ways that empower pupils to take ownership of their actions and foster accountability and personal growth. Restorative agreements reflect SCiES's focus on proactive, constructive approaches to behaviour and reinforce the Independent Standards' emphasis on responsibility.

These agreements may involve apologies, supportive actions, or participation in positive school activities. Pupils learn the importance of integrity, empathy, and accountability by working with staff to develop and uphold these commitments. This approach not only addresses the immediate behaviour but also supports the pupil's long-term social and emotional development.

Sanctions at IW: A Last Resort

IW reserves sanctions as a last resort for behaviours that significantly disrupt the school environment or pose safety concerns. Even then, sanctions are designed to be proportionate and constructive, ensuring pupils understand the link between their behaviour and its consequences. This approach aligns with DfE guidance, which recommends reducing exclusionary discipline for SEND pupils and is consistent with SCiES and Independent Standards, which advocate for respectful, inclusive practices.

IW takes additional care to ensure that sanctions are fair and reflect individual needs. Staff work with pupils to address and repair any harm caused, supporting a constructive reintegration into the school community. IW upholds a restorative approach that prioritises support, growth, and positive re-engagement by focusing on understanding rather than punishment.

At IW, restorative justice serves as a constructive alternative to exclusion, promoting reflection on behaviour, accountability, and positive reintegration. Exclusionary discipline can often negatively impact SEND pupils, isolating them from support networks and compounding behavioural challenges. IW's restorative model, in contrast, provides pupils with tools to reflect on their actions, repair harm, and positively reintegrate into the school community.

This approach aligns with DfE guidance on behaviour in schools, which advocates for restorative alternatives to exclusion, especially for pupils with SEND. By reducing the reliance on exclusionary practices, IW demonstrates its commitment to an inclusive, pupil-centred learning environment that empowers pupils to learn from their actions and foster empathy.

Supporting SEND/SEN Pupils in Restorative Justice

IW ensures that SEND pupils can meaningfully engage in restorative practices by adapting processes to meet individual needs. Staff are trained to support diverse communication styles, address language processing differences, and accommodate sensory needs, making restorative practices accessible to all pupils. This inclusive approach aligns with the SEND Code of Practice, SCiES, and Independent Standards, which advocate flexible, individualised approaches to behaviour management.

For example, pupils may be offered visual aids, simplified language, or alternative forms of expression, such as written reflections or visual prompts, to participate effectively. By providing these adjustments, IW ensures that all pupils experience the benefits of empathy, accountability, and social learning, regardless of individual challenges.

Monitoring Sanctions and Restorative Outcomes

Explain that monitoring sanctions and restorative outcomes helps identify patterns, supports accountability, and guides necessary adjustments for a positive school environment.

By evaluating and refining its approach based on behavioural trends and feedback, IW ensures that its behaviour management practices are effective, inclusive, and aligned with best practices. This monitoring process upholds SMSC's values, reinforcing IW's commitment to accountability, empathy, and pupil-centred support in its behaviour policy.

The Use of Physical Intervention

It is important to remember that some children at the school have complex social, emotional and mental health difficulties, and some children have significant cognitive and learning needs. Under certain circumstances, they do not manage their own behaviour effectively or safely. The use of physical intervention may, therefore, on occasions, be necessary in order to prevent the following:

- injuring themselves or others
- negatively affecting the good order and discipline of the school

The 2011 Education Act clarifies that staff may also use "reasonable force" to prevent children from acting in a way that is contrary to maintaining good order and discipline at the school, or from committing a criminal offence. The DfE guidance (Use of Reasonable Force in Schools, July 2013) has also been fully taken into account. The above do not apply only to the school but also when staff have "lawful control or charge of the child", for example, on an outing.

Please note: There is no legal definition of "reasonable force". Reasonable force can only be determined in the circumstances of the particular incident, and the degree to which force employed is proportionate to the consequences of the challenging behaviour it is intended to prevent.

The following points, in line with DfE Guidance 'Positive environments where children can flourish (2021)', relate to physical intervention by staff working with children who display extreme behaviour:

- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is appropriate, but this should be proportionate and no more than necessary
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned
- Under no circumstances should force be threatened or used as a punishment
- Staff must seek to avoid doing anything that might reasonably be expected to cause injury or in touching or holding a child in a way that might be considered indecent

The School has adopted the Team Teach approach, which promotes a gradual and graded response from least intrusive to more restrictive interventions. All except the most recently appointed staff are trained, follow a biannual programme in Team Teach skills, and are expected to apply these skills should the situation arise. Staff will complete the Team Teach refresher training every year. New staff are trained as quickly as is practicable. Every instance of physical intervention is reviewed with colleagues in order to determine whether or not it could have been avoided and whether the techniques used were appropriate. Staff will do all that is reasonably possible to maintain a low-level hold, where applicable; however, in some circumstances, an advanced hold may be the safest approach. An agreed method (Team Teach) will be used where necessary and included in the behaviour plan for any pupil for whom it may be required.

Acceptable Physical Intervention

The training provided to staff is BILD-approved. Although only those principles and interventions covered in the training are considered acceptable for general use, each situation must be risk-assessed accordingly to maintain the safety of all involved.

Training on physical intervention for staff includes sections on the background, theory, and rationale behind the Team Teach approach. Conflict resolution, de-escalation and other behaviour strategies are taught as part of the Team Teach process. Any physical interventions used take into account the child's age, cultural background, gender, stature, and medical history.

Reporting and Recording Incidents

Physical Intervention Records must be completed after any safe-hold is used. Reporting and monitoring are of paramount importance for several reasons:

- the protection of staff and children, in the event of allegations
- It provides a record of the number/nature of incidents so patterns can quickly be seen, and strategies for improvement can be formed
- It provides a record of any injuries received by children or staff

Following the use of any Team Teach hold, the following actions are required:

1. Complete a Physical Intervention Record (Appendix 2) as soon as is practicable (but certainly within 6 hours), with a Body Map diagram if injuries to any party have occurred
2. Pass the records to the main office, where nominated staff will record the event in the “**Bound Book**” and scan the document onto the computer as a protected pdf file within one working day of the incident
3. Complete the reflective log within 48 to 72 hours of the incident to help address the situation and rebuild relationships.
4. Reflect upon the incident, as a team, during the next de-brief session

The School Incident Records and safe hold data are audited regularly, analysed, and reported to the responsible individual and proprietors. Any substantial rise in recorded incidents will be regarded as a significant cause for concern and will trigger a review of practice and the need to improve/change strategies.

Physical Intervention is never seen in isolation. Its use depends on professional risk assessment and should always be considered a last resort when attempting to prevent injury or significant property damage. Other de-escalation techniques should always be applied to any potentially volatile situation, and the preferred option is to follow the “scripted” intervention approach (appendix 1), favoured by many professionals involved in behaviour modification.

On rare occasions, minor injuries may inadvertently occur during a physical intervention. The School and Team Teach recognise that all Team Teach techniques seek to avoid injury. Whilst some potential for physical injury can be reduced, there remains a risk of bruising or accidental scratching. This is not necessarily a failure of professional technique, but rather a regrettable and infrequent side effect of ensuring pupils' safety.

Incident Reporting and Monitoring

Effective incident reporting and monitoring are essential components of IW's behaviour management framework, ensuring transparency, accountability, and proactive support for all pupils. By accurately documenting behavioural incidents, IW upholds its commitment to the principles outlined in SCiES, DfE guidance, and Independent Standards, enabling staff to provide consistent and responsive support. This process also allows IW to identify patterns and trends, ensuring that the school's behaviour management practices remain responsive to emerging needs among pupils.

The Importance of Incident Reporting

IW recognises that accurate incident reporting is fundamental to maintaining a transparent and supportive school environment. Documentation provides a clear record of behavioural patterns, enabling staff to deliver consistent responses and tailor interventions to individual needs. This consistency is particularly important for SEND pupils, as it reinforces behavioural expectations and provides opportunities for tailored support.

In alignment with DfE and SCiES standards, incident reporting enables IW to collaborate effectively with families, carers, and external professionals. This collaborative approach ensures that all stakeholders are informed and involved in behaviour management strategies, creating a cohesive support system for each pupil. By documenting incidents, IW also upholds its commitment to pupil welfare, facilitating timely interventions prioritising safety and emotional well-being.

Types of Behavioural Incidents

IW categorises behavioural incidents by severity and potential impact to ensure clarity and proportionate responses. This classification system allows staff to differentiate between minor infractions and more serious behaviours, ensuring that each incident is managed consistently and appropriately.

- **Minor Incidents** include behaviours that may cause temporary disruption, such as talking out of turn or minor

classroom disruptions. These behaviours are typically addressed through brief interventions, redirection, or restorative conversations.

- **Moderate Incidents** include behaviours that impact others, such as repeated disruptions or conflicts. Moderate incidents may require restorative meetings or refocus sessions, allowing staff to address underlying issues in a supportive manner.
- **Serious Incidents:** These involve behaviours that pose a safety concern or significantly affect the school environment. Serious incidents may require immediate intervention, restorative circles, or structured agreements. Sanctions are applied only as a last resort and are directly linked to behaviour, ensuring they remain constructive.

This categorisation system aligns with SCiES and DfE guidance, ensuring consistent and proportionate responses. It also provides a clear framework for staff, helping them navigate various behavioural situations with confidence and empathy.

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Incident Reporting Procedure

When an incident occurs, IW staff follow a structured reporting procedure to document details accurately and ensure timely intervention. Incidents are recorded on CPOMS. Incidents are recorded on the same day, reviewed by the Senior Leadership Team (SLT), and, if appropriate, shared with relevant staff members and families. This process aligns with DfE and SCiES guidelines, prioritising confidentiality and pupil welfare at every step.

The reporting procedure includes a debrief with involved staff members, allowing the team to reflect on the incident's triggers and discuss potential preventive strategies. IW's commitment to clear documentation ensures that all behavioural interventions are grounded in empathy and understanding, supporting a therapeutic response that respects each pupil's unique needs. This procedure promotes transparency, accountability, and continuous improvement, reflecting Independent Standards and SMSC's focus on responsible behaviour management.

Notifiable Incidents

Specific behavioural incidents are designated as “notifiable,” requiring immediate action and communication with the school’s executive team. These incidents typically involve safety concerns, such as physical injury, threats of self-harm, or situations necessitating emergency services. IW staff are trained to recognise these incidents and follow an established protocol to ensure prompt and appropriate responses.

Examples of notifiable incidents include:

- Serious physical injuries requiring medical intervention
- Threats of self-harm or suicidal expressions
- Instances involving offensive or dangerous items
- Substantial property damage or substance misuse

Staff are instructed to report notifiable incidents to the SLT immediately, ensuring comprehensive support measures are implemented without delay. This protocol reflects SCiES and KCSiE standards, prioritising pupil welfare and responsive intervention. By adhering to this protocol, IW reinforces its commitment to ensuring that all pupils experience a secure learning environment.

Monitoring Behaviour and Incident Trends

IW regularly reviews incident data to identify patterns and inform preventive strategies, ensuring that behaviour management practices remain responsive to pupil needs. By analysing behaviour trends, IW can proactively address potential challenges, adapt support strategies, and refine the behaviour policy as necessary. This data-driven approach aligns with SCiE's recommendations, which advocate continuous monitoring to support school-wide improvement.

For example, suppose IW identifies an increase in specific behaviours during transitions or particular times of day. In that case, staff may introduce targeted support strategies, such as visual prompts or structured routines, to reduce potential triggers. This approach ensures that IW remains adaptable, with a behaviour policy that evolves to meet the dynamic needs of its community. Monitoring and trend analysis align with Independent Standards and DfE guidelines, reinforcing IW’s commitment to proactive, pupil-centred behaviour management.

Using Data for Continuous Improvement

IW is dedicated to using behavioural data to drive continuous improvement within its behaviour management strategies. Regular analysis of incident reports, restorative outcomes, and feedback from pupils, families, and staff enables IW to make data-informed adjustments to its approach. This ongoing evaluation process ensures that IW’s behaviour policy remains effective, inclusive, and aligned with best practices.

By gathering and analysing feedback, IW identifies opportunities to enhance support, introduce new interventions, and refine behavioural expectations. This commitment to data-informed decision-making reflects both Independent Standards and SMSC guidelines, promoting accountability, adaptability, and continuous improvement. Through this process, IW ensures that its behaviour policy remains responsive to the needs of pupils, staff, and families, reinforcing a supportive environment for all.

Appendices

Links to School Policies

- Safeguarding and Child Protection Policy
- SEND / Inclusion Policy
- Anti-Bullying Policy
- Equality Policy
- Online Safety Policy
- Attendance and Punctuality Policy
- Staff Code of Conduct
- Exclusions Policy
- Complaints Policy
- Data Protection and Confidentiality Policy
- Home–School Agreement
- Physical Intervention / Positive Handling Policy

Review of Current Policy

Pre-registration confirmation: This policy will be in force prior to registration. All staff will be inducted and trained on this policy before working with pupils. Monitoring, review and reporting arrangements will be operational from day one.

This policy will be reviewed annually by the Headteacher and the Proprietor. Any changes will be communicated to staff and relevant stakeholders.

Appendix A – Pre-Registration: Ofsted, ISS and KCSIE Cross-Reference

This appendix is provided to support **pre-registration inspection**. It does not replace the main policy.

Independent School Standards (ISS) – Part 3: Welfare, Health and Safety of Pupils

ISS Requirement (Part 3)	Where evidenced in this policy
Promotes good behaviour, self-discipline, proper regard for authority, and respect for others	Policy statement; therapeutic principles; PBS; rewards; sanctions; restorative justice
Prevents bullying (including cyberbullying)	Online learning environment section; restorative practice; links to Anti-Bullying and Online Safety
Safeguarding and welfare arrangements support pupil safety	KCSIE section: incident reporting and notifiable incidents; recording and escalation
Lawful, proportionate use of reasonable force	Physical intervention section: training, recording, review
Clear leadership accountability and monitoring	Roles and responsibilities; monitoring sections; proprietor oversight

Keeping Children Safe in Education (KCSIE 2025)

- Behaviour is understood as a potential indicator of unmet need, harm, abuse, neglect or trauma.
- Notifiable incidents and serious concerns are escalated in line with safeguarding thresholds.
- Staff are trained to record, report and respond consistently.

Ofsted Education Inspection Framework (EIF)

This policy supports inspection judgments by demonstrating:

- **Behaviour and Attitudes:** clear expectations, consistent routines, calm and safe environments, minimising disruption.
- **Personal Development:** emotional literacy, regulation, empathy and responsibility through therapeutic and restorative practice.
- **Leadership and Management:** statutory understanding, staff training, oversight, monitoring and operational readiness from opening.

