



# Behaviour Policy

## (statutory)

Approved by:	Kirsty Burridge
Last reviewed:	August 2025
Next Review by:	September 2026
Review Cycle:	Annual

# 1. Policy Statement

At Blue Sky Independent School, we are committed to creating a calm, safe and nurturing environment in which all pupils can learn, feel valued and achieve positive outcomes. High standards of behaviour are essential to the wellbeing, safety and success of every member of the school community.

This Behaviour Policy sets out the expectations, systems and approaches used to promote positive behaviour, prevent bullying, and respond appropriately to behavioural incidents. It fulfils the statutory requirements for independent schools under the *Education (Independent School Standards) Regulations 2014*.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Relational Policy
- Thrive Approach Policy
- Staff Code of Conduct

## 2. Aims

Our behaviour policy aims to ensure that all pupils:

- Feel safe, respected and supported.
- Understand clear expectations for behaviour.
- Learn the skills of emotional regulation, cooperation and problem-solving.
- Develop responsibility for their own actions.
- Are able to learn in a calm, structured environment free from disruption.
- Receive consistent responses from staff that reinforce routines and boundaries.

We aim to ensure staff:

- Respond consistently and fairly.
- Promote positive behaviour through relationships, routines and modelling.

- Use restorative language and repair strategies whenever appropriate.
- Understand that behaviour may be a form of communication, particularly for pupils with SEND.

## **3. Our Approach to Behaviour**

### **3.1 Positive Behaviour Ethos**

We promote a positive, strength-based approach which emphasises:

- Clear routines and expectations
- Warm, predictable adult relationships
- Praising effort, kindness and perseverance
- Teaching behaviour explicitly (e.g., social skills, turn-taking, conflict resolution)
- Restorative conversations to repair relationships
- Recognition systems appropriate for primary age

### **3.2 Upholding High Expectations**

Pupils are expected to:

- Follow adult instructions first time
- Speak kindly and respectfully
- Walk safely in school
- Keep hands, feet and objects to themselves
- Try their best and allow others to learn
- Look after the school environment

These expectations are simple, visual, and taught regularly.

### **3.3 Staff Responsibilities**

Staff will:

- Model calm and respectful behaviour
- Use consistent language and routines
- Notice and praise positive behaviour
- Use de-escalation strategies where needed
- Record significant behaviour incidents
- Work with families and external professionals where appropriate

## **4. Supporting Pupils with SEND**

We recognise that some pupils may require reasonable adjustments to behaviour expectations due to special educational needs or disabilities. These may include:

- Individual behaviour support plans
- Visual timetables or now/next boards
- Sensory regulation strategies
- Calm spaces, movement breaks
- Adult check-ins
- Reduced or adapted expectations

Reasonable adjustments will never compromise safety, but will ensure fairness and inclusion.

## **5. Responding to Behaviour**

### **5.1 Low-Level Behaviours**

Examples: calling out, interrupting, off-task behaviour.

**Staff response:**

- Non-verbal reminder
- Proximity / gentle redirection
- Clear instruction

- Praise of nearby positive behaviour
- Reminder of expectation

## **5.2 Moderate Behaviours**

Examples: refusal, shouting, throwing small objects, leaving class.

### **Staff response:**

- Calm, clear direction
- Choices and consequences
- Time to calm (supervised)
- Restorative conversation
- Record on behaviour log
- Inform parents if required

## **5.3 Serious Behaviours**

Examples: aggression, bullying, damage to property, dangerous behaviour.

### **Staff response:**

- Remove other children if necessary
- De-escalation and safeguarding first
- Senior Leader involvement
- Contact parents/carers
- Completion of incident form
- Temporary internal separation if appropriate
- Individual behaviour plan / risk assessment reviewed

**The school does not use or permit any form of corporal punishment.**

## 6. Searching, Screening and Confiscation

At Blue Sky Independent School, we follow the DfE “*Searching, Screening and Confiscation*” (2022) statutory guidance. The safety and wellbeing of pupils, staff and visitors are our highest priority, and any search is carried out lawfully, fairly and respectfully.

### 6.1 The School’s Legal Right to Search

Authorised staff have the legal power to search a pupil, their possessions or their bags without consent if they suspect the pupil is carrying any of the following prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes or cigarette papers
- Fireworks
- Pornographic images
- Any item used, or intended to be used, to commit an offence or cause harm
- Any item banned by the school rules that has been clearly communicated to pupils and parents

Searches for prohibited items **do not require parental consent**.

### 6.2 Searches With Consent

Staff may also search a pupil or their possessions with their consent for other items that may cause disruption, damage, or safety risk. Consent should be sought calmly and clearly, and pupils should understand the reason for the search.

### 6.3 Conducting a Search

All searching will:

- Be led by *two* authorised members of staff
- Be carried out by a staff member of the same sex as the pupil (unless risk of serious harm requires otherwise, as permitted by DfE guidance)
- Be conducted in a private space where possible

- Avoid physical contact where not necessary
- Use the *minimum level of intrusion* needed to keep pupils safe
- Keep safeguarding considerations at the centre of all decisions

Strip searches are never carried out by school staff. If a situation arises where a strip search is considered necessary, we follow the statutory procedures involving police only and inform parents immediately (DfE 2022).

## **6.4 Confiscation of Items**

Staff have the legal authority to confiscate items that:

- Are prohibited
- Pose a risk to safety
- Disrupt learning
- Are banned by school rules

Items will be:

- Recorded
- Stored safely
- Returned to parents where appropriate
- Handed to the police in cases involving illegal or dangerous items

## **6.5 Safeguarding Considerations**

Any search is a safeguarding action. Staff will consider:

- A pupil's SEND or communication needs
- Trauma history
- Anxiety or sensory sensitivities
- Potential risk of humiliation or distress

A DSL or Deputy DSL will be informed **immediately** if:

- A prohibited item is found
- A pupil appears distressed
- There is a safeguarding concern
- Police involvement is required

## **6.6 Recording and Informing Parents**

The school records all searches for prohibited items. These records include:

- Date, time and location
- Reason for the search
- People present
- Items found (if any)
- Any follow-up action

Parents are informed of **all** searches for prohibited items as soon as is reasonably practical.

## **7. Physical Intervention**

Physical intervention is only used as a last resort and only to:

- Prevent injury to the pupil or others
- Prevent serious damage to property
- Prevent a pupil from running into danger

All physical intervention follows DfE Use of Reasonable Force (2013) and is:

- Proportionate
- Necessary
- Recorded and reported
- Shared with parents
- Reviewed by senior staff

Staff receive appropriate safe-handling training where required.

## 8. Bullying

Bullying of any kind is not tolerated.

All bullying concerns—verbal, physical, indirect or online—are taken seriously and dealt with according to the Anti-Bullying Policy.

## 9. Rewards and Recognition

The school uses age-appropriate systems to encourage positive behaviour, such as:

- Verbal praise
- Stickers/merits
- Responsibility roles
- Certificates
- Celebration assemblies
- Parent communication

**Rewards are given for effort, kindness, improvement and perseverance—not just achievement.**

## 10. Restorative Practice

We use restorative approaches to help pupils rebuild relationships. Restorative questions may include:

- “I’m wondering what happened?”
- “I’m wondering how were you feeling?”
- “I’m wondering if you can tell me who has been affected?”
- “I’m wondering if you know what needs to happen to put things right?”

**Restorative practice supports emotional literacy, empathy and long-term behaviour change.**

## 11. Behaviour Recording and Monitoring

The school keeps clear written records of:

- Significant behavioural incidents
- Any physical intervention

- Bullying concerns
- Behaviour support plans
- Communication with parents

**Patterns are reviewed regularly to inform support planning and intervention.**

## **12. Involving Parents and Carers**

We work closely with parents to support pupils' behaviour. This may include:

- Informal conversations
- Meetings and reviews
- Sharing strategies
- Joint behaviour plans
- Early Help or multi-agency support

## **13. Training**

All staff receive training in:

- Positive behaviour management (Team Teach)
- De-escalation strategies
- Safeguarding and KCSIE
- SEND awareness
- Trauma-informed practice (where relevant)

## **14. Monitoring and Review**

This policy will be reviewed annually or earlier if required by changes in legislation.