

Behaviour Policy

2025/26



This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Angela Wade	
Reviewed	April 2026
Date of next review	April 2027

          
At Broadfield School We **Belong, We **Believe**, We **Enjoy** and **Achieve**.**

Key staff involved in the policy

Role	Name(s)
Head of centre	Angela Wade
Policy Reviewed by	Carly Crawshaw, Stephen Mills



Behaviour Policy

1. Introduction

The purpose of this policy is to inform and guide all school staff in teaching, promoting, and rewarding appropriate student conduct that supports learning, progress, achievement, and enjoyment of school life.

At Broadfield Specialist School, positive relationships are central to our ethos and the core focus of our behaviour policy. We believe that effective learning takes place within a safe, structured, and supportive environment where students feel valued, understood, and respected.

2. Aims and Objectives

Aims

- To enable each individual to fulfil their potential within an environment appropriate to their special educational needs.
- To support each individual to learn to live and work as a member of society by developing self-discipline, responsibility, and respect for the rights and needs of others.

Objectives

This policy seeks to:

- Ensure the safety and wellbeing of each student
 - Ensure the safety and wellbeing of other students
 - Ensure the safety and wellbeing of staff members and the wider public
 - Protect the school environment
 - Protect students from self-inflicted harm or injury
 - Redirect inappropriate conduct into appropriate alternatives
 - Curb or divert obsessive behaviours to enable learning
 - Teach students self-control, responsibility, and accountability
 - Help students understand that personal actions may result in rewards or sanctions
 - Support students to develop and demonstrate positive attitudes
-

3. Creating a Positive School Environment

To achieve these aims, an atmosphere of good order and consistency must exist throughout the school. Every member of staff has a responsibility to model appropriate behaviour, set clear expectations, and promote positive conduct.

This policy is based on the principle that all students and staff are valued members of the school community, and that productive relationships underpin successful learning and wellbeing.

4. Broadfield Specialist School Context

As a specialist school, we recognise that challenging conduct is often a form of communication and may indicate an unmet need. We aim to identify the function of behaviour and support students to express themselves in more socially appropriate ways.

All students have positive Communication and Behaviour Support strategies embedded within their One Page Profile which forms part of their EHCP and is included in their Individual Learning Plan (ILP). Strategies and interventions are personalised and reflective of each student's needs.

A relevant, engaging, and differentiated curriculum is essential in supporting positive conduct. At Broadfield lessons are adapted to meet individual needs. We offer a variety of Curriculum pathways support students' varied needs.

The RSHE curriculum is tailored to meet the needs of all our students and is embedded throughout the school week.

British Values and positive conduct are regularly reinforced through assemblies and cross-curricular learning.

5. Understanding Behaviour

At Broadfield Specialist School, '*behaviour*' refers to how individuals interact with people, objects, situations, and events.

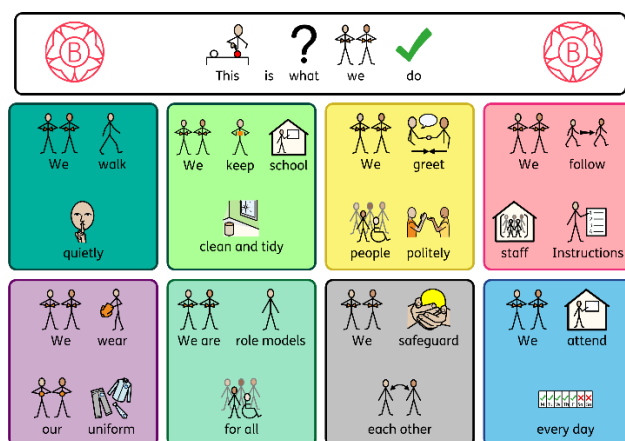
- Behaviour includes anything observable that a person does or says
- Behaviour may be positive, neutral, or negative
- Behaviour may be safe or hazardous
- Behaviour is context-specific

- Behaviour may be influenced by disability, communication ability, emotional wellbeing, medication, or personal circumstances

Where conduct interferes with learning, good order, or safety, the school will work to develop more appropriate alternatives. Positive conduct will always be rewarded wherever possible, though sanctions may be used when necessary.

6. School Ethos and Expectations

The school has clear expectations of conduct, known as **“This is what we do”**. These expectations are consistently reinforced by all staff.



This policy is not solely about rule enforcement. Its primary purpose is to promote positive relationships, mutual respect, and shared responsibility for learning.

7. Staff Conduct

Staff act as positive role models at all times. Expectations include:

- Being prepared and punctual
- Maintaining engaging, safe, and orderly learning environments
- Understanding individual student needs
- Using consistent approaches with personalised consideration
- Communicating appropriately based on individual need
- Identifying early signs of escalation and applying de-escalation strategies
- Viewing behaviour as communication and seeking to understand its purpose

All staff use Team Teach strategies to reduce risk and support positive behaviour.

8. Post Incident Learning

At Broadfield, an integral part of our Behaviour policy is PIL. Post-Incident Learning (PIL) is a structured, research-based approach focusing on reflecting on incidents—such as distressed behaviour or crises—to analyse experiences, feelings, and behaviours. It helps staff and individuals rebuild relationships, identify triggers, and update support strategies to prevent future occurrences.

The goal is to move beyond just recording data to promoting understanding, recovery, and restorative practice, ensuring everyone involved feels safe and supported.

The major benefit is that it helps to reduce future incidents, improve safety and support strategies, strengthen team morale, and prevent the re-traumatization of individuals.

PIL must be completed after every incident.

9. Rewards and Sanctions

All rewards and sanctions are personalised, proportionate, and appropriate to the student's age, understanding, ability, and needs.

Rewards

Examples include:

- Verbal praise using appropriate communication methods
- House points (individual and team-based)
- Certificates and assemblies
- Stickers, postcards, and positive communication with home
- Celebratory activities such as *'Hot Chocolate Fridays'*
- Classroom-based strategies agreed with SLT

Sanctions

Sanctions aim to educate and restore, not punish. These may include:

- Ignoring minor negative conduct and reinforcing positive behaviour
- Verbal reminders or support
- Distraction or redirection
- Time out or regulation breaks (short and appropriate)

- Temporary pause of activities to enable reflection
 - Post-Incident Learning & Support (PILS)
 - Restorative approaches
 - Referral to SLT or Headteacher
 - Meetings with parents/carers
 - In rare cases: use of restrictive interventions, exclusion, or involvement of external agencies
-

10. Conduct Outside of School

School visits, trips, and residential activities are considered school time and are covered by this policy.

Any known illegal conduct will be addressed appropriately by the Headteacher.

11. Absconding

Despite all external exits being secured some of our pupils and students may be prone to abscond from school. Schools responses to such incidents may vary depending on a number of factors such as their level of understanding, individual risk assessment, Positive Communication and Behaviour Support Plan and/or in agreement with parents and carers. In some cases, individuals will be prevented from absconding or followed if they do so, whilst other individuals will not be prevented from leaving school.

Depending on the factors above, parents/carers and/or the Police may be alerted to this incident at the discretion of the Head teacher (or SLT in their absence).

12. Anti-Bullying

Broadfield Specialist School is totally opposed to bullying in any of its forms and it will not be tolerated in school. We have a comprehensive Anti-Bullying Policy which operates within Broadfield School. All pupils, parents and staff are made aware of the content of the policy and what to do should a pupil feel they are being bullied.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can cause severe and adverse effects on children's emotional wellbeing and development.

We are committed to providing a safe, caring environment for all students so that they can learn.

13. Online Safety

All students must comply with the Online Safety and Acceptable Use Policies.

14. Confiscation and Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice on searching a pupil.

The list of prohibited items is:

- Knives and weapons, alcohol, illegal drugs, stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of, any person (including the pupil).
- An article specified in regulations: tobacco and cigarette papers, fireworks and pornographic images.

School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

15. Care and Control

Your child's safety, wellbeing and dignity are our highest priorities. At Broadfield Specialist School, we focus on positive, preventative support, helping pupils to regulate emotions, communicate needs and feel safe in school.

16. Restrictive Interventions, including use of reasonable force and seclusion

Legal Framework and Guidance

Broadfield Specialist School operates in accordance with statutory and non-statutory guidance issued by the Department for Education, including updated guidance that came into force in **April 2026** regarding the use of restrictive interventions, including **reasonable force and seclusion**, in schools.

This guidance applies to all schools in England. The school is assured that its existing policies, training, and procedures are already fully aligned with these requirements, reflecting long-established good practice in safeguarding, transparency, accountability, and care.

Staff Training and Practice

All teaching and support staff at Broadfield Specialist School receive TeamTeach Positive Handling Level Two training.

The TeamTeach framework prioritises:

- de-escalation
- prevention
- risk reduction
- behaviour support rooted in understanding communication and need

Staff make every reasonable effort to avoid the use of restrictive interventions. However, where such interventions become unavoidable in order to safeguard the pupil, others, or the environment, staff act lawfully and safely, using agreed TeamTeach techniques.

Any restrictive intervention may include:

- the use of reasonable force
- physical restraint
- seclusion (where appropriate and defined within guidance)

All interventions must be:

- **reasonable**
- **proportionate**
- **necessary**
- and applied using the **least amount of force for the shortest possible time**

A comprehensive list of TeamTeach techniques used at Broadfield Specialist School is available as an appendix to this Behaviour Policy.

All incidents must be followed up by Post Incident Learning.

Recording, Monitoring and Reporting

All restrictive interventions involving use of reasonable force or seclusion are:

- recorded accurately on CPOMS
- reviewed by senior leaders and/or TeamTeach Intermediate Trainers
- monitored for patterns or emerging risks

A decision on whether an additional significant incident form needs to be completed will be at the Headteachers discretion.

In line with the April 2026 guidance, the school has a formal requirement to notify parents in writing of every significant incident where reasonable force has been used to support a child.

Communication with Parents and Carers

Broadfield School remains committed to open, timely, and sensitive communication with families. To ensure transparency and parental confidence, the following procedures apply:

- Written notification via text message will be sent to parents/carers every time a student has been supported during a significant incident where reasonable force has been used.
 - Parents/carers may then contact the **Parental Liaison Team** for further detail, clarification, or discussion of the incident.
 - The school will continue existing practice of **telephone contact** with parents/carers where any physical injury has been sustained.
-

SEND-Informed Practice and Risk Reduction

As a specialist school, all restrictive intervention decisions take full account of:

- the pupil's SEND profile
- communication needs
- emotional regulation capacity
- trauma history (where known)
- individual risk assessments

- agreed strategies outlined in:
 - One Page Profiles
 - EHCPs

Adjustments and preventative strategies are continually reviewed in partnership with families and professionals to minimise the likelihood of restrictive interventions being required.

Appropriate Physical Contact

A blanket no-contact policy would be unreasonable for the complex and diverse needs of the pupils attending Broadfield Specialist School.

Many forms of physical contact are necessary, appropriate, and supportive, and **do not** constitute restrictive intervention.

All physical contact must:

- be purposeful
- be in the best interests of the pupil
- respect dignity and safety
- align with the Care and Control section of this policy

Examples of appropriate physical contact include, but are not limited to:

- administering first aid or responding to medical needs
- supporting pupils with personal or intimate care
- comforting or reassuring a distressed pupil
- guiding or supporting pupils during transitions
- supporting communication through body signing or agreed methods
- encouraging participation in physical activities
- supporting sensory or emotional regulation
- assisting with health or mobility needs

Such contact is essential to ensure pupil safety, wellbeing, dignity, and access to learning, and reflects Broadfield Specialist School's commitment to inclusive, compassionate, and responsive practice.

17. Exclusion

In exceptional circumstances, following LCC and DfE guidance and procedures, the head teacher can take the decision to exclude a student from Broadfield School for a fixed period of days or permanently.

Appendices

Linked Policies

This policy should be read alongside the following:

- Special Educational Needs and Disabilities (SEND) Policy
- Intimate Care and Safe Touch Policy
- Teaching Students with ASD Policy
- Home–School Agreement
- Health and Safety Policy
- Attendance Policy
- Absconding Policy
- Teaching and Learning Policy
- PSHCE / RSHE Policy
- Equalities Policy
- Anti-Bullying Policy
- Online Safety Policy
- Staff Conduct Policy

Legislative and Guidance Framework

This policy has been informed by relevant statutory and non-statutory guidance, including:

- *Restrictive interventions, including use of reasonable force, in schools* (DfE, 2026)
- *Keeping Children Safe in Education* (DfE, 2025)
- *Screening, Searching and Confiscation; advice for schools* (DfE, 2022)
- *Behaviour and Discipline in Schools* (DfE, 2014)
- *Behaviour in Schools* (DfE, 2013)

Team-Teach techniques used at Broadfield School

[Restrictive Interventions Guidance April 20206\NEW-Team-Teach-Techniques-List.pdf](#)

Prepared/ Reviewed/ Updated by	Approved by	Date
C. Carter	A Wade Headteacher	04.05.17
C Crawshaw & J Darwin	A Wade Headteacher	15.12.17
C Carter	A Wade Headteacher	19.11.18
C Carter	A Wade Headteacher	19.12.19
C Carter & S Mills	A Wade Headteacher	04.12.20
S Mills	A Wade Headteacher	10.01.22
S Mills	A Wade Headteacher	13.10.2022
S Mills & C Crawshaw	Governors	20.02.2023
S Mills	A Wade Headteacher	04.12.2023
C Crawshaw & S Mills	Full Governing Body	30.04.2026