



The Redway School

Behaviour Policy

Date: September 2026

Reviewed by: Senior Leadership Team

Next Review Date: September 2027

BEHAVIOUR POLICY

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1. Introduction

The Redway School strongly believes that high standards and expectations of good behaviour must pervade all aspects of school life including our culture, ethos and values, how pupils are taught, cared for and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

We acknowledge and support current legislation that requires Headteachers in England to take measures to promote pupil self-discipline and proper regard for authority, to encourage good behaviour and respect for others and to prevent all forms of bullying among pupils. With understanding of any requirements due to the pupils' complex needs in this setting, the overarching aim is to secure an acceptable standard of behaviour of pupils and support their own involvement in connection with their educational and social journey.

This policy, guided by the Governors' Written Statement of Behaviour Principles, will:

- Detail The Redway School's planned **consistent whole-school approach** to behaviour management
- Define what we consider to be **unacceptable behaviour**, including bullying
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

It is important to note that focus on prevention, de-escalation and protecting children's welfare is central to this current policy and our current Restrictive Intervention policy.

2. Legislation and statutory requirements

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

- Behaviour in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force and other restrictive interventions in school 2026
- Supporting pupils with medical conditions at school

It gives due regard to the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Department for Education and Department of Health and Social Care, 2019: Reducing the Need for Restraint and Restrictive Intervention:

<https://assets.publishing.service.gov.uk/media/5d1387e240f0b6350e1ab567/reducing-the-need-for-restraint-and-restrictive-intervention.pdf>

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and which give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

- The Department for Education's Restrictive Intervention guidelines for schools in England (2026).

3. Rationale

We will promote a caring and supportive learning environment that encourages good behaviour and enables all members of the school community to feel secure and respected.

A calm, positive and orderly environment is essential for pupils to learn most effectively. It is the responsibility of the school to provide that environment in order for high quality, creative and valuable teaching opportunities as well as successful learning to occur through a varied, engaging and personalised curriculum.

The Redway School recognises the vital importance of teaching appropriate behaviour and does this explicitly through the curriculum and implicitly by example and guidance, creating an ethos of high expectations coupled with trust, care, and support.

This policy recognises that within a climate of inclusion there will be some pupils who may need a much more in-depth personalised approach. These pupils will have a Positive Behaviour Support Plan (PBSP) to support their specific individual behaviour needs. These plans recognise the paramount importance of a trans disciplinary process in supporting each child's individual behaviour. They will be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Pupils attending The Redway School all have significant issues with communication which may adversely affect their self-esteem, confidence and overall learning. Some children can process information via a range of methodologies including objects of reference, eye gaze technology, switches, or via a range of different augmentative and alternative communication such as PECS, Colourful Semantics, and signing etc. Together with clear structure and routines, this will aid the management of behaviour for all pupils here at The Redway.

All behaviour is context-related and serves a function. Behaviour is best understood as communication. It is important to consider a child's environment and what function their behaviour might be communicating when trying to make sense of their behaviour. An understanding of behaviour as communication helps us to think about what the child might be needing and how best to support them. Functions of behaviour may include:

- Attention Seeking (social interaction / affirmation from adults or peers)
- Expressing Emotion / anxiety or reducing stress
- Escape / Avoidance (eg. of places, activities, people etc.)
- Tangible Reinforcement (rewards)
- Control / Rigidity (trying to gain some sense of control in their life to feel safe and secure)
- Pain / illness
- Sensory Needs (increasing or reducing stimuli)

If inappropriate behaviour enables the pupil to access one of these functions, then those challenging behaviours are more likely to occur in the future. In other words, it has been reinforced.

At The Redway School, we will build new behaviours and shape the existing positive behaviours of the pupils. The most effective form of reinforcement for this is access to social interaction, tangible reinforcement and engaging and positively challenging activities. When dealing with certain inappropriate behaviours that we may want to decrease or eradicate, we will understand which actions are acting as reinforcements for the pupil's behaviour. We will remove the reinforcement for the challenging behaviour and teach new behaviours that will allow the pupil to access that reinforcement more appropriately.

4. Aims

The Redway School will:

- Create and maintain a learning environment across both school sites that encourages all pupils, staff, and stakeholders to develop a healthy lifestyle.
- Work with a range of partners to ensure that the safety and well-being of our pupils is paramount.
- Ensure that the environment is one where all pupils enjoy learning and achieve to the best of their individual abilities.
- Be a listening school where the contributions of all pupils and young people are taken seriously and acted upon.
- Prepare our students for transition into adult life.

Our aims of approach to promoting positive behaviour will be:

- To facilitate effective and engaging learning and teaching.
- To encourage achievement and independence.
- To prepare all pupils to become good citizens with socially acceptable behaviour.
- To encourage, develop, maintain, and promote positive behaviour, build confidence, and raise self-esteem.
- To ensure that the learning environment is safe and secure for everyone. The welfare of all pupils will remain paramount at all times.
- To teach all pupils tolerance, respect, acceptance, understanding of others and to promote British Values.
- To maintain a firm, consistent and positive approach across the school in the management of what we consider to be unacceptable behaviours, with a strong ethos of teaching, prevention and de-escalation.

5. Definitions

Unacceptable behaviour is defined as:

- Disruption in lessons, transitioning between lessons, and at break and lunchtimes
- Non-engagement in learning and lessons (this could be for a variety of different reasons – medical, physical, emotional, or environmental)
- Poor or negative attitude to learning

Serious unacceptable behaviour is defined as:

- Repeated breaches of school expectations
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, including mobile 'phones
- Child on Child Abuse

It will be understood that many of the behaviours that pupils display can be a result of their significant special needs. These can be a usual characteristic of pupils with a diagnosis of PMLD, SLD, or autism with accompanying sensory, medical, and physical needs.

Such behaviours may include:

- Poor concentration, attention deficit and hyperactivity.
- Ritualistic and obsessive patterns of behaviour.
- Lack of awareness over personal safety and the safety of others.
- Resistance to change.
- Self-harming.
- Non-compliance.
- Violence towards property and inanimate objects.
- Aggression directed towards others.
- Sexualised behaviour directed towards self / others.

These behaviours may be present in a pupil individually or collectively. They may manifest at a frequency from low incidence to very high incidence and also have widely ranging durations from fleeting to prolonged.

Sensory processing difficulties can hugely affect our pupils on a day-to-day basis with their ability to self-regulate and manage their behaviour. Sensory processing is the ability to comprehend, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment that may be overwhelming for the individual. Again, maintaining a controlled and calm environment is important. Self-injurious behaviour, where a person physically harms themselves for a variety of reasons, is also a consideration. These behaviours may show in the form of head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking etc. The person might feel they have no other way of telling others their needs, wants and feelings, they may use a variety of other self-injurious behaviours to indicate how they are feeling. Some forms of self-injury might be part of a repetitive behaviour, an obsession or a routine.

Pupils' special needs do not necessarily 'excuse' wrong behaviour but can be a reason for it. Nevertheless, it indicates a need for intervention to change certain behaviours into more acceptable ways wherever possible.

All support, guidance and teaching will be explored to manage, lessen or eradicate such inappropriate behaviour where possible. At all times, such behaviours will be managed safely and sensitively for all concerned, and with understanding of the pupil's needs.

6. Bullying

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

Bullying is, therefore:

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

Types of bullying include emotional, physical, racial, sexual; direct or indirect verbal, and cyber-bullying. There must be awareness that cyber-bullying includes the use of AI to create or download abusive or threatening content.

At The Redway School, we understand that some of our pupils – due to cognitive levels - may not be fully aware of how their actions/behaviours impact upon others, or indeed intend it to cause hurt. This will be considered should it be relevant to individual cases.

All instances of bullying must be recorded on My Concern

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

7. Roles and responsibilities

7.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles and the policy.

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the school to account for its implementation.

7.2 The Leadership Team

The Leadership Team is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles.

The Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal with poor behaviour effectively, consistently, and appropriately in a timely manner. The team will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently, fairly and appropriately. A programme of appropriate high quality staff training will be maintained.

7.3 Staff

All staff will be responsible for:

- Implementing the behaviour policy consistently, predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Ensuring behavioural interventions as required
- Attending all training as requested and remaining up to date with developments
- Reading PBS plans and risk assessments (updated by teachers)

The senior leadership team will support staff when required in responding to behaviour incidents.

All teachers and session leaders will provide well-planned teaching sessions to reduce the likelihood of non-compliant behaviours. They will be immediately responsible for dealing with disruptive or unacceptable behaviour; management of such incidents will always be in line with school policy, as per training, and within legal guidelines.

They will be responsible for adhering to PBSPs for those pupils who require them.

All staff members will be responsible for providing a well organised and safe environment, which supports the school's aim and vision, and they will be positive role models for all pupils.

They will be responsible for providing a consistent approach to implementing this policy and for positively managing the behaviour of all pupils.

All staff have a **duty of care** to respond to the emotional and behavioural needs of all pupils, as well as those with needs associated with other high incidence characteristics such as:

- Sensory and perceptual difficulties.
- Physical and medical difficulties.
- Communication difficulties.

Staff will also ensure that:

- Clear boundaries / limits of behaviour are established and maintained.
- Calm, consistent approaches are an integral part of class and whole school working.
- Wherever possible predictable routines and structures are established and maintained.
- Responses are clear and concise.
- All pupils are treated with respect and dignity at all times

Where behaviours occur that we consider to be inappropriate, staff will use a range of strategies, including:

- Planned ignoring (only where safe and appropriate to do so)
- Distraction
- Clear and concise instructions
- Direct / redirect attention.
- Model examples of expectations
- Choice

Other strategies may include:

- Removing stimuli that may be causing distress
- Changing body language, facial expression, and/or tone of voice
- Supporting the pupil to express their emotions before getting overwhelmed
- Engaging the pupil in an activity which can help them manage their feelings of anxiety

Staff will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping Children Safe in Education, school staff should follow the school's child protection policy and speak to the Designated Safeguarding Lead, deputy, or assistant DSLs. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.4 Parents

Parents will be expected to:

- Support their child in adhering to the behaviour policy/School Rules and work proactively with the school.
- Following discussion, agree to and sign their child's Positive Behaviour Support Plan.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

8. Pupil code of conduct

Pupils will be encouraged to:

- Respond positively to the opportunities provided by The Redway School.
- Enjoy coming to school to learn
- Problem solve, be independent and learn through their mistakes.
- Try their hardest and achieve their full potential.
- Have equality of access to The Redway School Curriculum.
- Gain an awareness of respect for their immediate environment and the world around them
- Form positive relationships with their peers and adults
- Embrace individuality and to ensure that differences are viewed as a positive
- Communicate their feelings in the best way possible
- Always try their best
- Follow the agreed School Rules

8.1 Risk Assessments

All pupils in school will have their own individual Risk Assessments (as well as being considered during specific Risk Assessments for particular events/activities/sessions). We understand use of such assessments is good practice as it supports pupils and staff in promoting pro-active planning. It can assess whether it is safe for an activity/outing to go ahead and to help plan what vital steps should be put in place so that pupils can take part safely without undue risk to themselves or others.

Risk Assessments will be regularly reviewed to ensure that they remain necessary and effective as situations improve or worsen. A Risk Assessment will make clear what staff should be doing to reduce the hazards pupils might face. It will also highlight potential triggers of poor behaviour.

Staff will also carry out Dynamic Risk Assessments to assess any unforeseen risks the pupils may encounter.

All Risk Assessments will be available for the necessary staff and will be read and signed by all class staff working with the pupils in question.

9. A Positive Approach to Supporting Behaviour

The Redway School understands it is necessary for all staff to have robust knowledge of the pupils with whom they work. Positive relationships are the foundation for good learning and are crucial for reducing noncompliant behaviours.

It is important that all staff always remain positive. The Redway School is a supportive community with a caring ethos. To make the most of this, we will encourage many ways of rewarding and celebrating good behaviour and good achievement. These will include (but not be limited to):

- A consistent approach followed by all staff, including use of positive praise and encouragement.
- Having fun, ensuring that learning activities are personalised, engaging, and lively.
- Using clear and concise communication – giving positive instructions with minimum language that inform the pupils what to do.
- Using the pupil's name first to gain their attention and giving them time to process and respond to the instruction.
- Using timed warnings that an activity is about to end and using a countdown to indicate that an activity has finished. Use of a 'finished' tray so pupils know the item needs to go away for a short period of time before they can access it again.

- Using circle time, review, and reflection time to celebrate and share good working / behaviour.
- Praising any type of positive behaviour including Award Certificates and End-of-Term Certificates.
- Celebration of appropriate behaviour through Assemblies and special events, via displays across both sites of the school demonstrating the work of which pupils are proud and via photographs and video displayed on plasma screens within school.

Other opportunities include:

- Issuing of certificates from achievements e.g. swimming, sporting, communication, physical development etc and of accreditation/qualifications.
- Pupil participation and parent/carers feedback from EHCP Review Meetings, parent evenings and school reports.
- News posted on the school's Facebook Page (closed group) and via Website photographs (anonymous and only with parental permission)

No schools should have a 'no contact' policy. We understand that appropriate contact is required for a school - and especially at this special school in which pupils require such support – to ensure pupil safety and support. Additionally, we will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but is necessary to maintain the safety, wellbeing, health and behaviour of pupils. Examples of occasions at The Redway School when physical contact is generally appropriate include:

- to support care/feeds/toileting etc
- to give first aid or meet medical requirements
- to carry out physiotherapy/OT
- to support pupils requiring physical aid with routine activities like writing, cutting, cookery skills etc
- to guide or escort pupils, e.g. holding the hand of a pupil and use of 'Caring C' guides when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, e.g. a pat on the back, handshake or 'High Five.'
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

9.1 Team Teach

The Redway School's agreed approach to managing behaviour positively may include where necessary the use of restrictive intervention. We are mindful of the duty upon us to develop and implement a policy on the use of reasonable force and other restrictive interventions. It must be aligned with the school's legal duties including those relating to the recording and reporting of incidents where a member of staff uses restrictive interventions, including the use reasonable force, on a pupil, the welfare of children and staff, the Human Rights Act 1998 and the Equality Act 2010.

[This section should be read in conjunction with The Redway School's Restrictive Intervention Policy]

The Redway School follows the behaviour management programme Team Teach, which includes and will be developed with the principles of Positive Behaviour Support. **Respect for pupils, their dignity, and their safety will be paramount at all times.**

The school uses Team Teach as a holistic approach to positive behaviour management. This has been selected due to the programme's national status as a leading provider in schools with an ethos of teaching staff the confidence and strategies needed to de-escalate situations and reduce the need for physical intervention. We are also mindful of its certification by the BILD Association of Certified Training, complying with the Restraint Reduction Network Training Standards, and that all physical techniques have undergone medical reviews carried out by independent medical experts, as required by the Institute of Conflict Management.

All employees of the school will receive annual training in this programme. This will focus primarily on de-escalation strategies, which calm and reassure the pupil when struggling to manage their behaviour. Pupils are given opportunity and time to self-regulate and process what is being asked of them.

Low Level Physical Support - Techniques to be used to help guide and support pupils in the first instance eg if anxious, finding transitions difficult, entering new environments or needing support due to other factors (noise, lighting etc). These are low level guides that may be used daily within school as a supporting strategy to help comfort and reassure the pupils.

- Offer Hand / Arm
- Show and Go
- Caring C Guide
- Help Hug
- One person turn, gather, guide

Restrictive Interventions, Restraint, Seclusion

We understand that on occasions a higher-level intervention may be required to ensure the safety of the pupil, staff or others. This will only happen as a last possible resort and, again, only fully trained adults using physical intervention will be given permission by the Headteacher to do so. We fully acknowledge and understand the duties and responsibilities placed upon us regarding the legal power to use reasonable force under Section 93 of the Education and Inspections Act 2006, and the 2026 guidance over Restrictive Interventions, including use of reasonable force, in schools.

For further details under this heading, see The Redway School's Restrictive Intervention Policy

9.2 Positive Behaviour Support

Selected staff will also be trained in the principles of Positive Behaviour Support, to ensure it remains embedded within our behaviour management system.

Positive behaviour support (PBS) is a person-centred framework for providing long-term support to people with a learning disability, and/or autism, including those with mental health conditions, who have, or may be at risk of developing, behaviours that challenge. It is a blend of person-centred values and behavioural science and uses evidence to inform decision-making. PBS helps us understand the reason for the behaviour so we can better meet people's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.

The analysis of pupil behaviours will inform planning and implementation of strategies to be included in a pupil's Positive Behaviour Handling Support Plan to help reduce identified behaviours.

This process will involve observations and staff analysis of behaviour and patterns to explore trends and reoccurrence that may explain why the pupil is responding in this way.

9.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is unsafe, harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items, searching and screening pupils will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.4 Pupil support

The Redway School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we may also liaise with external agencies in planning support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.5 Suspension and Permanent Exclusion

The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Following all DfE guidance, the school will base the decision on individual circumstances, including the nature of the pupil's special educational needs.

Such an option is utilised very rarely at The Redway School. All other options would be considered before making such a decision.

In the event that The Redway is unable to meet the need of an individual learner, we will always aim to work with the learner's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate the allocated social worker and/or Head of the Virtual School for Looked After Pupils.

10. Pupil transition

To ensure a smooth transition to the next year, teachers will observe pupils in current classes in readiness for their move. In addition, staff members hold transition meetings. Behaviour will be discussed.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

All staff will be trained in Team Teach and supported by qualified Team Teach Advanced and Intermediate Trainers across school. A group of staff will be further trained in specific Positive Behaviour Support who will guide and disseminate good practice across school. The induction process for new staff will involve behaviour training as a priority.

Following any physical intervention incident, follow up and debriefs will be completed.

Behaviour management will also form part of continuing professional development.

12. Recording Procedures

Incidents of challenging behaviour will be recorded on the school's online **My Concern** system. All incidents, responses, and trends will be monitored and acted upon where necessary by senior staff. Data will allow them to identify any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions or interventions, or whose behaviour reflects a sudden change from previous patterns of behaviour which may have safeguarding implications. Additionally, behaviour (and potential impact on learning/wellbeing) is discussed in detail during Pupil Progress Meetings.

Parent Communication

If deemed necessary, parents will be informed on the same day of the behaviour by a note in the School Comms or Class Dogo application (or Home School Book where still used). If the Teacher or lead staff feel more information needs to be given because the behaviour may continue at home, they will speak to Parents / Carer by telephone or via a 1:1 conversation when parents arrive to pick up the pupil.

If the pupil has needed a Restrictive Interaction (RPI) to protect him or others, parents will be contacted directly by the Class Teacher on the same day, and a letter sent home with them regarding the RPI. This discussion/letter will also be recorded on **My Concern**.

Parents will not be informed if – in doing so – there would be a risk of harm to the pupil concerned. This decision will be taken by the Headteacher in liaison with the Class Teacher and Designated Safeguarding Lead. **For more details on recording and reporting of Restrictive Interventions, including reasonable use of force, see the appropriate named policy concerning these.**

13. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full Governing Body annually, or before if there are material changes to legislation.

It will also be reviewed by The Redway School's Designated Safeguarding Lead.

The Headteacher will publicise the school behaviour policy in writing to parents, staff, and pupils at least once a year. The policy will be published on the school website.

14. Links with other policies/guidance

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy and Procedure
- Keeping Children Safe in Education
- Anti-Bullying Policy
- Exclusion and Seclusion Procedures
- Health and Safety Policy
- Restrictive Physical Intervention Use Policy
- Equalities Information and Objectives Policy
- Teaching, Learning and Curriculum Policy