iMap School

School Policy

Section	School Policies
Policy Number	SP-012
Policy Name	Behaviour Policy

Creation Date	Review date	Next Review date	Nominated Reviewer
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BEHAVIOUR POLICY

iMap School delivers education and care according to the individual needs of the pupil in a safe, positive, and predictable environment. Some pupils may display challenging behaviour as a result of their difficulties with communication, understanding or social skills.

This policy provides clear guidance on our expectations and the methods we use to promote positive behaviour through Positive Behaviour Support (PBS) principles. ***Please refer also to our Positive Behaviour Support (PBS) Policy.***

Rationale

Approaches to behaviour are entirely dependent on the prevailing culture of the school, and it is therefore critical that practice related to behaviour is inclusive and person-centred. We believe that PBS represents an ethically compatible approach to addressing pupil behaviour within the context of our school. PBS approaches are based on a set of overarching values, which include the commitment to providing support which promotes inclusion, choice, participation, and equality of opportunity.

We believe that all behaviour relates to having needs met, i.e., that it is functional and serves an identifiable purpose. Some of our pupils display challenging behaviour as a response to the complex pattern of needs, including those caused by their learning difficulties and disabilities. These problems may be compounded by additional difficulties including their trauma, mental health, social deprivation, and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

It is our aim that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Behaviour Policy is designed to support us in promoting the overall well-being of pupils and staff, and an environment in which everyone feels happy, safe, and secure.

This policy outlines the behaviour we expect from all our pupils, staff, and visitors to the school. It extends to all members of our school community and is written in line with current legislation, guidance, and best practice. Positive behaviour and self-discipline have strong links to effective learning and are vital for pupils during and beyond their school years. We believe that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school, built on trust and understanding. Through the use of this policy, we aim to support all of our pupils in developing a high level of social awareness and tolerance. Our aim is to ensure that all

our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

iMap School is dedicated to ensuring that our school environment supports learning and the well-being of pupils and staff through a strong sense of community. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe school where pupils feel included in every aspect of school life, and comfortable to voice their opinions.

Our school is committed to supporting all pupils to:

Achieve their full potential.

Acquire the knowledge and skills relevant to life in a demanding, fast changing world.

Develop as confident learners, able to take risks within a safe environment.

Are curious, ambitious and take pride in their achievements.

Achieve high standards in all they do.

Develop as self-motivated, independent, and collaborative learners.

Value and care for themselves and others in our community.

Understand their rights and responsibilities as citizens. Enjoy what they do and have fun.

To achieve these aims, our school will provide:

A happy, healthy, safe, and secure environment.

High quality teaching with individualised support.

An exciting curriculum, which is delivered based on the needs and interests of pupils, providing first-hand practical experiences.

A stimulating, evolving inspirational environment.

A professional, skilled, highly motivated staff team.

School leadership focussed on continuous improvement.

Opportunities for parents and carers to play an active, supportive part in their child's education.

Opportunities outside the classroom, and the chance to extend our close links with the local community.

The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour, describe rewards and sanctions, or consequences used by the school, and to determine how they will be fairly and consistently applied.

In order to achieve this, the school will:

Make clear its expectations of positive behaviour, through assemblies, lessons, and in published documents.

Reward achievements, verbal praise, student of the week, stickers, certificates etc.

Treat every member of the community as individuals and respect their rights, values, and beliefs, creating a zero-tolerance environment against all instances of bullying or discrimination.

Provide positive examples for modelling behaviour.

Promote good relationships and a sense of belonging to the community.

Intervene early to challenge undesirable behaviour.

Be consistent when dealing with unacceptable behaviour.

1. Standards of Behaviour

The school understands that the first step to modelling positive behaviour is to lead by example. This means that all staff, visitors, teacher training students, consultants, other professionals and anyone else who comes to the school must act responsibly and professionally.

We work hard to ensure that expectations and standards are clear and consistent across the school, Behaviour boundaries, rewards and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities (SEND) as well as the additional challenges that many pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

We work closely with parents and carers to help them to understand their children, and their behaviour. We believe that in conjunction with consistent behaviour boundaries, and reliable support systems, praise, and rewards for positive behaviour are an important part of building an effective learning community.

We discuss positive and negative behaviours with parents and carers regularly. We encourage parents / carers to communicate with the school if they have concerns about their child's behaviour, and we try to support parents when they need it. We promote positive behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are displayed in classrooms and around the school.

Staff are a constant presence around the school, before and after school, between lessons, during break and lunch time, to supervise and support pupils to use the school premises respectfully and behave as expected.

We recognise that when individual pupils engage in persistent disruptive behaviour this can indicate an unmet need. If such needs are identified, we will do our best to ensure that the pupil receives appropriate support. Some pupils may require individualised or additional support to take full advantage of the educational opportunities available to all pupils.

Every iMap School student will have an Individual Behaviour Support Plan ('PBS Plan'). Advice will be sought from our multi-disciplinary clinical team and also external agencies where necessary to support us to put in place appropriate support strategies. ***Please read our Special Educational Needs Policy.***

The school will take all reasonable measures to ensure the safety and well-being of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active

development of pupils' social, emotional, and behavioural skills. ***Please read our Antibullying Policy.***

2. Expectations of Pupils

We expect and support everyone to show respect to one another, whether pupils, staff, or visitors. Pupils are ambassadors for our school even when off school premises, and we expect them to act accordingly. Within the context of their identified needs, they are expected to follow school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes.

Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated.

Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded inappropriate and may result in actions and possible suspension, these decisions will be made taking into account the individual needs of the pupil.

Behaviours that we regard as inappropriate include:

Verbal abuse to pupils, staff, or others.

Physical /attack on pupils, staff, or others.

Sexual assault of staff or other adults

Child-on-child sexual violence and sexual harassment.

Inappropriate online behaviour, including language, soliciting, or sharing inappropriate material, images, or videos.

Indecent behaviour.

Damage to property.

Possession, use or distribution of alcohol, cigarettes, illegal drugs, or substances.

Theft.

Serious actual or threatened violence against pupils, staff, or others.

Possession or use of an offensive weapon.

Arson.

Repeat incidences of unacceptable behaviour.

In respect of any behaviour where a child has suffered or is likely to suffer harm, we will follow ***our Safeguarding and Child Protection Policy***

3. Role of Parents and Carers

Parents and carers play a big part in ensuring that their children are responsible for their own behaviour, including in school. We ask that parents agree to respect and support our

Behaviour Policy and the authority of the school staff. Building school life into a child's natural routine, by ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to adhere to school rules and procedures.
We ask parents and carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying challenging behaviour. We ask that parents be prepared to attend meetings at the school with staff or the Principal to discuss their child's behaviour and to adhere to any agreements put in place.
In the case of suspensions, we remind parents and carers that it is their duty to provide supervision for their child during the time that they are excluded from school, support their child with work sent home by the school and to attend a reintegration meeting at the school with their child as required.

4. Our School Code of Conduct

Our code of conduct was developed by our whole community through consultation with the student council, staff team, parents, and stakeholders. Each student has access to the code of conduct in their preferred style of communication.

The following items are prohibited in our school:
Knives and weapons
Alcohol
Illegal drugs

Stolen items

Any article that a member of staff reasonably suspects has been, or is likely to be used to Commit an offence.

Cause personal injury to, or damage to property of any person (including a pupil) The following items are banned in our school:

Psychoactive substances*

E-cigarettes, matches, lighters or smoking paraphernalia.

Vapes and vape liquids.

Material that is inappropriate or illegal for children to have, such as racist, homophobic, misogynistic, sexist, or pornographic material.

Any items that could be used for gambling purposes, including mobile phones or mobile devices; gambling is not allowed on school property.

5. Uniform and appearance

Students are expected to wear 'Smart Casual' attire when on iMap School premises or attending iMap School facilitated field trips, work placements, volunteer work or other offsite activities where they are seen to be representing the School. ***please refer to our Dress Code Policy***

6. Bullying – *please refer to our Anti-Bullying Policy*

Bullying can be defined as, *"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally"* (DfE). Bullying will not be tolerated. Our school is a 'telling school' where staff will work with both victim and bully to provide support and address bullying.

We embrace our legal responsibility to prevent and tackle bullying. Our Anti-Bullying and Behaviour Policies are in place and available on our website and from the school office.

We also follow anti-discrimination law and comply with the Equality Duty (The Equality Act 2010) which has three aims:

1. Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
3. Foster good relations between people who share a protected characteristic and people who do not share it.

Our staff have a duty to prevent discrimination, harassment, and victimisation within the school.

It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in sanctions or disciplinary action. *Please refer to our Anti-Bullying Policy*

7. Rewards and celebration

Our school believes that it is important to encourage and recognise good conduct throughout the school by celebrating and rewarding positive behaviour. This will include a school reward system to praise pupils for positive actions, stimulating a voluntary and progressive improvement in their behaviour and increasing their motivation towards the achievement of academic objectives.

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school.

The many ways we celebrate success are listed below:

Positive behaviour; self-regulation, working independently, managing feelings and emotions, accepting simple requests, co-operative, using appropriate language, leading by example.

Positive sociability; interacting positively with others, working collaboratively, being helpful, putting others first, taking turn, showing empathy, teamwork.

Achievement; producing sufficient work at the right level, attitude to learning, contributing to lessons positively, gaining certificates, awards, and accreditation, showing improvement over time We also reward.

Kindness

Positive contributions to the life of the school, the community and/or wider world

Specific pieces of work/projects/output

Keeping safe

Making good decisions

Showing moral values

Doing the right things

By: - Activities

Trips

Celebrations e.g., reward student of the week assemblies

Just saying “thank you.”

Letters home and positive phone calls

In-class rewards

8. Pupil Support

We aim to support all of our pupils to ensure that every child succeeds during their time at iMap School. Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. These include:

Referral for additional internal or external support, including our Educational Psychologists and iMap Behaviour Team.

Increased communication between home and school.

Individual support plans.

Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour, and small group work of 1:1 support in self-esteem, emotional, literacy and anger management.

Alternative Equals curriculum provision.

Reduced timetable (for a brief period of time and regularly reviewed)

9. Sanctions and Consequences

The school operates a range of appropriate sanctions which are adapted according to the seriousness and frequency of the behaviour. This is in line with Section 91 of the Education and Inspections Act 2006, which sets out the statutory power for teachers and certain other staff to discipline pupils.

At the lowest level, staff might find opportunities for reflection, e.g., at break time, during which the behaviour is discussed and strategies for improvement identified. Staff might use opportunities to undertake restorative work so that pupils can try to 'put something right' when things have gone wrong with others.

Further sanctions and consequences can include a short period 'out of programme,' with an alternative timetable. In the most serious cases, the Principal might issue an internal suspension, or as a last resort, an external fixed-term suspension.

iMap School does not permit corporal punishment, deprivation of food, drink, medication, or sleep.

10. Searching and Confiscation

It is our first priority to ensure that pupils are in a safe and secure environment in school. Any items that may jeopardise safety will be taken from pupils without notice.

Following guidance set out by the Education and Inspections Act 2006 and Searching, Screening, and Confiscation – Advice for Schools (July 2023), staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school.

Prohibited items that can be searched for without consent include, but are not restricted to: Knives or weapons; alcohol; illegal drugs; psychoactive substances (formerly known as 'legal highs'); stolen items; e-cigarettes, tobacco, smoking paraphernalia; fireworks; pornographic images.

Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:) to commit an offence; ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

The Principal and the 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 (see the list below) or any other item that the school rules identify as an item that may be searched for (see list of banned items on page 6).

Prohibited items that can be searched for without consent.

Knives or weapons.

Alcohol; illegal drugs.

Stolen items.

Tobacco

Fireworks.

Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence; ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Where we need to conduct a search for a prohibited item, the Principal will authorise this. The Principal can authorise the member of staff to search for specific prohibited or banned items or all items set out in this behaviour policy**.** It will be explained to the pupil what is being searched for and the reason for the search. Where the pupil does not agree to be searched, our school will consider the use of a sanction or where necessary the use of reasonable force. The use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Any cigarettes or e-cigarettes confiscated in school will be destroyed.

Where a search for a prohibited item has been conducted, the Designated Safeguarding Lead or Deputy Designated Safeguarding lead will be informed, and this will be recorded on the safeguarding database CPOMS.

Where a search for a prohibited and/or banned items has been undertaken, a search record (Appendix 1) will be completed and uploaded to the safeguarding concern by the person who conducted the search.

11. Physical intervention and use of force

All staff receive comprehensive training in positive behaviour management, including deescalation and physical intervention. In order to maintain the safety and welfare of all our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. Section 93 of the Education and Inspections Act 2006 enables all school staff to use

such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
2. causing personal injury to, or damage to the property of, any pupil (including him or herself).
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. This means that where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class.

The school does not encourage the use of force and it will be used only in special circumstances as a last resort. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school are trained in PROACT-SCIPr-UK® and have the authority to use force when reasonable. Staff can also use this power when they are lawfully in charge of pupils off the school premises, e.g., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents or carers and pupils and staff will be offered a de-brief. Force will never be used as a punishment. Such serious incidents involving the use of force will also be recorded by the school.

The PROACT-SCIPr-UK® Gradient works alongside the Arousal Scale for iMap's students with regards to responses to behaviour.

a) Proactive and Active

i) Behaviour Support Plans:

Proactive approaches are implemented at Level 2/3 of the Arousal Scale. These include Relationship Building, Lifestyle Enhancement, General Alternatives, Substitute Skills, Environmental Modifications, Positive Reinforcement, Addressing Immediate Needs, and Teachable Moments.

Active approaches are implemented at Level 3/4 of the Arousal Scale. These include Use of Generic Systems, Positive Reinforcement, Addressing Immediate Need, Teachable Moments, and Redirection.

ii) Re-Direction, Time Alone and Use of 'Go':

As mentioned already, during an episode of behaviour of concern, staff may feel the need to withdraw any positive attention. Staff are used to using re-direction or distraction techniques, which may involve planned ignoring. During times of extreme behaviour of concern, it is recognised that the student may benefit from being alone in order to enable them to calm. This would be called, "Directed Time Alone" or "Requested Time Alone." Staff are always as close to the student as possible to ensure safety at all times. The welfare of the student is at the forefront at all times.

b) Reactive

Reactive approaches are implemented at Levels 4/5 of the Arousal Scale and strategies implemented at this stage include Calming Techniques, ad hoc revision of the behaviour support plan and physical interventions.

i) Use of Safe Spaces:

It is recognised that, during some episodes of behaviour of concern, the safety of the student and others is of great concern. During an episode of such behaviour, the student is encouraged to stay in a safe place. This may be in their own classroom, relaxation area or other area, including the minibus if off site. iMap Centre uses an Incident Recording system which monitors the reason for incidents and duration of such events. The proactive approaches for future support are explored by senior staff and core group meetings, in order to reduce the need for access to safe spaces.

ii) Physical Intervention

iMap Centre acknowledges that some forms of physical intervention may be needed during the support of some students who have reached crisis point. It is important to note that all physical interventions are a LAST RESORT. iMap adheres to the PROACTSCIPr-UK® techniques for physical interventions. These are very prescriptive and follow the guidance from the British Institute of Learning Disabilities (BILD) code of practice. The techniques are minimal and supportive. Staff are encouraged to seek to stabilise any situation. Staff are also aware that behaviour of concern is non personal and, as a result, they are non-judgmental about the reasons for any student's behaviour.

iii) Restraint

iMap Centre provides training in the use of physical interventions as a LAST RESORT. PROACT-SCIPr-UK® have categorised their Physical Intervention Techniques into three categories, these being: positive working practice, keeping safe, and person specific.

Physical Intervention	
Positive Working Practice	
PWP 1	Assertive Commands
PWP 2	Stance
PWP 3	Protective Stance Stage 1
PWP 4	Touch Support
PWP 5	Front Deflection
Keeping Safe	
KS 1	Protective Stance stage two
KS 2	Front approach prevention
KS 3	Front arm catch
KS 4	One arm release
KS 5	One arm release variation
Person Specific	
PS 5	Front hair pull stabilisation/release with assistance
PS 6	Back hair pull stabilisation/release with assistance
PS 7	Front choke release
PS 8	Front choke windmill release
PS 9	Back choke release
Restrictive Person Specific	
PS 1	Hug
PS 2	Two person touch support
PS 3	One person escort
PS 4	Two person escort
PS 10	Two person arm support

The previous listed physical interventions are taught in the PROACT-SCIPr-UK® training sessions. Each student attending at iMap has, in their Positive Behaviour Support Plan, techniques to use when individuals are displaying behaviour of concern. However,

Positive Behaviour Support Plans are bespoke to each individual and only interventions which are risk assessed and appropriate to use in each plan are recommended.

It is acknowledged, however, that during very rare incidents the safety of the student may be at risk. If staff feel the need to intervene during such an event, they are aware of the legal guidance. Their training covers Section 93, Education and Inspections Act 2006 of the 'Use of Force,' Circular 10/98. They are aware that any intervention under these circumstances must be "reasonable under the circumstances." Any events of this nature are examined in detail, including a health check for the student concerned. Parents and Social Work Departments are informed of any such incident. All recording of the use of restraint will be logged on CPOMS Incident Recording System.

12. **Off-site conduct**

We care about our school's reputation and believe that staff and pupils are ambassadors for the school. We promote community cohesion and try to play a positive role in our local and wider community.

Inappropriate behaviour off school site is not acceptable and could result in sanctions. The school will take into consideration the severity and impact of the behaviour and also the extent to which the reputation of the school has been affected.

13. **Compliments and Complaints**

We welcome feedback, whether positive or about improvements we should consider making. Sometimes we do not get things right and our school has a standard complaints procedure. In the first instance, we encourage parents to take any complaints or concerns to a staff member or to the Principal who will do everything in their power to help resolve any issue swiftly and effectively.

For details of the full complaints procedure, please refer to our School Complaints Policy. The policy is available on our website and also from the school office upon request.

This policy takes account of the following legislation and guidance:

Legislation:

Health and Safety at Work Act 1974
Children Act 1989
United Nations Convention on the Rights of the Child (ratified 1991)
Human Rights Act 1998
Care Standards Act 2000

Education and Inspections Act 2006
Violent Crime Reduction Act 2006
Equality Act 2010
The Education (Independent School Standards) Regulations 2014
National Minimum Standards (Residential Special Schools) 2015 Best Practice Guidance Documents:

DfE /DoH&SC Reducing the need for restraint and restrictive intervention (June 2019)
DfE Use of Reasonable Force in schools. Advice for Head Teachers, staff, and governing bodies (July 2013)
Positive and proactive care: reducing the need for restrictive interventions (2014)
BILD Code of Practice for the use and reduction of restrictive physical interventions (fourth edition 2014)
Ofsted Below the radar: low-level disruption in the country's classrooms September (2014**)**
Behaviour and Discipline in Schools, Advice for Head Teachers, and School Staff February (2014)
DfE Behaviour and Discipline in Schools July 2013 (updated September 2015
Preventing and Tackling Bullying – Advice for Head Teachers, Staff and Governing Bodies' (2017)
HM Gov - Working together to safeguard children (2018)
DfE/DoH - SEN Code of Practice (2018)
DfE – Mental Health and guidance in schools (2018)
Ofsted - Positive environments where children can flourish (2018)
DfE - Searching, Screening, and confiscation: Advice for Schools (July 2022)
HM Gov - Reducing the need for Restraint and Restrictive Intervention (2019) DfE – School Attendance, Guidance for maintained schools, academies, independent schools, and local authorities (2019)
Keeping Children Safe in Education (September 2025)
DfE Behaviour in Schools guidance (September 2025)
DoH Guidance on Permissible Forms of Control in Children's Residential Care (1993)

This policy should be read in conjunction with the following iMap School Policies and Procedures:

- Anti–Bullying Policy
- Safeguarding and Child Protection Policy and Procedures
- Complaints Policy

- Equality and Diversity Policy
- Positive Behaviour Support (PBS) Policy
- Staff Code of Conduct

This policy will be reviewed annually.