Behaviour Policy & Procedure

The Lioncare School | Therapeutic, relational and safeguarding-led practice

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Date Created	v6 28 August 2026
Formal Approval Date	v6 08 September 2026
Next Review	September 2027 or earlier if law, guidance or school practice changes

Our commitment: Every child has the right to feel safe, valued and respected and to learn without avoidable disruption. Adults will understand behaviour as communication, maintain clear and dependable boundaries, use the least restrictive effective response, and help each child repair harm, learn and re-engage.

1. Purpose and aims

The Lioncare School provides education for children whose experiences, trauma, attachment needs, special educational needs and disabilities, communication needs or emotional development may affect how they understand and respond to situations. This policy establishes a consistent whole-school approach that is therapeutic, relational, lawful and ambitious for every child.

The policy aims to:

- create a calm, safe and supportive environment in which all children can learn and thrive;
- teach behaviour explicitly as part of the school curriculum and community culture;
- promote "good enough" behaviour: safe, respectful and developmentally attainable participation, rather than an expectation of perfection;
- set clear expectations, routines, recognition and proportionate consequences;
- respond consistently while taking account of each child's understanding, trauma, SEND, mental health, communication and emotional development;
- prevent and address bullying, discrimination, child-on-child abuse and harmful sexual behaviour;
- minimise restrictive interventions through prevention, individual planning and de-escalation; and
- use behaviour information to improve support, equality and school practice.

2. Scope

This policy applies to all pupils and to all employees, agency staff, volunteers and other adults acting on behalf of The Lioncare School. It applies on school premises, during education and activities away from the premises, while travelling under school arrangements and, where the legal test is met, to relevant off-site or online behaviour.

It should be read with each pupil's Education, Health and Care Plan (EHC plan), Personal Education Plan (PEP), individual risk assessment, Positive Behaviour Support Plan, one-page profile and placement plan

where applicable. An individual plan guides prevention and support but cannot authorise unlawful or punitive practice.

3. Statement of behaviour principles

- Every child has the right to feel safe, valued and respected and to learn free from avoidable disruption.
- Children, adults and visitors are entitled to freedom from bullying, harassment and discrimination.
- Adults model calm, respectful, boundaried and reflective behaviour at all times.
- Expectations, recognition, reparation and consequences are explained and applied predictably, fairly and proportionately.
- Children are supported to understand this policy, express their views, develop self-regulation and take increasing responsibility for their actions.
- Parents, carers, social workers and other professionals are partners in understanding need and supporting progress.
- Every child has an individual Positive Behaviour Support Plan used proactively and reviewed after significant incidents or emerging patterns.
- Restrictive intervention is never punishment and is used only when lawful, necessary and proportionate, for the shortest time and with the least force required.
- Exclusion or disruption of placement is a last resort and will never be disguised as an informal or unofficial arrangement.

The Headteacher and The Chair of The Lioncare School make clear that violence, threats, discriminatory abuse and conduct that creates a serious risk will be addressed promptly. A firm response will remain child-centred and will include safeguarding assessment, support and learning.

4. Legal and guidance framework

This policy has regard to the Education (Independent School Standards) Regulations 2014, particularly paragraph 7 (safeguarding), paragraph 9 (behaviour policy) and paragraph 10 (anti-bullying strategy); the Education Act 1996; sections 93 and 93A of the Education and Inspections Act 2006; the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025; the Equality Act 2010; the Children and Families Act 2014; the Human Rights Act 1998; and health and safety law.

The school also has regard to Behaviour in Schools (DfE, updated February 2024), Searching, Screening and Confiscation (DfE, July 2022, updated webpage July 2023), Restrictive Interventions, including Use of Reasonable Force, in Schools (DfE, April 2026), Keeping Children Safe in Education 2026, Working Together to Safeguard Children, the SEND Code of Practice and relevant guidance on mental health, mobile phones, bullying and exclusions.

5. Key definitions

Term	Meaning in this policy
Behaviour of concern	Behaviour that creates or signals a risk to safety, welfare, learning, relationships, property or the orderly running of the school. The term describes the concern and does not define the child.
Positive Behaviour Support Plan	An individual, proactive plan describing strengths, needs, triggers, communication, preventative support, de-escalation, agreed responses and review arrangements.

Reparation	A supported process through which a child understands impact and, when ready and safe, helps repair harm or relationships. It is not forced apology or humiliation.
Consequence	A reasonable, proportionate response linked to behaviour, safety, learning or repair. Support is provided alongside any consequence.
Restrictive intervention	A physical or non-physical action that prevents, restricts or subdues movement of a pupil's body or part of the body.
Reasonable force	Physical restrictive intervention using no more force than is necessary for the shortest time in the circumstances permitted by law.
Seclusion	A non-disciplinary safety intervention in which a pupil is kept away from others and prevented from leaving by obstruction, blocking or belief that leaving will lead to punishment.
Removal	A supervised, time-limited educational response away from a classroom. Removal is not seclusion and the pupil is not prevented from leaving through force or threat of punishment.

6. The behaviour curriculum and school culture

The Lioncare Group has one overarching aim: to improve the lives and prospects of the children in its care and education. The school's skills-based curriculum promotes academic progress alongside resilience, self-regulation, confidence, engagement, enjoyment and positive participation in group and community life.

The school's therapeutic-community approach recognises that behaviour communicates meaning. Adults remain curious about what a child may be experiencing while retaining appropriate adult authority. The community may discuss conduct, impact and repair in a facilitated way; children do not impose sanctions or manage risk on behalf of adults.

Behaviour is taught through induction, predictable routines, modelling, PSHE, community meetings, Student Council, weekly one-to-one key-work, direct teaching, visual support, rehearsal, reflection and restorative work. Each day is an opportunity for a fresh start; repair does not require shame or prolonged loss of belonging.

7. Expected behaviour

Children are taught and supported, according to their age and development, to:

- behave as safely and with as much self-control as they can;
- show respect to other children, adults, visitors, difference and protected characteristics;
- contribute to a calm environment for learning and move safely around the school;
- follow reasonable instructions and established routines;
- treat buildings, equipment and other people's belongings with care;
- wear agreed school clothing, subject to reasonable adjustments;
- take part in reflection and accept appropriate opportunities for reparation when ready;
- use technology safely and comply with the school's mobile-phone rules; and
- avoid conduct in school, outside school or online that harms others, disrupts education or brings a serious and relevant risk to the school community.

Expectations are communicated in accessible language and formats. Repeated teaching, visual routines, co-regulation and reasonable adjustments will be used where required.

8. Roles and responsibilities

8.1 The Chair of The Lioncare School acting on behalf of the proprietor and school governance

- approve and review the statement of behaviour principles and this policy;
- monitor effective implementation, safeguarding, equality and the use of restrictive interventions;
- hold the Headteacher to account and ensure sufficient staffing, training and resources; and
- review data for patterns, repeat use, disproportionate impact and required improvement.

8.2 The Headteacher and senior leadership team

- establish and communicate the school's behaviour culture, expectations and routines;
- ensure consistent, lawful and effective responses to behaviour and safeguarding concerns;
- authorise appropriately trained staff to conduct searches and oversee searching practice;
- ensure individual plans, risk assessments and reasonable adjustments are current;
- ensure recording and parental/professional reporting duties are met;
- provide induction, supervision, debriefing and appropriate training; and
- review BehaviourWatch, safeguarding and restrictive-intervention data at least termly.

8.3 All staff and adults working in school

- create a calm, safe and stimulating environment and model respectful relationships;
- know the children, their plans, communication needs, triggers and effective support;
- teach and reinforce expectations, use de-escalation and respond without humiliation or retaliation;
- consider how their own tone, body language, decisions and emotional state affect the situation;
- record incidents promptly, factually and in the child's own words where relevant;
- report safeguarding concerns immediately and seek senior help when risk exceeds their role; and
- take part in reflective learning, debrief and plan review after incidents.

8.4 Parents, carers and professionals

Parents and carers are encouraged to understand the policy, share relevant changes or triggers, reinforce safe expectations where appropriate, attend reviews and work with the school on support and repair. Social workers, IROs, placing authorities and health or SEND professionals will be involved according to the child's status and needs. Concerns about the school's response may be raised under the complaints procedure without disadvantaging the child.

8.5 Children

Children will be helped to understand expectations, available support, recognition, possible consequences and how to complain. They will be invited to contribute to their plans, debriefs, community culture and policy evaluation in a way suited to their communication and development.

9. Positive and individualised support

Prevention begins with secure relationships, predictable routines, appropriate curriculum, a regulated environment, meaningful choice and adults who notice early signs of distress. Staff will use the pupil's Positive Behaviour Support Plan and one-page profile proactively rather than waiting for a crisis.

Individual planning may include:

- known strengths, interests, successful relationships and sources of motivation;
- communication needs, preferred language and signs that the child is becoming overwhelmed;
- known or possible triggers, including pain, sensory overload, fear, loss, transitions or perceived rejection;
- environmental adjustments, movement or sensory breaks, visual structure and safe access to regulation space;
- co-regulation, agreed scripts, choice, distraction, reduced language, time and space;
- responses that should be avoided because they escalate distress or repeat trauma;
- specific risks, lawful safety responses and the staff training required; and
- post-incident support, child and parent participation, review date and responsible adults.

Plans and associated risk assessments will be co-produced with the child and parents or carers where appropriate, and with the placing authority and relevant professionals. They will be reviewed periodically and after significant incidents, repeated removal, restrictive intervention, a search, a major transition or evidence that existing strategies are ineffective.

10. Recognising and reinforcing positive behaviour

Adults will notice and name safe, respectful, engaged and repairing behaviour. Recognition will be sincere, understandable to the child and proportionate. It will not depend solely on public praise where this is uncomfortable for the child.

Recognition may include:

- specific verbal or written praise in the moment;
- acknowledgement in class or a whole-school community meeting with the child's agreement;
- positive communication with parents, carers or the child's home;
- certificates, postcards or end-of-term recognition;
- responsibility or contribution roles, including senior-student opportunities; and
- individual or whole-group activities that are fair, safe and achievable.

Reward systems will be monitored so that children with SEND, communication differences or regulation difficulties are not systematically disadvantaged.

11. Responding to behaviour of concern

The immediate purpose is to restore safety and regulation, protect learning and prevent recurrence. Staff will respond in a calm, predictable and proportionate way, taking account of the child's plan and the effect on others.

Step	Adult action
1. Notice and regulate	Use calm tone and body language; reduce stimulation; allow processing time; offer familiar regulation or communication support.
2. Check safety and safeguarding	Identify immediate danger, injury, missing child risk, harmful items, possible abuse, exploitation, medical need or other safeguarding concern; obtain help and notify the DSL as required.
3. Clarify and respond	State the expectation briefly, offer a realistic route back, use agreed

	de-escalation and apply only the least restrictive effective response.
4. Restore learning	Support the child and group to resume safe education. Use supervised removal only when its specific test is met.
5. Record and inform	Make a factual record promptly and notify leaders, parents/carers, the child's home, social worker or placing authority as required.
6. Debrief, repair and review	Hear the child and affected people separately as needed; identify impact and learning; arrange reparation when safe; review plans and actions.

Safeguarding comes first: A sudden or marked change in behaviour, sexualised behaviour, unexplained fear, repeated missing episodes, self-harm, possession of harmful items or behaviour linked to exploitation may be a request for help. Staff must not treat a safeguarding indicator solely as misconduct.

12. Consequences, reparation and restorative work

Where a consequence is needed, it must be reasonable, proportionate, related to the incident and applied by an authorised adult. The decision will consider intent, understanding, communication, disability, trauma, mental health, previous support, safety, impact and perceived fairness. Support is not withdrawn as punishment.

Possible responses include:

- a calm reminder, redirection or restatement of the expectation;
- additional supported reflection or key-work;
- a time-limited, supervised change of space or removal from class;
- reparation linked to damage or impact, when the child is regulated and able to participate;
- temporary restriction of a relevant privilege where necessary for safety, with a clear route to restoration;
- contact or a meeting with parents, carers, the child's home and relevant professionals;
- review of the timetable, risk assessment, Positive Behaviour Support Plan, PEP or EHC plan; and
- a placement-support, emergency review or Disruption of Placement meeting where serious or persistent risk cannot be safely met through the current plan.

The school will not use corporal punishment, pain, deprivation of food or drink, forced exercise, humiliation, group punishment for one child's conduct, withholding essential care, or force as punishment. A restorative meeting is voluntary, prepared and facilitated; a child will not be made to confront another person or apologise before they are ready.

13. Removal, reflection and disruption of placement

13.1 Removal from a classroom

Removal is a serious, supervised and time-limited response used when necessary to restore order after unreasonable disruption, maintain safety, enable the child to continue meaningful education in a managed environment or help the child regain calm. Other strategies should normally have been tried unless the risk requires immediate removal.

The child will be supervised, treated respectfully, provided with appropriate education and returned as soon as it is safe and suitable. Staff will record the reason, duration, location, supervision, education

provided and reintegration support. Parents or carers and relevant professionals will be informed in line with the child's arrangements. Frequent removal triggers senior review of support and possible unmet need.

13.2 Reflection

Reflection is a supported process, not isolation or exclusion. It should help the child understand what happened, identify feelings and triggers, recognise impact, practise alternatives and plan repair. Reflection may occur in school, in the child's home as part of ordinary care outside school hours, or through joint key-work; it must not be used to disguise a direction that the child remain away from education.

13.3 Suspension, exclusion and placement disruption

The school's ordinary practice is to avoid suspension or exclusion and to use the least restrictive in-school response. It will not use informal or unofficial exclusions. If the school requires a pupil to remain away from school for disciplinary reasons, the decision will be treated, recorded and notified as a suspension or exclusion under the legal and contractual arrangements applicable to the independent school and the child's placement. The child's education, welfare, SEND, looked-after status, representation rights and placing-authority responsibilities will be considered.

Where sustained risk suggests the placement may be unable to meet need, the Headteacher or School Operations Manager will convene a multi-agency Disruption of Placement meeting or request an emergency annual review rather than allowing drift or repeated at-home days. The separate School Admissions, Exclusions and Disruptions Policy and Procedure applies.

14. Anti-bullying strategy

Bullying is repeated, intentional harm by a person or group where there is an imbalance of power. It may be physical, verbal, emotional, sexual, prejudice-based, relational or online. A single serious incident is not ignored merely because it does not yet meet the definition of bullying; it will be addressed under the appropriate behaviour or safeguarding route.

Type	Examples
Emotional / relational	Excluding, isolating, coercing, tormenting, manipulating friendships or deliberately causing fear.
Physical	Hitting, kicking, pushing, taking belongings, damaging property or other violence.
Verbal	Name-calling, threats, sarcasm, repeated teasing or spreading rumours.
Prejudice-based/discriminatory	Conduct focused on race, faith, sex, sexual orientation, gender reassignment, disability or another protected or perceived characteristic.
Sexual	Sexual remarks, gestures, unwanted attention or touching, display or sharing of sexual material, or comments about reputation or performance.
Cyberbullying	Bullying through social media, messaging, gaming, devices, images, audio, video or AI-generated content.

The school's response is:

- responsive: secure immediate safety, listen, record, assess safeguarding and stop harmful contact;
- problem-solving: provide individual support, teach communication and conflict skills, and use mediation or restorative practice only where safe and freely agreed;

- preventative: build a caring culture through PSHE, community meetings, key-work, Anti-Bullying Week, pupil voice, the anti-bullying display and direct work on difference and stereotypes; and
- escalating when necessary: review plans and risk, involve parents and professionals, apply proportionate consequences and consider placement-support processes if serious patterns persist.

15. Child-on-child abuse, sexual behaviour and discrimination

Sexual violence, sexual harassment, harmful sexual behaviour, coercion, abuse in intimate personal relationships, sharing nude or semi-nude images, discriminatory abuse and serious intimidation are never acceptable and will never be dismissed as banter, part of growing up or an inevitable feature of the setting.

Staff will follow Keeping Children Safe in Education and the Safeguarding and Child Protection Policy, protect the reporting child, consider the needs and rights of all children involved, preserve evidence, inform the DSL immediately and make external referrals where required. Behaviour action may run alongside safeguarding or police action only where it does not compromise those processes.

An allegation that is unsubstantiated or unfounded is not the same as a deliberately invented or malicious allegation. A child will not be sanctioned merely because an allegation is not proven. Only after the safeguarding process has concluded and there is a sound basis for finding deliberate fabrication or malice will the school consider a proportionate response; it will still assess whether the allegation was a sign that the child needs help. Support will also be considered for a child or adult who was accused.

16. Safeguarding, suspected crime and serious incidents

Behaviour may indicate abuse, neglect, exploitation, missing risk, mental ill-health, substance use, criminalisation or unmet need. Staff must follow safeguarding procedures immediately where a child is suffering or likely to suffer harm. If there is immediate danger, serious injury or an urgent crime, emergency services will be contacted.

Where criminal behaviour is suspected, a senior leader will assess whether to contact police, consulting the DSL. Staff will preserve relevant evidence and will not interfere with police action. The school may continue proportionate enquiries and behaviour action only where this is safe and does not prejudice an external investigation. The DSL will consider referral to children's social care and support for all affected children.

17. Off-site and online behaviour

The school may respond to behaviour outside the premises when the pupil is taking part in a school activity, travelling under school arrangements, wearing uniform or otherwise identifiable as a pupil, or when the behaviour has a sufficiently close connection to safety, another pupil's welfare, the orderly running of the school or the school's reputation.

Relevant online behaviour includes threats, bullying, sexual harassment, sharing harmful or intimate material, discrimination, impersonation or conduct that causes harm or serious disruption within the school community. Any disciplinary consequence will be imposed only while the pupil is on school premises or under the lawful control of a staff member. Safeguarding, police and parental action may occur regardless of location.

18. Mobile phones, banned and prohibited items

18.1 Mobile phones

Pupils are not permitted to use personal mobile phones during the school day unless an individual plan or staff authorisation provides otherwise. Phones must remain switched off and stored in the agreed secure place or in the pupil's bag according to current arrangements. Repeated unauthorised use will prompt

discussion with the child, parents or carers and the child's home about safe storage or whether the phone should come to school.

18.2 Items for which a search may be made

The statutory prohibited items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- an article reasonably suspected to have been or be likely to be used to commit an offence, cause personal injury or damage property;
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

The school rules also identify e-cigarettes and vapes, mobile phones used contrary to this policy, non-prescribed psychoactive substances, drug paraphernalia and any other item reasonably assessed by the Headteacher as detrimental to safety or good order as banned items for which a search may be made. The distinction matters: reasonable force may be used to search only for legally prohibited items, not merely a school-rule item.

19. Searching, screening and confiscation

19.1 Authority and decision

Only the Headteacher or a staff member specifically authorised by the Headteacher may search a pupil. Before searching, the authorised person will assess urgency, grounds, safety, safeguarding, the pupil's age, SEND, disability, communication, trauma and the least intrusive effective option. The pupil will be told why, how and where the search will occur, given an opportunity to ask questions and asked to cooperate.

A consensual search may be conducted for any item where agreement is informed. Without agreement, statutory powers may be used where there are reasonable grounds to suspect a prohibited item or an item identified in the school rules. If a non-urgent search is considered necessary and the pupil does not cooperate, the authorised member will seek advice from the Headteacher, DSL or pastoral lead and keep the pupil safely supervised away from others while the decision is reviewed.

19.2 Conduct of a search

The search will take place on school premises or where staff have lawful control of the pupil, in an appropriate private location. The searching member must normally be the same sex as the pupil and another staff member must witness the search. The limited urgent exception applies only where serious harm is likely and it is not reasonably practicable to meet one or both requirements; the departure must be reported immediately and recorded.

Staff may search outer clothing, pockets, possessions, desks or lockers within the legal power. "Outer clothing" does not include clothing worn wholly next to the skin or immediately over underwear. Possessions will normally be searched with the pupil and another staff member present, subject only to the urgent serious-harm exception. A metal detector may assist.

19.3 Force, recording and parents

Reasonable force may be used only where lawful and necessary to search for a statutory prohibited item. It must not be used to search for an item banned only by school rules. Any search for a statutory prohibited item, every police search and any other search directed by the Headteacher will be recorded, including grounds, people present, item sought, outcome, confiscation, support and follow-up.

The DSL will be informed without delay of searches for statutory prohibited items and any search revealing safeguarding risk. Parents or carers will be informed as soon as practicable of a search for a prohibited item, what was found or confiscated and resulting action, unless safeguarding advice requires a different lawful route. The child will receive appropriate aftercare whether or not an item is found.

19.4 Confiscation and electronic devices

Items will be seized, retained, returned, disposed of or passed to police in accordance with law, safeguarding needs and DfE guidance. Statutory prohibited or illegal items will not simply be returned to the pupil. A school-rule item may be returned to the pupil or parent when safe and appropriate. Examination or deletion of data on an electronic device will occur only where lawful, necessary and proportionate and with senior oversight.

19.5 Screening

If routine screening using a walk-through or hand-held metal detector is proposed, the Headteacher will assess necessity and proportionality, consult police where appropriate, inform pupils and parents in advance and make reasonable adjustments. A refusal will be considered individually and must not be met with automatic or unsafe force.

20. Strip searches by police

School staff have no power to conduct a strip search. A strip search involving removal of more than outer clothing may be conducted on school premises only by police under PACE. Before calling police, staff will balance the risk of the suspected item against the potentially serious physical and psychological impact and will exhaust appropriate less intrusive alternatives unless immediate danger prevents this.

The school retains a duty of care and will advocate for the child. Unless immediate serious harm prevents it and where reasonably possible, a parent or carer will be informed before the search and invited to act as the appropriate adult where possible. Parents or carers will always be informed after a strip search. Police requirements about sex, privacy and the appropriate adult apply; the school will record the event, involve the DSL, offer medical and emotional support, hear the child's views and review any pattern or disproportionate use.

21. Restrictive interventions, reasonable force and seclusion

21.1 Core test and permitted purpose

All school staff have a legal power—not a blanket duty—to use reasonable force in limited circumstances. Staff retain a duty of care and must make a dynamic judgement. Force may be used only to prevent or stop a pupil causing injury, committing a criminal offence, damaging property or causing disorder among pupils. It must never be used as punishment.

Before and during any restrictive intervention, staff will consider necessity, proportionality, less restrictive alternatives, the seriousness and immediacy of harm, the pupil's welfare and vulnerabilities, and the effect on others. The minimum effective force will be used for the shortest possible time. Staff likely to need these skills will receive appropriate training, including WAVE and preventative/de-escalation practice.

21.2 Prohibited or unsafe practice

Staff must not deliberately obstruct a pupil's airway, breathing or circulation, cover the mouth or nose, apply pressure to the neck or abdomen, use pain to secure compliance, or use force to punish. Ground restraint carries particular risk and should be avoided; if a pupil is unintentionally held on the ground, staff should release or reposition to a safer or standing position as quickly as possible. Medical assessment and treatment will be obtained promptly where indicated.

21.3 Seclusion and regulation spaces

Seclusion is not a disciplinary response. It may be used only as an exceptional safety measure to protect others from harm while a pupil is experiencing high emotional or behavioural dysregulation, where it is lawful, necessary and proportionate. The space must be safe and non-threatening, the pupil must be

continuously supervised, and the pupil must be allowed to leave as soon as immediate risk reduces. Threat of punishment must not be used to create seclusion.

A pupil choosing to use an accessible regulation space, or a supervised classroom removal in which the pupil is not prevented from leaving by force, obstruction or threat, is not seclusion. Staff must be clear which arrangement is occurring and record it accurately.

21.4 Recording and reporting

Each significant use of force, every seclusion incident and every restraint incident—including a non-contact restraint—must be recorded in writing as soon as practicable. The involved staff should endeavour to record it on the same day, even where the possibility of intervention appears in an agreed plan. The record will include the people involved; relevant needs and SEN status; date, time, place and duration; antecedents and triggers; prevention and de-escalation; why intervention was necessary; type and degree; injury; medical attention; impact; witness or child account; parental notification; and follow-up.

Parents or carers must be informed in writing as soon as practicable and the school should endeavour to do so on the same day. For these duties, “parent” includes a local authority providing accommodation under section 20 of the Children Act 1989. If informing a particular parent would be likely to cause serious harm to the child, the incident will be reported to another parent who can be informed safely or, if none, to the local authority where the child ordinarily resides. Duplicate reporting is not required where one incident meets more than one category, but all required information must be included.

21.5 Aftercare, debrief and review

The child, involved staff and affected witnesses will receive medical or emotional support as needed. Separate accounts and reflection will be obtained before any joint restorative work. An uninvolved adult should facilitate debrief where practicable. The school will review why intervention occurred, whether the plan was followed, its impact, alternatives, injury, safeguarding, staff support, and required changes to risk assessment, training or the Positive Behaviour Support Plan.

22. SEND, disability, mental health and communication

The school recognises that behaviour may be affected by SEND, disability, trauma, mental health, pain, sensory need or communication difference, although not every incident will arise from those needs. The school will use its best endeavours to meet SEND, secure provision in an EHC plan, cooperate with the local authority and make reasonable adjustments to avoid substantial disadvantage.

Before applying a consequence, the decision-maker will consider whether the pupil could understand the rule or instruction, whether they could act differently at the time, and whether the proposed response requires adjustment. A consequence that penalises a child for something arising from disability may be unlawful unless the legal justification test is met; senior or SEND advice must be obtained where there is doubt.

Preventative adjustment may include movement breaks, different seating, visual communication, adapted uniform, sensory support, reduced demand or language, a regulation space, additional transition, specialist advice and staff training. Repeated or acute behaviour may trigger assessment for unidentified need, multi-agency planning or an emergency EHC-plan review.

23. Partnership, induction and transition

On admission, children and their parents or carers will be introduced to the behaviour culture, expected standards, routines, recognition, consequences, available support and complaint routes. The welcome book and repeated or visual induction will be used according to need, including for mid-phase arrivals.

Transitions will be planned with the child, family or home, current and receiving staff and relevant professionals. Behaviour information will be shared lawfully on a need-to-know basis, with emphasis on strengths, successful strategies, communication and support—not only incidents. Where possible, pupils will have supported sessions with new staff or environments before a change.

24. Recording, reporting and monitoring

Staff will record significant behaviour incidents promptly and factually on BehaviourWatch and/or the safeguarding system as directed. Records distinguish observation from interpretation, identify the child's communication and account, note support and de-escalation, describe impact and action, and avoid stigmatising labels.

The School Operations Manager and senior leadership team will review at least termly:

- behaviour incidents, bullying, discriminatory incidents and child-on-child abuse;
- removal from class, reflection arrangements, disruption meetings, suspensions and exclusions;
- searches, confiscations, police involvement and strip searches;
- significant force, restraint, seclusion, duration, injury and repeat use;
- attendance, missing episodes, safeguarding links and educational impact;
- patterns by child, location, time, activity, staff team, trigger and response;
- pupil, parent and staff experiences of the school's behaviour culture; and
- possible disproportionate impact by SEND, looked-after status, race, sex, disability or another protected characteristic.

Small numbers will be interpreted cautiously, but they will not prevent leaders acting on a concerning pattern. Actions, owners and review dates will be recorded and reported through the school's safeguarding and governance monitoring arrangements.

25. Staff induction, training and support

Induction and ongoing development will cover the school's therapeutic culture, behaviour curriculum, safeguarding, child development, trauma, SEND, communication, de-escalation, Positive Behaviour Support Plans, recording, anti-bullying, child-on-child abuse, searches and relevant legal duties. Staff identified through risk assessment will receive suitable WAVE and restrictive-intervention training, refreshed according to the programme and need.

Leaders will provide supervision, post-incident support and reflective learning. Training competence does not by itself make an intervention lawful; staff must apply the necessity and proportionality test in the actual circumstances.

26. Complaints and allegations about practice

A child, parent or carer may raise a concern about behaviour management, a search, removal, consequence or restrictive intervention under the Child Complaints Policy and Procedure or the Complaints Policy and Procedure for Parents and Carers. Support and accessible communication will be offered, and no person complained about will investigate their own conduct.

An allegation that a member of staff used force or another intervention inappropriately will be assessed immediately under Keeping Children Safe in Education, the Safeguarding and Child Protection Policy and the Managing Allegations or Low-Level Concerns procedures. Complaints and safeguarding routes may be coordinated, paused or adapted so one does not compromise the other.

27. Policy review and linked procedures

The Headteacher will review this policy with the senior leadership team and The Chair of The Lioncare School at least annually, and sooner following legal or guidance change, a serious incident, inspection

finding, complaint, adverse trend or material change in provision. The statement of principles will be reviewed and approved through the school's governance arrangements.

Linked policies and procedures include:

- Safeguarding and Child Protection Policy;
- Child Complaints Policy and Procedure;
- Complaints Policy and Procedure for Parents and Carers;
- Anti-Bullying arrangements and Online Safety Policy;
- SEND, Equality and Accessibility policies;
- Positive Behaviour Support Plans and individual risk assessments;
- School Admissions, Exclusions and Disruptions Policy and Procedure;
- Missing Child, Health and Safety, First Aid and Medical policies;
- Low-Level Concerns and Managing Allegations procedures; and
- relevant Lioncare children's-home behaviour, restraint and complaints procedures.

Authoritative references

Education (Independent School Standards) Regulations 2014; Education Act 1996; Education and Inspections Act 2006, sections 93 and 93A; Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025; Equality Act 2010; Children and Families Act 2014; Human Rights Act 1998; Behaviour in Schools (DfE, updated 2024); Searching, Screening and Confiscation (DfE, 2022); Restrictive Interventions, including Use of Reasonable Force, in Schools (DfE, April 2026); Keeping Children Safe in Education 2026; Working Together to Safeguard Children; SEND Code of Practice; current DfE guidance on bullying, mental health, mobile phones and exclusions.

Appendix 1: Adult response guide

First question: What does this child and everyone affected need from the adults right now to be safe, regulated and able to learn?

Phase	Do	Avoid
Prevention	Know the plan; prepare transitions; adjust environment; teach routines; build trust; notice early signs.	Waiting for crisis; inconsistent limits; public correction; avoidable sensory or communication overload.
Escalation	Use fewer words; calm tone; space; familiar script; realistic choices; remove audience; call known support.	Arguing; crowding; threats; rapid repeated demands; touch without need; taking behaviour personally.
Immediate risk	Secure safety; summon support; follow safeguarding and emergency procedures; use the least restrictive lawful option.	Punitive force; unsafe holds; blocking breathing; leaving the child unsupervised; allowing peers to manage risk.
Recovery	Reduce demands; check injury and welfare; restore dignity; reintroduce routine gradually.	Immediate interrogation; forced apology; discussing the child publicly; prolonged exclusion from belonging.
Debrief and repair	Hear separate accounts; use the child's communication; identify trigger, impact and alternatives; plan safe reparation.	Assuming intent; making proof of remorse a condition of support; unnecessary repetition of traumatic accounts.
Review	Record promptly; inform required people; update plan and risk; monitor action and pattern.	Copying vague labels; closing the incident without learning; overlooking disproportionate or repeated intervention.

Appendix 2: Child-friendly behaviour guide

At The Lioncare School: You belong here. Adults will help you feel safe, learn, understand what happened and make things better. You can always tell us if something feels wrong.

What we ask everyone to practise

- Keep yourself and other people as safe as you can.
- Treat people, differences, belongings and the school with respect.
- Let an adult know when you are worried, angry, unsafe or need a break.
- Try the routines and support in your plan.
- When something goes wrong, take part in reflection and repair when you are ready.

What adults will do

- listen and check that people are safe;
- stay calm and help you regulate;
- explain the expectation and give you a way back;
- tell you about any consequence and why it is being used;
- never use force as punishment;
- help you give your view and update your support plan; and
- help you complain or speak to someone else if you think an adult got it wrong.

Appendix 3: Behaviour incident and debrief record

Complete in the school's recording system. This form may be used as a structured prompt or continuation sheet. Record facts and direct speech; avoid judgemental labels.

Pupil / date / time / location	
Staff and witnesses	
Context and antecedents	What was happening beforehand? Known or possible triggers, communication, environment, health or change:
Behaviour observed	Describe what was seen and heard, including direct words where relevant:
Risk and safeguarding	Who was at risk? Injury, missing risk, harmful item, allegation, exploitation or DSL action:
Prevention and de-escalation	What was tried and how did the child respond?
Response / consequence	Include removal, reparation, privilege restriction, search, police or other action and the reason:
Child's account and wishes	Record after regulation, using the child's preferred communication:

Impact on others	Include support offered to other pupils, staff or witnesses:
Parents and professionals informed	Who, when, how and by whom:
Learning and repair	What helped? What could be different? What reparation was agreed?
Plan / risk review and actions	Action, owner, due date and review date:
Completed / reviewed by	Name: Date/time:

Appendix 4: Restrictive intervention recording checklist

Use for every significant use of force, every seclusion incident and every restraint incident, including non-contact restraint. Complete as soon as practicable; involved staff should endeavour to record on the same day.

Required field	Record
Category	Significant force / seclusion / physical restraint / non-contact restraint / overlapping category.
People	Pupil; SEN status; relevant needs or circumstances; staff directly involved; witnesses.
When and where	Date, time, location and approximate duration.
Before the intervention	Antecedents, known or possible triggers, risk, prevention and de-escalation attempted.
Necessity	Why intervention was necessary; harm or event being prevented; less restrictive options considered.
Intervention	Type, position, degree of force, staff roles, changes during intervention and how it ended.
Impact	Injury, distress, medical assessment or treatment, first aid and support for pupil, staff and witnesses.
Accounts	Pupil's account and communication; staff and witness accounts; any disagreement or uncertainty.
Safeguarding / external action	DSL assessment; LADO, social care, police, RIDDOR or other referral if applicable.
Written notification	Parent/carer/local authority informed in writing; date/time/by whom; minimum details supplied; any serious-harm exception and alternative recipient.
Debrief and review	Uninvolved facilitator where practicable; learning; relationship repair; plan, risk, staffing or training changes.
Approval and follow-up	Manager review; actions, owners, due dates and governance/data-monitoring entry.

Appendix 5: Search and confiscation record

Pupil / date / time / location	
Grounds and item sought	Consent / reasonable suspicion. Statutory prohibited item or school-rule item:
Urgency and safeguarding assessment	Risk of search and of not searching; SEND, disability, trauma, communication and adjustment:
Authorisation	Headteacher / authorised staff member. Scope of authorisation:
People present	Searcher, witness and any urgent exception to same-sex/witness requirements:
Explanation and cooperation	What the pupil was told, questions, consent or refusal and support offered:
Extent of search	Outer clothing / pockets / possessions / desk / locker / metal detector / police:
Force used?	No / Yes. If yes, confirm statutory prohibited item and complete Appendix 4 where required:
Outcome and item handling	Items found; confiscated; returned; disposed of; passed to police; electronic-data action:
Child's account and aftercare	Welfare, medical or emotional support and child's views:
DSL and parent notification	Who, when, how, outcome and any safeguarding exception:
Follow-up	Consequence, referral, plan review, complaint information and action owner:
Completed / reviewed by	Name: Date/time: