



Bouncing Statistics

Behaviour & Relationships Policy

Behaviour Lead: Joel Ambalu
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Part 1: Behaviour & Relationships Policy

Introduction

This policy sets out the commitment of Bouncing Statistics to promoting positive behaviour and strong, respectful relationships across all our settings. We believe that behaviour is a form of communication, and that consistent, relational, and restorative practice rather than punishment alone gives every pupil the best chance to learn, feel safe, and thrive. We recognise that some pupils, including those with SEND, those who have experienced trauma or adversity, and those with a social worker, may need a different or additional response, and we are committed to being fair, proportionate and consistent while adjusting our approach to individual need.

This policy should be read alongside our Safeguarding and Child Protection Policy, our Staff Behaviour Policy (Code of Conduct), and our Anti-Bullying Policy. Where a behaviour raises a safeguarding concern, safeguarding procedures always take priority.

Behaviour Vision

Our vision is to create a calm, safe and inclusive learning environment where every pupil feels respected, develops self-regulation, takes responsibility for their behaviour and is supported to achieve positive outcomes.

Our SPIDO Values

Our behaviour approach is underpinned by our Organisational values, known as SPIDO: Success, Passionate, Inclusive, Determined, and Optimistic. These values guide how staff and pupils communicate, behave and problem-solve, and underpin the expectations set out below.

- **Success:** Supporting pupils to develop academically, socially, and emotionally, recognising both effort and achievement.
- **Passionate:** Demonstrating commitment and enthusiasm in our roles, modelling positive behaviours and attitudes.
- **Inclusive:** Respecting differences, removing barriers, and meeting individual needs with fairness and understanding.
- **Determined:** Encouraging pupils to persevere and remain resilient when facing challenges.
- **Optimistic:** Helping pupils believe in their potential and see setbacks as opportunities to grow.

Expected Behaviours

We have five clear, consistently taught expectations that apply to every pupil, in every space, at every point in the day:

- Ready to Learn
- Respect Everyone
- Be Responsible



- Stay Safe
- Care for the Environment

These five expectations are taught explicitly, displayed around each setting, and referred to consistently by all staff. How they link to rewards and consequences is set out in the Behaviour & Consequences Matrix below.

Behaviour & Consequences Matrix

This one-page matrix is the setting's quick-reference guide to how our five expected behaviours connect to rewards and consequences. It is referred to throughout this policy and should be displayed in every classroom and staff work area.

Expected Behaviour	What This Looks Like	Reward	If Not Met	If Repeated / Serious
Ready to Learn	On time, equipped, following instructions first time	Verbal praise; achievement points	Verbal reminder; restate expectation	Behaviour Incident Report (74); parent contact
Respect Everyone	Polite, kind, no discrimination or bullying	Verbal praise; positive call home	Verbal reminder; restorative conversation	Behaviour Incident Report (74); Restorative Conversation Record (79)
Be Responsible	Owens actions, follows agreed routines	Achievement points; certificates	Reminder; natural consequence	Behaviour Incident Report (74); Behaviour Support Plan review
Stay Safe	Follows safety rules; reports concerns	Verbal praise; leadership opportunities	Redirect; de-escalation strategies	Critical Incident Report (76); Physical Intervention Record (77) if force used
Care for the Environment	Looks after equipment, site and shared spaces	Positive call home; celebration assembly	Reminder; restorative task	Behaviour Incident Report (74); restorative action agreed

See Section 2 (Rewards and Recognition) and Section 3 (Sanctions and Consequences) in Part 1 for full detail, and the Behaviour Recording Forms suite for the forms referenced above.

Scope and Applicability

This policy applies to all staff, volunteers and visitors within Bouncing Statistics and extends to all educational settings under our purview, including maintained schools, non-maintained schools, independent schools (including academies, free schools, and alternative provision academies), pupil referral units, and further education settings. It applies to behaviour on-site, on school/setting-organised activities off-site, and where it has repercussions for the orderly running of the setting, poses a risk to another pupil or staff member, or could adversely affect the reputation of the setting to behaviour outside of these settings, including online conduct.

Children, for the purposes of this policy, include everyone under the age of 18.

Our Relational and Restorative Approach

We take a relational, restorative and trauma-informed approach to behaviour. This means we prioritise understanding the function of behaviour, building trusted relationships with a key adult, and repairing harm through restorative conversation, alongside clear and consistently applied boundaries. Support comes before sanction wherever possible, and every response takes account of a pupil's age, needs, and any individual Behaviour Support Plan.

All staff adopt a trauma-informed approach to behaviour, understood through a lens of need rather than blame:

- **Stay calm** – regulate ourselves before responding.
- **Stay connected** – relationship before correction.
- **Be curious** – ask “what happened?” rather than “what’s wrong?”
- **Provide choice** – empower pupils to regain control.
- **Create safety** – physical and emotional.

Behaviour Curriculum

Behaviour is taught as a curriculum, not simply managed reactively. Pupils develop skills in emotional regulation, communication, problem-solving, conflict resolution, boundaries, respect and resilience, reinforced consistently through routines, visual supports, structured interventions, mentoring and Social and Emotional Aspects of Learning (SEAL) activities. Staff use proactive strategies, including predictable transitions, clear expectations and planned opportunities for sensory or emotional regulation, to reduce the likelihood of behavioural difficulties arising and to build pupils' long-term independence, self-awareness and readiness for their next stage of education.

We use the Zones of Regulation framework across the setting as our shared, consistent approach to teaching self-regulation. It gives staff and pupils a common language for identifying feelings and levels of alertness, grouped into four coloured zones, and for selecting appropriate strategies or tools to reach a "ready to learn" state. Zones of Regulation language and visuals are used consistently in classrooms, the



Reset/Reflection Space, and during restorative conversations, so that pupils build a transferable, lifelong skill in recognising and managing their own emotional state.

Overall Aims

Our overall aims are to:

- Promote good behaviour, self-discipline and respect.
- Prevent bullying, including prejudice-based and discriminatory bullying.
- Ensure that pupils complete tasks and access learning as directed by staff.
- Regulate the conduct of pupils, including outside the setting, where relevant.
- Ensure that all pupils feel safe, are treated fairly, and understand what is expected of them.
- Use suspension and permanent exclusion only where necessary, proportionate, and as a last resort.

Guiding Principles

Our guiding principles are rooted in the belief that:

- Every pupil has the right to learn, and to feel safe, in a calm and orderly environment.
- Behaviour is a form of communication, and understanding its function helps us respond effectively.
- Consistency and fairness build trust; adults model the behaviour we expect from pupils.
- Rewards and sanctions should be applied consistently, and proportionately to the behaviour.
- Pupils with SEND, those with a social worker, and those who have experienced trauma may need reasonable adjustments to a standard approach.
- Reasonable force and any restrictive practice are always a last resort, used only when necessary.
- Suspension and permanent exclusion are serious decisions, used only where necessary and in line with statutory guidance.

Legal and Statutory Framework

Bouncing Statistics will fulfil its responsibilities as laid out in the following documents:

- Behaviour in Schools (DfE, statutory guidance)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE, statutory guidance, updated guidance in force from 26 July 2026)
- Keeping Children Safe in Education (KCSIE) 2026
- Restrictive Interventions, Including the Use of Reasonable Force, in Schools (DfE, 2026), in force from 1 April 2026 — replaces Use of Reasonable Force (DfE, 2013)



- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Searching, Screening and Confiscation (DfE guidance)
- Non-school Alternative Provision – Voluntary National Standards (DfE, August 2025), referenced within KCSIE 2026
- Mobile Phones in Schools (DfE, statutory guidance from 1 September 2026 — mobile phone-free by default throughout the school day)
- Equality Act 2010, including the Public Sector Equality Duty
- SEND Code of Practice: 0 to 25 years (2015)
- Mental Health and Behaviour in Schools (DfE guidance)
- Working Together to Safeguard Children (DfE)
- The Education Act 1996 and Education Act 2002 s175
- The Education and Inspections Act 2006, sections 88–94 (behaviour and discipline, use of force)
- Ofsted's school inspection toolkit and report card framework (Attendance and Behaviour evaluation area), in effect from 10 November 2025 and updated September 2026

Ofsted no longer gives a single overall effectiveness grade. Schools and settings are instead graded on a five-point scale (Exceptional, Strong Standard, Expected Standard, Needs Attention, Urgent Improvement) across six evaluation areas, one of which is Attendance and Behaviour — combining what were previously separate judgements on attendance and on behaviour and attitudes. Safeguarding is judged separately as simply Met or Not Met. Inspectors consider whether the setting has high expectations for behaviour, applies them consistently and fairly, keeps disruption to learning low, uses suspension and permanent exclusion proportionately and as a last resort, tackles bullying effectively, and ensures pupils feel safe and are safe; a single unlawful suspension or exclusion can pull the whole Attendance and Behaviour area down to Urgent Improvement regardless of day-to-day practice, which is why the Suspension and Exclusion Procedure and Off-site direction and off-rolling awareness sections above are followed rigorously. This policy, and the procedures in Part 2, are designed to provide the evidence base for that judgement.

Our Status as a Non-School Alternative Provision

Eden House AP is a non-school alternative provision. We work to the DfE's Non-school Alternative Provision Voluntary National Standards (August 2025), covering safeguarding and welfare, health and safety, admissions, support and guidance, and quality of education, and we support commissioning schools to meet their own KCSIE 2026 due diligence duties — including safeguarding checks and confirmation that the placement meets each pupil's individual needs — by providing evidence of our compliance on request.

Roles and Responsibilities

Behaviour Lead: Joel Ambalu



Designated Safeguarding Lead (DSL): Ryan Blackwood

Safeguarding and promoting positive behaviour is everyone's responsibility. All staff, volunteers, and visitors have a part to play in modelling, teaching, and reinforcing the behaviour we expect.

- All staff: apply the tiered approach and de-escalation strategies consistently; record incidents accurately and promptly; inform the Behaviour Lead or DSL of any safeguarding concern without delay.
- Key adult/form tutor: build relationships, monitor patterns, and lead or attend restorative conversations.
- Behaviour Lead/DSL: oversee recording and monitoring, advise on the response to serious incidents, and ensure the link between behaviour and safeguarding records is maintained.
- Senior leaders/Directors: approve suspensions and permanent exclusions, oversee the termly Behaviour Data Review, and ensure staff receive appropriate training.
- Governing bodies/proprietors: ensure all staff understand their responsibilities under this policy and that mechanisms are in place to support this.

Rewards and Recognition

We recognise and celebrate positive behaviour, effort and achievement consistently, so that pupils understand what good behaviour looks like and feel valued for demonstrating it. Rewards are applied fairly, are visible to pupils, staff and parents/carers, and are linked to effort and progress as well as outcomes. Our range of rewards includes:

- Verbal praise
- Achievement points
- Certificates
- Positive calls home
- Celebration assemblies
- Leadership opportunities
- Rewards linked to effort and progress

See the Behaviour & Consequences Matrix for how these rewards connect to our five expected behaviours.

Sanctions and Consequences

Where behaviour falls short of expectations, we apply a graduated, tiered response from an in-the-moment reminder or redirect, through agreed consequences, to more serious sanctions for repeated or serious behaviour. Sanctions are proportionate, applied consistently, and take account of a pupil's age, needs and circumstances. See the Behaviour & Consequences Matrix for how this applies to each expected behaviour, and our Staff Behaviour Guidance for full detail of the tiered response.



Our tiered response follows a consistent 3-step model, used by all staff unless there is an immediate safeguarding risk:

- **Step 1 – Remind:** staff give a calm, clear reminder of expectations, linked to our SPIDO values, giving the pupil a chance to self-regulate without escalation.
- **Step 2 – Refocus:** if behaviour continues, staff help the pupil identify their current Zone of Regulation and support them to re-engage through strategies such as a change of seat, a brief time-out, a sensory or grounding tool, quiet time in the Reset/Reflection Space, or 1:1 support.
- **Step 3 – Remove:** if behaviour escalates, continues, or presents an immediate safeguarding risk, the pupil is escorted to the Reset/Reflection Space, supervised by a senior member of staff, the incident is recorded, and the pupil completes a restorative conversation before reintegration when calm and ready.

Reasonable Force and Restrictive Interventions

Staff may use reasonable force to prevent a pupil from harming themselves or others, causing serious damage to property, or committing a serious breach of order, in line with the Education and Inspections Act 2006 and the DfE's Restrictive Interventions, Including the Use of Reasonable Force, in Schools guidance (2026), which replaced the 2013 Use of Reasonable Force guidance from 1 April 2026. "Restrictive intervention" is the umbrella term for physical restraint, non-physical restraint and seclusion; any such intervention must be necessary, proportionate and the least restrictive option available, using no more force than is necessary for the least amount of time, and undertaken only by staff trained in the setting's approved technique wherever possible. Under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, every significant incident of force, restraint or seclusion is recorded on the same day, the DSL is informed without delay, and parents/carers are informed as soon as practicable — ordinarily the same day — unless doing so would be likely to result in serious harm.

Interim Position – Physical Intervention Training

At the current time, Eden House AP does not have staff trained in accredited restrictive physical intervention techniques. The setting therefore operates an interim non-physical intervention and de-escalation approach, requiring staff to follow the graduated behaviour response, seek support and escalate serious or safeguarding-related incidents appropriately. This does not prevent reasonable action being taken in an exceptional emergency where necessary to protect a pupil or another person from serious harm. Any such action remains subject to the recording and reporting duties set out under Reasonable Force and Restrictive Interventions above, and is reviewed by the Behaviour Lead/DSL and a Director as set out in Section H of the Positive Handling Debrief Form.

Searching, Screening and Confiscation

The headteacher/most senior leader, and staff they authorise, have the statutory power to search a pupil or their possessions, without consent, where there are reasonable grounds to suspect the pupil is carrying a prohibited item including weapons, knives,



alcohol, illegal drugs, stolen items, fireworks, pornographic images, or anything that could be used to commit an offence or cause harm. Staff may also confiscate, retain or dispose of a pupil's property as a disciplinary penalty, in line with the DfE's statutory guidance on Searching, Screening and Confiscation.

Prohibited items include, but are not limited to:

- **Weapons of any kind**, including knives, blades, imitation weapons and sharp tools.
- **Drugs, substances or related items**, including illegal drugs, vapes or e-cigarettes, cigarettes and lighters, alcohol and drug paraphernalia.
- **Hazardous items**, including fireworks, laser pens and chemicals.
- **Offensive materials**, including pornographic, racist, extremist or gang-related content.
- **Other banned items**, including stolen goods, large sums of money, energy drinks, bandanas and balaclavas, and any item a staff member reasonably believes could cause harm.
- Searches without consent are carried out by a staff member of the same sex as the pupil, with another staff member present as a witness, except where there is a risk of serious harm if the search is delayed.
- Any search is recorded, and parents/carers are informed of a search where a prohibited item is found.
- Any weapon, knife, or extreme/child pornography found is always reported to the police.
- Electronic devices seized may be examined and, where there are grounds to suspect misuse, erased, in line with the guidance.

Full operational detail — including who is authorised to search, the specific list of prohibited items, and record-keeping requirements — is set out in the setting's Searching, Screening and Confiscation procedure, which staff should read alongside this policy.

Suspension and Permanent Exclusion

Suspension and permanent exclusion are used only where necessary, as a last resort, and in line with the DfE's statutory guidance on suspension and permanent exclusion. Decisions are made by the headteacher/most senior leader, are proportionate and fair, and take account of any contributing factors including unmet SEND, mental health needs, or safeguarding concerns. Parents/carers have the right to make representations, and, for permanent exclusions, the right to have the decision reviewed by an independent review panel. Reintegration support is provided on a pupil's return see our Reintegration Meeting Record.

Where it is in a pupil's best interests, a Managed Move to another school or provider may be considered as an alternative to suspension or exclusion. Managed Moves are voluntary, agreed with parents/carers and, where appropriate, the local authority, and



provide a planned, supported transition when stability cannot be maintained within the current setting.

Off-Site Behaviour and Online Conduct

This policy applies to behaviour on setting-organised or setting-related activities off-site. Where non-criminal or criminal bad behaviour occurs off-site at any other time, we may respond where it could have repercussions for the orderly running of the setting, poses a risk to another pupil or member of the public, or could adversely affect the reputation of the setting. This includes bullying or harassment conducted online.

Mobile Phones

In line with DfE guidance on mobile phones in schools, pupils are not permitted to use a mobile phone, smartwatch with messaging/camera functions, or other personal device during the school/setting day, including at break and lunch times, unless a staff member has explicitly permitted this (for example, for a medical reason or as part of a learning activity). Devices must be switched off or silent and out of sight during this time. Where a pupil breaches this expectation, staff will apply the usual tiered response set out in the Behaviour & Consequences Matrix, and a confiscated device is returned in line with our Searching, Screening and Confiscation procedure. Full detail of arrangements for storing, confiscating and returning devices is set out in our separate Mobile Phone Policy, which should be read alongside this policy.

Children Missing Education (CME)

Bouncing Statistics recognises that Children Missing Education (CME) is a significant safeguarding concern, not merely an attendance issue. We work proactively with commissioning schools, local authorities and other agencies to identify, track and support children who are absent from education, and for pupils in our provision, CME also includes prolonged or unexplained absence from their commissioned placement. Staff operating in other educational settings must also follow the CME procedures of the host setting, where relevant.

CME significantly increases a child's vulnerability to harm, including criminal exploitation and county lines, neglect and hidden harm, radicalisation, child sexual exploitation, and unlawful off-rolling or disengagement from services.

- **The DSL** holds overall responsibility for treating CME as a safeguarding priority, and oversees monitoring, escalation and multi-agency liaison.
- **All staff** must report any concerns about a pupil's attendance, persistent absence or unexplained absence to the DSL immediately, including patterns that may indicate underlying safeguarding issues.
- **The DSL** liaises with other educational settings, local authorities and Education Welfare Services, and ensures the relevant local authority is notified where a child is missing education or cannot be located, in line with statutory duties.

Concerns regarding CME may trigger consideration for Early Help support. Where a child missing education is suffering, or is likely to suffer, significant harm, the DSL will



make a referral to Children's Social Care under Section 17 (Child in Need) or Section 47 (Child Protection) of the Children Act 1989, as appropriate.

Bullying, Including Prejudice-Based and Discriminatory Behaviour

Bouncing Statistics does not tolerate bullying of any kind, including prejudice-based and discriminatory bullying (for example homophobic, biphobic, transphobic, racist, or disability-related bullying) and cyberbullying. All reports are taken seriously, investigated promptly, and addressed in line with our Anti-Bullying Policy, with support provided to those affected and appropriate action taken regarding the behaviour of those responsible.

Equality, Inclusion and Reasonable Adjustments

Bouncing Statistics is committed to ensuring that all behaviour decisions are fair, inclusive, and free from discrimination. We recognise that pupils may experience barriers to learning and behaviour arising from special educational needs and disabilities (SEND), social, emotional and mental health (SEMH) needs, trauma, adverse childhood experiences (ACEs), communication difficulties, mental health needs, cultural differences, or other protected characteristics under the Equality Act 2010.

When responding to behaviour, staff will consider whether reasonable adjustments are required to enable a pupil to meet the expected standards of behaviour. Such adjustments do not remove expectations or accountability but ensure that responses are appropriate, proportionate, and tailored to individual need. Decisions will take account of any Education, Health and Care (EHC) Plan, Behaviour Support Plan, Positive Behaviour Support Plan, Risk Assessment, Emotional Regulation Plan, or advice from specialist professionals.

The provision is committed to monitoring behaviour data to identify any patterns of disproportionality across groups of pupils, including those with SEND, pupils with protected characteristics, pupils with a social worker, and other vulnerable groups. Where trends are identified, leaders will review practice, implement appropriate interventions, and ensure that all pupils receive equitable support and opportunities to succeed.

Through high expectations, consistent practice, and reasonable adjustments where required, Bouncing Statistics aims to create an inclusive learning environment in which every pupil is supported to develop positive behaviour, build resilience, and achieve their full potential.

Recording and Monitoring

Accurate, timely recording underpins fair and consistent practice and builds the evidence base for each pupil's Behaviour Support Plan. Staff use the Behaviour Recording Forms suite (Behaviour Incident Report, ABC Behaviour Observation Form, Critical Incident Report, Physical Intervention Record, Restorative Conversation Record, and Reintegration Meeting Record, among others) as set out in our Staff Behaviour Guidance. Records are reviewed termly through the Behaviour Data Review, looking for



patterns by pupil, staff, time, location and trigger, including by protected characteristic, to identify and address any disproportionality.

Behaviour Monitoring & Governance

Behaviour data is monitored at a range of levels and frequencies, so that concerns are picked up quickly and trends inform whole-setting practice:

- Daily review of serious incidents
- Weekly leadership review
- Half-termly trend analysis
- Termly report to Directors
- Annual policy review

Training and Awareness

All staff receive training on this policy, the tiered approach, de-escalation, and the recording forms suite as part of induction, with regular updates at least annually. As set out under Reasonable Force above, staff are not currently trained in accredited restrictive physical intervention techniques; training in the setting's approved technique will be rolled out to relevant staff once accredited provision is in place, and the interim non-physical, de-escalation-led approach applies until that training is completed.

Parent/Carer Engagement

We work in partnership with parents/carers, informing them of incidents and involving them in decisions about their child's behaviour and support wherever appropriate, while exercising professional judgement about timing where a safeguarding concern applies.

Pupil Voice

Pupils' views are sought and valued, including through restorative conversations, reintegration meetings, and wider pupil voice activity, to help us understand what is and is not working and to inform future practice.

Links to Other Policies

This policy should be read alongside the Safeguarding and Child Protection Policy, the Staff Behaviour Policy (Code of Conduct), the Anti-Bullying Policy, the SEND Policy, the Mobile Phone Policy, the Searching, Screening and Confiscation procedure, and the Staff Behaviour Guidance and Behaviour Recording Forms.

All policies and procedures referenced in this document are made available to staff via induction and the staff shared drive, and are available to parents/carers, pupils and other stakeholders on our website or on request from the office, so that everyone knows where to find the full detail behind this policy.

Policy Review and Updates



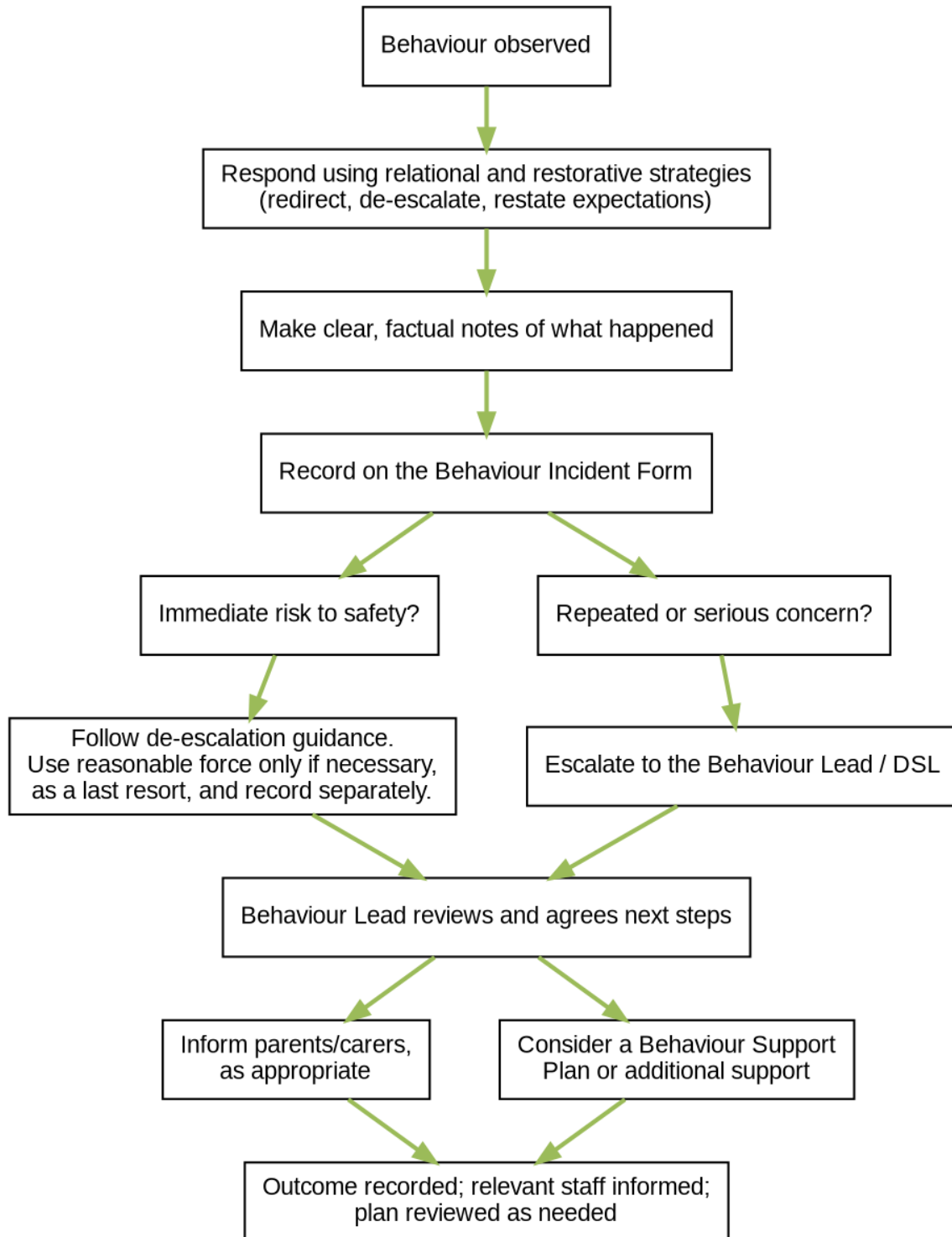
This Behaviour & Relationships Policy will be reviewed and updated annually, or more frequently if there are significant changes in legislation or statutory guidance. A record of all revisions and amendments will be maintained to ensure transparency and accountability.

This policy was last updated in September 2026 to reflect Keeping Children Safe in Education (KCSIE) 2026, the DfE's Restrictive Interventions, Including the Use of Reasonable Force, in Schools guidance (2026, in force from 1 April 2026), the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, the updated DfE Suspension and Permanent Exclusion guidance (in force from 26 July 2026), the DfE's Non-school Alternative Provision Voluntary National Standards, and Ofsted's school inspection toolkit and report card framework (Attendance and Behaviour evaluation area, updated September 2026).

Part 2: Key Procedures

Chart: Responding to a Behaviour Incident

Bouncing Statistics - Behaviour Incident Flow Chart



1. Behaviour Observed

- o Staff respond in the moment using relational and restorative strategies, informed by the pupil's needs and any Behaviour Support Plan.
- o The incident is recorded factually and without delay using the Behaviour Incident Report.

2. Report to the Behaviour Lead

- o Serious, repeated, or safeguarding-linked incidents are reported to the Behaviour Lead/DSL.
- o The Behaviour Lead reviews and assesses the level of concern.

3. If an Immediate Safety Risk Is Identified

- o Staff follow the De-escalation Guide and call for support.
- o Reasonable force is used only if necessary, as a last resort, and recorded separately on a Physical Intervention Record.

4. Behaviour Lead Assesses Next Steps

- o Low concern: monitor, record, and consider a restorative conversation.
- o Medium concern: initiate or update an ABC Behaviour Observation Form and review the Behaviour Support Plan.
- o High concern: complete a Critical Incident Report; consider suspension or permanent exclusion in line with statutory guidance; refer to safeguarding procedures if relevant.

5. Follow-up and Support

- o A restorative conversation is offered once the pupil is ready to reflect.
- o A Reintegration Meeting is held following any suspension, removal from learning, or significant incident.

6. Record-Keeping

- o All actions and communications are logged securely using the Behaviour Recording Forms suite.
- o Records are reviewed termly through the Behaviour Data Review.

Involving Parents/Carers

- Sharing information
 - o Parents/carers are informed when a significant behaviour concern is raised, in line with professional judgement and any safeguarding considerations.
- Seeking engagement
 - o We seek parents'/carers' engagement in agreeing support and next steps, particularly ahead of any suspension or exclusion.
- Communication approach
 - o Staff communicate with empathy, professionalism and clarity, and offer guidance to help parents/carers understand the process.
- Non-engagement



- o If parents/carers are uncooperative, hostile, or disengaged, this is escalated to the Behaviour Lead and, where relevant, safeguarding partners.

Working with Other Agencies

- Collaborative practice
 - o We work closely with local authority children's social care, educational psychology, SEND specialists, mental health services, and, where relevant, the police and youth justice services.
- Information sharing
 - o Information shared is necessary, proportionate, relevant, accurate, timely and secure, in line with Working Together to Safeguard Children.
- Case conferences and review meetings
 - o Staff attend multi-agency meetings as required and implement agreed actions from Behaviour Support Plans.

Our Role in Supporting Pupils

- Pastoral care
 - o Ensure pupils are listened to, respected, and emotionally supported, with a trusted key adult available.
- Restorative practice
 - o Provide opportunities to repair harm and reflect following an incident.
- Empowerment and education
 - o Teach pupils about healthy relationships, emotional regulation, and the impact of their behaviour on others.
- Safe spaces
 - o Maintain a calm, safe and supportive Reset/Reflection Space, with Zones of Regulation visuals and tools available, where pupils can identify their zone, regulate, access emotional support or sensory tools, and complete reflection activities before returning to class; time spent in the space is always supervised and recorded.

Responding to a Serious Incident or Use of Reasonable Force

- Immediate actions
 - o Prioritise safety; follow the De-escalation Guide; use reasonable force only if necessary and as a last resort.
- Notification and reporting
 - o The Behaviour Lead/DSL is informed immediately; a Director is informed for any critical incident.
 - o Any use of force, restraint or seclusion is recorded the same day on a Physical Intervention Record, and parents/carers are informed as soon as practicable — ordinarily the same day — in line with the Schools (Recording and



Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, unless doing so would be likely to result in serious harm.

- Debrief and support
 - o A Positive Handling Debrief is completed with the pupil, and separately with staff, as soon as practicable.
 - o Support is offered to the pupil, staff involved, and, where relevant, other pupils affected.
- Outcome and record-keeping
 - o All outcomes are documented thoroughly and securely, and the Behaviour Support Plan is reviewed.

Suspension and Exclusion Procedure, and Appeals

- Decision
 - o Only the headteacher/most senior leader can suspend or permanently exclude a pupil, and must act reasonably, proportionately and in line with statutory guidance.
- Notification
 - o Parents/carers are notified without delay, with reasons for the decision, the period of suspension, and information about their right to make representations.
- Right to make representations
 - o Parents/carers may make representations to the governing body/Directors, who must consider reinstatement in certain circumstances.
- Independent review
 - o For a permanent exclusion, parents/carers have the right to request an independent review panel, which may direct the decision to be reconsidered.
- Reintegration
 - o A Reintegration Meeting is held on or before a pupil's return, to agree support and update the Behaviour Support Plan.
- Off-site direction and off-rolling awareness
 - o In line with the updated DfE Suspension and Permanent Exclusion guidance (in force from 26 July 2026) and the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, any decision to direct a pupil off-site — including to alternative provision such as Eden House AP — must be in the pupil's best interests and must not be used as a means of off-rolling. Placing a pupil on a part-time timetable for behavioural reasons, or directing a pupil off-site where this is not in their best interests, may constitute unlawful off-rolling; referral and admission decisions are made accordingly, and any such concern is raised with the referring school and, where relevant, the local authority.

Pupils with Additional Needs



Bouncing Statistics is committed to a fair and supportive approach for all pupils, including those with additional needs. We recognise that pupils with disabilities, SEND, or certain health conditions may need a different response to behaviour.

- Early identification and support: we are particularly alert to the potential link between unmet need and behaviour for pupils who are disabled, have SEND, or have a mental health need, and put support in place as soon as needs are identified.
- Tailored strategies: our response is tailored to individual needs, communication methods, and any specific risks, and set out in a Behaviour Support Plan where appropriate.
- Collaboration with specialists: we work closely with parents/carers and specialist services (e.g. SENCOs, educational psychologists, health professionals) to ensure a coordinated approach.
- Staff training: all staff receive training on the specific needs of pupils with SEND and how this may present in behaviour.

Links to Additional Information

To ensure our staff, parents and carers have access to comprehensive and up-to-date information, Bouncing Statistics provides links to key external resources. This list is not exhaustive and will be updated regularly to reflect the latest guidance.

- Keeping Children Safe in Education (KCSIE) 2026 (DfE):
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Behaviour in Schools (DfE):
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Suspension and Permanent Exclusion guidance (DfE):
<https://www.gov.uk/government/publications/school-exclusion>
- Restrictive Interventions, Including the Use of Reasonable Force, in Schools (DfE, 2026), in force from 1 April 2026: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Searching, Screening and Confiscation (DfE):
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Mental Health and Behaviour in Schools (DfE):
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- SEND Code of Practice: 0 to 25 years:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Mobile Phones in Schools (DfE):
<https://www.gov.uk/government/publications/mobile-phones-in-schools>
- Non-school Alternative Provision – Voluntary National Standards (DfE):
<https://www.gov.uk/government/publications/non-school-alternative-provision-voluntary-national-standards>



- Equality Act 2010 guidance for schools:
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Ofsted School Inspection Toolkit and Report Cards (DfE/Ofsted):
<https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information>

These resources, together with the responsibilities set out in this policy, provide valuable information on promoting positive behaviour and responding to concerns, ensuring a consistent and fair approach across the organisation.