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Change History

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1.0	New Policy	18/07/2024	New School / Policy	ZJ
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Related Policies

Health and Safety	HS/01	Use of Reasonable Force	HS/07
Curriculum	OP/10	Anti-Bullying and Harassment Policy	OP/03
SEND	OP/28	British Values	OP/27
Equality and Diversity	OP/13	Complaints Policy and Procedure	OP/09
E Safety	S/02	PSHE	OP/16
Positive Mental Health & Wellbeing	HS/06	Exclusion	OP/15
Educational Visits	OP/15		

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1 Statement of Principles, Values, Aims and Objectives

- Watermelon Independent Schools places the safety and well-being of the children and young people we educate and
- 1.1 care for as its highest priority. We aim to create inclusive communities where children and young people flourish, enjoy their education in a culture and environment which is conducive to their strengths and needs.
- 1.2 At Watermelon Independent Schools we aim to promote positive social, emotional, and behavioural change in our children and young people through a supportive and consistent approach to education based on the needs of our children and young people.
- 1.3 Our Positive Behaviour Management Strategy is based on a holistic person-centered approach to the development of our children and young people based on current theories and effective, evidence based, methods of teaching. Watermelon Independent Schools admits vulnerable children and young people who experience significant barriers to learning due to specific and complex learning difficulties and disabilities, autistic spectrum condition, associated medical and health needs and mental health needs.
- 1.4 Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent, supportive and well supervised environment where children and young people feel safe and secure and reach their potential through positive relationships.
- 1.5 Our school supports the need of all of our pupils and promotes the protection of their rights in accordance with the UNCRC (1992) with a particular focus on:
- i. The best interests of the child – The best interests of the child must be a top priority in all decisions and actions that affect children. (Article 3)
 - ii. Respect for the views of the child – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. (Article 12)
 - iii. Right to education – Every child has the right to an education. Discipline in schools must respect children’s dignity and their rights. (Article 28)

2 Principles and Values that Underpin this Policy

- 2.1 The policy, practice and procedures aim to reflect and demonstrate the importance of the school’s commitment to promoting the entitlement of children and young people to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender reassignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows: -
- i. to value each other and our community
 - ii. to listen to each other and ask for help when we need it
 - iii. the promotion of mutual respect, acceptance, trust and honesty
 - iv. to develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
 - v. to proactively manage and de-escalate challenging and unacceptable behaviours
 - vi. to implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people’s understanding and manage behaviour fairly, effectively and

- encourage young people to achieve their potential
 - vii. to establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
 - viii. to work in partnership with all stakeholders, to promote good behaviour
 - ix. to apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them
 - x. to develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs.
- 2.2 For young people who have experienced trauma, our school draws on our Trauma Informed Practice training and approach.

3 Policy Objectives

- i. to set out clearly how our principles and values can be translated into effective everyday actions
- ii. to provide clear guidance and support to all staff
- iii. for staff to provide leadership and positive role models to children and young people
- iv. to promote good behaviour and make positive change for our children and young people, setting them clear and achievable goals
- v. to expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct
- vi. assist young people to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- vii. to help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- viii. to develop and implement, coordinated and cohesive practices and procedures between home and school
- ix. to regulate the behaviour and conduct of children and young people
- x. to reduce the risk/likelihood of targeting, harassment and bullying
- xi. to comply with the standards

4 Legal Framework and Guidance

- 4.1 This policy complies with all relevant regulations and other legislation as detailed, including:
- i. [The Education \(Independent School Standards 2018\)](#) (Part 3, Para 9 and Part 6 Para 32)
 - ii. [Equality Act \(2010\)](#),
 - iii. [Education Act \(2011\)](#)
 - iv. [Children and Families Act 2014](#)
 - v. [Positive environments where children can flourish, Ofsted Guidance \(2021\)](#)
 - vi. [Behaviour and Discipline in Schools DFE Guidance \(2016\)](#)
 - vii. [Behaviour in Schools A guide for Head Teachers and School Staff \(September 2022\) DFE Guidance](#)
 - viii. [Use of reasonable Force – advice for school leaders, staff and governing bodies](#)
 - ix. [Keeping Children Safe in Education, statutory guidance for schools and colleges \(September 2025\)](#)
 - x. [DFE Guidance on Searching, Screening and Confiscation \(July 2022\)](#)
 - xi. [Standards in Scotland's Schools etc. Act 2000](#)
 - xii. [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)

xiii. [Holding safely a guide for residential child care practitioners and managers \(2005\) SIRCC](#)

4.2 The [Behaviour and Discipline in Schools Guidance \(2016\)](#) states that 'schools need to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions'. Behaviour policies are typically informed by behaviourist approaches; however, we are aware that they are not successful with all individuals. This is especially true for schools with a neurodivergent population.

[Behaviour in Schools \(2022\)](#) is clear that good behaviour in schools is central to a good education, with schools providing a calm, safe and supportive environment which pupils want to attend and where they can learn and thrive.

5 Policy Implementation

- 5.1 Everyone is expected and supported to treat one another with dignity, kindness and respect. We use an 'inclusion by design' model, meaning we create school environments which are predictable and comfortable and teaching teams who are consistent whilst remaining adaptable.
- 5.2 This policy can be implemented alongside Safety and Support Plans, which may identify a specific approach tailored to a student's strengths and needs.
- 5.3 When incidents of behavioural distress and emotional dysregulation occur, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We consider and reflect together how the likelihood of such incidents recurring can be reduced.

6 Creating a Positive and Structured Environment

- 6.1 The principal function of Watermelon Independent Schools is to provide a safe, secure and nurturing environment where expectations and achievements are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence.
- 6.2 In order to create an environment in which children and young people feel safe and secure, and in which there is an ethos of achievement through endeavour, it is essential that there is nurture, care and support balanced with good order and discipline.
- 6.3 We aim to promote politeness, courtesy and respect between all members of the Watermelon Independent Schools community, adults and children. Whilst the principles and procedures contained in this policy document will be applied equally to all children and young people, each student at Watermelon Independent Schools is an individual and will be at different stages of intellectual, physical, social, emotional, and moral development. We will therefore use rewards, consequences, and behaviour programs as appropriate to the unique individual needs of each student. This reflects the whole ethos of the school in treating children and young people as individuals and tailoring our work to meet individual needs through Individual Education Plans (IEPs) & Positive Behaviour Support Plans (PBSP) to meet targets in accordance with their EHCP.
- 6.4 The main emphasis at Watermelon Independent Schools is not on making and enforcing rules, but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place, they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the children and young people; or are related

to consideration for themselves and others.

- 6.5 Staff will positively intervene, applying a range of supportive strategies, use of consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the children and young people and adults; or show lack of consideration for others and impact on their learning. The school primarily seeks to create a nurturing environment where children and young people learn to trust adults.
- 6.6 To provide security for individuals, and for the school to promote personal development, children and young people need to develop an appreciation of the limits on their behaviour set by society and their community.
- 6.7 Children and young people need support and alternative communication strategies to understand the implications for breaching these rules. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about. Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising children and young people's self-esteem and self-confidence.
- 6.8 We will promote an inclusive community through:
- i. **Clear expectations and consistent boundaries:** We clearly communicate our expectations through speech, visuals and modelling so all staff and students (in line with their ability) are aware of the expectations and boundaries appropriate to their strengths and needs.
 - ii. **The Curriculum:** Positive behaviour is part of our Personal, Social, Health and Sex and Relationships curriculums.
 - iii. **Routines:** Routines and structure are integral to the school day. For example, teachers ensure all lessons start on time, with clear definition of classes having a beginning, middle and ending.
 - iv. **Environment:** We create calm, clean spaces, taking into account the sensory sensitivities of our neurodiverse population.
 - v. **Communication:** We use a total communication approach which aligns with the communication strengths and needs of our neurodiverse population.
 - vi. **Emotional understanding:** Many of our Neurodivergent students may experience more intense emotional responses and/or struggle to process, share, and express their emotions. We support our students to develop skills to understand and manage their emotions and behaviour through the use of models, such as, the *Zones of Regulation*. This also supports a shared language approach within the whole school community.
 - vii. **What we do not support** – This list is inclusive of, but not exhaustive, the Group does not support talking about children in front of them or others, shouting at one another, swearing, and disrespectful language.

7 Relationships

- 7.1 The principal reward and encouragement for any student is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of

children and young people principally rely on the positive relationships they develop with significant adults in their lives.

- 7.2 Watermelon Independent Schools encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters mutual respect between children and young people, and between staff and children and young people. Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to manage the adult/student relationship sensitively, firmly and confidently. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development.
- 7.3 Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development. Target setting is a useful tool to involve the student, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the student is functioning at to communicate, rationalise and provide guidance through the relationship to move the student on in developing social responsibility.

8 Challenging Behaviour

- 8.1 Children and young people with social, emotional, mental health and communication (SEMH/ASD) needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices.
- 8.2 Watermelon Independent Schools adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:
- i. teaching and learning that is at least consistently good
 - ii. teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the children and young people
 - iii. communication schedules and alternative communication strategies
 - iv. the opportunity to make meaningful choices
 - v. careful attention to physical, social and emotional needs
 - vi. experiences and activities which are appropriately stimulating
 - vii. careful management of the environment, including the setting conditions and triggers for behaviours
 - viii. positive and supportive relationships with adults
 - ix. structure, predictability and consistency in daily routines
 - x. clear and explicit boundaries and rules within the learning environment
 - xi. regular explanation of the rules and expectations
 - xii. clear warnings to student that their behaviour is a cause of concern
 - xiii. rewards and sanctions consistently and fairly applied in line with the policy, and where relevant to the SEN of children and young people

9 Maintaining high standards of wellbeing to support positive behaviour

- 9.1 Senior Leaders take responsibility for implementing measures to ensure our school's approach to supporting needs and behaviour meets the following national minimum expectation:
- i. We have high expectations of pupils. Our expectation relating to their behaviour is always understood according to their individual strengths and needs.

- ii. School leaders visibly and consistently support all staff in supporting pupils' need and behaviour through following this policy.
- iii. Universal, Enhanced and Specialist measures are in place to support our neurodivergent students to be the best versions of themselves.
- iv. All members of the school community create a positive safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully.
- v. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

10 Pastoral Support

- 10.1 The school endeavours to provide support for students that enables them to achieve academically, socially and personally. Systems of support include the form tutor, teaching assistants, key workers, the Pastoral Lead, teachers and external professionals. Pastoral support can also take the shape of home/school agreements or specific behavioural contracts, with a clear focus on improving particular aspects of a child and young person's behaviour.
- 10.2 Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions. Where identified individual support is provided consistently by experienced teaching assistants.
- 10.3 Teams around the student meetings will consider and incorporate all professional views from within the school, involve the student and their parents/carers and review all data and reports, before revising targets and actions.
- 10.4 The school considers whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case, the school staff should follow the schools' child protection and safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

11 Responding to distress and need

- 11.1 There are times when our students become distressed and may require other sources of support. When a member of school staff becomes aware they respond empathically, predictably, promptly and clearly in line with this policy.
- 11.2 The first priority will be to establish the physical and emotional safety of students and staff and to restore a calm environment. Keeping pupils safe is always the highest priority for all staff.
- 11.3 We will also consider whether the behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Staff must be familiar with, and follow, the school's Safeguarding Policy. All concerns, no matter how small, that a child is being harmed or is at risk of harm must be reported to the school's Designated Safeguarding Lead (DSL) or Deputy.
- 11.4 The School has the responsibility to respond to pupils' behaviour outside of the school premises (including online) to such an extent as is reasonable.
- 11.5 The school adopts a range of initial intervention strategies to help pupils support their emotional regulation and behaviour.

12 Natural and Logical Consequences

- 12.1 Positive reinforcement combined with natural and logical consequences are important and necessary to support our whole school culture.
- 12.2 All children require boundaries and consequences that are fair, predictable and understandable. Natural Consequences occur without the intervention of an adult. For example, allowing a cognitively able student to choose not to wear a coat on a cold day when outside; the natural consequence is feeling cold, and the student can choose whether to change their behaviour in the future.
- 12.3 Logical consequences are adult-led and are linked to the event, and when a natural consequence may not occur or may be a safety hazard. For example, if a student is jumping on a sofa in the classroom, instead of allowing a “natural” consequence in this scenario (fall with a head bump, loose tooth, or broken toe), we offer a logical consequence instead by saying: “we can sit on the couch. It is a place to relax and stretch out. Can you stretch on the couch? If you want to bounce, let’s go outside”.
- 12.4 Natural and Logical Consequences will be communicated to the young person in an empathic and collaborative way, never in a shaming way.
- 12.5 Our school does not use punitive sanctions, for example keeping in at breaktimes, detention after school or the removal of privileges.

13 De-escalation

- 13.1 De-escalation techniques are our primary responsive strategies, these include:
 - i. our staff teams will use a calm approach with neutral body language
 - ii. our staff teams will use minimal verbal interactions during de-escalation
 - iii. we will use positive framing language (“kind hands” rather than “stop hitting”)
 - iv. we will use planned and proactive positive distraction (for example talk about the young person’s passion)
 - v. we will divert the young person to a different, preferred activity or experience
 - vi. change their environment (for example allowing a young person to access a calm room or outdoor safe space)
 - vii. we will encourage the young person to engage in a preferred sensory activity
 - viii. changes to the team supporting the young person
 - ix. use of space and allowing the young person to move and run, perhaps complete a sensory circuit.
 - x. using visual supports to support the young person to process and understand
 - xi. any unique strategies that the young person themselves has requested as part of their consultation to their individualised plan

We do not use:

- i. planned ignoring
- ii. asking a student why they are behaving in a certain way
- iii. any shame based approaches
- iv. any language which could be interpreted as threatening, e.g. ‘last chance.’

14 The Use of Physical Restraint

- 14.1 Watermelon Independent Schools recognises that as employers we are responsible for ensuring that staff receive training which is inclusive of updates and refresher courses appropriate to their role and responsibility. Staff working directly with children will receive training in de-escalation and RPI techniques. The adopted programme chosen by the organisation is Team Teach.
- 14.2 It is the duty of staff to always promote the best interests of children. When facing behaviour that is potentially dangerous, staff must act in a measured way, bearing in mind their duty to try to keep children, staff members and themselves safe.
- 14.3 Watermelon Independent Schools does not expect staff to put themselves at risk of significant harm. Staff must use their judgement at times, even children exhibiting quite high-level behaviour can respond well to low-level responses. It is most usually appropriate to start with lower-level responses such as positive ignoring, redirection, distraction and move to using higher level responses such as changing staff member, moving to a different location if the pupil is not responding and as a last resort or if there is immediate danger use physical intervention.
- 14.4 The school aims to promote the least intrusive positive handling strategies with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before RPI strategies are used, unless otherwise stated in a specific Positive Handling Plan.
- 14.5 Physical intervention is the positive application of force with the intention of overpowering the other person. This is only used as a last resort to support a child if it is required to protect the child from causing physical harm to themselves/others or to prevent the child causing significant damage with potential harm to self. The amount of force used is to always be reasonable in the circumstances. Key staff members have been trained to use Team Teach approaches and work within the framework provided by Team Teach. Extra training is provided in specific circumstances to allow staff to further meet the needs of individual students that may need extra support when keeping themselves safe. Other techniques are taught as needed to members of staff working with a pupil that presents behaviours. These techniques are listed as part of the pupil's Positive Support Plan, Pupil Handling Plan and individual risk assessments.
- 14.6 All incidents involving the positive application of force by staff to overcome moderate or rigorous resistance where staff guide, direct, decide or control a person's free movement, must be regarded as a restrictive physical intervention. This includes, but is not limited to, all recognised Team Teach holds and escorts, except the friendly hold.
- 14.7 Any incident in which staff use only a team teach friendly hold should be recorded as an incident NOT a restrictive physical intervention. However, in a situation where a more restrictive technique becomes necessary, the use of a friendly hold must be recorded as part of the overall RPI process. All incidents of restrictive physical intervention must be reported to the headteacher/DSL and Pastoral Lead/DDSL and recorded in a clear, accurate and comprehensive manner on a 'Restrictive Physical Intervention Record', as soon as is reasonably possible (and normally within 24 hours of the incident).
- 14.8 The headteacher/DSL will monitor and review records to ascertain trends.
- 14.9 For further information regarding the use of physical restraint, please refer to our use of Reasonable Force (Positive Handling) Policy.

15 Justifications to the use of Physical Restraint

- 15.1 As a general rule, nobody has the right to touch, move, hold or contain another person. However, the staff at Watermelon Independent Schools operate within a higher duty of care due to the needs of each individual and are approved to act within exceptional circumstances. We therefore set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practice.
- 15.2 Staff will work within the following parameters:
- i. They should be clear about why the action they took was NECESSARY
 - ii. They should be able to show that any actions taken were in the young person's BEST INTEREST and that actions were REASONABLE AND PROPORTIONATE.
- 15.3 We are aware that restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who educate for them.
- 15.4 Restraint is only ever used as a last resort response to maximise safety and minimise harm to the child/young person and others. A reasonable, proportionate and least restrictive course of action is taken when there is an imminent or immediate risk of harm to self or others.
- 15.5 It will always be used for the shortest time possible and only when there is no other alternative to help children and staff to stay safe. Key staff are fully trained using Team Teach and work in line with the Group's parameters.
- 15.6 Page 11 of 15 RPI can be used for several positive outcomes:
- i. to prevent injury to self or other children
 - ii. to prevent injury to staff members or any other person
 - iii. to prevent serious damage to property or to prevent a criminal offence from occurring
 - iv. any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.
- 15,7 It is important to note that behavioural strategies such as 'withdrawal', 'seclusion' and 'time out' can be viewed as forms of physical intervention. These are defined as followed;
- i. withdrawal - involves removing a child or young person from a situation which causes anxiety or distress to a location where they can be continuously supported until they are ready to resume their activities
 - ii. seclusion – involves a child or young person being forced to spend time alone against their will.
- 15.8 It is an expectation that all staff will employ the following assessment of risk when making the decision to physically intervene:
- i. Assess: Identify hazards and people likely to come into contact with them
 - ii. Reduce: Control the environment, issue clear guidance, provide training with a gradual and graded approach and change working practices to reduce exposure
 - iii. Communicate: Positive Behaviour Plan
- 15.9 Where possible, we will consult with all students about their de-escalation plans to ensure their voice

is heard and understood in relation to their triggers and how they want staff to respond.

16 Safe space

- 16.1 As part of other de-escalation strategies, we have a breakout/safe space/sensory room in school in order to support young people in regulating their anxiety, emotions and feelings. This space is specifically designed in order to create an environment where young people can go to in a time of heightened anxiety or distress.
- 16.2 The emphasis of this room or space is to provide a safe place with low distraction/low stimulus in order to aid the recovery process. When a young person is using a quiet room or space they are always monitored and supported by a member of the staffing team. If a young person wishes to have time alone in order to help them recover or self-reflect, the staff will keep a discreet distance so that supervision can be maintained at all times. The young people are never left completely alone in times of anxiety.

17 Positive Behaviour Plans

- 17.1 At Watermelon Independent Schools, we acknowledge that children and young people may display a variety of challenging behaviours including physical aggression or self-injurious behaviour; however, we aim to be as proactive as we can in managing this and attempt to anticipate these possibilities and take action to reduce the likelihood that they will occur.
- 17.2 Behaviour management planning for each young person at Watermelon Independent Schools is an integral part of our personalised approach and we encourage multidisciplinary working in order to achieve the best outcomes for all children and young people. Plans outline behaviours which may be exhibited by young people, triggers/settings for behaviours, de-escalation strategies and planned responses, Team Teach techniques most effective/appropriate to the individual as well as specific techniques which would not be appropriate to use (whether this may be due to historical disclosure or a medical condition).
- 17.3 Watermelon Independent Schools ensures, where possible, that children and young people are actively involved in the process of creating an individualised plan which encourages opportunity for them to own their behaviour and to develop their own strategies to improve behaviour.
- 17.4 Watermelon Independent Schools has a protocol for the reporting of incidents of any physical intervention that all staff are involved in. The school incident reporting system allows senior leaders to monitor and evaluate incidents regularly with a consistent approach.
- 17.5 Staff are supported in incident recording and reporting throughout day-to-day practice and also via training provided by Team Teach Certified Instructors. Through consistently monitoring the use of physical restraint we can inform practice throughout the organisation and use information to assist in planning for change and achieving the desired outcome of reduced levels of physical intervention.
- 17.6 The process of monitoring involves capturing key data electronically which can be assessed to form patterns and trends to inform evaluations. This in turn can form a basis for rationalising Positive Behaviour Plans.

18 Post incident support (staff/student)

- 18.1 Any challenging behaviour that may occur within Watermelon Independent Schools can often be a result of a breakdown in communication. All staff involved in supporting the children on a day-to-day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support.
- 18.2 Staff and young people are offered the opportunity to discuss and review instances of physical restraint through a de-brief process, designed to restore relationships, rapport and routines. The organisation encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people.
- 18.3 The pupil de-brief will be a restorative conversation and will follow restorative themes. This will encourage the acceptance of responsibility, empathy for others and problem solving.
- 18.4 Ultimately, de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded on the communication log as appropriate and, if required, will be followed up by a senior member of staff.

19 Searching, screening and confiscation

- 19.1 School staff can confiscate, retain or dispose of a pupil's property in line with the [DFE Guidance on Searching, Screening and Confiscation](#). Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.
- 19.2 Items which contribute to the student's wellbeing, neurodivergence and sense of safety (for example fidget toys) will never be removed unless there is a risk of significant harm.

20 Suspension and permanent exclusion

- 20.1 All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school adaptations and support.
- 20.2 This will also be seen as a very last resort, as removing a pupil from school as an environment with trusted adults is rarely likely to be in a pupil's best interests. We also recognise the impact this might have on a young person and or parent/carers and will work to support the young person and their family/carers. Please refer to the school's Exclusion Policy for more information.

21 Recording and reporting

- 21.1 The school has a strong and effective system for data capture, including all components of the behaviour culture. This is monitored and objectively analysed regularly by designated staff, with a monitoring and evaluation cycle, with engagement from school leaders. This includes, behaviour incident data, attendance, permanent exclusion and suspension data, incidents of searching, screening and confiscation, and surveys for staff, pupils, local advisory board, proprietors and other stakeholders on their perceptions and experiences of the school behaviour culture.

22 Antbullying

- 22.1 Children may lack the social skills required to manage relationships, and/or they may not have learnt a way of managing relationships through appropriate role modelling. Staff will remain vigilant to signs of bullying, which could be obvious or subtle, in person or online, and will be dealt with according to the School's *Anti-Bullying Policy*.
- 22.2 Watermelon Independent Schools will provide clear behaviour guidelines for children and young people and parents, with regards to the school's expectations. The school sets high standards of behaviour from children and young people both in and out of school, the following is a code of conduct for children and young people.
- i. Children and young people are expected to be polite, respectful and use appropriate language with staff, other children and young people and visitors
 - ii. Children and young people are expected to cooperate and comply with staff requests, guidance and instructions
 - iii. Children and young people are expected to engage positively in all lessons, completing set work and requesting support appropriately
 - iv. Children and young people are expected to achieve their potential and apply themselves across all aspects of the curriculum
 - v. Children and young people are expected to cooperate and comply with Health and Safety requirements
 - vi. Children and young people are expected to cooperate and comply with the School dress code
 - vii. Children and young people are expected to cooperate and comply with the school's policies and procedures on mobile phones, smoking, the use of the internet, weapons and drugs
 - viii. Children and young people are expected to uphold the good reputation of the school
 - ix. Children and young people are expected to behave appropriately and engage with staff and to act positively during unstructured times of the day and educational visits
 - x. Children and young people are expected to refrain from any acts of intimidation, threats or acts of aggression towards other children and young people, visitors, members of the public and staff
 - xi. Children and young people are expected to cooperate and comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status.

23 Child on Child Abuse

- 23.1 Following any report or concerns raised of child-on-child abuse or sexual harassment offline or online, the school will follow the School *Safeguarding Policy* and notify the Designated Safeguarding Lead (DSL) or Deputy immediately.
- 23.2 The school is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that incidents where behaviour falls below expectations will be addressed. All staff are aware of the importance of challenging all inappropriate language and behaviour between pupils.
- 23.3 The school will never normalise sexually abusive language or behaviour by treating it as 'banter,' an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.
- 23.4 It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never

be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

24. Inappropriate online behaviours

- 24.1 The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The school is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as applied offline, and that everyone should be treated with kindness, respect and dignity.
- 24.2 Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, and the process set out in the *Safeguarding Policy* for reporting must be followed when an incident raises a safeguarding concern. The Designated Safeguarding Lead or Deputy must be informed immediately.
- 24.3 The school will address pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the running of / reputation of the school.

25 Complaints

- 25.1 Following a physical restraint incident or any positive behaviour management strategy, all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with.
- 25.2 Watermelon Independent Schools has a complaints policy and procedure that young people are informed of when they first arrive and can be directed to in order to aid them with staff support to explore their feelings. All young people will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues.
- 25.3 A complaint will be dealt with in accordance with the Complaints policy.

26 Rewards and Sanctions Statement

- 26.1 Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Giving rewards is one way of giving feedback on how well children and young people are doing.
- 26.2 Below are examples of rewards that may be offered at Watermelon Independent Schools:
- i. praise
 - ii. weekly celebration of success – Friday assembly
 - iii. 'choice' lesson
 - iv. Trips
 - v. extra responsibilities
 - vi. positive time with individual staff
 - vii. supporting other children and young people

- viii. positive letters/postcards home
- ix. positive feedback on young person's work.

Appendix 1

Number of Restrictive Physical Interventions (RPIs)

2024 – 2025 – there were 0 RPIs