

Behaviour and Self-Regulation Policy 2026/2027

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1. Introduction

At Mortimer House School, we aim to promote positive mental health and wellbeing for every pupil and all members of staff. We pursue this aim by adopting a pro-active approach to relationships and a restorative approach to repairing conflict. We understand that behaviour can be a form of communication. We will always strive to understand action, its underlying causes and support pupils and their families, as we look to address this to ensure that all pupils have the best opportunity to achieve their full potential. This approach does not remove consequences for action but encourages pupils to reflect and take ownership of their actions. We believe that accepting the consequences of ill-informed choices is an important part of the learning process and prepares our pupils for their futures and their lives after high school.

The Education Endowment Foundation Research is clear that a pro-active approach is the most efficient method of improving and maintaining high standards of behaviour and self-regulation. This includes:

- Knowing and understanding your pupils
- Teaching learning behaviours alongside managing action
- Using classroom management strategies to support good classroom behaviour
- Using simple approaches as part of your regular routine
- Use targeted approaches to meet the needs of the individuals in your school.

We believe that this policy and our approaches in all areas of the school reflect the findings of this research and enable us to best support the pupils throughout their entire school lives.

2. Aims

Our approach is built entirely on the belief that children learn and make the most progress in an environment where they feel safe, well supported, and cared for and where learning opportunities are maximised by adults who the pupils feel genuinely care about their progress and wellbeing. For this to be achieved, this policy and its associated procedures must be used by all staff used consistently (within, outside and between every classroom) and supported by all managers and leaders in the school. We use behavioural systems which support the efforts of individual members of staff to reinforce the positive behaviours that are expected from all pupils whilst feeling empowered enough to challenge all actions. Systems have been devised to enable the individual member of staff to retain responsibility

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for tackling “mis-behaviour” where appropriate, whilst providing support to manage more serious infringements.

3. Parameters

3.1 This policy applies to all pupils of Mortimer House School;

- When at school
- On the way to or on the way from school
- While on any school activity or on the way to or from that activity
- When wearing school uniform away from the school premises

3.2 It applies to;

- Actions within the school – inside and outside the classroom
- Actions outside school which may harm, threaten, or bully another pupil
- Any action by a pupil, which may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or pose a threat to staff, another pupil or a member of the public.

4. Roles and Responsibilities

4.1 The School Governing Body – (SGB)

- The SGB is responsible for monitoring this behaviour policy’s effectiveness and holding the Head Teacher to account for its implementation.
- The SGB is responsible for monitoring the implementation of this policy.
- They also have responsibility, with the support of the Head Teacher, for creating a high-quality learning environment, reinforcing good behaviour and ensuring that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

4.2 Head Teacher and Senior Leadership Team

The Head Teacher and the Senior Leadership Team are responsible for;

- Implementation and day-to-day management of the policy and procedures.
- The regular monitoring of the use of the various consequences to identify any inconsistency or potential discrimination.
- Review and evaluation of any support and consequences to ensure their effectiveness
- Ensuring that this policy and school procedures are followed and that they are consistently and fairly applied by all
- The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how

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staff implement this policy to ensure rewards and consequences are applied consistently.

- The Head Teacher's role is to determine the detail of the standard of behaviour acceptable to the school as well as the day-to-day responsibility for maintaining discipline within the school, which will include making rules and provisions for applying them. Members of the Leadership Team will assist in that role.
- The Head Teacher and the Leadership Team are responsible for ensuring that this policy is followed consistently and fairly by all staff providing appropriate support, advice and behaviour management training where appropriate.
- They are also responsible for reviewing the school's disciplinary procedures at least annually, making amendments as required for the effective management of pupil discipline at the school.
- Appropriate records of disciplinary issues will be kept in order to inform future practice. Any significant pupil behavioural issues will be included in the Head Teacher's Report to Governors.

4.3 All Staff

All staff have the responsibility to consistently:

- Apply the school rules.
- Support all other adults in applying the school rules and procedures.
- Implement procedures to challenge poor behaviour and bullying in any form using the emotion coaching techniques and restorative approaches, modelling the behaviour that we expect from all pupils.
- Consider the heightened state of pupils and their emotional states when dealing with poor behaviour.
- Promote the strategies which encourage excellent behaviour and challenge poor behaviour and bullying.
- Model the school ethos: Equity, Holistic Progress, Opportunity.
- Staff also have a key role in advising the Head Teacher on the effectiveness of the policy and procedures.
- Staff have a responsibility for creating a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures consistently.
- Consistently apply all teacher and support staff standards as published by appropriate bodies, including the DfE, company and school.
- Communicate effectively and in a timely manner all concerns regarding a child's behaviour and/or academic progress through the correct school processes, (Sleuth and team meetings).
- Follow the school processes for managing in class behaviour.

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- Staff may ask a pupil to wait outside of the classroom at any time they feel it appropriate, to give them time to reflect on their behaviour. The amount of time will be kept to a minimum.
- Allow pupils a fresh start every lesson following any unacceptable behaviour.

4.4 Pupils

Pupils have an important role in ensuring good behaviour is modelled and promoted throughout the school.

As well as helping to review the contents of this policy, they also:

- Should rise to the school's high expectations, follow the school rules, take responsibility for their own behaviour but also take care of the needs of others.
- Are made fully aware of the school expectations, policy and procedures.
- Are encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour
- Report pupil concerns or incidents regarding behaviour.
- Are expected to report bullying whenever they see it.
- Contribute to ensuring the positive behaviour and anti-bullying message is communicated to all pupils, reminding other pupils of the school expectations whenever required

4.5 Parents and Carers

- The most effective support occurs when parents, carers and school staff work in partnership.
- Parents and carers are encouraged and supported to take responsibility for the behaviour of their child.
- Partnerships between parents/carers and the school are promoted to assist in maintaining high standards of desired behaviour.
- Parent / carer contact is actively encouraged in order to raise any issues arising from the operation of this policy.
- We encourage parents and carers to contact us if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying. Bullying is defined by the National Centre Against Bullying as:

“Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.”

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5. Key elements of our behaviour and emotional regulation approach:

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). We recognise that behaviour can be a form of communication, and treat it as such. All staff are encouraged to take a non-judgemental and empathetic view to dealing with behaviour. - All adults respond in a way that focusses on the emotions that are driving a child's behaviour, rather than focussing on the behaviour itself (Emotional Coaching). Using this approach enables us to view children with behavioural difficulties as vulnerable, and as a result we have a duty to explore and support this vulnerability rather than take punitive action. Viewing children as badly behaved predisposes individuals to think about negative consequences. Viewing a child as struggling to control their emotions or deal with a difficult aspect of their lives encourages you to help through their distress.

A relationship centred approach requires a school to promote strong relationships and emotional currency at every opportunity between all stakeholders. It relies on building a positive school culture and environment that fosters connection between people, inclusion for all, and respect and value of every member of the school community.

It remains important however, to make boundaries and expectations around behaviour clear. Changing the way that we respond to poor behaviour does not mean that we have lowered the expectations of our pupils or the routines and structures that help to promote a positive learning environment. In order to help children feel safe at school, their educational environment needs to be one that is high in both nurture and structure.

In order for children to be able to better manage and regulate their emotions, they need predictable routines, consistent expectations from the adults in their lives and consistent responses to the behaviour that they demonstrate. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

- For a small number of individuals, not all behaviours are a matter of 'choice' and not all the factors linked to their behaviour are within their control. As a result, responses to these must be empathetic to this fact whilst remaining consistent.
- Behaviour must always be viewed systemically and within the context of important relationships.
- Staff are always encouraged to consider the antecedents of all behaviours seen.
- Encouraging parent/carers engagement and involvement is absolutely crucial when addressing and planning support for a child's SEMH needs.
- We believe this approach must include and is the responsibility of every member of staff.

6. Legislation

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

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- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation at school, updated 2023
- The Equality Act 2010
- Use of reasonable force in schools, 2026
- Supporting pupils with medical conditions at school, update 2017
- Special educational needs and disability (SEND) code of practice 2015

In addition, this policy is based on the Education (Independent School Standards) Regulations 2014, which states:

- arrangements are made to safeguard and promote the welfare of pupils at the school;
- such arrangements have regard to any guidance issued by the Secretary of State.
- a written behaviour policy is drawn up that, amongst other matters, sets out the consequences to be adopted in the event of pupil actions.
- the policy is implemented effectively;
- A record is kept of the consequences imposed upon pupils for serious action.
- The school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

8. Standards at Mortimer House School

Mortimer House School has high expectations of pupils and endeavours to encourage good habits of work and interaction with adults and other pupils from the moment a pupil enters the school.

The Leadership Team are responsible for developing school expectations. These expectations will be reviewed at least annually and their purpose is to:

- promote self-discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others
- encourage respect for personal property, the property of others and the school environment
- ensure standards of behaviour are acceptable and pupil conduct is regulated.

Mortimer House has three key behaviour elements that all pupils are expected to adhere to:

All staff are expected to promote self-regulation amongst pupils and to deal appropriately with any behaviour that challenges using emotion coaching, emotional regulation and restorative approaches, including PACE.

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Punctual attendance at school and lessons is required. All absence must be explained using the school's procedures and unexplained absence will be followed up.

Behaviour which does not allow constructive teaching and learning is unacceptable. We aim to promote consistency in the application of our three school expectations –

1. Respect equity and build positive relationships
2. Aim for holistic progress
3. Seize opportunity

In addition to these expectations in school, pupils are expected to avoid behaving in a way that would bring the school into disrepute, including when outside of the school site and outside of school hours. Consequences will be applied to pupils who are involved in incidents outside of the school site if they affect another member of the school community, or bring the school into disrepute.

9. Sexual Harassment, Online Sexual Abuse and Sexual Violence

9.1 Sexual Harassment, online sexual abuse, and sexual violence

- As part of our rigorous self-assessment processes we continually review how we educate and support pupils in vital aspects of their behaviour. Our Relationship and Sexual Education curriculum is wide ranging and ensures all pupils access the appropriate education at the right time. Pupils receive this education through their PHSE lessons, form tutor programmes, assemblies, interventions and specialist presentations.
- This intensive programme of education works in tandem with our strong culture of safeguarding building upon the school's biggest strength - strong, supportive relationships with the pupils which enables us to detect any changes in pupil behaviour and well-being. The systems that we have in place encourage a strong culture of safeguarding, with all staff receiving regular training and actively encouraged to always be vigilant. Our first responsibility is to keep all of the children at the school safe.
- We educate our pupils about a wide range of issues and challenges including healthy relationships, respect and consent. We regularly review and update our safeguarding policy and associated policies which are available on our website. We encourage pupils to behave appropriately at all times and understand their responsibilities and the law. Our IT curriculum provides all pupils with important information regarding online behaviour and how to keep themselves safe online.
- We encourage all pupils to inform us of any concerns or incidents so that we can support all involved. We encourage all parents to discuss this challenging issue with their children and raise all concerns with us.

9.2 Sexual Harassment

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- Sexual harassment is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours.

Harassers or victims may be of any sex or gender. Pupils and parents must report all incidents to school as soon as possible.

9.3 Sexual Violence

- Sexual violence is defined as; any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality, using coercion, by any person. Pupils and parents must report all incidents to school as soon as possible.

9.4 Online Sexual Abuse

- Online Sexual Abuse Online sexual abuse can be any type of sexual harassment, exploitation, or abuse that takes place through screens. Forms of online sexual harassment or abuse include; sending someone hateful or unwelcome comments based on sex; sending “nudes” or coercing another into sending “nudes” or grooming children to enable sexual abuse either online or offline. Pupils and parents must report all incidents to school as soon as possible.

10. Rewards

All rewards outlined in this section must be applied fairly and consistently.

At Mortimer House School we use a bespoke reward system, named Positive Steps. The system has been designed by us and supports pupils on an individual basis, with a strong focus on relational and restorative practice, underpinned by a trauma-informed approach. It aligns closely with our school ethos of Equity, Holistic Progress and Opportunity.

Each pupil will have six personalised targets, selected to reflect their individual needs. These can also support individual EHCP targets. Targets are drawn from three key areas, with at least one chosen from each:

A. Learning and Engagement

To recognise the courage, focus, and resilience it takes for our pupils to participate in education.

- Attending a lesson (based on individuals)
- Trying something new or challenging
- Asking for help
- Completing or attempting work (based on individuals)

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- Participating in class discussions or group work
- Showing focus or re-focusing after distraction
- Reflecting on learning

B. Social and Emotional Growth

To support development of emotional literacy and self-regulation.

- Using a regulation strategy
- Asking for a break (appropriately)
- Showing kindness or empathy to others
- Taking responsibility for their actions
- Using “I feel” language
- Working through conflict

C. Personal Development

Encourages confidence, growth and identity.

- Planning and working toward a personal goal
- Doing something that is out of a comfort zone.
- Doing something that is knowingly difficult for them
- Demonstrating independence

Pupils will be “rewarded” points whenever they achieve one of their targets. These points can then be exchanged for rewards from our menu, designed to encourage connection, creativity, and autonomy. The menu is split into 5 key areas, to allow pupils to experience a range of opportunities.

The reward menu is as below:

Relational rewards - connection-focused

Reward
1:1 time with a preferred adult (e.g., walk, game, chat)
Hot chocolate/snack shared with staff
Invite a peer/staff to join your reward time

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Reward

Choose or help lead a mini session (e.g., craft, baking)
--

Creative or sensory experiences

Reward

Access to sensory room / therapeutic space
--

Use special art supplies (paints, pastels, canvases)
--

Create a fidget, calming jar, or slime
--

"Zone Time" – low-stim relaxing space, lights/music

Build or decorate something for school (e.g., a sign, garden stone)

Learning choices

Reward

Choose the theme or topic for a reward lesson

Help design or lead a classroom display

Access to tech/creative tools for a short independent project

Pick a book/story for read-aloud

Personalised privileges

Reward

10–15 minutes of free time (games, drawing, chill)
--

Friday club (e.g., movie, board games)
--

Classroom "shop" (sensory toys, stationary)

Contribute points to a class goal (group party, outing)

Save up for a voucher

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Restorative choices

Reward
Plan/lead a celebration activity
Build a classroom resource (e.g., calming corner decoration)
Make a positive school announcement

This list of targets and rewards is not exhaustive; additions can be made as appropriate.

The system allows for pupils to be supported and encouraged to take responsibility for their actions, including the option to use reward points to contribute towards the repair or replacement of items that may have been damaged during moments of dysregulation. This approach is designed to promote accountability and foster the development of essential life skills, helping pupils to better understand the real-world consequences of their behaviour in a constructive and age-appropriate manner.

11. Consequences Statement

As an independent, non-maintained School recognised by the 'Department for Education (DfE), Mortimer House School is governed by regulations under the Children Act 1989 which has the force of law. Amongst the sanctions prohibited are those specified in the Department of Health, Education Act 1996 and Children's Home (Control and Discipline) Regulations 1991. These are set out in details below. In addition, the range of sanctions used in any establishment for children must be approved by the National Care Standards Commission. Any sanction imposed beyond those approved will be unacceptable and possibly illegal. All sanctions permissible at Mortimer House School are set out in this section.

12. Permitted Consequences (Sanctions)

12.1 Agreed sanctions are routinely used by staff teams to promote appropriate behaviour, and to help individual children accept responsibility for their actions. Staff teams should regularly review the use of sanctions for individual children to ensure that they are helping them to learn and become more responsible. If a sanction is not appropriate or effective it should not be used.

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12.2 At Mortimer House School we follow a “stepped classroom procedure” – please see the BSR stepped process document, which outlines all consequences for actions. (Appendix 1)
All consequences outlined in the stepped procedure must be applied fairly and consistently.

Staff are given guidance and training on general classroom management strategies by SLT, other staff or outside trainers.

The stepped classroom procedure has been introduced to ensure consistency amongst staff, when dealing with action in the classroom. The system consists of three steps. Pupils will be given clear guidance on the behaviour expectations of the lesson and will be supported to regulate their emotions. The BSR document outlines possible strategies or consequences but is not exhaustive. Teachers can use a “silent” 3 chance system before changing approaches or escalating to the next step. Escalations can be made after serious or persistent action or after a series of incidents, even where there may have been “breaks” in action. Staff are encouraged to openly review strategies, consequences, and escalations through professional discussion at daily team debriefings. Mortimer House School encourages pupils to make use of the school’s “restorative menu”. Pupils can select a strategy to help mend relationships with either peers, staff or both, putting the onus on them, to recognise fractures and equipping them with approaches to repair them. This can be used in conjunction with the stepped classroom procedure or as a stand-alone activity.

12.3 Consequences can be given for (not limited to):

- disruptive behaviour
- defiance
- verbal/physical aggression
- bringing the school into disrepute – including anti-social behaviour
- endangering self or other people through irresponsible/unacceptable actions
- disrupting the effective running of the school
- disrupting the learning of others
- intentionally destroying the work of others

Consequences may be supported with pastoral measures such as a contact or meetings with parents and carers, a restorative procedures, a pastoral support plan, or support from outside agencies.

13. Prohibited Consequences (Sanctions)

The following sanctions are those prohibited by law and may never be used on any child in the School:

- 1) Corporal Punishment – Regulation 8 (2) (a)
- 2) Deprivation of Food and Drink – Regulation 8 (2) (b)

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- 3) Restriction or refusal of visits/communication from family and/or external authorities – regulation 8 (2) (c) and 8 (3) (d)
- 4) Requirement to wear distinctive or inappropriate clothes – Regulation 8 (2) (d)
- 5) Withholding or Use of Medication – Regulation 8 (2) (d)
- 6) Restriction of Liberty of children in care
- 7) The Children secure Accommodation Regulations 1991 defines secure accommodation as ‘accommodation provided for the purpose of restricting the liberty of children’. Under this regulation the Secretary of States approval is required before accommodation may be used for the restriction of a child’s liberty.

Mortimer House School has no such approval and therefore the following are not permitted:

The locking of a child or children in a single room at any time, even when accompanied by a responsible adult or adults;

The locking of internal doors to confine a child or children in certain sections, even when accompanied by adult or adults; (locking of external doors in order to provide safety for the children and prevent unauthorised persons from accessing the building is permitted.)

Intimate physical searches – Regulation 8 (2) (h)

Seclusion is ‘forcing a person to spend time alone’. At Mortimer House School no child is forced to spend time alone as a consequence of challenging behaviour or as a punishment. Any separation from the child group in the company of or close proximity to an adult.

In addition to these sanctions proscribed by law, the school itself prohibits the use of the following;

- Threats of unacceptable punishments
- Any verbal abuse intended to humiliate or degraded a child, his/her family or other important person – whether in relation to race, sex religion or any other respect.
- Removal of curriculum entitlement for any reason other than health and safety.
- Removal of rewards that have already been earned
- The whole group being sanctioned as the result of individual’s behaviour.

14. Suspensions and Exclusions

Every pupil and every member of staff have a right to be educated in a safe and non-threatening learning and living environment. Only in extreme circumstances will pupils (as a result of behaviour which puts individuals or groups at potential or actual significant harm) a range of intervention and support will be considered, this may, in exceptional circumstances as a last resort, result in a suspension or Exclusion. Re-admission is key. Any decisions will involve partnership between the school, the Local Authority and parents/carers. Suspension or exclusion is not part of our ethos and we will try all other measures before this action.

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The Head Teacher may choose to suspend or exclude a pupil, without reference to the stepped procedure for incidents including, but not limited to those listed below.

- serious threat (actual or perceived) of violence to self or others
- Verbal / physical abuse towards staff
- sexual abuse/assault
- supplying illegal drugs on school premises
- carrying an offensive weapon on school premises

Any suspension considered will also need to be discussed with the Director of Education.

15. Searching, Screening and Confiscation

Mortimer House School reserves the right to search pupils in accordance with the DfE policy 'Searching, Screening and Confiscation' (Updated in 2023). Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Prohibited materials include (but are not limited to):

- Alcohol
- Drugs (illegal and prescription)
- Bladed items / items that could be used as a weapon
- Smoking and vaping materials

We will also confiscate any item that is harmful or detrimental to school discipline, including mobile phones, which are routinely collected at the school gates at the start of the school day. These items will be returned to pupils after discussion with school leaders and parents, if appropriate.

16. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will ensure the pupil is made aware of the seriousness of their actions and may choose to sanction in, accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Head Teacher and Senior Leadership will also consider the pastoral needs of staff accused of misconduct.

17. Special Educational Needs and Disabilities (SEND)

Where the action of pupils is related to a disability, it is expected that the school will make reasonable adjustments to enable those pupils to be included within the school community.

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These will include:

- Ensuring that staff have had training in the nature of disabilities, and how they should treat pupils with disabilities;
- Ensuring that staff are aware of any pupils with SEND;
- Ensuring that help is sought from external agencies to enable the school to make reasonable adjustments;
- Ensuring that school resources are committed to assist in making reasonable adjustments; and
- Making reasonable adjustments to school organisation or of the timetable of particular pupils.

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

18. The Use of Reasonable Force and Restraint

18.1 In our work with children exhibiting challenging actions, it is imperative that all interventions are approached with compassion and sensitivity. We prioritise the best interests of the child, ensuring that any action taken is not only reasonable, proportionate, and necessary but also serves to promote the pupil's emotional and physical well-being.

It cannot be stated too often that when working with challenging behaviour, interventions of any nature should be: in the best interests of the pupil, **reasonable, proportionate and necessary**.

Using reasonable force – the legal position (Use of Reasonable Force Advice for Headteachers, staff and governing bodies)

18.2 What is reasonable force?

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1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to protect or restrain. This can range from guiding a pupil to safety by the arm through to or extreme circumstances such as breaking up a fight or where a pupil needs to be retrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to protect pupils and to restrain them. Restraint may include either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
5. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

18.3 Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any pupil (themselves); or
- Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise

18.4 Authorisation of staff to use the Foundations of Safer Care

- Staff at Mortimer House School are trained in Foundations for Safer Care (BILD accredited) This includes support staff whose job normally includes supervising pupils such as teaching assistants.
- Authorisation is given to staff to use the Foundations for Safer Care techniques.
- If a new staff member who has not undergone safer holds training uses reasonable force or use of restraint in a necessary event. They should be replaced at the first opportunity by a staff member who has undertaken the Foundations for Safer Care training.

18.5 Monitoring Incidents, Use of Reasonable Force and Restraint.

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All incidents of significant use of reasonable force and restraint are logged via Sleuth and the lead for Foundations for Safer Care notified.

Records should:

- Be completed after everyone has recovered but within 24 hours.
- Inform the person who holds parental responsibility (Parents, Carers, Social Worker) before the close of play.
- Be logged on Sleuth
- Be factual and objective.
- Be signed and dated (electronically).
- To review and update pupils risk assessment where necessary.
- Debriefs will be held after any significant use of reasonable force.
- In all incidents of restraint, the child should be given the opportunity to go through the incident with a staff member or keyworker and recorded.
- Restraints are monitored weekly by Head Teacher/Senior Staff member and termly by the governors.
- The LADO is consulted where the use of restraint becomes a concern.
- Pupils are to be offered a drink of water and first aid after a restraint has happened.

All records are archived along with current policy and guidance.

19. Pupil support

The School has a number of programmes and techniques for supporting behaviour management. These include tutorials, referral to our wellbeing and pastoral Team or to the appropriate member of the Leadership Team as well as meetings with parents/carers. Staff have been trained in emotional coaching and PACE to help support pupils further.

20. Additional Expectations of Pupils in post-16 provision

As the Sixth form provision is an extension of the KS4 curriculum pupils are expected to support the aims of the school and the Sixth Form provision and to comply with its policies. They are expected to dress, behave and present themselves in a mature and responsible way, to recognise their responsibilities both as members of the Sixth Form and the wider School. This includes treating all members of the Sixth Form (and wider School Community) with dignity and respect as well as respecting the built environment.

21. Monitoring arrangements

This behaviour policy will be reviewed by the Senior Leadership Team, Head Teacher and SGB annually. At each review, the policy will be approved by SLT and SGB

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PLEASE NOTE THIS POLICY IS TO BE READ IN CONJUNCTION WITH EACH CHILD'S POLICE
PROFILE AND PERSONAL RISK ASSESSMENT

Appendix 1

Stepped Consequences

STEP ONE – Classroom/ Witness	
ACTION	CONSEQUENCES
- Disruptive behaviours - Defiance - Verbal aggression - Swearing	- Verbal warnings given with explanation of behaviours and expectations for improvement given. - Verbal reminders - TA intervention - Time alone to regulate (with or without support) - Use of calm/sensory intervention - Repeating/ reattempting work - Setting of written tasks such as an account of their behaviours and the potential consequences for them and others.
STEP TWO – Key teacher	
ACTION	CONSEQUENCES
- Persistent disruptive behaviours - Verbal/ physical aggression - Intentionally destroying the work of others - Disrupting of learning	- School based community service - Missing break times - Behaviour mentor or TA intervention - Setting of written tasks such as an account of their behaviours and the potential consequences for them and others. - Contact home - Meeting with parent/carers
STEP THREE - SLT	
ACTION	CONSEQUENCES
- Bringing the school into disrepute – including anti-social behaviour - Endangering self or others through irresponsible/ unacceptable actions - Disrupting the effective running of the school - Persistence to the level of concern with any of the above	- Regular reporting - Meeting with parent/carers/SW/other agencies - Loss of privilege 1:1 with member of SLT - Consult with SENCO - Consult EP - Consult OT

Behaviour and Self-Regulation Policy 2026/2027

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

- Behaviour in schools: advice for headteachers and school staff

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115544/behaviour-in-schools-advice-for-headteachers-and-school-staff-feb-2024.pdf)

- Searching, screening and confiscation at school

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115544/searching-screening-and-confiscation-at-school.pdf)

- The Equality Act 2010

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance)

- Restrictive interventions, including use of reasonable force, in schools

[Use of reasonable force and other restrictive interventions guidance](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115544/use-of-reasonable-force-and-other-restrictive-interventions-guidance.pdf)

- Supporting pupils with medical conditions at school

[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115544/supporting-pupils-at-school-with-medical-conditions.pdf)

- Special educational needs and disability (SEND) code of practice 2015

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115544/send-code-of-practice-january-2015.pdf)

Keeping Children Safe in Education 2026

[Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115544/keeping-children-safe-in-education-2026.pdf)

Relationships and Sex Education

[Relationships Education, Relationships and Sex Education and Health Education guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115544/relationships-education-relationships-and-sex-education-and-health-education-guidance.pdf)

[Education and Inspections Act 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2006/58/section/100)

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards)

[The Independent School Standards - Guidance for independent schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115544/the-independent-school-standards-guidance-for-independent-schools.pdf)

Anti-Bullying Alliance

[Anti-Bullying Alliance](https://www.antibullyingalliance.org.uk/)

Education Endowment Foundation Research

[Education Endowment Foundation | EEF](https://www.eef.org.uk/)

UK Safer Internet

[Homepage - UK Safer Internet Centre](https://www.saferinternet.org.uk/)

Other Mortimer House School Policies:

- Child Protection and Safeguarding Policy
- ICT Esafety Policy

Behaviour and Self-Regulation Policy 2026/2027

- Online Safety Policy
- Health and Safety Policy
- Preventing Bullying Policy
- Equalities Opportunities and Diversity Policy
- Admissions and consent pack
- Risk Assessment Policy
- Attendance Policy
- Complaints Policy