

Policy	**Positive Behaviour**		
Date for Review	September 2027	**Schedule**	Annually
Date agreed by staff	September 2026	**Date agreed by GB**	October 2026

This policy was also co-created in partnership with the School Council following their meeting around behaviour and is updated in accordance with them annually.

Across the Imperium Federation...
We connect before we correct,
We stay curious not furious,
We understand behaviour is communication.

We believe in co-regulation,
So that pupils regulate from the adults in their lives.
We empathise when someone is having a wobble,
We wonder why and what we can do to help.

We believe that good relationships build resilience.
Resilience means that ...
we SEE you,
we HEAR you,
we ARE WITH you.

We are Trauma Informed.

Aim

The aim of our **Positive Behaviour Policy** (across the Imperium Federation), is to help support our community in determining the **boundaries of acceptable behaviour and unacceptable behaviour**. The policy sets out how we will support when behaviour has become **'interesting'** which we believe will **empower our pupils** to play a **positive** and **responsible** role in both the school and the wider community.

We believe that all our pupils should **achieve their full academic potential** as well as **fostering the skills needed to have productive relationships**.

We believe that we achieve **self regulation of our behaviours** through discussion - it being far better to talk through our problems and issues, rather than resorting to violent, destructive or disruptive behaviours.

Relationships are key to this policy's strength.

This policy should be read in conjunction with our Safeguarding, Attendance and other associated policies.
Our staff will work tirelessly on **developing warm, pleasant but firm relationships** with each pupil and engage with them as soon as they walk through the gate.

The policy aims to:

- ensure that Waterside, King's Oak and Oak Lodge are **safe, secure environments**
- provide a **positive, consistent approach to behaviour**
- provide **clear, consistent guidelines** and a **framework for interesting behaviour**
- clarify how we will **motivate, support and reward**
- recognise that with **support from an emotionally available adult(s)**, pupils can change their behaviours consistently
- encourage **respect for others** and prevent any/all forms of bullying (physical, digital, emotional)

Across the Federation, we share a **key set of values** that are agreed and promoted by the whole school community that are reinforced throughout teaching and learning. We also ensure that our policies follow the guidance as set out in Keeping Children Safe in Education 2025.

We **embrace** and **celebrate**:

- self respect
- respect for others and their views
- respect for the school and community environment

- self regulation
- honesty
- consideration and care
- co-operation
- reflection

Statutory Duty of School

The Executive Headteacher, the Heads of School, Senior Leadership, all staff and the Governing Board, are **responsible for promoting good behaviour and discipline** across the Federation. The Federation must publicise this policy, making it known within the school and to the parents. Regularly, the policy will be brought to the attention of pupils, community and staff - via WhatsApp, website, meetings and the Governing Board's declarations.

The Federation Ethos

The Federation has three statements :

"Unleash your inner Super Hero" Waterside	"Bring us your past and leave with your future" King's Oak	"Achieve your Impossible" Oak Lodge

Both **support the journey our pupils have been on and continue to travel along**. We want our pupils and their families to recognise that **we will be with them on every step of their journey. Everyone**, across the Federation **is responsible for creating this environment**, **empowering** our pupils to **engage** with effective learning. By treating our pupils as individuals, providing them with **comprehensive support** - we believe that they will fulfil their potential.

We encourage the school community to take **R.I.S.K.S.** to help build a positive ethos:

R	Responsible and resilient
I	Independent and Imaginative
S	Seeking out Skills
K	Keen to develop Knowledge
S	Smiling and Successful

To ensure we are **proactive** in developing the above we will work at:

- Setting **boundaries** and reinforcing the rules
- Developing a **shared understanding** of expectations
- **Positive feedback** and **meaningful praise**
- Daily interaction to **build self esteem**
- Ensuring a **warm welcome** to all who visit/work with us
- Developing **inclusive displays that celebrate** our achievements
- Ensuring **all have access to school journeys**
- Creating **positive relationships** with both mainstream and other SEMH provisions

Pupils

Our pupils across the Federation contribute their ideas to help formulate this policy by discussion in the School Council, PSHE and in one to one situations.

Parents/Carers

Across the Federation, we work in **very close partnership** with parents/carers and ensure that they are **fully informed and supportive** of the policy. We ensure daily that we provide **positive routes and opportunities** for our parents/carers to play a role within the school community, and **support each other in the delivery of self regulated behaviour.**

School Rules

Across the Federation we aim to :

Listen	**Respect**	**Common Sense**	**Property**	**Be Safe**
Pay Attention	Don't hurt people of their feelings	Think before you do	Look after yours, others and school things	Stay within the school grounds

We will ensure that our community **understands the expectations** and we will reinforce them through the **positive handling of behaviour**. If we are to **teach our community** to **respect one another**, then we as staff must **model the best version of behaviour** so that the whole community can learn.

Mobile Phones and Smart Technology

To ensure a **calm, focused, and distraction-free learning environment, the Imperium Federation is a mobile phone-free school.** Students/Pupils who choose to bring mobile phones or connected smart devices to school **must surrender them immediately upon arrival.**

At King's Oak, all devices must be **deposited by a member of the Senior Leadership Team into an assigned secure Quiet Case**, which will then be locked. At Waterside, any devices will be held in the school safe.

Devices will remain securely locked away throughout the standard school hours, including all break periods and lunchtimes.

Students/Pupils may reclaim their devices only upon departure from school with a member of the Senior Leadership Team.

Any student/pupil found in possession of an unsubmitted device on school premises will face an immediate breach-of-policy sanction, which is as follows;

- Device confiscation
- Device stored in the School Safe
- Parent/Carer contacted to attend school for a meeting with the Senior Leadership Team and retrieval and removal from the site of the student's mobile phone.

Positive Strategies

Due to the nature of our pupils, we have to be **fluid with our responses to behaviours** (positive and negative), as we as the school community, get to learn how best to **unpick preconceived perceptions**. Across the Federation however, there are some crossovers such as:

WhatsApp	Phone Calls	Texts	Letters Home
Mentions on Social Media	Certificates	All Kids Can	Feedback from individual staff
School activities	Treat Days	Golden Time	1:1 time with named staff
Access to	Access to	Access to	Zones of

therapeutic team	school gardens	Time to Talk	Regulation

It is vital that we use a variety of **Diffusion**, **Distraction** and **Redirection** strategies to **support** our community. We use the following (though this list isn't exhaustive) to **support** our pupils in developing their responsible choices:

How can we put this right?	What can I do to help?	What can we do next?
How can we do this better?	Pre-empting (if they've done it once they could do it again)	Offering choices (If you continue to do this, we will do this)
Tactical ignoring	Listening	Non verbal cues

Some of the above may require pupils to have time to **reflect on the situation** away from their peers.

Although the terminology **'exclusion'** is well known and used in many schools across the UK, within the Federation, our pupils have developed the term '**internal support/reset'** which means that **the pupil will work with a qualified member of the team both on their academic and emotional work**. This will demonstrate further that **we are working together on behaviours** and that the **relationships between the school and the pupil are not broken**. This work can be for as little as **30 minutes** to, in more needed cases the **whole day**. This is very resource heavy, but it does pay for itself when **the pupil is able to regulate**, **we have worked through the issues** and caught up on the work lost. Our pupils can **access real time teaching through their devices and digital presence** if needed. This work can take place in a number of different spaces around the buildings.

Recording Incidents

All incidents are **factually recorded**, outlining what happened, actions taken and any follow up. This is done electronically via the school's systems.
All sessions are monitored and recorded using our 1s and 4s system. At the end of each school day, a briefing is held where staff discuss 1s and 4s so that the **positives are celebrated** and the **interesting behaviours** witnessed are discussed so we can **support and improve** the following day.

If we have to **support a pupil physically and hold them** to ensure their safety and that of others, these are r**ecorded in the Bound Book** (a legal document) and **parent/carer is immediately informed**. A corresponding incident sheet is completed. **All incidents** of

this nature are monitored closely by the Heads of School, Executive Head and Governing Board.

LeAFE Support

We use a **wide range of de-escalation techniques and individual strategies** to support our pupils to make the choices necessary to manage their behaviour. Sometimes however, **we may need to physically support** in order to ensure the safety of themselves and others. We do this via **LeAFE** (**L**earning **A**pproaches **F**or **E**veryone) **Approach**.

LeAFE Support is a **supportive holding method** to ensure the safety of the pupil who is displaying heightened behaviours and those around them. **It is NOT restraint** as our methods still **allow the pupil to have natural movement at all times** and is **NOT reliant on strength or equipment.**

The methodology is **accredited by CPD UK** and the school is a **member of the RRN** (Restraint Reduction Network) and **BILD** (British Institute of Learning Disabilities). We help provide this training to schools across the UK.

Our pupils and staff have all commented on the positive and supportive nature of this work and feel that it has supported them in making positive changes to their behaviours.

Please speak to either the Head of School or the Executive Head about the rationale for this methodology and how it fits in with the latest guidance and law.

What if things go wrong?

We will **work tirelessly to resolve issues** that our pupils may have or present. By following the schools rules and ethos, we will help **support pupils to correct their inappropriate actions or behaviours** and to be the **sounding board for them to think about the impact it has had on others**. We will work closely with parents/carers and other professionals to help support the process of understanding and scaffolding.

If we feel that the **pupil will be at risk to themselves or others**, our risk assessments will highlight if school journeys or experiences (including work experience) is appropriate at that time.

Sometimes our **pupils can demonstrate high levels of anxiety** that can result in:

Extreme violence towards staff or peers	**Deliberately placing themselves in danger**	**Leaving the school site**	**Deliberate damage to property**

Even though we are special schools that work with the most vulnerable SEMH pupils within education, when we have explored all possible avenues, interventions and strategies or if the situation has escalated and harm is caused, **we will have to use suspension as a planned strategy.**

We do not take this decision lightly, as we firmly believe that the best intervention for our pupils is to work with us in school, so we can support.

If we do suspend, you as a parent are informed and we ensure that (a) **your child is educated remotely** and (b) **you are supported throughout this** with the SLT ensuring you are safe and prepared.

On the day of suspension, you, as the parent, are part of the team.

We will ensure you know when the **reintegration meeting** will take place, the **work that will be provided** and **monitored**, that we as a **school will touch base with you throughout** and support where needed. Our **reintegration involves the pupil, the parent/carer and a member of the SLT**. Where needed, **a restorative meeting** is also held with the pupil, parent/carer and the staff member(s) involved, so that we can **reforge the relationship.**

Anti bullying

Our Federation ethos is to promote a **culture of awareness, tolerance and inclusion**. We actively encourage and educate pupils to **welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.** As mentioned in our most recent OFSTED reports, our pupils feel very safe and supported and know how to deal with any incidents where they feel intimated.

Criminal Activity

If a pupil commits a criminal act within the school (including unprovoked assaults - verbal and physical on staff), we have to involve the Police and other professionals immediately. **This is a supportive measure so that we can gather as much expertise as quickly as possible.**

We regard this as part of the process for our pupils to understand the boundaries of acceptable behaviour within society.

If the pupil faces a criminal charge due to their actions, **we will immediately put in place a support package to help them within the criminal justice system** - including continuing their education at another site.

Offensive Weapons

Knife crime and gang related incidences are, unfortunately can be a factor in the day to day life of many pupils in London and beyond.

We take a zero tolerance approach to pupils who arrive at school with items e.g. knives, chains etc - that are intended to cause physical harm. This includes all areas of the school grounds and is extended to school transport - of any description.

We will use our professional judgement and have extended dialogue with parents/carers before arriving at a Permanent Exclusion and will do our best to avoid this where possible. However, if this happens, we will continue to offer support and education and help guide the pupil to their next steps.

Sexualised Behaviour

As a team, we are responsible for responding to behaviour that could be considered sexually inappropriate.

We will take the following steps:

Support the pupil to stop the behaviour immediately	**Discuss the impact on others and themselves**	**Report the incident to the Senior Team**
Record the incident in My Concern	**Contact the Parent/Carer**	**Report the incident to MASH**

We take all safeguarding matters very seriously and will report to the relevant agencies, including the Police.

For reference (and as mentioned in the Safeguarding Policy), the DSL (Designated Safeguarding Leads) for the Federation are:

Mr Collard	**Mrs Smith**

Head of School Waterside **02083177659**	**Head of School King's Oak** **02088508081**
Mr Martin **Deputy Head of King's Oak** **02088508081**	**Mr Griffiths** **Executive Headteacher** **Either Number**

All members of the SLT have been trained as DSL's so that they are able to either make decisions or support. These are :

Mr Spark **Head of Achievement - King's Oak** **02088508081**	**Mrs Scarbrow** **Head of Achievment - Waterside** **02083177659**
Ms Stone **Head of Nook - Waterside** **02083177659**	**Mr Ryan** **Head of Nook - Operational** **02083177659**
Mr Shearing **Associate SLT** **02088508081**	**Mr Clark** **SENCO & DL for LAC** **02083177659**