Bowman Academy **Behaviour Policy**
Published: September 2026
Review Date: September 2027

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Intent

At Bowman we are committed to providing an environment where all pupils, staff and visitors feel safe, happy and included. In order to achieve this, we promote high standards of behaviour in conjunction with clear rules and routines.

Our emphasis is to recognise and celebrate success at all levels to ensure pupils feel valued. Also, it is important for pupils to understand and respect school rules and be aware of the sanctions that can be imposed if these are not adhered to. Due to the nature of our school and the broad range of additional needs, we adopt a personalised approach when managing behaviour to take into account individual needs.

The Equality Act 2010 places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school. We recognise our role in the local community, and it is our aim to educate our pupils in relation to positive behaviour outside of school.

Policy Aims

This policy aims to ensure that all stakeholders within Bowman Academy have a clear understanding of the consistent and effective approaches staff use to support pupils in managing their behaviour and developing positive attitudes towards learning. It also recognises the important link between pupil wellbeing and behaviour, acknowledging that emotional, social and mental health factors can influence both positive and challenging behaviours. Our aims as a school are to:

1. Promote Emotional Regulation & Wellbeing

- Support pupils to recognise, understand and regulate emotions.
- Provide strategies and interventions that develop self-control and resilience.
- Prioritise mental health alongside academic progress.

2. Build Positive Relationships

- Foster safe, trusting relationships between staff and pupils.
- Promote respect, empathy and effective communication.
- Use relational approaches to prevent and repair conflict.

3. Create a Safe, Predictable Environment

- Ensure consistency, structure and clear boundaries.
- Provide a secure environment where pupils feel physically and emotionally safe.
- Reduce anxiety through predictable routines.

4. Encourage Personal Responsibility

- Help pupils understand the impact of their behaviour.
- Develop accountability through reflection and restorative approaches.
- Support growth rather than blame.

5. Promote Inclusion and Equality

- Ensure all pupils feel valued regardless of need or background.
- Recognise behaviour as communication of unmet needs.
- Avoid exclusion wherever possible.

6. Prepare Pupils for Life Beyond School

- Develop social skills, independence and coping strategies.
- Support reintegration to mainstream or next provision where appropriate.
- Promote positive community engagement.

7. Celebrate Positive Behaviour and Progress

- Recognise effort, resilience and improvement.
- Use encouragement and praise strategically.
- Build confidence and self-esteem.

Bowman Ethos

At Bowman Academy we are committed to creating a positive and supportive learning environment where all students can thrive. We recognise that students' emotional and behavioural responses are often linked to their developmental needs, experiences, and ability to regulate emotions. To support students in managing their emotions and behaviours, we implement a therapeutic approach that focuses on emotion coaching and self-regulation.

Emotion Coaching

All staff at Bowman Academy receive training in emotion coaching, a proven method that helps students understand and manage their emotions in a constructive way. Emotion coaching involves staff members guiding students through the process of identifying their feelings, understanding their emotional responses, and developing strategies for self-regulation.

The key principles of emotion coaching include:

- **Empathy and Validation**: Staff listen actively and acknowledge the students' emotions, helping them feel understood and supported.
- **Labelling Emotions**: Staff help students put words to their feelings, supporting emotional literacy and awareness.
- **Problem-Solving**: Once emotions are recognised and validated, staff assist students in exploring ways to manage or cope with those emotions, fostering greater emotional intelligence.
- **Reassurance and Encouragement**: Students are encouraged to recognise that emotions are a normal part of life, and that managing them effectively is a skill that can be developed over time.

This approach helps to build trust and create a safe space for students to express themselves, reducing the likelihood of escalating behaviours.

Self-Regulation Support

We believe that supporting students in developing self-regulation skills is crucial for their emotional and academic growth. Self-regulation refers to the ability to manage one's emotions, thoughts, and behaviours in different situations, leading to positive outcomes in social interactions and learning.

To help students develop these skills, we:

- **Provide Sensory Rooms**: Our sensory rooms are designed as safe spaces where students can take a break, calm down, and reset when feeling overwhelmed or distressed. These rooms offer a range of sensory tools and calming activities that assist in reducing anxiety, stress, and emotional overload.
- **Reflection Rooms**: For students who need time to reflect on their emotions or behaviour,

we offer 'reflection time' as a constructive way to pause and regain composure. This time is not punitive but is intended to give students a chance to reflect on their actions, process their emotions, and return to the classroom ready to engage in learning.

- **Skill Development:** Throughout the school year, we incorporate social-emotional learning (SEL) strategies into our curriculum to build students' emotional regulation skills. This includes teaching techniques such as deep breathing, mindfulness, and self-talk, which empower students to manage their emotions in challenging situations.

Zones of regulation

Our school adopts the Zones of Regulation framework as a key part of our therapeutic and relational behaviour approach. This supports pupils in recognising, understanding and managing their emotions, arousal levels and behaviours in a structured and non-judgemental way. Through consistent use of this framework, pupils are encouraged to develop emotional literacy, self-awareness and practical strategies that enable them to regulate their responses and engage more successfully with learning and social situations.

Staff receive regular training on the effective use of the Zones of Regulation, ensuring a shared language and consistent practice across the school. In addition to this, visual supports are embedded throughout the school environment to reinforce this approach. Display boards, classroom prompts and reflection room posters provide accessible reminders of the different zones, associated emotions and regulation strategies. These visual cues act as a constant reference point for both pupils and staff, promoting consistency, supporting emotional check-ins and encouraging independent use of regulation strategies throughout the school day.

By maintaining a whole-school commitment to the Zones of Regulation, supported by regular staff training and consistent environmental cues, we aim to foster a safe, predictable and emotionally supportive learning environment where pupils can build the skills needed for self-regulation, resilience and positive relationships.

Therapies at Bowman Academy

We are committed to ensuring that all students have the opportunity to learn, grow, and succeed in a nurturing and emotionally supportive environment. We offer a number of therapies which are delivered both by our own staff and trained professionals, these include ELSA, Talk-Therapy, Noise Academy, Thera-Build, Reflexology, Animal Therapy.

Our therapeutic approach to behaviour is embedded across the whole school community. We believe that everyone—staff, students, and families—has a role to play in fostering a culture of emotional intelligence and self-regulation. By providing consistent, compassionate support, we help students to develop the skills necessary to navigate their emotions and behaviour in a positive, proactive way.

Personalised, nurturing approach

Pupils at Bowman Academy have a wide range of additional needs, and this is considered when managing behaviour, with unconditional positive regard. Due to this, behaviour management must be fair and consistent but also flexible and personalised, with all factors considered. Staff will use their knowledge and skills to 'Differentiate for Behaviour' and ensure that empathy is always applied.

The school reserves the right to tailor consequences, responses, and support strategies according to the individual circumstances, presenting needs, and understanding of each pupil. This ensures that behaviour management remains proportionate, therapeutic, and focused on achieving the best possible outcome for the child, whilst maintaining the safety and wellbeing of the wider school community.

De-escalation strategies are a key part of behaviour support at Bowman Academy and are used to support pupils to regulate their emotions, reduce anxiety, and prevent situations from escalating into crisis. Staff are trained to recognise early signs of dysregulation and respond in a calm, consistent, and supportive manner. Effective de-escalation helps pupils feel safe, preserves positive relationships, supports emotional development, and minimises the need for restrictive interventions.

Pupil Support Plan

Each pupil at Bowman Academy has an individual Pupil Support Plan (PSP), which contains the most up-to-date information relating to their needs, strengths, triggers, presentation, effective strategies, and approaches to support. These plans enable staff to maintain a consistent, informed, and therapeutic approach to behaviour management across the school day. Pupil Support Plans also include key information and targets to support pupils' social, emotional, behavioural, and academic development, ensuring that all staff can effectively meet the individual needs of each child.

Behaviour Plans and Risk Assessments

Where appropriate, the school may also implement individual Behaviour Support Plans and/or Risk Assessments to promote the safety and wellbeing of the pupil, their peers, and staff. These documents are developed collaboratively with relevant staff and professionals to ensure that identified pupils receive the appropriate level of care, intervention, structure, and support required. Risk assessments and behaviour plans are regularly reviewed and adapted in response to pupils' changing needs, presentation, and progress, ensuring that support remains proactive, proportionate, and effective.

Individualised timetables

In specific circumstances, and where it is considered necessary to support a pupil's emotional regulation, wellbeing, and successful engagement in school, Bowman Academy may implement a personalised or individualised timetable. These timetables are designed to meet the individual needs of the pupil and provide appropriate support to help them access education safely and successfully.

When considering an individualised timetable, the best interests of the pupil will always be carefully balanced alongside the safety, wellbeing, and effective functioning of the wider school community. Decisions will take into account the pupil's presentation, identified needs, risk factors, and current ability to engage safely within the school environment.

Any personalised timetable will be implemented as part of a supportive and therapeutic approach and will be regularly reviewed to ensure it remains appropriate, effective, and proportionate to the pupil's needs. The aim will always be to support the pupil in maintaining positive engagement with learning and, where appropriate, gradually increasing access to their full timetable.

All personalised or individualised timetables must be agreed by the Senior Leadership Team (SLT) and the Headteacher, in partnership with parents/carers and any other relevant professionals involved in supporting the pupil.

Movement Breaks and Sensory Regulation

We also recognise that movement breaks, sensory regulation activities, and brain breaks are important strategies in supporting pupils' emotional regulation, wellbeing, and engagement with learning. Many pupils may require opportunities throughout the school day to regulate, reset, and manage sensory or emotional needs in order to access learning successfully.

Staff play a key role in identifying when a pupil may require a movement, sensory, or brain break. Staff will use professional judgement to provide timely and appropriate regulation support before behaviours escalate or engagement is impacted.

To support this approach, Bowman Academy has a range of supportive spaces and resources available across the school, including:
Sensory room
Behaviour Mentor office
Safeguarding office
Breakout rooms
Ball pool room

These spaces may be utilised to support pupils in regulating emotions, reducing anxiety, increasing focus, and preparing to re-engage positively with learning.

Movement and sensory breaks are implemented as a proactive and supportive strategy and are not viewed as a consequence or removal from learning. At no point do these breaks unnecessarily interrupt or negatively impact a pupil's education. Instead, they are intended to enhance engagement, readiness to learn, and overall access to the curriculum.

These approaches ensure that behaviour is understood as a form of communication and that pupils are supported through consistent, relational, and trauma-informed practice which prioritises safety, dignity, regulation, and positive outcomes for all members of the school community.

The Bowman Three R's Approach

Bowman Academy uses the Three R's Approach – Regulation, Reflection and Reward – to provide pupils and staff with a clear and consistent understanding of different forms of time away from the classroom. Each 'R' has a distinct purpose: Regulation is a supportive and therapeutic intervention to help a pupil regulate and become ready to learn; Reflection provides structured time following unsafe or disruptive behaviour to restore calm, reflect, repair and prepare for re-engagement; and Reward provides positive reinforcement to recognise engagement, resilience and positive choices.

This shared approach helps ensure that pupils understand why they are having time away from class and that staff apply regulation, reflection and reward consistently and for their intended purpose.

Purposeful Playtime Provision

At Bowman Academy, break and lunchtimes are viewed as an extension of our curriculum and provide important opportunities to support pupils' social, emotional and physical development. Through purposeful and structured playtime provision, pupils are supported to develop communication, emotional regulation, problem-solving, teamwork, resilience and independence.

Pupils are provided with opportunities across four key areas: ***Be Social***, supporting positive relationships; ***Be Active***, providing opportunities to move and release energy safely; ***Be Creative***, encouraging exploration and expression; and ***Be Mindful***, providing opportunities to pause, regulate and recharge.

Playtime provision is underpinned by structure, choice, purpose and consistency, with staff actively engaging with pupils, modelling positive behaviours and supporting positive relationships

Rewards

At Bowman Academy, we are committed to fostering a positive, respectful and inclusive environment where pupils are encouraged to develop strong behavioural choices and are recognised for their achievements. Promoting positive behaviour is central to supporting pupils' personal, social and academic development and helping them to engage successfully with learning.

As a school, we aim to support pupils in developing intrinsic motivation — encouraging them to make positive choices based on self-awareness, personal responsibility and an understanding of the impact of their behaviour on themselves and others. Alongside this, we recognise the important role that appropriate rewards and recognition can play in celebrating success, encouraging engagement and reinforcing positive behaviour. Used thoughtfully, these approaches help to create a calm, safe learning environment where all pupils are able to access high-quality education.

To encourage this, we:

• **Set Clear Expectations:** Teachers and staff clearly communicate behaviour expectations at the start of the year and reinforce them regularly.

• **Refer to our school values:** Pupils are reminded of our school values which are Respect, Honesty, fairness and Trust. These values are embedded within our school community.

• **Model Positive Behaviour:** Staff lead by example, demonstrating fairness, respect, kindness, and a calm, constructive approach to problem-solving.

• **Teach Social and Emotional Skills:** Through dedicated lessons and daily interactions, we help students develop skills like empathy, resilience, and self-regulation.

• **Foster a Positive Environment:** Classrooms and communal spaces are welcoming, safe, and respectful, encouraging students to feel valued and motivated to contribute positively.

As part of the Bowman Rewards Programme, students have the opportunity to achieve the following:

- Attendance Certificates
- Archer Prizes and Vouchers
- Star Charts
- Snack Shack
- Weekly and Termly Attendance raffle
- Certificates and Trophies for Positive behaviour and Academic Success
- Social Interventions
- Termly Rewards Trips

At Bowman Academy, we believe that students achieve their best when they are guided by a clear framework of positive, consistent expectations. Pupils earn Archer points throughout the day for all the positive things they do. Archer points are rewarded for

good work, positive social interactions, use of manners and other positive behaviours. The Archer Points pupils earn are then stored in their own Archer Point account for them to spend on prizes or to be used in the school's tuck shop called Snack Shack.

Expectations

In order to achieve our aim of promoting positive behaviour, emotional wellbeing, safety, and respect for others at Bowman Academy, it is the responsibility of everyone within the school community, including pupils, staff, parents/carers, and visitors, to contribute positively to the school environment.

At Bowman Academy, we recognise that behaviour is often a form of communication and that pupils may require additional support, flexibility, and understanding in order to meet expectations. As an SEMH setting, our approach is relational, trauma-informed, consistent, and therapeutic whilst maintaining high expectations for all pupils.

Pupils

Pupils are expected to:

- Attend school ready to engage in learning and the school day.
- Wear the correct school uniform and arrive appropriately dressed and prepared for the school day (refer to Uniform Policy for further information). Due to pupils' individual needs, there may be occasions where alternative clothing is agreed in advance by the Headteacher or designated member of SLT
- Refrain from behaviour including bullying, intimidation, harassment, discriminatory language, foul or abusive language, and negative comments relating to race, religion, disability, gender, or sexuality. Pupils must not bring prohibited items to school (see list of items in this policy)
- Respect school property, equipment, and the learning environment
- Follow reasonable instructions from staff
- Engage in learning and complete work to the best of their ability
- Use agreed regulation strategies and seek support appropriately when feeling dysregulated
- Take part in restorative conversations following incidents when appropriate
- Engage with consequences and restorative approaches implemented by staff

Staff

Staff are expected to:

- Display the highest regard for behaviour and ethics as a positive role model to all pupils
- Present themselves in a professional and appropriate manner, dressed suitably for their role and the school environment (refer to Uniform Policy for further information)
- Maintain high professional standards and act as positive role models at all times
- Build positive, consistent, and professional relationships with pupils
- Recognise behaviour as a form of communication and respond using a therapeutic and trauma-informed approach
- Use de-escalation and regulation strategies to support pupils effectively
- Use appropriate and respectful language when communicating with pupils, colleagues, parents/carers, and visitors
- Promote emotional wellbeing, safety, and inclusion for all pupils

- Be punctual and prepared for duties and lessons
- Respect school property and equipment
- Behave in a manner that is in line with school and trust policies.
- Engage in reflective work and dialogue with pupils.
- Record incidents, safeguarding concerns, and behaviour information accurately and in a timely manner
- Read, understand, and implement relevant school policies, procedures, Pupil Support Plans, behaviour Plans, and Risk Assessments
- Apply the school reward system and celebrate pupil successes at all levels
- Use consequences appropriately, proportionately, and in line with school policy

Visitors

Visitors are expected to:

- Respect the school environment, property, and equipment
- Use appropriate and respectful language and behaviour whilst on site
- Follow safeguarding and visitor procedures at all times
- Promote and model respectful interactions with pupils and staff

Parents/Carers

Parents/carers are expected to:

- Work collaboratively and positively with school staff to promote good behaviour, emotional wellbeing, and positive outcomes
- Support the school's behaviour expectations and therapeutic approaches
- Work in partnership with staff when Behaviour Plans, Pupil Support Plans, or Risk Assessments are required
- Communicate openly with school regarding any concerns, incidents, changes, or circumstances at home which may impact their child during the school day
- Engage respectfully with school staff and procedures
- In the event of an after-school detention or serious incident, work with the school to support reintegration and reflection

Off-Site Behaviour

At Bowman Academy, we recognise that our responsibility to promote positive behaviour, safety and wellbeing may extend beyond the school premises in certain circumstances. We aim to support pupils in developing the skills needed to manage their behaviour safely and positively within the wider community, whilst recognising the individual social, emotional and mental health needs of our pupils.

The school may respond to behaviour that occurs away from the school premises where there is a clear connection to the school, its pupils, staff or wider school community. This may include behaviour:

- whilst travelling to or from school;
- whilst using school or Local Authority arranged transport;
- during educational visits, residential visits, sporting activities or other school-organised activities;
- whilst attending alternative provision, work experience or another placement arranged by the school;
- which presents a safeguarding concern or a risk of harm to the pupil or others; or which could reasonably have a significant impact upon the safety, wellbeing or reputation of the school community.

As an SEMH setting, Bowman Academy recognises that behaviour may communicate an unmet need, emotional distress, dysregulation or difficulty managing a situation. When considering an appropriate response, staff will take into account:

- the nature, seriousness and context of the incident;
- the level of risk or harm caused;
- the impact upon other pupils, staff and the wider school community;
- the pupil's age, developmental stage and level of understanding;
- the pupil's identified SEND and SEMH needs;

School Transport

Bowman Academy recognises that travelling to and from school can be particularly challenging for some pupils with SEMH and additional needs. Behaviour occurring on school or Local Authority arranged transport will therefore be considered carefully and in the context of the individual pupil's needs.

Where concerns arise, the school may work collaboratively with the pupil, parents/carers, transport providers, the Local Authority and other relevant professionals to understand the circumstances and identify appropriate strategies to reduce risk and support successful travel.

Supporting Behaviour Off-Site

The expectations and supportive behaviour management approaches used within school continue to apply when pupils are taking part in off-site activities.

Staff recognise that unfamiliar environments, changes to routine, increased sensory demands, travel, waiting times and other factors associated with off-site activities may present additional challenges for some pupils. Staff will therefore consider pupils' individual needs, Pupil Support Plans, Behaviour Support Plans and relevant Risk Assessments when planning and supporting off-site activities.

If a pupil displays challenging or unsafe behaviour whilst Off-Site, staff will follow the school's established behaviour management strategies. Staff will initially use appropriate de-escalation and regulation strategies. The aim will always be to support the pupil to regulate and safely re-engage with the activity.

Where behaviour presents an immediate risk of harm to the pupil or others, and de-escalation strategies have been unsuccessful or immediate action is required, appropriately trained staff may use Team Teach techniques. Any physical intervention must be reasonable, proportionate and necessary and will only be used to maintain safety, never as a punishment. Where appropriate, a pupil may be supported to return to or remain on the school minibus with suitable staff supervision. This may provide a quieter and safer environment for the pupil to regulate and prevent further escalation or dangerous situations. This will be used as a safety and regulation measure rather than a consequence. Where it is safe and appropriate, pupils will be supported to re-engage with the activity.

Staff attending off-site activities will have access to a school mobile phone to maintain communication with school. If an incident occurs, staff can contact school for advice, support or to request that additional staff attend the off-site location. Where it is feasible and appropriate to do so, additional staff may be deployed to assist with supporting the pupil, maintaining the safety of the wider group or supporting a pupil to return safely to school.

If a pupil absconds from an off-site activity or their behaviour presents a serious or immediate danger to themselves or others, staff will follow relevant safeguarding procedures and individual risk assessments. Where necessary, the police or other emergency services may be contacted to provide additional support and maintain safety.

Parents/carers will be contacted following a significant off-site incident as soon as physically and practically possible. The immediate priority will always be ensuring the safety of pupils, staff and members of the public.

Dress Code and Uniform Expectations

At Bowman Academy, we believe that a clear and consistent uniform policy is beneficial for all pupils. A school uniform helps to promote equality, inclusion, and a sense of belonging within the school community. It also supports pupils in developing pride in themselves and their school environment.

To ensure that expectations are fair, consistent, and applied equally to all pupils, Bowman Academy expects pupils to adhere to the school uniform policy and to attend school wearing the correct uniform each day. Staff will work supportively with pupils and families where difficulties relating to uniform arise.

Adherence to the uniform policy is compulsory.

Where a pupil attends school in clothing that does not meet the expectations outlined in the uniform policy:

- staff will respond in a supportive, respectful, and proportionate manner;
- where appropriate, the school may offer a suitable alternative item of clothing for the pupil to wear during the school day;
- parents/carers may be contacted by a member of the school team to discuss the concern and agree supportive solutions moving forward;
- repeated concerns may result in further pastoral support or meetings with parents/carers to identify and address barriers to compliance.

If there is a genuine reason why a pupil is unable to wear the correct school uniform, parents/carers should notify the class team or relevant member of staff via an appropriate communication method as soon as possible.

Please refer to the uniform policy for further guidance.

Consequences

At Bowman Academy, we recognise the importance of ensuring that all consequences and sanctions are reasonable, proportionate, and appropriate to the individual circumstances of each incident. As an SEMH setting, we understand that behaviour is a form of communication and therefore carefully consider a range of factors before implementing consequences, including a pupil's individual needs, developmental stage, age, understanding, emotional presentation, and any identified additional needs.

Whilst Bowman Academy places a strong emphasis on positive relationships, therapeutic approaches, positive reinforcement, and restorative practice, we also recognise that appropriate consequences are sometimes necessary to maintain high expectations, promote accountability, and ensure the safety and wellbeing of the school community.

The school may implement a range of consequences where deemed appropriate, including:

- Referral to the On-Call Team
- Reflection and Re-engagement
- Withdrawal or adjustment of discretionary rewards or privileges, where appropriate
- Completion or catch-up of unfinished work
- After-School Reflection
- Internal Removal and Reflection
- Suspension
- Permanent Exclusion

Where possible, Bowman Academy prioritises the use of positive reinforcement, encouragement, relational approaches, and rewards to support pupils in making positive choices and sustaining engagement in school. However, where behaviours impact the safety, wellbeing, learning, or rights of others, appropriate consequences may be necessary to maintain a safe, calm, and inclusive learning environment for all pupils and staff.

When sanctions are considered, class teams, Behaviour Mentors, the safeguarding team, and the Senior Leadership Team (SLT) work collaboratively to ensure that decisions are fair, consistent, proportionate, and appropriate to the individual circumstances.

For more serious sanctions, including After-School Reflection, Suspension or Permanent Exclusion, parents/carers will be informed as part of the school's communication process. In addition, where recurring patterns or trends of behaviour are identified that result in repeated consequences, parents/carers may also be contacted by class teams or relevant staff to discuss concerns, identify supportive strategies, and strengthen the partnership between home and school.

In school we are committed to promoting British Values. As part of preparing pupils for life beyond Bowman Academy, we support pupils to understand that all communities, workplaces, and wider society operate within rules, expectations, and laws which help keep people safe, respectful, and successful.

We aim to help pupils recognise that choices and behaviours have consequences, both positive and negative, and that taking responsibility for actions is an important part of becoming a successful member of society.

Our approach ensures that pupils are prepared for adulthood by developing the understanding, skills, and behaviours needed to engage positively and safely within their communities and future environments.

Reflection and Re-engagement

Reflection and Re-engagement (R+R) is not intended to be a punitive measure. Instead, it provides pupils with the opportunity to understand the impact of their behaviour and to consider how they can keep themselves, others and the environment safe. The process supports pupils to identify what could be done differently in future situations and to develop strategies for making positive choices moving forward.

R+R will often involve pupils completing restorative work during their free time. This work is usually completed alongside a trusted adult who will guide and support the reflection process in a calm, constructive and relational manner.

As part of the Reflection and Re-engagement process, staff may facilitate:

- Verbal reflection activities and restorative conversations
- Written reflection tasks
- Educational videos linked to behaviour, safety or relationships
- Workshops or targeted intervention activities

Where possible, restorative and reflection work will be evidenced and recorded to maintain a clear record of the support, intervention and guidance provided to the pupil. This ensures that staff can monitor progress, identify patterns and continue to provide meaningful support to help pupils successfully re-engage with learning and the wider school community.

Suspensions & Exclusions

Leaders will be guided by the Department for Education statutory guidance *Suspension and Permanent Exclusion from Schools, Academies and Pupil Referral Units in England, including Pupil Movement*, alongside the relevant Trust/Local Authority suspension and exclusion policy in force at the time.

At Bowman Academy, suspension and exclusion are considered interventions to support safety, wellbeing and positive behaviour development rather than purely punitive measures. They may be used where necessary to address serious breaches of the behaviour policy, protect members of the school community, or prevent escalation of risk.

Decisions are made on an individual basis, taking account of context, pupil need, safeguarding considerations and proportionality.

The following approaches may be used:

Internal Removal and Reflection
A supervised period away from usual classroom or social activity within the school. This is not a formal suspension; pupils remain on roll, continue to receive education and pastoral support, and safeguarding responsibilities remain unchanged.

Fixed-Term Suspension:
A formal suspension from school for a specified period in line with statutory guidance.

Permanent Exclusion:
Used only in the most serious circumstances or where all other interventions have been exhausted, in accordance with DfE statutory guidance.

Decisions regarding suspension or exclusion will not be made unilaterally where avoidable and will involve appropriate senior leadership oversight, consideration of safeguarding implications, and communication with parents/carers and relevant professionals.

Examples of behaviours that may result in suspension or permanent exclusion include, but are not limited to:

- Serious actual or threatened physical violence towards pupils, staff or others.
- Persistent or serious bullying, including discriminatory or prejudicial behaviour.
- Discrimination, harassment or abuse related to protected characteristics.
- Significant damage to, or vandalism of, school property or equipment.
- Possession of prohibited items, including weapons, illegal substances or stolen property.
- Persistent and serious breaches of the behaviour policy despite supportive interventions.
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The school will seek to use preventative and supportive approaches wherever possible. Exclusion remains a measure used where necessary to maintain safety, protect the school community and support positive behaviour outcomes.

All permanent external suspensions are subject to review by the Governing Body.

Only the Headteacher can exclude a pupil and this must be on disciplinary grounds.

Reintegration

Following a suspension or significant behavioral incident, the school will support the pupil to reintegrate positively into the school community. Where appropriate, this may include a reintegration meeting, restorative work, regulation support, review of the pupil's Pupil Support Plan or Risk Assessment, and identification of any additional support required. The focus will be on reducing the likelihood of recurrence, rebuilding relationships and supporting successful re-engagement with education.

Team Teach

This section should be read in accordance with the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools (April 2026) and the school's agreed Team Teach procedures.

At Bowman Academy, we are committed to providing a safe and supportive learning environment for all students. In line with this commitment, we recognise the importance of using appropriate strategies to manage challenging behaviour effectively. Team- Teach is a positive behaviour management approach that aims to de-escalate challenging situations and reduce the need for physical interventions.

Team Teach is based on a set of core principles focused on promoting the dignity and well-being of students and staff. These principles include:

Prevention and De-escalation: Staff are trained to use preventative techniques and de-escalation strategies to reduce the likelihood of conflict. These approaches include calm verbal communication, non-confrontational body language, and the creation of an environment that minimises triggers for disruptive behaviour.

Physical Interventions: The school is committed to maintaining a safe, supportive and therapeutic environment for all pupils, staff and visitors. Physical intervention will only ever be used as a **last resort**, when other de-escalation strategies have been unsuccessful or where immediate action is required to prevent harm.

Any use of physical intervention must be **reasonable, proportionate and necessary**, and always carried out with the minimum force for the shortest possible time to ensure safety

and dignity.

Staff will prioritise relational approaches, de-escalation, emotional regulation support and preventative strategies wherever possible.

Physical intervention may be used where there is a clear and immediate risk of harm, including but not limited to:

Safety of Individuals

- Preventing a pupil from causing injury to themselves, including self-harm.
- Preventing injury or physical harm to other pupils, staff or visitors.
- Preventing behaviour that could lead to accidental injury during emotional distress or dysregulation.
- Preventing a pupil from accessing dangerous objects, substances or unsafe environments.

Safeguarding and Welfare

- Preventing a pupil leaving a supervised area where this may place them at risk (e.g. absconding).
- Protecting vulnerable pupils from intimidation, exploitation or harm.
- Responding to behaviour arising from acute emotional distress where immediate safety support is required.

Serious Property Damage with Safety Risk

- Preventing significant damage to property where this may pose a risk to safety (e.g. throwing furniture, breaking glass, damaging safety equipment).

Serious Disruption Where Safety is Compromised

- Preventing behaviour that presents a risk of harm, escalation or loss of safety within the learning environment.

Physical intervention will **never be used as a punishment**, for simple non-compliance, or for staff convenience.

Seclusion: In exceptional circumstances, it may be considered necessary and proportionate to temporarily prevent a pupil from leaving a designated safe space where there is an immediate risk of harm to themselves or others. This measure will only be used when necessary to maintain safety, where less restrictive approaches have been unsuccessful or are deemed inappropriate due to the level of risk. Any period of seclusion will be for the shortest duration necessary, with continuous adult supervision and support. Throughout this time, staff will prioritise the pupil's safety, wellbeing and emotional regulation, with a focus on supporting a safe and positive reintegration into the classroom or wider school environment as soon as it is appropriate to do so.

Guiding Principles

When physical intervention is required, staff will:

- Use the **least restrictive option** appropriate to the situation.
- Apply only **trained techniques** in line with school procedures.
- Act to preserve the pupil's dignity, wellbeing and emotional safety.
- Cease the intervention as soon as risk reduces.
- Consider individual risk assessments, behaviour support plans and SEMH needs.

Recording and Follow-Up

The school maintains clear, consistent and secure procedures for recording and reporting behavioural incidents. These records are reviewed regularly by the Senior Leadership Team to ensure appropriate oversight, safeguarding and continuous improvement in practice.

All incidents involving **physical intervention** will:

- Be recorded promptly in line with school procedures.
- Be reported to parents/carers on the same day as soon as practically possible. A record of this conversation will be recorded on the physical intervention form.
- Be reviewed to inform future support planning, risk assessments and preventative strategies.
- Include opportunities for reflection, repair and restorative support for pupils and staff.

Seclusion: All incidents involving seclusion will be recorded on CPOMS, including the duration of each incident. The Senior Leadership Team will regularly monitor and review the frequency and duration of seclusion to identify any patterns or concerns, evaluate the effectiveness of current strategies and ensure that seclusion is used for the shortest possible time.

Training and Competence: Staff involved in behaviour management are provided with Team-Teach training, which includes instruction on the use of de-escalation techniques and safe, effective physical interventions. This ensures that staff have the skills and knowledge to respond appropriately to challenging behaviour.

To complement this, staff will undergo other CPD training to support pupils with their regulation and emotional intelligence. This training can be conducted by a member of SLT, external professionals or internal trainers.

Individual Needs and Risk Assessments: Every student is unique, and individual needs and risks are considered when developing behaviour management plans. Risk assessments are conducted for students who may require physical interventions, and personalised strategies are developed to ensure that their needs are met in the safest way possible.

CPOMS - Recording and Monitoring System

At school, staff use CPOMS to record, monitor, and track incidents, events, and relevant information across the school. The system provides a consistent and coherent approach to recording information, ensuring that all staff are able to accurately log and communicate important events relating to pupils.

All staff across the school use CPOMS to record behaviour incidents, safeguarding concerns, wellbeing information, therapeutic support, and any other relevant updates linked to a pupil's needs and presentation. This helps ensure that information is shared appropriately and that pupils receive consistent, informed, and coordinated support from all staff working with them.

Records and logs on CPOMS are regularly monitored and reviewed by the Senior Leadership Team (SLT), safeguarding team, Behaviour Mentors, and class teams. This oversight supports effective communication, promotes safeguarding and wellbeing, and ensures staff remain aware of any ongoing concerns, patterns, triggers, or support strategies relating to pupils.

CPOMS is a secure and confidential system designed to protect sensitive information and ensure that data is stored and managed safely in line with data protection requirements and safeguarding responsibilities.

SPOT Tracker

Pupils' social, emotional, mental health, and behavioural development is monitored through the school's SPOT assessment system. SPOT is used as a structured tool to identify pupils' strengths, areas of need, levels of regulation, and overall SEMH progress across the school.

The SPOT system enables staff to assess pupils across four key areas:

- Emotional Aspects
- Social Awareness
- Independence and Resilience
- Behaviour for Learning

These assessments provide staff with a holistic understanding of each pupil's presentation, engagement, emotional development, and readiness for learning. Assessment outcomes are used to identify the most appropriate level of provision and support required to help pupils in school.

Based on assessment scores, pupils are placed within a profile pathway ranging from Red through to Blue. Each profile reflects a pupil's current level of emotional regulation, resilience, independence, social understanding, and engagement with learning. The profiles also help identify the most appropriate interventions, support strategies, and therapeutic approaches required to meet individual needs.

The system allows staff to celebrate progress, identify barriers to learning, and adapt provision responsively to ensure pupils receive the support needed to achieve positive outcomes.

Searching, Screening and Confiscation

Bowman Academy follows current Department for Education guidance relating to searching, screening and confiscation. Any search or screening will be undertaken lawfully, respectfully and proportionately, with consideration given to safeguarding, the pupil's dignity, SEND/SEMH needs and any reasonable adjustments required.

The Headteacher may authorise appropriate members of staff to exercise the school's statutory search powers where there are reasonable grounds to suspect that a pupil may be in possession of a prohibited item.

Prohibited items include those specified within current legislation and DfE guidance, including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article reasonably suspected of being used to commit an offence, cause personal injury or damage property.

In addition, Bowman Academy prohibits certain items under its school rules, including:

- Vapes/vaping products
- Caffeinated or energy drinks
- Unauthorised medication
- Mobile phones/camera-enabled devices during the school day
- Any other item considered unsafe or inappropriate in accordance with the school's published rules.

Electronic devices may be brought to school as we recognise the role they can have in supporting pupils to regulate during transport to and from school. On arrival, pupils are expected to place electronic devices into their allocated zipped folder within their class box. These are stored securely in reception and returned when pupils leave at the end of the school day.

Where a pupil is believed to have an item that is not permitted in school, staff will initially seek the pupil's cooperation and use appropriate de-escalation, discussion and supportive strategies to encourage the item to be surrendered voluntarily. Where concerns involve prohibited items, illegal substances, stolen property or significant risk, the matter will be referred to a member of SLT, who will determine appropriate next steps, including whether parents/carers, external agencies or the police should be involved.

Searching Pupils

Where a pupil is suspected of possessing a prohibited item, the school may conduct a search in accordance with its statutory powers and current Department for Education guidance. The member of staff conducting the search will normally be the same sex as the pupil and another member of staff will be present as a witness. Where reasonably practicable, the witness will also be the same sex as the pupil.

Where a pupil is arriving at school and a search is considered necessary, this will, where possible, take place before the pupil enters the main school environment. Where concerns arise during the school day, authorised staff may conduct a search in accordance with the school's procedures and statutory guidance.

Where possible, searches will take place in a suitable private area away from other pupils to maintain the pupil's dignity and privacy. Appropriate locations may include the front meeting room, reflection rooms, safeguarding office or SLT office. Staff will take account of the pupil's individual SEND/SEMH needs, safeguarding considerations and any reasonable adjustments required throughout the process. School staff will not conduct strip searches and pupils will not be required to remove clothing beyond outer clothing as permitted by statutory guidance.

Where an item presents an immediate risk to safety, trained staff may use reasonable and proportionate physical intervention where this is lawful and necessary. Physical intervention will only be used as a last resort and in accordance with the school's Team Teach and physical intervention procedures.

Confiscation

Items found or surrendered may be confiscated and retained, returned, disposed of or passed to the police as appropriate and in accordance with current DfE guidance. Items of personal or monetary value may be returned to the pupil at the end of the school day or parents/carers may be asked to collect them, depending upon the nature of the item and circumstances of the incident. Parents/carers will be informed where appropriate.

Screening

Bowman Academy may require pupils to undergo screening using a walk-through or handheld metal detector. Screening may take place without reasonable suspicion that a pupil is carrying a weapon or other prohibited item and does not require the pupil's consent.

Screening will be undertaken in a respectful and proportionate manner, with consideration given to the pupil's dignity, SEND/SEMH needs and any reasonable adjustments that may be required. Where possible, screening will take place away from other pupils. However, where there is an immediate safety concern, staff may need to act promptly to protect pupils, staff and others.

This policy complements and supports the following policies;

- Child Protection/Safeguarding
- Anti-bullying
- CIT - Exclusions
- Online Safety