



Behaviour Policy

Prepared by: Life Skills Enterprise / Cavendish Education

Date: September 2026

Review Date: September 2027

Version: V1.2

Policy Approver(s)		Cavendish Education Board of Directors/Senior Leadership Team of the school	
Storage Location		Website, Online, hard copy in the school	
Effective Date		September 2026	
Next Review Date		September 2027	
Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	June 2025
1.1	Updated in line with DfE Guidance: Legal Framework Child-on-Child Abuse Sanctions Added: Pupils with SEND or Health Issues Additionally aligned with the KCSIE 2026 publication date	Cavendish Central Team	September 2026
1.2	LSE compliance audit recommendations incorporated; mobile-phone and search requirements strengthened; staff-support wording and Headteacher details updated.	Life Skills Enterprise	September 2026

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1. Introduction

Life Skills Enterprise is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. It should be read alongside the policies covering safeguarding and child protection, anti-bullying, equality, SEND, online safety, searching and confiscation, mobile phones, staff conduct/managing allegations, and suspension and exclusion.

Life Skills Enterprise is an independent specialist school for pupils with EHCPs, with needs primarily associated with autism. Many pupils have experienced disrupted education, anxiety and barriers to learning. The school therefore combines high expectations with an individualised, relational and therapeutic approach that teaches successful behaviour explicitly and makes reasonable adjustments according to need.

The school's core values are Respectful, Responsible, Resilient and Reflective. All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Life Skills Enterprise.

This policy takes account of Cavendish Education's statement of behaviour principles and wider group expectations. These principles are applied at LSE through a specialist, autism-informed approach in which safety, dignity, consistency, positive relationships and high expectations are balanced with reasonable adjustments and individual need.

2. Statement of intent

Life Skills Enterprise believes that positive behaviour is best secured through safe relationships, clear and predictable routines, explicit teaching, appropriate challenge, consistent boundaries and support for regulation. Behaviour is understood as communication, but this does not remove the school's duty to protect pupils and staff or to maintain an orderly environment in which learning can take place.

The school will seek to understand the function and context of behaviour, including communication, sensory, emotional, developmental and safeguarding factors. Responses will be proportionate, restorative where appropriate, and adapted to individual pupils while remaining fair and transparent.

This approach is consistent with the wider Cavendish ethos of helping neurodivergent pupils develop confidence, competence, creativity and character, and with Life Skills Enterprise's focus on preparing pupils for learning, independence and adult life.

3. Legal framework

This policy has due regard to relevant legislation and statutory guidance, including the Education and Inspections Act 2006; Education Act 1996 and Education Act 2011; Equality Act 2010; Human Rights Act 1998; Education (Independent School Standards) Regulations 2014; Children and Families Act 2014; Children's Wellbeing and Schools Act 2026; SEND Code of Practice; DfE "Behaviour in schools: advice for headteachers and school staff"; DfE "Searching, screening and confiscation"; DfE statutory guidance "Mobile phones in schools"; DfE statutory guidance on suspension and permanent exclusion; Keeping Children Safe in Education 2026; and DfE "Restrictive interventions, including the use of reasonable force, in schools", effective from 1 April 2026.

The policy also reflects the school's duties to safeguard pupils, to make reasonable adjustments for disability, to have regard to statutory guidance on pupils' access to and use of mobile phones and other personal interactive communication devices during school hours, and to prevent bullying including cyberbullying, prejudice-based and discriminatory bullying.

4. Aims and principles

The policy aims to encourage good behaviour and respect for others; secure an acceptable standard of behaviour; promote self-discipline and proper regard for authority; prevent bullying; ensure pupils complete tasks reasonably assigned in connection with their education; and create a calm, safe and supportive environment in which all pupils can learn and make progress.

Expectations will be ambitious but realistic for each pupil's developmental profile. Staff will avoid approaches that knowingly escalate distress and will use prevention and de-escalation wherever possible.

5. Roles and responsibilities

The Cavendish Education Board of Directors and the school's governance arrangements provide oversight and challenge, including ensuring that this policy is lawful, inclusive and effectively implemented and that it remains consistent with the group statement of behaviour principles.

Paul Barrett, Headteacher, is responsible for the implementation of this policy, ensuring staff are supported and trained, and ensuring systems for behaviour, suspension and exclusion are applied consistently and lawfully. The Headteacher also determines which staff may undertake searches in accordance with the law, DfE guidance and school procedures.

Craig Kelly, Deputy Headteacher, DSL and senior leader responsible for attendance and behaviour, leads the school's behaviour systems, monitors patterns and trends, coordinates individual behaviour support and reintegration planning, liaises with families and agencies, and ensures safeguarding considerations are central to responses.

All staff are responsible for modelling the school's values, teaching routines and expectations, using agreed de-escalation approaches, making reasonable adjustments, recording significant incidents accurately and seeking support when required.

Pupils are expected, with support appropriate to their needs, to follow reasonable instructions, respect others, engage with learning, use agreed regulation strategies and seek help when they are worried or feel unsafe.

6. The LSE behaviour curriculum

Expected behaviour is taught rather than assumed. Pupils are explicitly supported to learn what Respectful, Responsible, Resilient and Reflective behaviour looks like in classrooms, social times, transitions, community activities, transport and online spaces.

Key routines include safe arrival and departure, moving around school, starting and ending lessons, asking for help or a break, using regulation spaces appropriately, respecting personal space and property, using technology safely, and repairing relationships after difficulties. Routines may be adapted and rehearsed individually for pupils whose SEND requires this.

7. Responding to behaviour

Staff will use calm, clear and proportionate responses. In the first instance this may include non-verbal prompts, reminders, choices, reduced language, additional processing time, environmental or sensory adjustments, a change of adult, access to a planned regulation space, or restorative discussion once the pupil is ready.

Where behaviour presents risk or significantly disrupts learning, staff may use removal from an activity or space for the minimum time necessary, increased supervision, an individual risk assessment or behaviour support plan, contact with parents/carers, or senior leadership support. Removal will not be used as a substitute for appropriate SEND provision.

Life Skills Enterprise does not use a formal behaviour or isolation unit as part of its routine behaviour system. Where a pupil needs time away from a learning space, this is managed as a supportive, time-limited regulation or removal arrangement with appropriate staffing, supervision and a clear route back to learning. The school uses its existing staff team, senior leaders, key adults, regulation spaces, visual supports, sensory resources, therapeutic and pastoral input, and individual risk/behaviour support plans to respond to need. Staffing and supervision are adjusted according to risk and the pupil's individual plan.

Repeated or serious behaviour will trigger review of antecedents, unmet needs, safeguarding concerns, EHCP provision and the effectiveness of existing strategies. External agencies may be involved where appropriate.

8. Rewards and consequences

The school recognises positive behaviour through specific verbal praise, positive feedback to home, celebration of progress, trusted responsibilities, certificates or other individualised motivators where

appropriate. Recognition focuses on effort, regulation, engagement, repair and progress, as well as outcomes.

Consequences are educational and proportionate. They may include a reminder or warning, restorative action, completing missed learning at an appropriate time, temporary loss of a privilege linked to the behaviour, increased supervision, confiscation of an item in accordance with law and policy, or formal sanctions including suspension in serious cases. Consequences and routines may be adjusted to reflect SEND and disability, but harmful behaviour will not be ignored.

9. SEND, reasonable adjustments and pupil support

All pupils at Life Skills Enterprise have an EHCP. Staff will consider whether behaviour is linked to disability, communication, sensory processing, anxiety, trauma, demand avoidance, health or other additional needs and will make reasonable adjustments in line with the Equality Act 2010.

Support may include key-adult mentoring, Thrive and therapeutic input, sensory circuits, regulation plans, visual supports, reduced language, movement or sensory breaks, adapted transitions, curriculum adjustments, targeted interventions and multi-agency review. Individual plans will identify proactive strategies, early signs of escalation, preferred de-escalation approaches and post-incident support.

10. Child-on-child abuse and bullying

The school has a zero-tolerance approach to bullying and will not dismiss harmful sexual behaviour, discriminatory behaviour or child-on-child abuse as banter or an inevitable part of growing up. Concerns will be responded to under the Anti-Bullying Policy and Child Protection and Safeguarding Policy, with immediate referral to Craig Kelly as DSL or a deputy DSL where there is a safeguarding concern.

Prevention is an explicit part of Life Skills Enterprise's safeguarding and behaviour curriculum. The school teaches respectful relationships, consent, personal boundaries, online safety, discrimination and prejudice, help-seeking and safe use of technology through PSHE/RSHE, safeguarding education, the behaviour curriculum and day-to-day pastoral work. Staff use supervision, clear routines, risk assessment, early intervention and individual support to reduce opportunities for bullying or abuse, including in less structured times and online spaces. Preventive work is adapted to pupils' communication, developmental and SEND needs and is cross-referenced to the school's Safeguarding and Child Protection and Anti-Bullying policies.

Victims and alleged perpetrators will both receive appropriate support. Behaviour responses will not compromise safeguarding enquiries or the welfare of any pupil.

11. Mobile phones, prohibited items and searches

Life Skills Enterprise is a mobile-phone-free school during the school day by default. Pupils must not have access to or use a personal mobile phone, smartwatch or other personal interactive communication device from the start of the first school session until the end of the last school session, including lessons, transitions, breaktimes and lunchtime. This reflects the statutory DfE guidance in force for schools from September 2026.

Devices brought to school must be switched off and kept inaccessible to the pupil for the school day, normally through secure school-managed storage or another arrangement directed by staff. A different arrangement may be agreed where it is required as a reasonable adjustment, for a medical need, assistive technology, safeguarding need or another exceptional individual circumstance. Any exception

must be agreed and recorded by the school. Unauthorised access or use may result in the device being confiscated and stored securely, parents/carers being informed and a proportionate behaviour response being applied. The school will consider SEND, disability and individual circumstances in all decisions.

Searching, screening and confiscation will be undertaken in accordance with the Education Act 1996, DfE guidance and the school's Searching and Confiscation arrangements. The Headteacher, or a member of staff authorised by the Headteacher, may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil has a prohibited item or another item identified in the school rules as an item that may be searched for. Staff will seek the pupil's cooperation before a search wherever practicable and will consider the pupil's age, communication, SEND, sensory and safeguarding needs throughout.

Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article a staff member reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage property. Life Skills Enterprise also identifies vapes/e-cigarettes, mobile phones or personal devices used or retained contrary to the school's mobile-phone rule, and any other item specified by the Headteacher as detrimental to school safety or discipline as items that may be searched for under the school rules.

An ordinary search of a pupil will normally be carried out by an authorised member of staff of the same sex as the pupil and in the presence of another member of staff; the witness should also be the same sex where reasonably practicable. The statutory exceptions for an urgent risk of serious harm will be followed where applicable. A pupil will not be required to remove clothing other than outer clothing. Searches of possessions will be carried out in accordance with DfE guidance. Parents/carers will be informed of searches for prohibited items and the outcome as required, and significant searches and confiscations will be recorded on the school's agreed systems.

Strip searches are a police power and will not be conducted by school staff. Where police involvement is required, the school will prioritise safeguarding, the role of an appropriate adult, the pupil's SEND and communication needs, and post-search support.

12. Restrictive interventions and PROACT-SCIPr-UK

Life Skills Enterprise uses PROACT-SCIPr-UK as its whole-school framework for proactive support, de-escalation and, where necessary, safe physical intervention. The primary aim is to prevent escalation and minimise the need for restrictive intervention through understanding the pupil, adapting the environment and using agreed de-escalation strategies.

Reasonable force or another restrictive intervention will only be used when lawful, necessary and proportionate, for the shortest time required, and never as a punishment. Staff must consider the pupil's age, SEND, communication, medical needs, trauma history and individual risk assessment.

Significant incidents involving force or seclusion will be recorded and reported to parents/carers in accordance with current statutory requirements and DfE guidance. The school will review incidents to identify learning, reduce recurrence and update individual plans. Staff must follow their training and summon additional assistance whenever needed.

13. Behaviour beyond the school gate

The school may respond to behaviour outside the premises, including online behaviour, where it occurs during a school-organised or school-related activity, while travelling to or from school, while identifiable as a pupil of the school, or where the behaviour could have repercussions for the orderly

running of the school, poses a threat to another pupil or member of the public, or could adversely affect the school's reputation. Any response will be lawful, proportionate and mindful of safeguarding and SEND.

14. Suspension and permanent exclusion

Suspension and permanent exclusion are serious measures and will be used in accordance with current statutory guidance and the school's Suspension and Exclusion Policy. The Head of School will consider the individual circumstances, including SEND, safeguarding, reasonable adjustments and whether additional support or alternative strategies could address the concern. Permanent exclusion will only be considered in the most serious circumstances.

15. Malicious allegations

Where an allegation is found, following appropriate safeguarding processes, to have been deliberately invented or malicious, the school may consider a proportionate behaviour response. The school will also consider why the allegation was made and whether the pupil requires safeguarding, pastoral or mental-health support. No pupil will be sanctioned simply because an allegation is unsubstantiated, unfounded or cannot be proven.

Where an allegation or safeguarding concern is made about a member of staff, the school's Managing Allegations Against Staff / safeguarding procedures will take priority. LSE recognises its duty of care to staff and will make appropriate pastoral and welfare support available to the person who is the subject of an allegation, while maintaining confidentiality and safeguarding the child. Support may include a named senior contact, access to staff wellbeing or employee support arrangements and liaison with Cavendish Education/HR as appropriate. This support will not prejudice or interfere with any safeguarding, LADO, police or employment process.

16. Staff induction, development and support

Staff receive induction and ongoing professional development in the school's behaviour expectations, autism and SEND-informed practice, safeguarding, de-escalation and PROACT-SCIPr-UK as appropriate to their role. Leaders will use supervision, coaching, incident review and targeted CPD to strengthen practice and support staff wellbeing after challenging incidents.

Staff who are involved in a serious incident, restrictive intervention, allegation or other distressing event will be offered a timely debrief and appropriate pastoral support. Where an allegation concerns a member of staff, support will be coordinated in line with the school's safeguarding and managing-allegations procedures so that welfare support and the integrity of any investigation are both maintained.

17. Transition and reintegration

New pupils are inducted through a personalised transition process that may include visits, visual information, relationship-building with key adults, review of EHCP and risk information, and explicit teaching of routines. Pupils moving between classes, phases or programmes receive additional preparation where needed.

After significant absence, suspension or a serious incident, reintegration will be planned with the pupil and family. The plan may include restorative work, adjusted routines, a named key adult, therapeutic support, curriculum adjustments and clear review points.

18. Working with parents/carers and agencies

The school will work in partnership with parents/carers, recognising their knowledge of the pupil and seeking consistent strategies between home and school where appropriate. Parents/carers will be informed of significant behaviour concerns and positive progress and involved in reviewing individual support plans.

Where behaviour is persistent, escalating or linked to wider need, the school may work with the local authority, health services, social care, police, therapists, transport providers and other relevant professionals. Information will be shared lawfully and proportionately in the interests of safeguarding and effective support.

19. Recording, monitoring and review

Significant behaviour incidents, bullying, restrictive interventions, suspensions, searches/confiscations and safeguarding concerns will be recorded on the school's agreed systems. Craig Kelly will monitor data for patterns by pupil, cohort, protected characteristic, SEND need, location, time and type of incident, and will report themes to Paul Barrett and governance as appropriate.

Monitoring will be used to evaluate whether reasonable adjustments and interventions are timely and effective, whether any group is disproportionately affected, whether mobile phone/search arrangements are being applied consistently, and whether further training, curriculum teaching or environmental changes are required. This policy will be reviewed at least annually and sooner if legislation, guidance or school practice changes.

20. Contact Information

For questions or concerns regarding behaviour, contact Craig Kelly, Deputy Headteacher, DSL and senior leader responsible for attendance and behaviour, via Life Skills Enterprise, Northdown House, Northdown Park Road, Cliftonville, Margate, Kent CT9 3TP | 01843 260315 | office@lifeskillsenterprise.co.uk. The Headteacher is Paul Barrett.

21. Approval & Policy Review

This policy is effective from September 2026 and will be reviewed by September 2027, or sooner where statutory guidance or school arrangements change. It will be approved through Cavendish Education and the school's governance arrangements.

22. Revision History

Version V1.0 - September 2026 - LSE-specific Behaviour Policy created using the Cavendish policy style and the supplied Behaviour Policy Checklist, incorporating current DfE safeguarding, behaviour and restrictive-intervention guidance.

Version V1.1 - September 2026 - Cavendish update aligned with DfE guidance and KCSIE 2026.

Version V1.2 - September 2026 - Updated following the LSE website compliance audit dated 28 September 2026. The update adds explicit reference to Cavendish behaviour principles; staff welfare support where allegations are made; LSE resources and non-use of a formal isolation unit; preventive child-on-child abuse measures; a mobile-phone-free school-day rule and exceptions; expanded searching, prohibited-item and recording procedures; and current 2026 statutory mobile-phone guidance. The spelling and title of Headteacher Paul Barrett have also been corrected.

Policy cross-references

This policy should be read with the current LSE Safeguarding and Child Protection Policy, Anti-Bullying Policy, SEND Policy, Online Safety Policy, Suspension and Exclusion Policy, Staff Code of Conduct / Managing Allegations Against Staff procedure, and any school procedure covering searching, confiscation and mobile phones. Where there is any conflict, statutory safeguarding requirements and current legislation/guidance take precedence.