

Positive Behaviour Policy and guidelines

Greenvale School

October 2023 (Reviewed)

Introduction

Greenvale School promotes positive behaviour and student wellbeing through respect for all school members and effective education. The school is committed to providing a safe environment for students and this policy is compliant with national and local guidance and compatible with the school's Safeguarding and Child Protection Policy and Procedures, and Wellbeing Policy. This is a school-wide behaviour policy, which is based on the principles of mutual trust and respect, and Positive Behaviour Support. This policy was developed in consultation with staff, students (School Forum) and Greenvale School Governors and has due regard for the DfE guidance: Behaviour and discipline in schools' advice for Headteachers and school staff (2016). This policy aims to provide a positive consistent approach to behaviour management.

The Governing Body statement of Principles

The governing body believes that good behaviour is at the centre of effective teaching and learning. Good behaviour is achieved by having high expectations of all students, and by setting clear standards of behaviour which are maintained consistently and fairly. Good behaviour is also achieved through ethos and approach which foster mutual respect between students and between staff and students,

Principles

- Every student is considered as a unique individual, in the context of his/her school and home environments
- Every student has the need for a secure and safe environment where caring relationships allow time for the development of self-regulation and control
- Where possible, the student should be involved in recognising unacceptable behaviours and developing positive behaviour
- Students are encouraged to use communication to develop awareness of their own behaviour and to promote self-regulation

A whole school approach to behaviour (Supporting and understanding behaviour)

Greenvale School is a community special school, which provides a broad and balanced curriculum within a caring and nurturing environment for young people with severe and profound learning difficulties. This includes young people with Autism Spectrum Conditions (ASC) and associated social and communication difficulties. The Greenvale School approach to behaviour has a clear focus on understanding the causes of behaviour and preventing difficulties from arising rather than simply reacting

to or coping with behaviours which have already occurred. The school promotes measures and practice that will lead to the reduction of restrictive practices and the increase in the use of a range of positive handling risk reduction strategies which are non-physical. We advocate the use of best practice in setting up an appropriate environment and providing a motivating and engaging curriculum both of which play a major role in preventing behavioural issues from arising and meeting the needs of our young people. We focus on rewarding good behaviour with clarity, consistency and fairness.

Our approach to behaviour therefore begins by establishing good foundations which include a knowledge and understanding of the student, working with their distinct learning styles and preferences, ensuring effective communication, which includes advice from the Multi-Disciplinary Team and best practice research.

We aim to appreciate the difficulties experienced by our young people which relates to their disability. We recognise that all behaviour is in itself a form of communication. Many of our young people have a lack of understanding of social rules due to their learning difficulty and hence require a clear and a consistent positive approach. At Greenvale School we aim to equip our students with self-management and regulation strategies for managing their own behaviour, particularly through modelling appropriate behaviour. We aim to avoid young people becoming stressed or overly anxious and therefore prevent the need for physical interventions wherever possible using an effective curriculum and behaviour strategies.

Greenvale School has a central role in its students' social, personal and moral development just as it does in their academic development. As such, we measure standards of behaviour in terms of student's developing ability to achieve appropriate social and behavioural goals. We develop personalised and detailed Positive Behaviour Plans which include defined strategies to support our young people. We work in partnership with parents and carers to develop a shared and positive approach to behaviour management.

Behaviour Model: (Positive Interventions and level of support)

The positive behaviour for learning approach uses a multi-tiered system of support aimed at proactively supporting all students. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Data-based decision-making is an integral component of PBL, allowing identification of support needs and the ability to monitor and evaluate interventions. The model matches the intensity of behaviour intervention to the intensity level of behaviour for those students in need of support.

There are three tiers in the School Positive Model:

1. Tier 1: General Support for all students: The first tier builds the foundation and ensures that there is consistent implementation of school values, policies and guidance. All students have access to this support.

2. Tier 2: Targeted support for some students: The second tier ensures that practices and systems provide targeted support for students. Essentially the support at this level is more focused than tier 1 and less intensive than tier 3.
3. Tier 3: Intensive support for few students with exceptional behavioural needs: This tier is for a small number of pupils with complex behavioural needs who need additional support.

Positive common language :

Positive language is the use of positive words and tone of voice to enable students to learn in an engaged, active way. Greenvale school uses a positive common language to guide students towards choosing and maintaining positive behaviours. Using positive language can help to reduce conflict, improve communication and increase positivity in our students.

Team Teach training:

The school uses the Team Teach approach for positive behaviour management. Staff receive on-going training in Team Teach level 2. All staff who have received the 2-day Team Teach course take a refresher course a year after completion and then follow a rolling program of update training. The Team Teach approach suggests a range of positive handling risk reduction strategies, 95% of which are non-physical. These positive behaviour management strategies emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.

As a last resort, Team Teach also teaches positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved. These positive handling techniques (5%) involve physical interventions including guides, controls and holds, all of which would be classed as using reasonable force. Any physical intervention must be reasonable, proportionate and necessary.

Team Teach enables services to develop acceptable and authorised responses to challenging behaviours in a manner that maintains positive relationships and provides safety for all, helping reduce the number of serious incidents involving physical controls, and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling.

Team Teach sees positive handling as just one part of a whole-setting approach to behaviour management. As such, Team Teach framework is entirely compatible with Positive Behavioural Support (PBS) approaches for people with learning disabilities.

All new staff receive this Positive Behaviour Policy and receive the “Supporting Positive Behaviour and Keeping safe” training as part of the induction programme. This includes regular agency staff. In addition, all staff also have regular training on “Keeping safe and positive communication, understanding causes of challenging behaviour, and Zones of regulations.

Setting expectations-

Having high expectations of behaviour means that, where possible, students should work towards regulating or managing their own behaviour but this must also take account of the learning difficulties of individual students. A school ethos of ensuring that students know when they have been good or that poor behaviour is not acceptable is at the heart of promoting good behaviour. The students are actively encouraged to “choose the right thing to do”.

School rules have been developed with this in mind.

- Be kind to one another
- Help each other
- Work hard and try your best
- Come to school every day
- Do not break things
- Do not hurt people
- Respect and celebrate diversity

The way in which these rules are communicated and put into practice will be determined by teachers for individual students but should also form part of activities such as whole school assemblies and class assemblies. They will also form part of the curriculum in lessons such as Personal, Social and Health Education. They should be referred to regularly.

Staff should also take a clear lead in teaching and modelling socially acceptable conduct by actively encouraging age-appropriate behaviour and discouraging behaviours which are socially inappropriate to the age of the student, such as cuddling, sitting on knees or over familiarity with staff or strangers.

Staff must be aware of the need to respect the preferences of students, particularly those who are post 16. Where student's express clear preferences, these must be taken account of. Student Forum is one platform where the expression of these views and preferences are facilitated.

Behaviours that support Equality, Diversity and Inclusion:

Greenvale school has a culture where behaviours support equality, diversity and inclusion. The school promotes a culture of inclusiveness where everyone feels valued and supported to make positive choices. Teaching and raising awareness of diversity enables our students to have an understanding of equality and human rights. This knowledge helps them to understand how they should be treated and how to treat others. The school has defined strategies to support equality, diversity and inclusion:

- Challenging negative attitudes amongst students.
- Avoiding stereotypes in curricular resources and examples.
- Setting clear rules regarding how people treat each other.
- Treating all students and staff equally and fairly.

Positive Strategies;

The school has defined positive strategies to support students requiring assistance through Positive Behaviour Support Plans, and structures and routines are established to allow the students to manage and regulate their own behaviour. We recognise that how a student behaves gives us important information about how they are feeling. Therefore, supporting communication effectively is important in supporting good behaviour. The school uses a range of strategies and tools to support the students in maintaining and regulating their behaviour and these can be used as appropriate: e.g., Communication Books, Talking Mats, "Working for" Cards, Now and Then charts, ABC charts, Individual Timetables, Reward Charts, School rules, Rewards, Structures and routines. Learning Mentors play an important role in promoting positive behaviour. Learning Mentors support students to overcome behavioural, social or emotional problems that are affecting their learning and wellbeing.

Positive Behaviour Support Plans

All students have a student profile with information about their individual needs. Some students also have a Positive Behaviour Support Plan drawn up by those working most closely with the student and specifically written for them due to their complex behaviour. These plans are based on the results of functional assessments and the use of positive behaviour support approaches to aid staff understanding in diversion, de-escalation and post incident support which will reduce the need for physical interventions. Each plan will have a student centred approach and will set out the actions taken to meet the student's needs, encourage the student to make positive choices, develop self-control and regulation strategies, safely manage crises if and when they occur and ensure adequate recovery from a crisis. The plan will set out what will happen for an individual to promote good behaviour and how to respond when behaviour is challenging or poor. Any Consequences must be reasonable, proportionate and applied within a timescale suitable for that student;

We acknowledge that some students can exhibit severely concerning behaviours, which may necessitate the use of restrictive interventions as part of their behaviour support plan.

The Positive Behaviour Support Plans need to be continually reviewed and updated, particularly when;

- a) a new physical intervention is used in response to a dangerous situation
- b) the student's behaviour has changed
- c) a new strategy for defusing the situation is found to be effective

Each plan takes account of our duty to keep those in our charge safe. Everyone needs to adhere to the plan for consistency and support each other fully. Staff should remember that physical intervention should only be used as a last resort, if the person is a danger to themselves or others. The profiles and plans are on the server in individual student files.

The person writing the Positive BSP signs the document (usually a learning mentor), the key stage coordinator also reviews and signs the Positive BSP, and a Team Teach trainer if any Team Teacher strategies are planned for. The behaviour support plans are discussed with parent/carers too, and their permission is also obtained.

Rewards and Consequences

Rewarding good behaviour is the most effective means of promoting good behaviour. Rewards are an integral means of achieving this, and many students use 'working for' cards and positive behaviour charts. They motivate students and play a role in helping them to realise that good behaviour, self-awareness and responsibility to self and others is valued.

Appropriate levels of praise should be used with all students, to reinforce progress and desirable behaviour. Students should be told exactly what we like about what they are doing. This descriptive praise supports behaviour for learning. "Behaviour" includes positive attitudes to work and care and consideration shown to others, particularly where this is derived from the student's own initiative.

We celebrate positive behaviour in a number of ways; awards and certificates, Achievement assemblies, writing to parents/carers in the home-school books; giving stars/ tokens or motivating items in class to reward positive behaviour. Rewarding good behaviour is the most effective means of promoting good behaviour however it is also important for students to learn that there sometimes need to be consequences.

Greenvale staff will always ensure that consequences are appropriate to the student's level of understanding and which are relevant to the situation and which happen in a meaningful timescale. Agreed consequences will be based on individual and detailed in their behaviour support plan. Agreed consequences will be detailed in a student's behaviour plan. They will be used alongside agreed rewards and reviewed by the class team/ learning mentors and Key Stage coordinators on a regular basis.

Students with exceptional behavioural needs and planned responses

Most of the students at Greenvale School respond well and behave well when staff work within these general guidelines but sometimes individuals need additional support to learn to manage or regulate their behaviour. Staff should activate the Assistance Alarm if further assistance is required in a particular situation. Planned responses for students needing additional support may involve the following; observations of current circumstances to review practice and outcomes by SLT, conducting a functional behavioural analysis to understand the causes of the behaviour by learning mentors, class Team meetings with the Key Stage Coordinators to set clearly defined strategies, structures and routines, putting in additional support tailored to the specific needs of each student, multi-agency review Team Around the Family, medical investigations; Involving additional resources e.g. the Educational Psychologist, CAMHS, Music Therapy, the Local Education Authority

Physical Interventions:

Greenvale school uses a positive approach to supporting behaviour. This approach has the individual child at the heart of any assessment of need, analysis of behaviour

and strategies that promote continuous development. The use of restrictive physical interventions must always be considered within the wider context of other measures. Proactive and preventative measures such as establishing and maintaining good relationships with students, having knowledge and understanding of their individual needs, understanding of the causes of the behaviour and environment should already be in place. First resort strategies should have also been attempted, such as distraction, diversion and negotiation to try to de-escalate a potential crisis.

Restraint reduction Approach:

Greenvale school is a member of the **Restraint Reduction Network (RRN)** which is an organisation with a strong vision to reduce reliance on restrictive practices.

Greenvale School is committed to continue to further reduce restrictive interventions and aims to accomplish this by utilising a range of prevention tools such as Positive Behaviour Support Plans to aid staff understanding in diversion, de-escalation and post incident support, by delivering appropriate level of training on positive behaviour management, including understanding the causes of the behaviour, positive communication, and verbal and non-verbal de-escalation techniques and by using behaviour data to inform future practice.

The school has adopted the 6 Core Restraint Reduction Strategies a best-practice approach to restraint and seclusion reduction, as a result, the school has a Restraint Reduction Pledge and is part of the Restraint Reduction Network.

- Strategy 1. Leadership towards organisational change. ...
- Strategy 2. Full inclusion of lived experience. ...
- Strategy 3. Using data to inform practice. ...
- Strategy 4. Workforce development. ...
- Strategy 5. Use of seclusion and restraint reduction tools. ...
- Strategy 6. Debriefing techniques.

Terminology:

Restraint: Restraint is the positive application of sufficient force to ensure, by physical means alone, that a student does not injure themselves, another student, a member of staff or damage property which would then become dangerous.

Restraint should rarely be used and only after all other interventions have been ineffective. This should be by staff who have had the Team teach training, which is up to date. It should only be used if the student is putting themselves or others in danger and where failure to intervene would constitute neglect. A physical restraint should always be reasonable, proportionate and justified, and for the minimal amount of time necessary.

Positive Behaviour Support Plans will result from a multi-disciplinary review that includes children and their important adults. There will be regular, evidence-based reviews of how well the plan is working. A Positive Behaviour Support Plan must be written when the student needs physical interventions using Team Teach strategies as part of an on-going behaviour management plan. These strategies are written into the Positive Behaviour Support Plan but the decision on whether or not to physically intervene during any incident is down to the professional judgement of the staff member concerned and should always depend on individual circumstances. This plan should be reviewed and updated as necessary. When restraint has been used, it must be recorded in the Bound and Numbered Book, recorded on CPOMS and parents should be informed.

While only Team Teach trained staff should use physical intervention, all members of staff have the power to use reasonable force to prevent students injuring themselves or others in dangerous circumstances.

It is always unlawful to use force as a punishment. Corporal punishment is not permitted under any circumstances and is illegal.

Seclusion: The joint guidance issued by the Department of Health and the Department for Education and Skills (July 2002) determines that: "seclusion involves separating an adult or child against their will, restricting their freedom of movement and forcing them to spend time alone.". The school has adopted a policy (see Seclusion Policy) which directs students to go to an area away from other students for a limited period, if they are at risk of injuring themselves or others.

The details of how seclusion is used for each student will be written on their Positive Behaviour Support Plan, including how to support that student during seclusion and strategies for ending the seclusion as soon as possible.

Seclusion should be used rarely and only be used for a student when it is detailed on their individual Positive Behaviour Support Plan, except in exceptional circumstances so that a student does not injure themselves, another student, a member of staff or damage property which would then become dangerous. As soon as seclusion is used, the Positive Behaviour Support Plan for that student must be updated.

When seclusion has been used, it must be recorded in the Bound and Numbered Book, recorded on CPOMS and parents should be informed.

All physical restraint and seclusion entries on CPOMS and in the Bound and Numbered Book are reviewed in a weekly meeting during senior leadership meeting, to ensure that they are being recorded in the proper way, that the guidance in the individual Positive Behaviour Support Plan for that student is being followed and that the physical restraint and seclusion policies are being followed. At this time, it is also considered if the situation (and the risk associated with it) could have been assessed and managed in a different way. Any issues arising from the incident are discussed with individual staff and any general issues arising are shared with all staff in briefings and this also informs future staff training.

The number of times seclusion and/or restraint is used for each student is reviewed termly in a meeting of the Key Stage coordinators. At these meetings, ways of reducing the number of times that seclusion and/or restraint is used are considered. Any outcomes are discussed with all relevant staff and implemented for each student. The effect of changes is reviewed at the weekly meetings and termly meetings.

Physical Contact with Students

As Greenvale is a secondary school, we should encourage students to behave in an age-appropriate manner towards staff and visitors. It is necessary to have regular physical contact with many of the students to support them with their physical and personal needs. This is completely acceptable providing guidelines are followed. However, staff should not hold hands / link arms with students unless they have difficulty walking or there are other safety reasons. Students should not be allowed to cuddle, kiss or sit on staff laps. Likewise, staff should not engage in jokey physical contact with students.

Exclusion

It is extremely rare for Greenvale School to exclude a student. Excluding students for challenging behaviour would only be used as a last resort in an extreme situation and only in specific circumstances. The majority of students who exhibit challenging behaviour at Greenvale School would not understand the reason for their exclusion and so it would have no impact on their future behaviour.

Bullying

Bullying is not tolerated. Incidents of bullying, whether physical or verbal, must always be addressed. Bullying is defined as actions or words that are persistent and repeated which lead to the victim feeling personally intimidated or humiliated. Each case will be addressed individually, but in all cases parents, Key Stage co-ordinators and Learning Mentors will be involved in resolving the situation, for example through restorative justice. Students who are responsible for bullying should be reminded of their responsibilities to others. In the case of students in Key Stage 5, it might be appropriate to discuss issues of bullying in the forum group. Persistent bullying may require closer monitoring of the student during less structured parts of the day e.g. break time, and a structured behaviour programme may need to be implemented. All incidents of bullying should be added to the CPOMS recording system.

Discriminatory Language

Incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable at Greenvale School. These are quite rare but must be addressed in line with other unacceptable behaviour. They should also be recorded on CPOMS. At Greenvale School, some students use this language without understanding its impact and this must be seen as an opportunity to teach students how to be respectful to each other and to staff. Any

incidents of bullying, homophobia or racism with intent will be recorded on CPOMS reported to Governors.

Screening and searching:

Any searches/screening will always be done in accordance with advisory guidance from the DfE: Searching, screening and confiscation guidance for Headteachers, school staff and governing bodies. This guidance sets out the power schools have when searching students, both with or without consent, and their right to confiscate items found during the searches. Screening is not carried out at the site. Searching and confiscation is not routinely carried out but where there is evidence that it may be necessary the HT or DHT will authorise the action.

Recording and Reporting

It is extremely important to record and report incidents of dysregulation or unusual behaviour. All observations and records will contribute to the ongoing assessment of a student's behaviour. This information can help to indicate triggers, devise management strategies or a necessary change in strategy. Importantly they may also show evidence of progress as the student's behaviour improves and recorded incidents decrease.

Good communication between staff, parents and other professionals is essential to developing positive behaviour throughout school. Clear information about behaviour and strategies, ensures a consistent approach.

At Greenvale information is recorded and reported by a variety of means:

Positive Behaviour Support Plans and Student Profiles;

Communication with parents/carers - it is important to communicate effectively with parents or carers, and share information about student behaviour. This takes place via the home school diary, through telephone conversations, EHCP annual reviews, reports and parents' evenings and consultations.

The CPOMS recording system is accessed on a computer. All student incidents must be recorded on CPOMS and any use of physical intervention, restraint or seclusion must in addition be recorded in the Bound and Numbered Book. Events for recording may also include incidents where an individual has used verbal threats and abuse.

The Bound and Numbered physical interventions record book (introduced July 2008) is a permanent record of physical interventions and seclusion used by staff.

Accidents: When bodily harm has occurred or when there has been a 'near miss' of a significant nature, staff will record the details of the accident on CPOMS and click on all the appropriate categories relating to the incident they are reporting. The details of the accident will be reported onto Lewisham. The exception to this is agency staff as they cannot access CPOMS and if injured by a student these staff should complete a Lewisham paper accident form.

The use of charts to record frequent and reoccurring behaviours. These may be designed for the individual student or follow a prescribed format. e.g. ABC Chart (Antecedent/ Behaviour/ Consequence) These records may help to establish a pattern or particular triggers for the behaviour. This information can then be used to write a PBSP. The educational psychologist may help with the design of an appropriate format for the situation.

Safeguarding

The Designated Safeguarding Lead (DSL) and the Safeguarding Link Governor(s) meet termly. During this meeting, case studies are reviewed, including one of a student with a Positive Behaviour Support Plan. Together, The Designated Safeguarding Lead (DSL) and the Safeguarding Governor(s) review CPOMS and any Bound and Numbered entries (physical interventions) as well as actions, to ensure best practice. The Designated Safeguarding Lead (DSL) completes a termly safeguarding report to governors (Education and Student Services Committee). This includes a brief report on incidents (which are also related to behaviour) for the following categories:

- Accident or near miss to be reported to Lewisham*
- Bound and Numbered Book e.g., guided single elbow, seclusion, physical intervention
- Bullying, racist or homophobic
- Refusal to come into school
- Refusal to go home
- Transport

The Behaviour Lead and The Designated Safeguarding Lead (DSL) meet termly to review the Bound and Numbered book (physical interventions) and The Behaviour Lead creates an action plan to further reduce physical interventions.

Roles and Responsibilities

The Headteacher will be responsible for developing implementing the day-to-day management of the policy and procedures.

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2011 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of good behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

[There is a lead member of the SLT who supports and advises on behaviour. Key Stage coordinators take a lead role in the management and delivery of behaviour & nurturing interventions for students.](#)

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual

support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures.

They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The school will encourage parents to work in partnership with the school to assist it in encouraging positive behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Parents will be asked to sign the Home school agreement which outlines responsibilities including those around supporting encouragement of positive behaviour and attendance

Students are encouraged to work towards managing their own behaviour and will be made aware of the school policy, rules, procedure and expectations at a level appropriate to their ability.

Equality

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND). The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Polic

Associated Resources

- Mental Health Act 1983
- Human Rights Act 1998
- Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorders (2002)
- Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties (2003)
- The Mental Capacity Act 2005
- Equality Act 2010
- Getting the simple things right – Charlie Taylor’s behaviour checklists
- Use of reasonable force – Advice for headteachers, staff and governing bodies (July 2013)
- Behaviour and discipline in schools – Advice for headteachers and school staff (January 2016)
- Mental health and behaviour in schools – Departmental advice for school staff (March 2016)

- Preventing and tackling bullying – Advice for headteachers, staff and governing bodies (July 2017)
- Positive Behaviour Policy – Swiss Cottage School Development and research centre (2016-2018)
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)
- Guidance: Mental health and behaviour in schools (How schools can support pupils whose mental health problems manifest themselves in behaviour. Published- 16 June 2014. Last updated, 12 November 2018)
- Guidance on reducing the need for restraint and restrictive intervention (June 2019)
- Human rights framework for restraint: 2019- Equality and Human Right Commission
- Guidance on Positive environments where children can flourish (approach to inspection) Updated 6 October 2021
- Behaviour in Schools (Updated September 2022)
- SEND Code of Practice: (0-25 years. Updated 13th July 2022)
- Searching, screening and confiscation.(Updated 13th July 2022)
- Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance (Updated 27th July 2022)
- Ofsted School Inspection Handbook (Updated 11th July 2022)
- Ofsted Education Inspection Framework (: Updated 11th July 2022)
- Keeping Children Safe in Education (KCSIE)-(Updated 1st September 2022)

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