Behaviour Policy

and statement of behaviour principles at The West Park Academy

THE WEST PARK ACADEMY

Policy

Overview

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Approving Body	The Strategic Development Committee
Signed Chair of Trustees	

Policy Sections:

1. Aims
2. Visions and values
3. Legislation and Guidance
4. Definitions
5. Bullying
6. Roles and Responsibilities
7. School behaviour curriculum
8. Responding to behaviour
9. Serious sanctions
10. Responding to misbehaviour from pupils with SEND
11. Supporting pupils following a sanction
12. Pupil transition
13. Training
14. Monitoring arrangements
15. Links with other policies

Appendix 1: Written statement of behaviour principles

Appendix 2: Example letters to be sent to parents in response to stages 1, 2 and 3 of the behaviour system

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour through the Trust's values of Ambition, Discipline, Positivity, Respect, Team Player and Work Ethic
- Ensure that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Vision & Values

Our Ambition

Striving to forge improvements in communities and become the highest performing MAT in the country.

Our Mission

We aim to develop learning communities that support every child to develop the knowledge, skills and attributes to lead a happy and fulfilling life. Our vision of “Forging Learning Communities” relates to all levels of the trust, whether within the classroom, the key stage, across year groups or between clusters of academies. It is our ambition to create communities that seek continuous improvement in teaching, learning and curriculum-development to enable all children to flourish and discover their own unique potential. We aim to ensure that children experience kindness, understanding and a sense of belonging throughout the school day to ensure they are able to engage fully with the learning process.

All partner schools pledge to achieve the Trust’s mission through following our nine guiding principles:

- Academies as safe emotional spaces
- Invest time in relationships (every child known, appreciated and understood)
- Active engaged learners with the skills to work and get along with others
- Honest, open communication
- Evidence-based approaches
- Do what matters
- Get it right early
- Empower staff to build capacity
- Collaborate and share to develop and build best practice

Legislation & Guidance

This policy is based on advice from the Department of Education (DfE) and the following legislation:

- Behaviour in schools: advice for headteachers and school staff (DfE, 2024)
- Equality Act (2010)
- Keeping Children Safe in Education (KCSIE) (DfE, 2025)
- Searching, screening and confiscation at school (DfE, 2023, web page) (DfE, 2022)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, 2024)
- Use of reasonable force in schools (DfE, 2025)
- Supporting pupils with medical conditions at school (DfE, 2017)

In addition, this policy is also based on the following legislation:

- Special educational needs and disability code of practice: 0 to 25 years (DfE, 2024) (2015)
- The Education (Independent School Standards) Regulations 2014 (Schedule 1) (Legislation.gov.uk, 2014); *paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; part 3, paragraph 9 requires the school to promote good behaviour amongst pupils by ensuring that - (a) a written behaviour policy is drawn up (b) the policy is implemented effectively; and paragraph 10 requires the school to have an anti-bullying strategy.*
- Guidance: What academies and further education colleges must or should publish online (DfE, 2024); *academies should publish their behaviour policy, including their anti-bullying strategy.*

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework (Staff will explore the reasons for this considering SEND, access/ maturity/ age appropriateness of responses in deciding whether the “non-completion” is misbehaviour)
- Poor attitude
- Incorrect uniform (Staff will ensure the reasons for this are understood as this could be a one-off relating to a family issue or in the case of an ongoing issue, due to financial circumstances/ support needs. Circumstances beyond the child’s control would not be construed as misbehaviour)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Threat of violence and intimidation
- Violence
- Sexual violence (including intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/ vaping
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs (including cannabis sweets etc and substances that effect a “legal high”)
    - Stolen items
    - Tobacco, cigarette papers or vaping paraphernalia
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involved an imbalance of power.

Bullying therefore is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Baiting	Deliberately provoking or antagonising another pupil repeatedly to provoke a reaction, ridicule or emotional harm
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Emotional	Being unfriendly, excluding, tormenting
Prejudice-based and discriminatory, including: • biphobic • disability-based • faith-based • gendered • homophobic • racial • sexist • transphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (age, disability, gender, race, religion or belief, sexuality, trans, faith)
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Roles and responsibilities

6.1 The Trust Board

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding principals to account for its implementation.

6.2 The Principal

The principal is responsible for:

- reviewing and approving this behaviour policy
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 14.1)
- along with the senior leadership team (SLT), will support staff in responding to behaviour incidents.

6.3 Teachers and Staff

Staff are responsible for:

- creating a calm and safe environment for pupils
- establishing and maintaining clear boundaries of acceptable pupil behaviour
- implementing the behaviour policy consistently
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular pupils
- considering their own behaviour on the school culture and how they can uphold school rules and

expectations
- recording behaviour incidents promptly (CPOMs/Arbor)
- challenging pupils to meet the school's expectations

6.4 Parents and carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Parents and carers, where possible, should:

- support their child in adhering to the school's behaviour policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- take part in the life of the school and its culture

6.5 Pupils

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

School behaviour curriculum

Pupils are expected to:

- behave in an orderly and self-controlled way
- show respect to members of staff and each other
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- wear the correct uniform at all times
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7.1 Mobile phones

Our approach is:

- Pupils in Year 5 and 6 are allowed to bring in their mobile phones
- All mobile phones are to be kept, locked away, in the school office each day
- Pupils to be responsible for turning their mobile phones off, before handing them in
- Pupils are responsible for collecting their mobile phones, at the end of the school day

Responding to behaviour

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged
- display the academy rules
- develop a positive relationship with pupils including:
- greet pupils in the morning/at the start of lessons
- establish clear routines
- communicate expectations of behaviour verbally and in ways other than verbal with sensitivity
- highlight and promote good behaviour
- conclude the day positively and starting the next day afresh
- have a plan for dealing with low-level disruption
- use positive reinforcement

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations

and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- value points *(ambition, discipline, positivity, respect, team work and work ethic)*
- value token cards (accumulating the most value points in one week)
- whole class value points equating to a whole class reward each half term
- mirror system ('ready to learn' (green), 'lights mirror' (purple) and 'star mirror')
- value token for being on the lights and star mirror
- half termly value tokens assemblies
- weekly celebration assemblies
- certificates to recognise superstars and/or demonstrate the school values in lessons
- communicating praise to parents via a telephone call or a message through Class Dojo
- verbal praise
- stickers

8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Training for The Breakwell Assault Cycle and Zones of Regulation has been delivered to support staff's knowledge and skills.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- mirror system (the 'cracked mirror' (blue) and 'reflection mirror')
- reflection mirror used for staff and children to reflect on the behaviour and discuss how to prevent the same behaviour in the future (CPOMs/ Arbor)
- removal of the pupil from the classroom to a partner class (CPOMs/ Arbor)
- removal of the pupil for a short period with a member of SLT
- internal exclusion with SLT (CPOMs/ Arbor)
- formal fixed term suspension (CPOMs/ Arbor/Local Authority)
- permanent exclusions, in the most serious of circumstances (CPOMs/ Arbor/Local Authority)
- a non-verbal cue
- verbal cue
- verbal reminder of the expectations of behaviour
- pupil to work in an alternative class
- incomplete work to be completed at break/lunchtime and/or home
- loss of break or lunchtime used to reflect on behaviour
- loss of privileges (for example: the loss of a prized responsibility)
- school-based community service, such as tidying a classroom
- referring the pupil to line manager and/or senior member of staff
- letter or phone call home to parents
- agreeing a behaviour contract
- putting a pupil 'on report'

8.5 Escalation process

In the event of low disruption that is having an adverse effect on teaching and learning the academy has outlined the escalation process that should be used.

Sanctions are in stages; however, the personal circumstances of the pupil must be taken into account when choosing sanctions and decisions will be made on a case-by-case basis but with regard to the impact on perceived fairness. Children will have the opportunity to reflect on their behaviour as the behaviour system allows for fluidity.

In general, the following approach is to be taken by staff:

1. A child will initially be given a verbal warning.
2. A child will be verbally moved to the 'cracked mirror' (blue) if their misbehaviour continues with reference to the school value that is not being followed.
3. The teacher will remind the child of the school values and encourage the child to make positive choices.
4. If the child makes positive behaviour choices, they will be verbally moved back to the 'ready to learn mirror' (green).
5. If the child's behaviour has not improved, the child will be given one of the sanctions outlined in 8.4 Responding to Misbehaviour. This will be an agreed list of sanctions in a phase team that is appropriate for the children including the time allocated.
6. If the misbehaviour continues after the child has had a consequence for being on the 'cracked mirror' (blue), they will be verbally moved to the 'reflection mirror'. The child will be expected to have reflection time with their class teacher, phase lead or a member of SLT.
7. Class teacher to update CPOMS/Arbor with an incident and alert SLT.
8. If the child is persistently being placed on the 'reflection mirror' (three or more occasions) during a half term, a meeting will be arranged between Miss Baldwin and/or Miss Gardner-Howard, the class teacher and the parents/carers.
9. If the child continues to be persistent with their misbehaviour, school will seek additional support from outside agencies. At this stage it may be appropriate to explore Alternative Provision.
10. Persistent misbehaviour will result in internal or external exclusions.

8.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

Academies of the Forge Trust will assess which members of staff need to undertake CRB training (Coping with Risky Behaviour) and ensure this is up to date; however, all members of staff have a duty to use reasonable force (proportionate to the assessed risk and the minimum force necessary to prevent harm) in the following circumstances, to prevent a pupil from:

- hurting themselves or others
- engaging in high-risk behaviour

Incidents of reasonable force must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- never be used out of expediency

The Use of Reasonable Force will always:

- be recorded and reported to parents
- be consistent with existing behaviour plans, de-escalation strategies, agreed responses and take into account special needs e.g. ECHP/ sensory issues

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.7 Confiscation, searches, screening

The academy is committed to maintaining a safe, respectful environment where all pupils can learn without disruption, harm, or fear. On occasion, staff may need to search or confiscate items to protect pupils and staff, uphold school rules, and ensure safety. All such actions are carried out in line with Department for Education (DfE) guidance:

- Behaviour in schools: advice for headteachers and school staff (DfE, February 2024)
- Searching, screening and confiscation: advice for schools (DfE, last updated July 2023)

Confiscation

Any prohibited items (listed in Definitions, section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil and may be handed to the police.

The academy can confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Pupils will be told the reason for the confiscation and when/how they will be returned.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of

staff who is the same sex as the pupil; or

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search
- assess whether not doing the search would put other pupils or staff at risk
- consider whether the search would pose a safeguarding risk to the pupil
- explain to the pupil why they are being searched
- explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- explain how and where the search will be carried out
- give the pupil the opportunity to ask questions
- seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the relevant member of the Leadership Team to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This

decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- hats, scarves, gloves, shoes, boots
- searching pupils' possessions
- possessions means any items that the pupil has or appears to have control of, including:
- classroom trays
- bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded on CPOMs.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall **only** be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult.

If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- act to safeguard the rights, entitlement and welfare of the pupil
- not be a police officer or otherwise associated with the police
- not be the principal
- be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

8.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- un any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the principal will make the report.

The school will not interfere with any police action taken; however, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

8.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to:
- manage the incident internally
- refer to early help
- refer to the mash team/ social care
- report to the police

Please refer to our child protection and safeguarding policy for more information

8.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

9.1 Detention

Break time and lunchtime ‘detentions’ (reflection time) will be determined by the class teacher.

When imposing a ‘detention’, the school will consider whether doing so would:

- compromise the pupil’s safety
- conflict with a medical appointment
- prevent the pupil from getting home safely
- interrupt the pupil’s caring responsibilities

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- restore order if the pupil is being unreasonably disruptive
- maintain the safety of all pupils
- allow the disruptive pupil to continue their learning in a managed environment
- allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by SLT.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- use of teaching assistants
- multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

9.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the principal and only as a last resort.

Please refer to our exclusions policy for more information.

Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- if a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of preventative measures are detailed below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Use of Alternative Provision

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- whether the pupil was unable to understand the rule or instruction?
- whether the pupil was unable to act differently at the time as a result of their SEND?
- whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

10.4 Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- reintegration meetings
- daily contact with the pastoral lead
- a report card with personalised behaviour goals

Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

New families/pupils are offered and encouraged to complete at least one 'Look around' the school. This is their opportunity to meet the Principal/Vice Principal and become familiar with the school environment including pupils and buildings.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition into the next year, pupils have transition sessions with their new teacher(s). This is a whole day transition that allows children to become familiar with their new environment and adults. If a child requires extra transition, this will be agreed upon with the SENDCo and put into place on a case-by-case basis.

In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- use of force
- the needs of the pupils at the school
- how SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of alternative provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed every term by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal at least annually, or more frequently, if needed, to

address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the Strategic Development Committee.

The written statement of behaviour principles (appendix 1) will be reviewed annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Physical restraint policy

Appendix 1

Written statement of behaviour principles:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in responding to behaviour incidents to foster good relationships between the school and pupils' home life

The Trust Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.