High Wycombe Church of England Combined School

Behaviour Policy

and statement of behaviour principles

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring 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

2. Legislation, statutory requirements and guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
    - Bullying
    - Abuse in intimate personal relationships between children

- Physical abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals

› Misogyny/misandry
› Vandalism
› Theft
› Fighting
› Racist, sexist, homophobic or discriminatory behaviour
› Possession of any prohibited/banned items.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Our school is committed to creating a safe, inclusive and respectful environment in which every child feels valued and protected. We recognise that bullying can take many forms, including physical, verbal, relational and online bullying, as well as bullying linked to prejudice or discrimination.

To prevent bullying, we:

- Teach children explicitly about positive relationships, kindness, respect and inclusion through our PSHE, Relationships and Health Education curriculum, Collective Worship and wider school curriculum.
- Teach children to recognise bullying and understand the difference between bullying, unkind behaviour and friendship difficulties, including what they should do if they experience or witness it.
- Promote and model respectful behaviour at all times, with staff acting as positive role models and consistently reinforcing our school values and expectations.
- Teach children about online safety and responsible use of technology, including how to recognise, report and respond to cyber-bullying.

- Address prejudice-based and discriminatory behaviour explicitly, including behaviour related to protected characteristics. Children are taught to respect and celebrate difference and to challenge stereotypes and prejudice appropriately.
- Maintain appropriate levels of supervision in classrooms, playgrounds, during transitions and at other times when bullying or unkind behaviour may be more likely to occur.
- Provide clear and accessible ways for children to report concerns, ensuring that children know which trusted adults they can speak to and that concerns will be listened to and taken seriously.
- Encourage children to speak up when they see bullying or unkind behaviour, helping them to understand that being an active bystander and seeking adult help can make a positive difference.
- Monitor behaviour, incidents and patterns carefully, including recording and reviewing concerns so that emerging issues can be identified and addressed promptly.
- Work closely with parents and carers when concerns arise, maintaining open communication and working together to support children.
- Respond promptly and consistently to all reports of bullying, following the procedures set out in this policy and providing appropriate support to both the child experiencing bullying and the child displaying the behaviour.
- Review our approaches regularly, using pupil voice, behaviour data, staff feedback and parental feedback to identify any areas where further preventative action is needed.

We recognise that preventing bullying is a whole-school responsibility. All staff have a duty to model respectful relationships, challenge inappropriate behaviour and ensure that every child feels safe, included and able to learn.

5. Roles and responsibilities

5.1 The governing board

The Governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 13.1)

5.3 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
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- 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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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.

5.5 Pupils

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
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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.

6. School behaviour curriculum

Our school is committed to creating a positive, inclusive and respectful culture in which excellent behaviour is taught, modelled, recognised and consistently reinforced. We believe that good behaviour is fundamental to effective learning, positive relationships and the wellbeing of the whole school community.

Our approach is rooted in high expectations, positive relationships, consistency and restorative practice. We explicitly teach pupils what successful behaviour looks like and provide regular opportunities to practise and develop the habits and routines needed to be successful. Staff model the behaviours and attitudes we expect from pupils and respond to behaviour calmly, consistently and fairly.

We recognise that behaviour is learned and that some pupils may require additional support to meet our expectations. Where appropriate, we use reasonable adjustments, targeted support and adaptive approaches to ensure that all pupils are given the opportunity to succeed.

Pupils are expected to:

- Be ready to learn by arriving promptly, having the equipment they need and listening carefully to instructions.
- Behave in an orderly and self-controlled way, managing their emotions and actions appropriately and seeking help when needed.
- Show kindness, respect and consideration towards staff, pupils and visitors, valuing everyone's individuality and differences.
- Listen when others are speaking and allow others to express themselves without interruption.
- Make it possible for everyone to learn by following instructions, engaging positively with learning and avoiding behaviour that distracts or disrupts others.
- Move around the school calmly and safely, following established routines and showing consideration for others.
- Use appropriate language and behaviour, both in person and online.
- Take responsibility for their actions, including reflecting on the impact of their behaviour on others and repairing relationships where appropriate.
- Follow school routines and expectations, including those relating to uniform, attendance, transitions, playtimes and lunchtimes.
- Treat the school environment and property with care and respect.

- Respond appropriately to adult guidance and consequences, recognising that boundaries and consequences are in place to keep everyone safe and support positive choices.
- Represent the school positively, including when taking part in activities outside school and when using online platforms.

6.1 Key habits and routines

Across the school, we explicitly teach and reinforce key routines so that pupils know what is expected of them. These include:

- entering and leaving classrooms calmly and promptly;
- being ready to learn and responding to the attention signal;
- listening carefully and following instructions;
- taking turns and allowing others to speak;
- working cooperatively with others;
- moving safely and calmly around the school;
- using equipment and resources responsibly;
- maintaining a calm and purposeful learning environment;
- resolving disagreements appropriately and seeking adult support when needed;
- looking after themselves, others and the school environment.

Where appropriate and reasonable, adjustments may be made to routines and expectations to ensure that pupils with additional needs are able to access the curriculum and meet behavioural expectations. Such adjustments will be considered on an individual basis and will not lower expectations of respectful, safe and inclusive behaviour.

6.2 Mobile phones

Our school is a mobile phone-free environment during the school day. Pupils in Year 6 who need a mobile phone for their journey to and from school may bring one with parental permission, but it must be named, switched off and handed to the school office on arrival, where it will be stored securely until the end of the school day. Any pupil using a mobile phone during the school day without permission will have it confiscated and returned to a parent or carer, or to the pupil at the end of the day in line with the school's procedures. Reasonable adjustments may be made for pupils who require access to a mobile phone for medical, SEND or other exceptional personal circumstances, following agreement with the Headteacher.

7. Responding to behaviour

We believe that promoting positive behaviour is everyone’s responsibility. Our approach focuses on recognising and reinforcing good behaviour, while responding to behaviour that does not meet our expectations consistently and

restoratively, supporting pupils to take responsibility, repair relationships and make better choices.

7.1 Classroom management

Teaching and support staff are responsible for creating a calm, consistent and positive environment in which pupils understand what is expected of them and are supported to develop positive behaviour habits. Staff will model the behaviour, language and relationships they expect from pupils and will respond to behaviour calmly, consistently, fairly and with a restorative approach.

They will:

- Create and maintain a calm, purposeful and stimulating learning environment in which pupils feel safe, valued and ready to learn.
- Explicitly teach, model and reinforce the school's behaviour expectations, including routines and positive behaviours for learning.
- Establish and consistently maintain clear, predictable classroom and school routines, ensuring that pupils understand what successful behaviour looks like.
- Greet pupils positively at the start of the day and lessons, helping to establish strong relationships and a positive start.
- Build positive, respectful relationships with pupils, taking time to know and understand them as individuals.
- Communicate expectations clearly and consistently, using positive language, non-verbal cues, visual prompts and other strategies where appropriate.
- Notice, recognise and praise positive behaviour, with a particular focus on reinforcing the behaviours and habits we want to see repeated.
- Use positive reinforcement and encouragement to motivate pupils and celebrate their successes and progress.
- Respond to low-level disruption calmly and consistently, using agreed strategies and avoiding unnecessary escalation.
- Use the school's agreed behaviour systems and consequences consistently, ensuring that pupils understand the link between their choices and the consequences that follow.
- Where behaviour has caused harm or affected others, use restorative approaches to help pupils reflect, take responsibility, repair relationships and make better choices in the future.
- Consider the individual needs and circumstances of pupils, making reasonable adjustments where appropriate while maintaining high expectations for behaviour.
- Provide appropriate support and intervention for pupils who find it difficult to meet behavioural expectations, working with colleagues, parents and carers where necessary.
- End the day positively, ensuring that pupils understand that each day is a fresh opportunity to make positive choices and succeed.

- Work collaboratively with colleagues to ensure that expectations and responses to behaviour are consistent across the school.

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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.

7.3 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:

- Verbal praise
- Stickers
- Communicating praise to parents/carers at the end of the day or via a phone call
- Certificates in weekly celebration assemblies or in half termly achievement assemblies.
- Positions of responsibility, such as Peer Mentors or classroom monitors
- Class golden time on a Friday afternoon
- Dojo points
- Silver, gold and platinum awards (see below)

	Silver	Gold	Platinum

Behaviour	Exceptional work Exceptional effort Above and beyond in displaying our Christian Vision	An accumulation of three or more silver awards over a term Consistently exceptional	Two or more gold awards across the year
Reward	Silver certificate awarded by class teacher.	Headteacher will host a 'Golden Tea Party' Gold award recognition in newsletter	Headteacher will take platinum children on an end of year treat Platinum award recognition in newsletter

7.4 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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

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. Pupils will be supported to understand why a consequence has been given and, wherever possible, will be given the opportunity to make a fresh start.

All behaviour incidents should be recorded in accordance with the procedures outlined below. Behaviour is monitored by the Senior Leadership Team (SLT) to identify patterns and ensure that appropriate support and intervention is put in place.

The school uses three categories to help staff identify the level of behaviour and respond consistently:

Yellow Behaviours

These are low-level behaviours which do not meet the school's expectations and can usually be addressed by the member of staff working with the pupil.

Orange Behaviours

These are more serious or repeated behaviours which require a stronger response and may require involvement from the Key Stage Lead.

Red Behaviours

These are serious behaviours which may cause significant harm, risk or disruption and require immediate involvement from SLT.

Yellow Behaviours	Orange Behaviours	Red Behaviours
Calling out or Talking Not wearing correct uniform No homework Pushing through doors Running in the corridor Being out of the seat at the wrong time Talking when coming in To class from break or lunch Not lining up in silence Going into school without permission	Repeated yellow behaviours Not being respectful during prayers Lack of respect Minor physical incidents (pushing, shoving, barging) Answering back Name-calling Leaving the school, class or playground without permission Breaking playground rules	Major physical incidents (punching, fighting, kicking) Vandalism of property Discrimination Verbal abuse Stealing Racist comments Sexually inappropriate comments, gestures or behaviour Bullying (physical or mental) Direct defiance of any adult e.g. refusal to do as asked Swearing at an adult or child Online abuse

The above examples are not exhaustive. The seriousness of an incident will be considered in context and the school reserves the right to escalate a behaviour to a higher category where the circumstances warrant this.

7.5 Recording and Monitoring Behaviour

Behaviour incidents are recorded on the Behaviour Tracking Sheet and, where appropriate, on CPOMS. Relevant incidents will be assigned to the appropriate Key Stage Lead or member of SLT.

Where appropriate, staff will use restorative conversations to help pupils understand the impact of their behaviour, take responsibility and repair relationships.

SLT will review behaviour information regularly to identify patterns, trends or pupils who may require additional support. Where concerns are identified, these will be followed up with the class teacher, pupil and parents/carers as appropriate. This may include the development of an Individual Behaviour Plan (IBP) or other targeted support.

7.5.1 Yellow Behaviours

1. First yellow behaviour

The adult will calmly remind the pupil of the expected behaviour and explain how their behaviour has not met the school's expectations.

2. Second yellow behaviour

If the pupil demonstrates a further yellow behaviour, they will receive a further 5-minute consequence from break or lunchtime.

The incident will be recorded on the Behaviour Tracking Sheet.

3. Third yellow behaviour

A third yellow behaviour will be treated as an orange behaviour and the appropriate orange response will be followed.

7.5.2 Orange Behaviours

All orange behaviour incidents will be recorded on CPOMS and assigned to the appropriate Key Stage Lead.

1. First orange behaviour

The pupil will complete their learning in their partner class for an appropriate period.

Partner-class arrangements are:

- Year 1 → Year 2
- Year 2 → Year 1
- Year 3 → Year 4
- Year 4 → Year 3
- Year 5 → Year 6
- Year 6 → Year 5

The pupil will complete a Reflection Sheet during break or lunchtime.

Parents/carers will be informed by the class teacher on the same day.

The teacher will record the incident and parental communication on CPOMS and assign the incident to the Key Stage Lead.

2. Second orange behaviour

If the pupil returns to class and the behaviour persists, they may be sent to their partner class for up to 30 minutes.

The pupil will complete work set by their class teacher independently in the partner class. The Key Stage Lead will speak with the pupil to discuss their behaviour and support them to reflect on their choices.

Parents/carers will be informed on the same day.

3. Third orange behaviour

A third orange behaviour may result in the pupil spending up to half a day working outside their usual classroom.

For more serious orange behaviours, SLT will be consulted and may determine a different or more appropriate response. Where the seriousness of the incident warrants it, the behaviour may be escalated to the red category.

7.5.3 Red Behaviours

All red behaviour incidents must be reported to SLT immediately, recorded on CPOMS and assigned to the appropriate Key Stage Lead.

Parents/carers will be informed by the class teacher on the same day and, where appropriate, invited to meet with the class teacher and a member of SLT.

The consequence for a red behaviour will be determined by SLT and will take into account:

- The seriousness and impact of the behaviour
- The circumstances surrounding the incident
- The pupil's age and developmental stage
- Any additional needs or vulnerabilities
- Whether the behaviour is part of an emerging or established pattern
- Any previous strategies or interventions that have been put in place
- The need to maintain fairness and consistency across the school

Possible responses may include:

- A restorative conversation or meeting
- Completion of a reflection or problem-solving activity

- Loss of a privilege or responsibility
- Additional work or missed social time where appropriate
- Removal from the classroom
- Internal removal to another supervised setting
- A meeting with parents/carers
- An Individual Behaviour Plan (IBP)
- Referral to the SENCO, DSL or other appropriate professional
- Suspension
- Permanent exclusion, in the most serious circumstances and in accordance with statutory guidance

7.6 Individual Behaviour Plans

Where a pupil demonstrates persistent difficulties in meeting behavioural expectations, an Individual Behaviour Plan (IBP) may be introduced. This will identify the specific behaviours causing concern, agreed targets, strategies and support, and how progress will be monitored.

The pupil, parents/carers and relevant staff will be involved in developing and reviewing the plan wherever appropriate.

Where behaviour may be linked to additional needs, staff will work with the SENCO, DSL and/or designated lead for inclusion to ensure that appropriate support and reasonable adjustments are considered alongside clear and consistent behavioural expectations.

7.7 A Fresh Start

We believe that every pupil should have the opportunity to make a fresh start. Once a consequence or restorative process has been completed, staff will support pupils to move forward positively and rebuild relationships where necessary.

Previous behaviour will not define a pupil. Our aim is always to teach, support and enable pupils to develop the skills and habits they need to make positive choices and succeed.

7.8 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.9.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

Please see our restrictive intervention policy for more information.

7.9.2 Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them e.g. the ELSA room.
- The pupil will be supervised at all times, by at least 1 member of staff.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.9.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty.

7.10 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.11 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
- In 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).

7.12 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.

7.13 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 headteacher 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, as long as 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.

7.14 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 children's social care
- Report to the police

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

7.15 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.

8. Serious sanctions

8.1 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. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be 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 a member of SLT and will be removed for a maximum of one day.

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

Pupils should be reintegrated into the classroom as soon as it is 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/carers 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 ELSA support, Individual Behaviour Plans (IBPs) or support from external agencies.

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

8.2 Suspension and permanent exclusion

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 headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves

and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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

The school recognises that behaviour can be influenced by a range of individual, environmental and situational factors. Staff will take a proactive and inclusive approach to anticipating potential triggers of misbehaviour and, where possible, removing or reducing barriers that may make it difficult for a pupil to regulate their behaviour and engage successfully in learning.

Where appropriate, reasonable adjustments and individualised support may include:

- Providing short, planned movement breaks for pupils who find it difficult to remain seated or focused for extended periods.

- Adapting seating arrangements to ensure pupils with visual or hearing impairments are appropriately positioned to see and hear the teacher and access learning effectively.
- Making reasonable adjustments to uniform requirements where a pupil has sensory sensitivities or a medical condition that affects their ability to wear particular items comfortably.
- Providing staff training and guidance to develop understanding of conditions such as autism, ADHD and other additional needs that may affect a pupil's behaviour and emotional regulation.
- Providing access to appropriate regulation spaces, where pupils can safely regulate their emotions following sensory overload or when they require additional support to return to a calm and ready-to-learn state.
- Adapting the classroom environment, routines or teaching approaches where particular situations are identified as potential triggers for an individual pupil.
- Using visual timetables, now-and-next boards, advance warnings and clear routines to support pupils who may find changes, transitions or uncertainty difficult.
- Working in partnership with pupils, parents/carers and the SENCO to identify patterns, understand potential triggers and develop appropriate strategies to support positive behaviour and self-regulation.

These approaches form part of the school's commitment to preventing behaviour difficulties wherever possible, while ensuring that reasonable adjustments and appropriate support are put in place for pupils with additional needs.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

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

The school’s special educational needs co-ordinator (SENCO) 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/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan 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 EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

The school will support pupils to return to school or the classroom following removal, time spent in another setting or suspension. Where appropriate, a restorative conversation will take place to help the pupil reflect on what happened, repair relationships and identify strategies to support more positive behaviour in the future.

For pupils who require additional support, this may include a reintegration meeting, agreed behaviour goals, regular check-ins with a member of staff or an individual behaviour plan. The approach will be supportive and proportionate, with the aim of ensuring pupils feel ready to learn and are able to successfully meet the school's expectations for behaviour.

11. Pupil transition

11.1 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.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

12. Training

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

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives throughout the year by SLT and the Inclusion Lead.

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Restrictive interventions policy
- Mobile phone 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 and sanctions are used consistently by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only used as a last resort, and 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 and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the FGB annually.