



BEHAVIOUR POLICY

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. Definitions

Misbehaviour is defined as:

- Shouting out/shouting at others
- Disturbing other people who are learning
- Playground disruption (ie pushing)
- Purposely not keeping hands and feet under control
- Inappropriate language
- Ignoring a reasonable request
- Non completion of classwork

Serious Misbehaviour is defined as:

- Any form of bullying
- Repeated breaches of the school rules
- Online harassment
- Swearing at another child/adult
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of an offensive weapon
- Verbal abuse
- Violence
- Leaving the school site without permission
- Bringing into school any item that is banned, e.g.
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - e-cigarettes or vapes,
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article, that has been or is likely to be used to commit an offence , cause personal injury or damage to property
 - chewing gum, lighters, matches and work tools.

3. Roles and responsibilities

3.1 The Governing Body

The Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the Executive Headteacher
- Monitoring the policy's effectiveness

3.2 The Executive Headteacher

The Executive Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- 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
- Ensure 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

3.3 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
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- 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.

3.4 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 following the school's PROUD code of behaviour
- 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

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.

3.5 Pupils

Pupils are made aware of the of the PROUD code of behaviour and the support available.

- 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.

4. PROUD code of behaviour

Pepper Hill and Stanton School Children are PROUD and this underlines our expectations and values:

Promise to be honest and always tell the truth
Respect each other and our school
Open minded and eager to learn
Understand each other, listen carefully and talk quietly
Do your best at all times

All children are constantly reminded of our **PROUD code of behaviour:**

- The PROUD Code of behaviour is discussed in PSHE and Circle Time throughout the year
- Adults talk about PROUD work and PROUD behaviour – asking why it can be described that way
- The PROUD Code of behaviour is displayed in each classroom
- Assemblies and lessons reinforce the school policy.

We also have five core values that are important to us and underpin all our behaviour expectations. They are:

RESPECT
PERSEVERANCE
TOLERANCE
COURAGE
KINDNESS

Respect

We encourage respect so that every member of our school community feels valued and heard. By showing respect to others, pupils help build a positive, inclusive environment where everyone can thrive.

Perseverance

We aim to instil perseverance so that pupils develop the resilience to keep trying, even when things are challenging. This helps them grow in confidence and achieve their goals through hard work and determination.

Tolerance

We promote tolerance to help pupils appreciate and celebrate differences in others. This value fosters understanding, reduces conflict, and prepares children to be compassionate global citizens.

Courage

We want pupils to show courage by stepping out of their comfort zones, standing up for what is right, and embracing new experiences. Courage helps them grow into confident, principled individuals.

Kindness

We encourage kindness as a foundation for strong friendships and a caring school culture. Acts of kindness—big or small—help everyone feel safe, supported, and happy at school.

We believe that behaviours of concern are most often the result of an unmet need, or a difficulty in communicating that need to others. We are aware that some pupils experience sensory issues and may find particular environments and experiences over-stimulating, frightening or uncomfortable. We believe that, in order to be active and valued participants in society as adults, our pupils need to be empowered to respond to, and cope with a range of potential situations and demands.

These include:

- Coping with waiting (for an activity, person, event etc)

- Coping with being told “no” (when something wanted cannot be given or is not available at all, regardless of how long you might wait)
- Coping with doing a non-preferred activity (doing something/going somewhere, even though you would rather not do it at all e.g. as an adult: doing housework, going to the dentist etc)
- Coping with criticism (when somebody passes judgement on your performance, justly or unjustly, and responding appropriately to this)
- Taking action when the activity or environment you are in becomes too unpleasant to stay there e.g. consider options when a room is too cold, too hot, too noisy, too crowded

We believe that setting rules of expected behaviour standards, and applying sanctions when rules are broken, will not empower our pupils, but teach them how to express and respond differently to the challenges they will face.

In line with the Equality Act 2010, we aim to enhance the life experiences of all of our pupils so that no-one is unfairly disadvantaged as a result of their differing needs, behavioural or otherwise.

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

5 Mobile phones

- Pupils are not permitted to use their mobile phones on site during the school day.
- If pupils do bring in a mobile phone these are to be switched off and stored in their locker.
- If a child uses their phone at school a member of staff will discuss with the pupil and reasonable steps followed.

6. Responding to behaviour

6.1 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 PROUD Code of Behaviour
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having strategies for dealing with low-level disruption
 - Using positive reinforcement

6.2 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.

6.3 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:

We praise and reward children who show that they are upholding the PROUD code of behaviour through:

- Awarding stickers for good work
- Asking the child to show another adult their work
- Giving written praise in books
- A curriculum that is tailored to the learning needs of the pupils.
- The provision of a positive, calm and happy environment.
- Clear expectations communicated regularly.
- Verbal praise to reward a variety of positive efforts such as kindness, trying hard, successes, helping others, achievements.
- Valuing achievements by producing quality displays and sharing successes on the school website.
- Notifying parents.
- Certificates for specific achievements.
- Comments on reports and at parents' evenings.
- Celebration assemblies that value achievement in and outside of school.
- Sharing successes, however small, with other adults, parents and the wider community.

Exceptional effort or achievement is rewarded by:

- Regularly nominating a child, or group of children, from each class in year group assemblies. Each nominee will receive a certificate.
- Each half term, a child from each year group in Stanton School is awarded a 'Stanton Star' cup and a child from each class in Pepper Hill School is awarded the 'Pepper Hill Star' Cup. These children are those who regularly demonstrate the PROUD code of behaviour.

We share common values, which include a commitment to support our pupils:

- To develop independence skills for use beyond school life
- To experience valued involvement within the school and in the wider community

- To develop skills necessary to make informed choices, which others will respect, and to communicate these choices to others
- To make and maintain social relationships and friendships
- To continue in the ongoing process of self-discovery
- To reduce incidences of behaviour which adversely impact on one's own physical or emotional wellbeing, or on the emotional or physical wellbeing of others

7. 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.

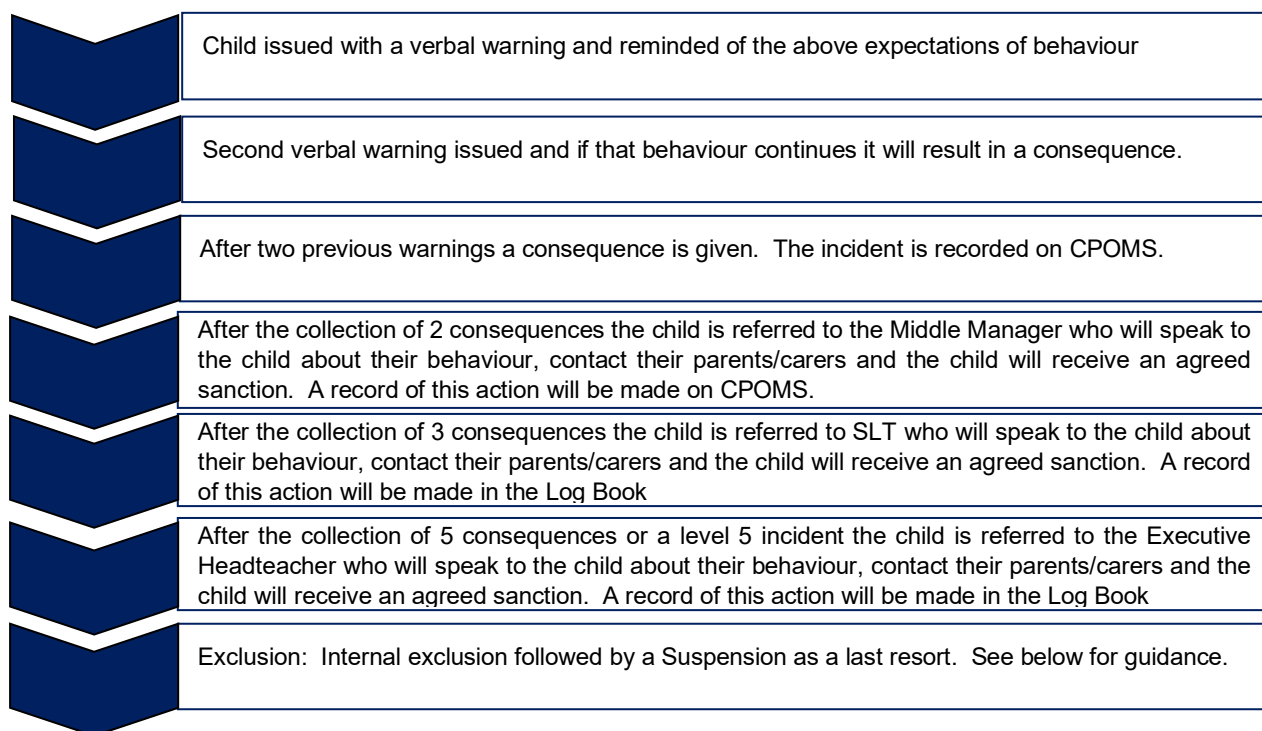
De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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

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

- Expecting work to be completed at break or lunchtime
- Missing break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Phone call home to parents/carers
- Agreeing a behaviour target card
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances



Personal circumstances of the pupil will 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. Pastoral support and Learning Mentor time is available to help children meet the behavioural standards expected.

7.1 Restorative Practice to Resolve Problems

At Pepper Hill School and Stanton School we follow Restorative Practice Principles and all staff are trained and fully committed to this system. Our PROUD code of behaviour clearly outlines what we expect from the children. The vast majority uphold this code, but occasionally things can go wrong. We emphasise the importance of sharing concerns, however small, before they become unbearable problems. Children are told that they must talk to an adult who will help them resolve the situation.

PSHE and Circle Time give children opportunities to talk about issues that concern them. For those who would prefer a more private conversation, teachers will make time to see children at breaks.

Whilst never tolerating poor behaviour, we do not wish to alienate those who have not yet learned the benefits of good behaviour, and will endeavour to support them in a variety of ways. For example, this support can be given through careful explanations, modelling good behaviour, giving opportunities to listen and respond to problems, positive report systems and pastoral support programmes.

We will always try to remain positive and professional in our dealings with poor behaviour. We will criticise the behaviour not the person.

7.2 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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
- Be recorded on CPOMS and reported to parents/carers as soon 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.

7.3 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- e-cigarettes and vapes
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article, that has been or is likely to be used to commit an offence , cause personal injury or damage to property

Items that are banned by Pepper Hill and Stanton School may also be searched for. These items have been identified as chewing gum, lighters, matches and work tools.

Confiscation

Any prohibited items (listed in section 7.3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also 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/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher, or by the Executive Headteacher 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, 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 visit.

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 or contact parents/carers.

If they still refuse to co-operate, the member of staff will contact the Executive Headteacher / designated safeguarding lead (or deputy), to try to 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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified listed in section 7.3, but not to search for items that are only identified in the school rules.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Lockers
- 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 7.3) 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 7.3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 7.3), including incidents where no items were found, will be recorded on CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 7.3). A member of staff will tell the parents/carers 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Where a more thorough search is required parents/carers will be contacted and the pupil will be kept separate with a member of staff.

7.4 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 visits)
- 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 visit).

7.5 Leaving the school site without permission

If a child absconds and leaves the school site without permission, the school will treat this as a serious safeguarding concern. A member of the Senior Leadership Team (SLT) must be informed immediately by using “CODE BLUE” via walkie talkie or by speaking to them face to face. Parents or carers will be contacted immediately. If the child walks away from the school premises, a member of staff will follow at a safe distance to maintain visual contact and help ensure the child’s safety, without placing themselves or the child at further risk. If there is an immediate risk to the child’s safety or their whereabouts become unknown, the school will contact the police on 999 and continue to follow safeguarding procedures until the child is safely located.

Upon the child’s return to school, a meeting will be arranged with the child and their parents or carers to discuss the incident. The purpose of this meeting will be to understand the reasons behind the child’s decision to leave the school site and to identify any underlying concerns or triggers. Clear expectations regarding behaviour and safety will be reinforced, and a supportive plan will be agreed to help prevent a recurrence. Where appropriate, consequences will be applied in line with the school’s Behaviour Policy, alongside any additional pastoral support deemed necessary.

7.6 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.

7.7 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 Designated Safeguarding Lead 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.

7.8 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.

7.9 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. 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 Executive Headteacher and only as a last resort.

Please refer to our Suspension and Permanent Exclusion Policy (for a copy please contact the school office).

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).

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 to prevent these from occurring.

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

The Federation's approach to anticipating and removing triggers of misbehaviour below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plants 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

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 (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/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.

Our strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction, or following suspension includes measures such as:

- Reintegration meetings
- Daily contact with the Learning Mentor
- A behaviour card with personalised behaviour goals

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 needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

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

14. Links with other policies

This Behaviour Policy is linked to the following policies:

- Suspension and Permanent Exclusion Policy
- Child Protection and Safeguarding 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 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 full governing body annually.