



Table of Contents

Aims and Principles	3
Legal Framework.....	3
Definitions	4
Misbehaviour is defined as:	4
Serious misbehaviour is defined as:.....	4
Bullying (including Child on Child Abuse)	5
Roles and Responsibilities.....	5
The governing body	5
The headteacher	5
Staff	6
Parents and carers	6
Students	7
Behaviour Expectations and Conduct	7
Responding to good behaviour	7
Classroom rules.....	8
General school conduct	8
Lunchtime rules.....	8
Mobile telephones	8
Managing Behaviour and Consequences.....	8
Unacceptable behaviour includes.....	8
Responding to misbehaviour	8
Serious Sanctions	9
Detention	9
Removal from classrooms.....	10
Physical violence and suspension/exclusion.....	10
Safeguarding	11
Reasonable force.....	11
Searching and confiscation	11
Searching a student.....	12
Searching students' possessions.....	13
Informing the designated safeguarding lead (DSL).....	14
Informing parents/carers	14
Support after a search.....	14
Strip searches	14
Off-site misbehaviour	15
Online misbehaviour.....	15
Suspected criminal behaviour.....	16
Zero-tolerance approach to sexual harassment and sexual violence	16
Malicious allegations.....	17
Responding to Misbehaviour from Students with SEND	17
Recognising the impact of SEND on behaviour	17
Adapting sanctions for students with SEND	18
Considering whether a student displaying challenging behaviour may have unidentified SEND	18
Students with an education, health and care plan (EHCP)	18

Supporting Students Following a Sanction	19
Student Transition.....	19
Inducting incoming students.....	19
Preparing outgoing students for transition	19
Social Media and Online Conduct	19
School Suspensions and Permanent Exclusions	19
Parental Support and Communication	20
Staff Training	20
Monitoring Arrangements	20
Monitoring and evaluating behaviour	20
Monitoring this policy	21
Useful Contacts	21
Appendix 1	22
Governing Body’s Written Statement of Behaviour Principles	22

Aims and Principles

Our aim is to create a community of students, staff, parents, and governors who are "in pursuit of excellence." To achieve this, we aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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 students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Promote good relationships, self-discipline, and respect for all.
- Deliver high-quality teaching to enable students to reach their full potential.
- Manage resources effectively to uphold these aims.
- Uphold an inclusive and equitable approach to education.

This is a school that does not tolerate discrimination based on race, gender, disability, sexual orientation, religion or any other protected characteristic as defined in the Equality Act 2010.

These principles extend to all school activities, including trips, events, and times when students represent the school in uniform outside of school hours.

Legal Framework

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

- [Behaviour in schools \(2024\)](#)
- [Searching, screening and confiscation \(2022\)](#)
- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions](#)
- [Sharing nudes and semi-nudes guidance](#)

In addition, Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

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

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- 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.
 - Sexual jokes or taunting.
 - Physical behaviour such as interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comment and messages (including on social media), 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 sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited/banned items. These are:
 - Knives or weapons.
 - Alcohol.
 - Illegal drugs or drug related paraphernalia.
 - Stolen items.
 - Tobacco, cigarette papers, e-cigarettes or vapes.
 - 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 student).
 - A mobile phone or similar device which has been used for an unacceptable purpose.

Bullying (including Child on Child Abuse)

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 may be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Sexist Abuse focusing on a person's gender – including inappropriate gender specific language
- Homophobic - abuse focusing on a person's sexuality.
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Cyber - all areas of internet misuse (such as Facebook, email & internet chat rooms), mobile threats by text.

Students are made aware that discriminating, teasing, or bullying someone is unacceptable in any circumstance. If a student is subject to bullying, has witnessed bullying or fears that they may be guilty of bullying, they must immediately report concerns to a member of staff.

All staff are made aware of the signs of bullying, through their statutory safeguarding training.

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

Roles and Responsibilities

The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher 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 students.
- 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 students 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 students both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see Monitoring arrangements).

Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations

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

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.

Students

Students 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.
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students 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 students who are mid-phase arrivals.

Behaviour Expectations and Conduct

Responding to good behaviour

When a student'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.
- Communicating praise to parents/carers via a phone call or written correspondence.
- Certificates, prize ceremonies or special assemblies.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Whole-class or year group rewards, such as a popular activity.

Classroom rules

- Arrive on time, equipped, and ready to learn.
- Listen in silence when the teacher is speaking.
- Respect others and their belongings.
- Follow the home school agreement.

General school conduct

- Move calmly through corridors, no running or shouting.
- Follow designated access rules for school facilities.
- Behave appropriately in toilets and communal areas.
- Keep the school environment clean and safe.
- Arrive at and leave school safely. Students who cycle need to do so sensibly and safely.
- Deliberate damage/vandalism may result in a request for payment including builder's costs.

Lunchtime rules

- Be courteous and respectful in queues.
- Eat responsibly and clean up after yourself.
- Follow playground rules regarding ball games.
- Remain on school premises unless given permission to leave.

Mobile telephones

Phones are to be turned off during school hours and are kept at the risk of the student for after school events. Loss or theft of a phone cannot be the responsibility of the school.

A student who uses a mobile phone in school to text, ring or take pictures will have the phone confiscated and parents will be requested to ensure this does not occur again. Phones are not to be used to record staff or other students.

Managing Behaviour and Consequences

Unacceptable behaviour includes

- Bullying, harassment, or discrimination.
- Truancy, vandalism, and theft.
- Bringing banned substances or dangerous items to school.
- Misusing mobile phones or social media.

Responding to misbehaviour

When a student'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 students 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 students 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 student 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:

- A verbal reprimand and reminder of the expectations of behaviour.
- Sending the student out of the class.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break time or after school.
- Loss of privileges – for instance, the loss of a prized responsibility.
- School-based community service, such as tidying a classroom.
- Referring the student to a senior member of staff.
- Letter or phone call home to parents/carers.
- Agreeing a behaviour contract.
- Putting a student 'on report'.
- Suspension.
- Permanent exclusion, in the most serious of circumstances.

Personal circumstances of the student 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.

Serious Sanctions

Detention

Students can be issued with detentions during break time and after school during term time. The school will decide whether it is necessary to inform the student's parents/carers.

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

- Compromise the student's safety.
- Conflict with a medical appointment.
- Prevent the student from getting home safely.
- Interrupt the student's caring responsibilities.

Removal from classrooms

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

Students 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 students 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 student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

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

Students will be reintegrated into the classroom as soon as it is appropriate and safe to do so and we will consider what support is needed to help the student meet 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 students who are frequently removed from class, such as:

- Meetings with learning coaches.
- Use of learning support assistants.
- Short-term behaviour report cards.
- Long-term behaviour plans.
- Multi-agency assessment.

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 student.

Physical violence and suspension/exclusion

- Physical violence is unacceptable and may result in suspension or exclusion.
- Repeated offences could lead to exclusion.
- Agreed off-site direction may be considered as an alternative, with the Headteacher able to direct alternative suitable education.

- Suspensions and exclusions will follow statutory [DfE guidance](#).

Safeguarding

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

We will consider whether a student'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.

Reasonable force

Reasonable force refers to the physical actions taken by school staff to control or restrain a student. The can range from guiding a student to safety to more extreme measures, such as breaking up a fight. The use of force must be proportionate and necessary in the circumstances.

All members of school staff have the legal power to use reasonable force. This authority extends to any staff member who is temporarily in charge of students, such as volunteers or parents on trips.

- Hurting themselves or others.
- Damaging property.
- Causing disorder.

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 and reported to parents/carers (recorded in our behaviour log).

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

Searching and confiscation

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

Confiscation

Any prohibited items, previously listed, found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 student 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 student; 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 student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk.

- Consider whether the search would pose a safeguarding risk to the student.
- Explain to the student why they are being searched.
- Explain to the student 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 student the opportunity to ask questions.
- Seek the student’s co-operation.

If the student 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 headteacher, DSL or pastoral lead to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

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

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students’ possessions

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

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a student’s possessions when the student 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 student was in possession of a prohibited item (previously listed).
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. 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 student 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.

Staff will not be conducting strip searches; however, we may bring in a police officer to do so. The guidance below will be followed.

Strip searches

The authorised member of staff's power to search 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 student'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 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 student(s) involved. Staff retain a duty of care to the student involved and should always advocate for student wellbeing.

Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school.

Sanctions may also be applied where a student 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 student.
- Could adversely affect the reputation of the school.

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

If a student 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, member of the senior leadership team or pastoral 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.

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.

Students 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.

Malicious allegations

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students accused of misconduct.

Please refer to our [allegations of abuse against teachers and other staff policy](#) (Worcestershire County Council HR Consultancy provided policy) for more information on responding to allegations of abuse against staff or other students.

Responding to Misbehaviour from Students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 student being caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#)).
- If a student 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 student concerned.

Anticipating and removing triggers of misbehaviour, such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student 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 students can regulate their emotions during a moment of sensory overload.

Adapting sanctions for students with SEND

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

- The student was unable to understand the rule or instruction.
- The student was unable to act differently at the time as a result of their SEND.
- The student 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 student 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.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDCO) may evaluate a student 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 student, 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.

Students with an education, health and care plan (EHCP)

The provisions set out in the EHC 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 student with an EHCP, 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.

Supporting Students Following a Sanction

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

This could include measures such as:

- Reintegration meetings.
- Daily contact with the pastoral lead.
- A report card with personalised behaviour goals.

Student Transition

Inducting incoming students

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

Preparing outgoing students for transition

To ensure a smooth transition to the next year, students 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 student behaviour issues may be transferred to relevant staff at the start of the term or year.

Social Media and Online Conduct

- The misuse of social media, including cyberbullying and inappropriate content sharing, will not be tolerated. The clarity of the law and safe online behaviour are provided through PSHE lessons.
- Sexting, harassment, or threats online will result in disciplinary action.
- Offensive online behaviour may be reported to the police and could lead to potential legal consequences.

School Suspensions and Permanent Exclusions

Please also see the DFE statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' which can be found on the government website [here](#).

Suspension/exclusion is a sanction for misbehaviour or persistent misbehaviour and a means of intervening in the situation of a school student for whom educational provision has broken down.

Suspensions/exclusions are clearly undesirable, are a last resort and will occur after careful discussion where evidence has been examined and where:

1. A serious breach of the school's behaviour policy has occurred, e.g. actual violence, confrontation, damage, abuse or categories included in the [national guidance](#).
2. Allowing the student to remain in school would seriously harm the education or welfare of others in the school.

Only the Headteacher may suspend/exclude a student or in the Headteacher's absence the Deputy Headteacher. Suspensions can be fixed-term or permanent. In both cases, parents must be informed in writing and have their right of appeal explained. It is desirable to talk the student through the letter and the requirements of the letter, if possible, and ensure appropriate work is set. Alternative providers need to be informed. A permanent exclusion will only be made by the Headteacher with the LA and Chair of Governors informed on the day of the decision. In the event of a permanent exclusion the governors must meet to discuss the case within 15 days. The governors have the right to reinstate the student.

The behaviour of a student outside school can be considered grounds for a suspension, whether the student is wearing school uniform or not.

Parental Support and Communication

- Parents are expected to sign and uphold the [home school agreement](#).
- Meetings with staff should be pre-arranged to maintain an orderly environment.
- Aggressive or intimidating behaviour towards staff will not be tolerated, inclusive of phone or social media abuse.
- CCTV is in operation for safety and security and can be used in parental meetings.

Staff Training

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

- The proper use of restraint.
- The needs of the students at the school.
- How SEND and mental health needs can impact behaviour.

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

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 student support units, off-site directions and managed moves.
- Incidents of searching and confiscation.
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys).

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 students are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the senior leadership team and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Useful Contacts

For further information on exclusions and behaviour management, refer to:

- [DfE Exclusion Guidance](#)
- Coram Children's Legal Centre: 0300 330 5480 ([Website](#))
- ACE Education: 0300 0115 142 ([Website](#))
- The National Autistic Society Exclusion Service: 0808 800 4002 (schoolexclusions@nas.org.uk)
- Worcestershire SENDIASS: 01905 768153 ([Website](#))
- Local Authority Exclusions Team: 01905 843668 (exclusions@worcestershire.gov.uk)

Appendix 1

Governing Body's Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students 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 students 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
- Students 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 students' home life

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