



"Loving and Learning together, for Life, as Jesus taught us."

Leonard Stanley C of E Primary School

Behaviour Policy

Title: Behaviour Policy

Person(s) who created policy: Head teacher

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BEHAVIOUR POLICY

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children's Board Procedures.

Vision Statement

Loving and Learning Together, For Life, as Jesus Taught Us.

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and

inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

1.Rationale

This policy promotes a restorative approach to behaviour management, grounded in the belief that every child is a unique individual of inherent worth. It aligns with the Department for Education's 2024 guidance and the Church of England's vision for education, which seeks to educate for **wisdom, hope, community, and dignity**

2. Aim

We aim to achieve this by:

- Fostering a safe, inclusive, and respectful learning environment.
- Encouraging self-discipline, accountability, and reconciliation.
- Supporting pupils in understanding the impact of their actions.
- Promoting our school Christian values: **kindness, resilience, and respect**.
- Ensuring consistency and fairness in behaviour management.

3. Guiding Principles

- Restorative Practice: Focus on repairing harm and restoring relationships rather than punishment.
- Positive Relationships: Build trust between pupils, staff, and families.
- Equity and Inclusion: Recognise individual needs, especially for pupils with SEND.
- Christian Ethos: Embed values of love, justice, and hope in all interactions.

4.Behaviour Expectations

Pupils are expected to:

- Treat others with kindness and respect.
- Take responsibility for their actions.
- Engage positively in learning and play.
- Follow school rules and routines.

Staff are expected to:

- Model respectful and restorative behaviour.
- Use consistent language and approaches.
- Support pupils in resolving conflicts.
- Recognise and celebrate positive behaviour.

5.Restorative Procedures. Please refer to Appendix A & B

When behaviour falls short of expectations:

1. **Initial Reflection** – The pupil is guided to reflect on their actions.
2. **Restorative Conversation** – A facilitated dialogue between those affected, where appropriate.
3. **Repair and Reconciliation** – Actions agreed to make amends.
4. **Follow-Up Support** – Ongoing mentoring or pastoral care if needed.

6.Support Structures

- Class Teachers: First point of contact for pastoral care
- Pastoral Team: Available for emotional and behavioural support.
- Family Support Worker: Trained professional who can provide high level intervention or signpost to specific help.
- SEND Provision: Tailored strategies for pupils with additional needs.
- Family Engagement: Regular communication and involvement in restorative processes.

7.Promoting high expectations of good behaviour

7.1 Pupils are educated about good behaviour through the operation of the school's curriculum, PSHE, RHE programmes and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines. This will also include induction to school systems and routines on joining the School and re-induction after removal from the classroom, time spent at off-site provision or in Pupil Support Units and following suspension.

7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in **Appendix E**.

7.3 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), takes account of their age where they might not have comprehended their actions, has been subject to criminal exploitation, or is experiencing significant challenges at home .

8.Responding to unacceptable behaviour

8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with this policy.

8.2 The first priority will be to ensure the safety of pupils and ask if they need some time to calm down or reflect before finding a resolution

8.3 Staff will then take time to find both sides of an incident before handing over to the class teacher. The class teacher then spends time with the children to find a natural consequence and escalate as appropriate.

8.4 The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

9.Minor breaches of discipline

9.1 The school adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the school at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.

9.2 The school has a range of systems, including natural consequences and pastoral interventions, to assist pupils in managing their behaviour. A range of sanctions to ensure a restorative approach are applied for those who breach the school's policies on behaviour.

9.3 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.

9.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes.

9.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.

9.6 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the school's community as a whole.

10 Serious and / or persistent breaches of discipline and / or Bullying

Definition of Bullying: Bullying is repeated behaviour that is intended to hurt someone either emotionally or physically, and is often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

10.1 Allegations, complaints or rumours of serious and / or persistent breaches of discipline should be referred to the SLT. This will always be considered alongside 7.4 of this policy.

10.2 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.

10.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:

1. physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling physical or
2. emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
3. behaviour which may constitute a criminal offence¹, such as:
 - a. possession or use of knives or other weapons;
 - b. vandalism, defacement and / or destruction of school property;
4. persistent breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
5. actual or attempted theft, intimidation, cyber-based bullying or prejudice based bullying, discriminatory based bullying or other potentially criminal offences;
6. behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
7. activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
8. sexual violence, sexual harassment and other harmful / inappropriate sexual behaviour;
9. sharing of indecent images and / or videos (including digitally manipulated or AI-generated images);
10. other misconduct which affects the welfare of a member or members of the school's community or which brings the school into disrepute (single or repeated episodes) on or off the school's premises.

10.4 The school aims to operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken: in response to a serious breach and / or persistent breaches of the school's Behaviour policy; and where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.

10.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in **Appendix A or B**.

10.6 Complainants will be taken seriously and the school will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the school. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in **Appendix G**.

10.8 **Appendix A & B** sets out a non-exhaustive list of possible sanctions which may be imposed for serious and / or persistent breaches of discipline.

¹ From the age of 10, children are legally criminally responsible in England and Wales. This means that physical acts causing harm between pupils aged 10 and above can constitute an assault in law. Such incidents would therefore meet the threshold for a criminal offence and could be reportable to the police by parents or the school

11 Suspected criminal behaviour

11.1 Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the Police.

11.2 The school will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the school (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.

11.3 Where a report is made to the Police, the school will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The school will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.

11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the school may decide to continue its investigation and impose sanctions.

11.5 The school will follow its Safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

12 Removal from the classroom

12.1 Children are expected to behave in a way that supports a calm and focused classroom environment where learning can thrive.

12.2 If a child is finding it difficult to manage their behaviour in the classroom, they may be offered a **reflection** card. This serves as a gentle prompt to help the child recognise that their behaviour is not in line with expectations. The card provides an opportunity for the child to pause, reflect, and consider how they can make more positive choices. When the child feels ready to re-engage with learning, they return the card to the class teacher. Reflection may take place in a designated area within the classroom or, if appropriate, in a quiet space outside the classroom.

12.3 If a child continues to display behaviour that disrupts the learning of others, they may be temporarily **removed** to a different space to help them regulate and reflect. This is typically a calm and supervised environment, such as the classroom of the Deputy Head or Head of Key Stage 1, where the child can continue their work or take time to reflect away from the immediate classroom setting. The aim is to support the child in regaining focus and making positive choices before returning to their class.

12.4 At the end of the session, the child returns to the classroom and engages in a **follow-up** conversation with the class teacher to reflect on their behaviour and discuss how they can move forward positively.

This interaction is recorded on CPOMS (Class behaviour) to support ongoing monitoring and pastoral care. If a child is repeatedly removed from the classroom, a behaviour report card may be introduced to track patterns and provide targeted support or a behaviour support plan. Parents or carers will be informed and involved in the process to ensure a collaborative approach.

12.5 Children with SEND or on a behaviour support card may have an adapted process for reflection and removal from the classroom.

13 Intervention, support and reintegration

13.1 The school will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The school has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.

13.2 The range of intervention strategies that the School will put in place include, but are not limited to: frequent and open engagement with parents; providing mentoring and coaching; play therapy; short-term behaviour report cards or longer-term behaviour plans; Alternative Provision units; and engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

13.3 Where the school has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and / or whether a multi-agency assessment is appropriate.

13.4 Following a sanction, the school will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the school. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.

13.5 The school will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom, time at a Pupil Support Unit, time at an alternative site under an off-site direction or suspension.

14 The role of Parents

14.1 The school seeks to work in partnership with parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the parents' obligations to the school to support the school's policies on behaviour.

14.2 The school recognises that communicating the school policy to all members of the school community, including parents, is an important way of building and maintaining the school's culture.

14.3 Where a parent has a concern about the management of behaviour, they should raise this directly with the school whilst continuing to work in partnership with them.

14.4 Parents or carers will normally be informed as soon as reasonably practicable following any incident that results in a “red” card or involves physical harm. Class teachers may also communicate any natural consequences that were applied in response to the behaviour, helping to ensure transparency and consistency between home and school.

14.5 Parents will be notified of disciplinary sanctions : this includes detentions for red cards, report cards for classroom or playground behaviour and behaviour support cards.

14.6 Parents will be consulted about the child's conduct and the application of this policy to their child where the school considers, in its professional judgement, that these give rise to a significant concern about pupil welfare.

14.7 Whenever the headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

15 The role of pupils

15.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards consequence processes. Pupils will be taught they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school social environment (See Appendix E)

15.2 Pupils should be supported in engaging with restorative practices, learning to reflect on their behaviour and the impact of incidents, and developing the ability to find constructive solutions through natural consequences.

15.3 Pupil Leadership. Pupils will be invited to participate in behaviour culture through roles such as peer mediators, behaviour ambassadors, or school council representatives. These roles will support restorative conversations, model positive behaviour, and contribute to a respectful school environment.

16 Additional needs

16.1 Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, the school should consider requesting an early annual review or interim / emergency review.

16.2 The school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

16.3 The headteacher and SENCO must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.

16.4 Whilst an exclusion may still be an appropriate sanction, the headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

16.5 In respect of a pupil with a disability as defined by the Equality Act 2010, the school will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to pupils. In making such adjustments and considering the action to be taken under this policy (as adjusted), the school will have regard to the following: whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities; whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration; whether in the light of conclusions reached in respect of the behaviour, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:

- (a) ensuring that education, benefits, facilities and services are targeted at those who most need them
- (b) the fair exercise of powers
- (c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's safeguarding and child protection policy and procedures
- (d) maintaining academic and behaviour standards; and
- (e) ensuring the well-being and dignity of pupils.

16.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the headteacher / SENCO and further action in accordance with the school's Special educational needs and disability policy will be considered.

16.7 Where a suspension or permanent exclusion is being considered, the school will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

17 Safeguarding and child-on-child abuse

17.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The school will adopt a staunch approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to: bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying); physical abuse such as targeted hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse); initiation

/ hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). Refer to **Appendix D** for information about categorised behaviours.

17.2 Child-on-child abuse can occur both inside and outside of the school and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

17.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

17.4 In line with the school's aims and culture of openness and encouragement to report, the school's policy and procedures with regard to child-on-child abuse are set out in the school's Safeguarding and child protection policy and procedures (see [Leonard Stanley C. of E. \(Aided\) Primary School - Policies](#)). If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and child protection policy and procedures will take priority.

18 Malicious allegations

18.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The headteacher will also consider whether to take disciplinary action against the pupil in accordance with this policy.

18.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

18.3 The school will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

19 Use of reasonable force

19.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in **Appendix H** and the school's safeguarding and child protection policy. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

20 Searching pupils

20.1 School staff may search a pupil and their possessions for any item if the pupil agrees. The member of staff must ensure the parents are informed and understand the reasons for the search and how it will be conducted. Appropriate consideration will be given to the age and needs of pupils being searched.

20.2 The school will always follow its safeguarding and child protection policy and procedures if a safeguarding concern arises as a result of any actions connected with a search of a pupil.

20.3 If a pupil is not willing to co-operate with the search, the school will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL or headteacher.

20.4 If a pupil refuses to co-operate with a search, the headteacher and staff authorised by the headteacher, may use reasonable force to search a pupils' possessions where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see **Appendix I** for further details in this respect). Reasonable force cannot be used to search for items that are banned by the school.

20.5 If a pupil continues to refuse to co-operate, they may be sanctioned in line with the school's behaviour policy where this is appropriate, in a consistent, fair and proportionate way.

21 Staff training

21.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes: how staff can support pupils in meeting high standards of behaviour and how staff will ensure that pupils understand the expectations of the behaviour in the school. how staff can ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way where applicable to reflect the need of particular pupils, including training in trauma and SEND

21.2 The level and frequency of training depends on the role of the individual member of staff.

21.3 The school maintains written records of all staff training.

21.4 Staff Wellbeing

21.4.1 Staff involved in challenging behaviour incidents will be offered debriefing and emotional support.

21.4.2 The school will promote a culture of mutual respect and care among staff, recognising the emotional demands of behaviour management.

22 Risk assessment

22.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

22.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, behaviour plans, as appropriate). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.

22.3 The headteacher has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.

22.4 Day to day responsibility to carry out risk assessments under this policy will be undertaken by the headteacher and/or FSW.

23 Record keeping

23.1 All records created in accordance with this policy are managed in accordance with school policies that apply to the retention and destruction of records.

23.2 The school will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by the senior leadership team.

23.3 The school will keep a separate record for: allegations and concerns reported in respect of:

- (a) sexual harassment or sexual violence;
- (b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents.

23.4 The school will keep a record of any search by a member of staff for a "prohibited item" and all searches conducted by police officers. This will be recorded in the school's safeguarding reporting system.

23.5 The school will keep a separate record of sanctions imposed for serious misbehaviour. The record will include: the name and year group of the pupil concerned; the nature and date of the offence; the sanction imposed and reason for it; and the name of the person imposing the sanction

23.6 This record will be reviewed regularly by the headteacher so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way a case has been handled by the school.

23.7 This record will be reviewed by the Governing Board (via CPOMS) in order to evaluate all data recorded in order to meet their obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).

23.8 The records created in accordance with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published on its website privacy notices which explain how the school will use personal data.

24. Monitoring and Evaluation

24.1 The Senior Leadership Team will review behaviour data termly to identify trends and evaluate the effectiveness of restorative practices.

24.2 Pupil voice surveys and staff feedback will be used to assess the impact of the policy.

24.3 Governors will receive anonymised behaviour reports annually to support strategic oversight.

Appendices

Appendix A: Classroom Behaviour

In line with our school vision: Loving and Learning, Together, For Life, as Jesus Taught Us - all behaviour interventions aim to restore relationships, promote dignity, and encourage personal growth through compassion and accountability.

Low level incidents include, persistent calling out, lack of respect, preventing other children from working, refusing to work

Serious behavioural incidents will be escalated immediately to the safeguarding team and the process will be handled by the safeguarding team. These incidents would include aggression, violence, peer-on peer abuse, destruction of property and misuse of furniture. (See Appendix D)

Steps	Process	Notes
Step 1: Teacher intervention	Teachers will remind children how to behave in a classroom situation with consistent routines and social environment.	Children are taught the expectations how to behave in a classroom
Step 2: Reflection Card	If a child needs intervention, they will be given a reflection card. The onus is now on the child to self-regulate. Their reflection time may be at their space, an area of the classroom or outside the door.	Children reflect why they have been given the card and what they need to do to rectify the concern
Step 3: Re-integration	When a child is ready, they return the card to the teacher and return to the class activity with help from the teacher.	The emphasis is on the child to ensure that they are ready
Step 4: Removal from	If a child needs further intervention the child may be	

the classroom	removed from the classroom and taken to another classroom, often a member of SLT. They should be given appropriate work to do.	
Step 5: Follow-up from the class teacher	At the end of the session the child returns to the class teacher for a follow-up with the class teacher so help can be put in place to help the child adhere to the class environment.	This ensures the child knows what they did wrong and how to put it right
Step 6: Report Card / Behaviour Support Plan	If a child is repeatedly removed from class, parents will be informed and a report card / behaviour support plan will be put in place monitored by the class teacher & SLT	This is a more formal stage to monitor classroom behaviour
Step 7: Exclusion process	If the report card / behaviour support plan fails to make an impact, external agencies may be sought and the exclusion process may begin.	Refer to Exclusion Policy



Inside the Classroom

Managing Behaviour for a Positive Learning Environment



Gentle Reminder

If a child is off-task, the teacher might say something kind or give a quiet signal to help them **refocus**. The teacher notices and praises good choices, like listening or working hard. Children are encouraged to fix their **own behaviour** and try to do what's expected.



Reflection Card

Sometimes a child might have a quiet chat with the teacher away from the class. The teacher explains what behaviour is expected and gives the child a **reflection card**. When the child feels ready to make **good choices**, they come back to the class and hand the card back to the teacher.



Escalated Support

If a child is still finding it hard to follow **behaviour expectations**, they might go to a different classroom for a short time. If the behaviour keeps happening, **parents are told** and a special plan may be made to help the child make better choices.

Our classroom management aims to foster an atmosphere where learning flourishes, and students develop strong self-regulation skills, contributing positively to our school community.

Children's version

Appendix B: Out of the classroom behaviour

In line with our school vision: Loving and Learning, Together, For Life, as Jesus Taught Us - all behaviour interventions aim to restore relationships, promote dignity, and encourage personal growth through compassion and accountability.

Incidents include, persistent calling out, lack of respect, preventing other children from working, refusing to work

Safeguarding Incident will be escalated immediately to the safeguarding team and the process will be handled by the safeguarding team. These incidents would include targeted violence, peer-on peer abuse verbal and physical

Steps	Process	Notes
Step 1: Incident	An incident occurs between children	
Step 2: Check in	First responder ensures children are safe, whether they need first aid, do they need reflection time.	First responders is the adult who first deals with the incident. Check in with all children involved
Step 3: Fact finding	First responder listens to the facts from all parties and if appropriate applies a natural consequence. Class teacher is informed	Listen carefully and offer help and advice
Step 4: Natural Consequence	Class teacher validates the incident and finds an appropriate time to talk to the children. Finding a natural consequence for the children to learn from the incident.	Inform the class teacher
Step 5: Escalate to red?	Class teacher decides if the incident warrants a red, communicates with parents and records on CPOMS	Ask SLT for advice, if necessary
Step 6: Detention	In addition to natural consequence, any child also serves a red in detention with HT/DH in KS2 (Wednesday pm) or 20 minute time out monitored by the classroom in KS1 on the day of the incident.	HT/DH will inform parents
Step 7: Report Card / Behaviour Support Plan	Children who repeat red card incidents will be put on report card or behaviour support plan crafted by SLT/FSW	Focus on the area of concern
Step 8: External Intervention / Exclusion process	At this stage outside agencies will be utilised and the exclusion process utilised.	See Exclusion policy

Children's version

Our Behaviour Response Process

Step 1: Initial Support



Talk to an adult immediately

- They will check you are okay
- You may need time to calm down
- Tell them what happened
- They will listen to both sides
- They may recommend a solution
- Your class teacher will be informed

Step 2: Teacher Follow-Up

Your class teacher will find time to talk with you

- They may suggest a natural consequence to help you learn
- They will decide if it requires a red card
- Parents may be notified if needed



Step 3: Red Card Consequences

A red card means:

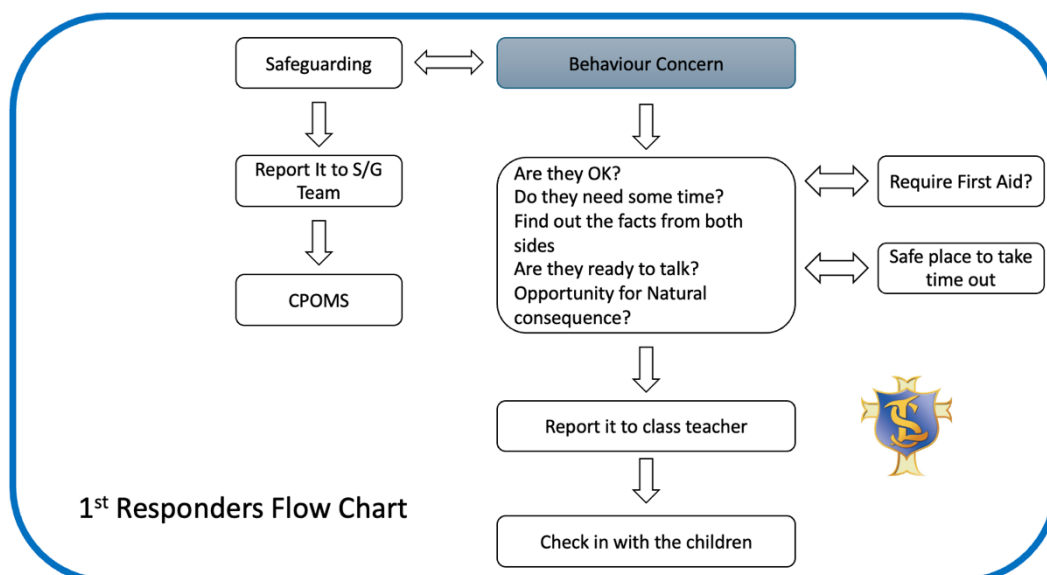
- Detention or missing choosing time (KS1)
- Possible report card or behavior plan
- It's up to you to improve your behavior!



Our goal is to help every child learn from mistakes, make better choices, and build positive relationships with peers and adults.

Appendix C: Staff Flow Charts

1. First Responder flow chart

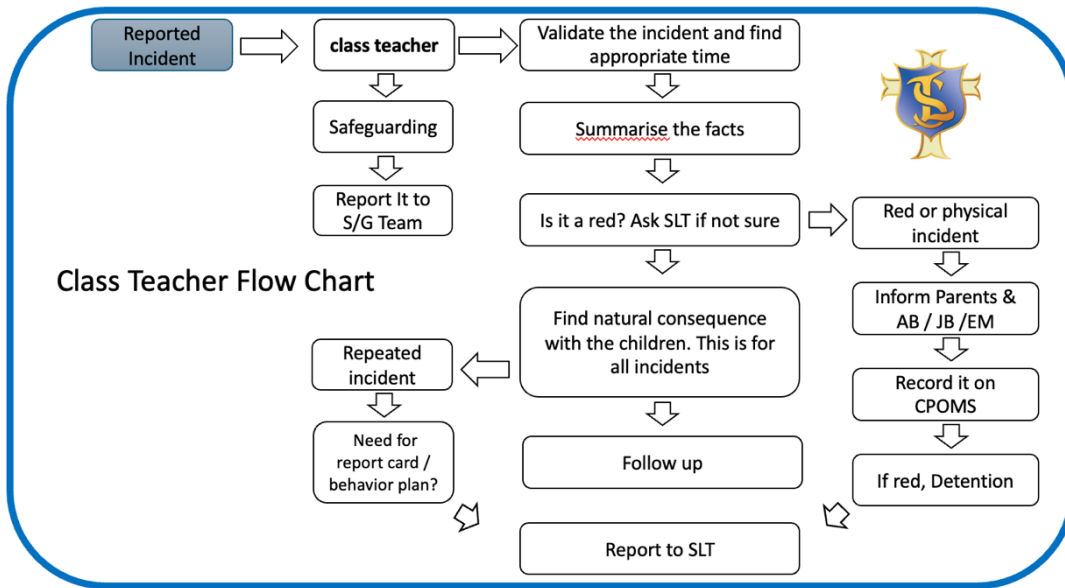


Example restorative conversation prompts:

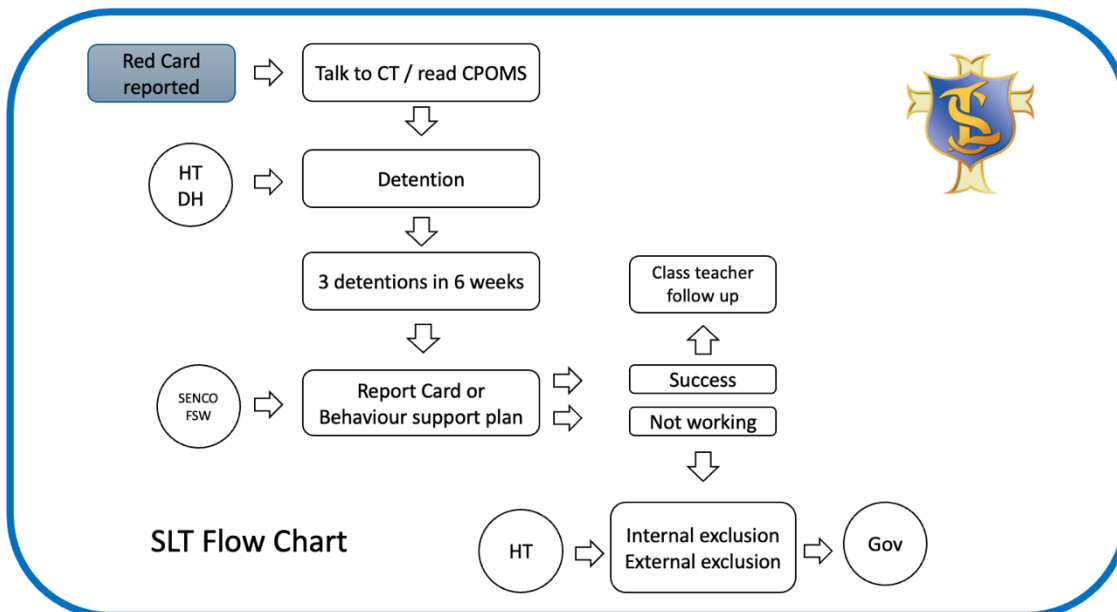
- What happened?
- What were you thinking at the time?
- Who has been affected by what you did?
- What do you think needs to happen to make things right?

- How can we move forward together?

2. Class teacher flow chart



3. SLT Flow Chart



Appendix D. Categorising incidents and required actions

Category	Examples (non-exhaustive)	Immediate DSL?	Behaviour response	Record & report
Violence/assault	Intentional hitting, kicking, biting, slapping, choking, use of objects; any injury or credible threat	Yes if harm or risk of significant harm present (even once)	Proportionate sanction; restorative conversation; safety plan	Log on CPOMS; inform parents/carers; consider referral per DSL decision
Physical (Other)	Hitting, shoving, pushing as a means to communicate or over physical play in playtime games	Not usually (unless pattern exists)	Proportionate sanction; restorative conversation	Inform parents, log on CPOMS
Verbal insults	Swearing, insulting, throw away remarks	Not usually (unless pattern exists)	Proportionate sanction; restorative conversation	Inform parents, log on CPOMS if a pattern emerges
Sexualised behaviour	Sexual harassment/violence; coercion; exposure; requests for sexual images; persistent sexualised comments	Yes	Follow DSL plan; supervision/safety measures	CPOMS; follow child-on-child/HSB procedures; consider MASH/police as advised by DSL
Prejudice-based / hate incidents	Racial, homophobic, biphobic, transphobic, faith-based, disability-related slurs or conduct	Yes (DSL to review risk)	Sanction plus education/restorative; support for targeted pupil	CPOMS; follow LA reporting route for prejudice/hate incidents
Bullying (including online)	Repeated targeted harmful behaviour (verbal, social exclusion, physical, online)	Yes where significant harm/risk; otherwise DSL review	Anti-bullying plan; restorative; staged sanctions; support for both parties	CPOMS; anti-bullying log; parental contact; review dates
Online harms	Harassment; sharing nudes/semi-nudes; harmful sexual content; threats; doxxing	Yes (DSL to lead)	Confiscation/searching where lawful; safety actions; sanctions	CPOMS; follow UKCIS/SNC guidance; inform police if illegal material suspected
Dangerous items / substances	Prohibited items; weapons; vapes; alcohol; drugs	Yes (DSL + Head)	Follow Searching, Screening & Confiscation; sanctions per policy	CPOMS; consider police; safeguarding referral as required
Low-level disruption / defiance	Rudeness; not following instructions; corridor noise; uniform	Not usually (unless pattern indicates risk)	Classroom strategies; restorative; staged sanctions	Class log/behaviour system; escalate if persistent
Property	Deliberate damage/theft	DSL review if significant or part of abuse/coercion	Sanctions; restorative/reparation	Behaviour log; CPOMS if safeguarding context
Accidents	Unintentional harm or damage	No (unless pattern indicates risk/neglect)	First aid/repair; inform parents as appropriate	Accident/first-aid log (not behaviour)

Key notes

- Any incident that indicates a child has been harmed, is at risk of harm, or may be in immediate danger must be passed to the DSL immediately, do not wait for repetition or “proof of intent”.

- Prejudice-based incidents must be recorded and reported in line with Equality Act duties and local procedures.
- For online incidents, follow Searching, Screening & Confiscation where applicable and the UKCIS guidance on sharing nudes/semi-nudes.
- Behaviour responses should align with Behaviour in Schools (Feb 2024), calm, proportionate, and instructional, alongside restorative practice.

Appendix E: Positive Behaviour & the social environment

The ethos of the school is to behave well and to have a consistent approach to how children behave. This is enabled by teaching a positive social environment and by intrinsic reward system.

Social Environment

1. **Creating the social environment:** The school should focus on **high expectations for pupil conduct**. They should define social norms and consider what they want pupils to routinely do and believe about themselves and the school.
2. **Communicating the social environment:** Social norms should be embedded in **daily routines** and **standardised across the school**. These routines need to be communicated and practiced until they become **automatic**, freeing up time and energy for learning.
3. **Making the social environment concrete:** Teachers provide guidance on expected behaviours in various school settings. This includes designing routines and establishing well-known systems for behaviour management, ensuring **every aspect of school life reinforces the desired culture**.
4. **Making the social environment continuous:** The social environment requires **ongoing maintenance**. This involves regular staff training, effective use of consequences, data monitoring, and feedback from staff, pupils, and parents. **Continuous attention ensures the culture remains strong and effective**.

Intrinsic Rewards

1. **House Points:** Awarded to children for good behaviour, effort, attainment, helping the community, kindness and showing respect. Each week house points are totalled and a house winner is announced; cumulative winners at the end of each term receive a non-uniform day.
2. **Reaching for gold/ the rainbow:** Achieved in class for going above and beyond (work, behaviour, etc)
3. **Value Stickers:** Given each Friday in worship based on reading achievement or school values (kindness, respect and resilience)

4. **Headteacher rewards:** Given as special awards in assembly or as stickers in books for amazing work
5. **Class rewards:** Each class has a individual system to focus on positive behaviour, e.g. a marble jar and rewards are provided by the class teacher.
6. **Whole school rewards:** these are given as rewards for reading achievements and other special events.

Appendix G: Investigations of incidents and alternative action

- The headteacher may investigate incidents which potentially give rise to a breach of the school's policies on behaviour and discipline or may appoint a member of staff (usually the DSL or a member of the Senior Leadership Team) to carry out the investigation.
- The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.
- The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events.
- Parents do not need to be notified in advance that interviews are taking place, and their consent is not required.
- The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff depending on the pupils age and abilities. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate if appropriate, again depending on age and ability.
- CCTV footage, if available may be viewed and pupils' desks, lockers and / or personal belongings may be searched during an investigation. See Appendix 6 of this policy for the school's policy on searching and confiscation.
- It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will consider advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the school will have regard to KCSIE and the School's designated safeguarding lead (or a deputy) will take a leading role on decisions.
- Where the headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the school, the investigating member of staff will fully report the outcome of their investigation to the headteacher to enable an informed decision to be made.

Appendix H: Use of Positive Handling / Team Teaching

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

WHAT IS REASONABLE FORCE IN THE CONTEXT OF POSITIVE HANDLING?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

Telling parents when force has been used on their child

If the use of force has been applied to a child, then a record on CPOMS will be made and the parents/guardians will be informed.

Appendix I Searching, screening and confiscation

All Schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE, July 2022).

The following are "**prohibited items**" by law under section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

- 32.1.1 Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, fireworks and pornographic images;
- Any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (a) to commit an offence; or
 - (b) to cause personal injury to, or damage to the property of, any person (including the pupil); and

In addition to the above, the school has prohibited [• or restricted the use of] the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:

- mobile phones (unless locked in the mobile phone box);
- smart watches;
- tablets;
- hand-held electronic games;
- Chewing gum
- Energy drinks and bottles;
- vaping devices / e-cigarettes
- Pupils may be searched for any item which is prohibited by the school (as set out above) with their parents agreement.

Searching pupils

- Under common law, school staff have the power to search for any item if a parent agrees. The member of staff undertaking the search should ensure the parent understands the reason for the search and how it will be conducted so their agreement is informed.

- When exercising these powers the school must consider the age and needs of the pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- If a parent has given permission to search, but the pupil refuses to co-operate with a search for an item prohibited by law, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the school has prohibited, as set out above.
- The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.
- If a pupil refuses to co-operate with a search for items that are not items prohibited by law as listed in above, disciplinary action may be taken in accordance with this policy.
- Where a search is considered necessary, but does not need to be carried out urgently, the advice of the headteacher will be sought. During this time the pupil should be supervised and kept away from other pupils.
- Searches will be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.
- If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 - search of outer clothing; and / or
 - search of the School property (e.g. pupils' lockers/drawers)
 - search of personal property (e.g. bag or pencil case).
 - Where possible, staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.
 - A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused.
- The power to search a pupil on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.
- Where the headteacher, or staff authorised by the headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the Designated Safeguarding Lead (DSL) or deputy and the pupil will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

After a search

Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.

Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

Recording searches

- Any search by a member of staff for an item prohibited by law as listed in section 32.1 above, items banned by the school rules above and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.
- Records of the search will include:
 - the date, time and location of the search;
 - which pupil was searched;
 - who conducted the search and any other adults or pupils present;
 - what was being searched for;
 - the reason for searching;
 - what items, if any, were found; and
 - what follow-up action was taken as a consequence of the search.
- The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

Confiscation

Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.

Electronic devices

- The school has adopted a policy to prohibit pupils using mobile electronic devices during the school day. Mobile electronic devices include, but are not limited to, mobile phones, smartphones or other smart technology, tablets, laptops, MP3 players and any wearable technology that has the ability to send and / or receive notifications or messages via mobile phone networks, or the ability to record audio and / or video.
- An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of staff.

- Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour.
- Subject to the requirements set out in KCSIE. If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.
- Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.
- Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the school's policy on sharing nudes and semi-nudes images or videos as set out in the Safeguarding and child protection policy.
- The school will comply with data protection law in relation to any search of an electronic device following guidance from the proprietor's data protection officer.

Disposal of confiscated items

- Stolen items: Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner
- Article used to commit an offence or to cause personal injury or damage to property: Such articles may, at the discretion of the headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and whether and when it is safe to return the item.
- Weapons or items which are evidence of an offence: Such items will be passed to the police as soon as possible.
- An item prohibited by the School: Such items may, at the discretion of the headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.
- Where staff confiscate a mobile electronic device that has been used to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the headteacher considers it necessary to retain the device for evidence in disciplinary proceedings
- If a pupil persists in using a mobile phone in breach of the restriction, the electronic device will be confiscated and must be collected by a Parent.
- Electronic devices: If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the school's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent and the pupil may be prohibited from bringing such a device onto school

premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

Communication with Parents

- There is no legal requirement for the school to inform parents before a search for prohibited items takes place or to seek their consent to search their child but will always make every effort to do so.
- Parents should always be informed of any search for a "prohibited item" listed above that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- A record will be kept of all searches carried out, in accordance with paragraph 35 above, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.
- Complaints about searching or confiscation will be dealt with through the school's published Complaints policy and procedures.
- The school will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property

Appendix J: UK Government guidelines on Behaviour (2024)

Legal Duties and Powers

- Schools **must** have a behaviour policy that is **published online** and communicated clearly to staff, pupils, and parents.
- Staff have the **legal power** to:
 - Use **reasonable force** when necessary.
 - Conduct **searching, screening, and confiscation**.
 - Issue **detentions, suspensions, and permanent exclusions** following proper procedures.

Whole-School Approach

- Behaviour management should be consistent across the school.
- A **behaviour curriculum** is encouraged to teach pupils what good behaviour looks like.
- All staff must model and reinforce high expectations.

Roles and Responsibilities

- **Teachers and staff:** Expected to reinforce rules consistently and fairly.
- **Pupils:** Should understand and follow behaviour expectations.
- **Parents:** Encouraged to support the school's behaviour policy.

SEND Considerations

- Schools must make **reasonable adjustments** for pupils with **Special Educational Needs and Disabilities (SEND)**.
- Staff should be trained to respond appropriately to behaviour linked to SEND.

Responding to Behaviour

- Clear guidance on:
 - **Sanctions** (e.g., detentions, removal from class)
 - **Support after sanctions**
 - **Preventing recurrence**
 - Reintegration after exclusion