

KINETON GREEN PRIMARY

SCHOOL



BEHAVIOUR POLICY

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all learners 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 learners
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2.1 Legislation, statutory requirements and statutory guidance

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

on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- 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 schools should publish their behaviour policy and anti-bullying strategy

2.2 Internal policies

This policy should be read in conjunction with the following Kineton Green policies and guidance:

- Safeguarding Policy
- Child Protection Policy
- Primary Age-appropriate Child-on-Child Abuse Policy
- Anti - Bullying Policy
- Data Protection Policy
- Online Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Code of Conduct

3. Behaviour Expectations

Kineton Green has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clear procedures for managing incidents of unacceptable behaviour when they arise. We believe that verbal praise is a powerful way of developing happy and purposeful academies. Kineton Green is values-driven with an emphasis on learners mastering the knowledge and skills to be academically and socially successful. To ensure success, our learners are taught to be self-disciplined and to make the right choices. Kineton Green has consistently high expectations of behaviour for learning and overall conduct. Our practices and routines establish a calm and purposeful environment.

Our expected standards of behaviour are clearly communicated to learners, staff, parents and carers.

As part of Kineton Green School learners should adhere to four key expectations:

1. Learners will greet each other, adults and visitors courteously and with eye contact, holding open doors and allowing them to pass through doorways first.
2. Learners will demonstrate good manners and consideration for others at all times.
3. Learners will always look smart, in perfect uniform.
4. Learners will demonstrate self-awareness through appropriate posture, tone of voice, and language.

Kineton Green:

- has the highest expectations of learners' behaviour in order to maximise their opportunity to achieve
- ensures all learners develop excellent learning habits that they need to be successful in academy and later life
- helps learners to develop independence, be resilient, have high self-esteem and accept responsibility for their own actions
- has a no tolerance approach to bullying and work hard to create a positive and safe learning environment
- forms an active partnership with parents and carers to support their children's learning

4. Roles and Responsibilities

4.1 The Governing Body

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

4.2 Leaders

The Head teacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring this policy works alongside the safeguarding policy to offer learners both support and consequences when necessary

4.3 The Behaviour Lead

The Headteacher and SENCO in school partnership with the Inclusion Team is responsible for:

- Ensuring the policy is applied consistently to all groups of learners, by monitoring the use of rewards and consequences
- Ensuring that staff manage behaviour effectively
- 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 learners to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on learners' behaviour, to any staff who require it, so that they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, and in order to make sure that no groups of learners are being disproportionately impacted by this policy coordinating, organising and monitoring targeted support and provision
- Maintain a staff training log (see Appendix 1).

4.4 Teachers and support staff

Teachers and support staff are responsible for:

- Creating a calm and safe environment for learners
- Considering their own behaviour on the academy culture and how they can uphold school rules and expectations
- Communicating the school's expectations, routines, values and standards through modelling and teaching appropriate behaviour and positive relationships
- Establishing and maintaining clear boundaries of acceptable learner behaviour
- Meeting the academic, behavioural and emotional needs of all learners
- Recording behaviour incidents promptly on CPOMS
- Ensure strategies outlined in individual behaviour plans / risk assessments are implemented effectively.
- Building positive relationships, and communicating effectively with parents and carers

4.5 Parents and carers

Parents and carers should:

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

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.

4.6 Learners

At Kineton Green Primary School, learners will:

- Be respectful to everyone including peers and staff (see the school's RESPECT Charter)
- Follow the schools' 5 Bees
- Be polite in their words and actions

- Use kind hands, kind feet and kind words
- Walk smartly and sensibly around school
- Hold doors open for others
- Apologise if they have done something wrong

Mobile phones

If learners need to bring their mobile phone to Kineton Green, they are to take their mobile phone to the class teacher at the start of the day, where they are kept securely locked away until they collect it at the end of the school day.

The school does not accept loss or damage to mobile phones when on the school site.

Smart watches / Camera devices

Learners are not permitted to bring devices into school that enable photography, connect to the internet, make phone calls or send messages.

5. Classroom management

All teachers and support staff are responsible for setting the tone and ethos for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourage learners to be engaged
- Display the classroom expectations, which have been created and agreed by all learners in the class
- Follow the school behaviour policy, safeguarding policy and child-on-child abuse policy

Develop a positive relationship with learners, which include:

- Greeting learners in the morning
- Understanding and responding to the needs of all learners
- Highlighting and promoting good behaviour
- Using positive reinforcement, including the use of rewards and praise
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Managing low-level disruption, quickly and effectively
- Concluding the day positively and starting the next day afresh

6. Safeguarding

Kineton Green recognises that changes in behaviour may be an indicator that a learner is in need of help or protection.

We will consider whether a learner'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.

7. Responding to good behaviour

When a learner meets or goes above and beyond the standards of expected behaviour, staff will recognise it with positive recognition and reward. This recognition will provide 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
- Class Dojo points
- Raffle Tickets
- Verbal feedback
- Written feedback
- Stickers
- Certificates
- Attendance awards
- Communicating praise to parent / carers via a phone call or written message
- Positions of responsibility, such as School Councillor or House/Vice Captain

8. Learner's Behaviour

Maintaining a positive culture requires constant work. We positively reinforce the behaviour which reflects the values of our school. Sometimes a learner's behaviour will be unacceptable, and they need to understand that there are consequences for their behaviour. This will involve the use of reasonable and proportionate consequences.

8.1 Behaviour Stages and Consequences

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 learners know with certainty that misbehaviour will always be addressed.

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

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future.

Kineton Green staff have agreed a staged approach to categorise and appropriately respond to incidents of poor behaviour. Please note that this list is not exhaustive.

Stage 1	ORANGE
Incident	<p>Low level behaviours which hinder learning of self and others</p> <p>Low level distractions</p> <p>Talking when told not to</p> <p>Low threat inappropriate / Unkind language</p> <p>Being unkind to others</p> <p>Inappropriate corridor behaviour and volume</p> <p>Not following school expectations of conduct</p>
Consequence / support	<p>Verbal warnings (up to 3)</p> <p>Visual prompt of acceptable behaviour</p>
Adults involved	<p>Class Teacher</p> <p>Support Staff</p> <p>School based staff</p>
Stage 2	RED 1
Incident	<p>Disrespecting behaviours including: spitting, sucking teeth, rolling eyes, answering back</p> <p>Defiance / non-compliance</p> <p>Pushing / poking</p> <p>Misuse of media (1st time inappropriate comment online)</p>
	<p>Leaving the classroom without permission</p> <p>Mobile phone and smartwatch on school site (not handed in)</p> <p>Low-level conflict e.g. football game fall out, imaginative play fall-out</p>
Consequence / support	<p>Time out in another class / learning zone</p> <p>Make up lost learning time during break / lunch</p> <p>Restorative Discussion</p>
Adults involved	<p>Class Teacher</p> <p>Learning Mentor / Pastoral Lead / Inclusion Lead / phase Lead</p> <p>Parent / Carer</p>
Stage 3	RED 2
Incident	<p>Theft / stolen goods</p> <p>Repeated defiance and non-compliance</p> <p>Running around site / attempting to leave premises</p> <p>Putting self / others at risk on an off-site activity</p> <p>Using in school items to threaten others</p> <p>Fighting / physical altercation</p> <p>Use of offensive language, not specifically targeted at a peer or adult.</p> <p>Damaging property of others without intent to hurt or harm (reactive)</p>

Consequence / support	<p>Internal time out</p> <p>1:1 adult supervision during unstructured times</p> <p>Write and implement a behaviour plan</p> <p>Write and implement a risk assessment</p> <p>Possible 1:1 mentoring, 2-3 times per week</p> <p>Possible nurture group support, e.g. Lego therapy, friends for life</p>
Adults involved	<p>Parent / Carer</p> <p>Learning Mentor / Pastoral Lead / Phase Lead / Behavioural Lead / Inclusion Lead / SENDCo</p> <p>Member of SLT</p>
Stage 4	
Incident	<p>Verbal abuse or threatening behaviour against a peer or adult with intent to harm</p> <p>Possession of a prohibited item or dangerous equipment</p> <p>Assault / dangerous behaviour resulting in medical attention</p> <p>Radicalised behaviour exposure and comments</p> <p>Sexual harassment / inappropriate comments</p> <p>Bullying against a protected characteristic, e.g. Racial, LGBTQ+, ablest</p> <p>Prejudice based/discriminatory bullying</p> <p>Behaviour that humiliates others</p> <p>Behaviour that deliberately isolate others</p> <p>Highly destructive behaviour, damaging property - putting others at risk</p>
Consequence / support	<p>Internal time-out</p> <p>Suspension</p> <p>1:1 adult supervision during unstructured times</p> <p>Support from external agencies and organisations</p> <p>Write and implement a behaviour plan</p>
Adults involved	<p>Head teacher</p> <p>Parents / Carers</p> <p>Outside agency</p> <p>SENDCo / Inclusion lead / Behaviour Lead</p>
Stage 5	

Incident	Serious or persistent breach of the school behaviour policy Prohibited Items (Weapons, drugs) with intent to harm Serious physical assault against a peer or adult (Results in hospitalisation) Prevent / Channel Police involvement and outside agency Inappropriate sexualised behaviours, online and in person Sexual violence Consensual and non-consensual sharing of child/youth produced sexual imagery
Consequence / support	Suspension Exclusion External agency Review the behaviour plan Managed move
Adults involved	Head teacher Governors Parents / Carers Outside Agencies Local Authority Rep Police

Additional consequences and support may include:

- Seeking advice and support from a member of the Inclusion Team
- Seeking advice and support from a senior member of staff
- Setting of written tasks such as an account of their behaviour or letter of apology
- Expecting work to be completed at break or lunchtime, or at home and after the school day
- Loss of privileges – for instance, the loss of a prized responsibility
- Letter or phone call home to parent / carers
- Removal of the learner from the classroom for internal time out

Personal circumstances of the learner will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9. Responding to behaviour

9.1 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force (team Teach strategies will be utilised by those staff who are trained), in the following circumstances, to prevent a learner from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the Head teacher and parents/carers as soon as possible, and before the end of the school day

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

9.2. Confiscation, searches, screening

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

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/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 learner)

9.3 Confiscation

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

We will also confiscate any item that is harmful.

9.4 Searching a learner

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, 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 learner 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 learner; 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, who is not the Head teacher, conducts a search without a witness, they should immediately report this to the Head teacher, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head teacher, designated safeguarding lead (or deputy) or a member of the Inclusion Team who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.

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

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, 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 learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner 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 learner the opportunity to ask questions
- Seek the learner's co-operation

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

If they still refuse to co-operate, the member of staff will contact the Head teacher, Designated Safeguarding Lead, Assistant Head teacher, to try and determine why the learner is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the academy rules.

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

An authorised member of staff may search a learner's outer clothing, pockets, possessions or desks.

Outer clothing includes:

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

9.5 Searching learners' possessions

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

Bags

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 9.2) and items identified in the school rules.

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

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

9.6 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 learner was in possession of a prohibited item as listed in section 9.2
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

9.7 Informing parent / carers

Parent / carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parent / 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 consequences that have been applied to their child

9.8 Support after a search

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

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

9.9 Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parent / carers to inform them that the police are going to strip search the learner before strip search takes place and ask them if they would like to come into school to act as the learner's appropriate adult. If the school can't get in touch with the parent / carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

Who will be present:

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

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

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

If this is the case, a record will be made of the learner's decision and it will be signed by the appropriate adult.

No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the learner
- Not be a police officer or otherwise associated with the police
- Not be the Head teacher
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

10. Off-site misbehaviour

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

Consequences may also be applied where a learner 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 learner
- Could adversely affect the reputation of the school

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

11. Online misbehaviour

The school can issue behaviour consequences to learners for online misbehaviour when:

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

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

12. Suspected criminal behaviour

If a learner 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 Head teacher, Designated Safeguarding Lead, Pastoral Lead or Assistant Head teacher 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 consequences, 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.

13. 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.

Learners 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 the following policies for further information:

- Safeguarding and Child Protection
- Anti-child-on-child abuse (bullying) policy.

14. Malicious allegations

Where a learner 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 learner in accordance with this policy.

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

Please refer to the following policies for further information:

- Safeguarding and Child Protection

15. Serious Consequences

15.1 Suspension and permanent exclusions

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

The decision to suspend or exclude will be made by the Head teacher, in consultation with the Education Director and only used as a last resort.

16. Learners with SEND

16.1 Recognising the impact of SEND on behaviour

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled learner caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#))
- If a learner 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 learner concerned.

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

16.2 Adapting consequences for learners with SEND

When considering a behavioural consequence for a learner with SEND, the school will take into account:

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

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

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

16.3 Considering whether a learner displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENCO) may evaluate a learner 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 learner, we will liaise with external agencies and plan support programmes for that child. We will work with parent / carers to create the plan and review it on a regular basis.

16.4 Learners with an education, health and care (EHC) plan

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

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

17. Supporting learners following a consequence

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

This could include the following:

- Reintegration meetings
- Daily check-ins with a learning mentor or member of the inclusion team
- A behaviour plan
- A personalised programme of support

18. Learner transition

18.1 Inducting incoming learners

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

18.2 Preparing outgoing learners for transition

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

19. Training

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

- De-escalation strategies
- The proper use of restraint
- The needs of the learners at the school
- How SEND and mental health needs impact behaviour
- Behaviour management

20. Monitoring arrangements

20.1 Monitoring and evaluating academy behaviour

The school will collect data on the following:

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

- Anonymous surveys for staff, learners, governors, trustees and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every half term by the Inclusion Team.

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

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

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

20.2 Monitoring this policy

This behaviour policy will be reviewed by the Head teacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data at each review, the policy will be approved by the Chair of Governors.

Appendix 1: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 2: letters to parent / carers about learner behaviour - templates

First behaviour letter – Stage 2 behaviour policy: (Red 1)

Dear Parent / Carer,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/Carer name: _____

Parent/Carer signature: _____

Date: _____

Appendix 2: Second behaviour letter – Stage 3 behaviour policy: (Red 2)

Dear Parent / Carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet myself and a member of the inclusion team, after school, so we can discuss a way forward. Please contact the main school office to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 2: Third behaviour letter – Stage 4

Dear parent / carer,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with a member of the senior leadership team, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Yours sincerely,

Inclusion team member name: _____

Inclusion team member signature: _____

Date: _____

Appendix 3

Definitions:

Bullying – Also refer to the ‘Anti-Child-on-Child Abuse (Bullying) Policy’

For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group and includes child on child abuse.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another learner because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying can be acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)
- Deliberate Isolation
- Micro-aggressions
- Disguised compliance

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and Bi-Phobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person’s actual or perceived transgender status.

Gender ‘variance’ or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

SEND/Ableist Bullying: Bullying behaviour based on another person’s special educational needs or disability

Appendix 4:

Suspension / Exclusion overview

Form completed by:

Date form updated:

Context	Pupil: Year: Gender: SEND: Attendance to date:
The most recent suspension	Date: Length of suspension: Reason(s):

Support provided	
Contact with parent/s	<ul style="list-style-type: none"> ▪ ▪
Support in place / offered	Current school year: <ul style="list-style-type: none"> ▪ ▪ ▪ Last school year: <ul style="list-style-type: none"> ▪ ▪ Previous school years <ul style="list-style-type: none"> ▪ ▪
Personalised strategies to support the pupil with managing their behaviour	<ul style="list-style-type: none"> ▪ ▪
Multi-agency involvement	This has included: <ul style="list-style-type: none"> ▪ ▪ ▪
School Behaviour system	Comment on the use of school-based rewards for this pupil and any additional behaviour rewards / support etc. put in place <ul style="list-style-type: none"> ▪

Previous suspensions

Previous fixed
term exclusions

-
-
-
-

Date / length