



Behaviour Policy

**'Rise above the
ordinary'**

2026 onward



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

Behaviour Policy

School Vision and Values

Our Vision

We will work as a whole school community to support and deliver a high quality, nurturing and respectful learning environment that inspires all of our children to rise above the ordinary. Our school is committed to being an environment that is open to the spirituality of children.

We will encourage all children to understand and adapt positively as active citizens and courageous advocates – to participate and make a difference in the diverse world in which we live.

Through our high standards of teaching and personalised learning, within a broad and balanced ambitious curriculum, we prepare our learners to make a positive contribution towards society and enjoy future success.

Our Mission “Rise above the Ordinary”

At St. Mary’s we provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners.

We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in God, and together, we aim for each child to become the best version of themselves in mind, body and spirit. Our Theological Rationale further encapsulates what we believe in.



Aims:

We believe any behaviour is a form of communication and recognise that our responses can shape future actions.

All children use Zones of Regulation as a way of recognising and understanding their emotions. Underpinning our approach to supporting children is the development of positive, meaningful, respectful relationships.

At St Mary's, we have high expectations for all of our children and believe, wholeheartedly, that happy children learn. For this reason, we foster a warm, caring and inclusive environment and keep our children's interests at the heart of all we do through our RISE values (respect, inspire, support, exceed). The behaviour policy is central to developing this 'relational' culture.

We believe in the power of 'I see you'

Key questions we will ask about a child:

- What are the barriers to learning that this child is experiencing and in which subjects?
- What support do they need to access the curriculum?
- What are their strengths, interests and aspirations?
- How can the school's provision be improved to support this child to learn?

We believe that rules are like invisible threads that keep the fabric of our society together. They show us how to behave and how to treat other people kindly. They help everyone know what to do and what is expected.

In the classroom, rules help us learn better. When we listen, take turns, and follow instructions, everyone gets a chance to speak and learn. This makes our classroom a happy and safe place to be.

At home, rules help families work together. When everyone does their jobs, like tidying up toys or helping set the table, home feels calm and organised.

Rules also keep us safe. For example, road rules like stopping at red lights and looking both ways before crossing help stop accidents. Imagine how unsafe it would be if no one followed these rules! In sports, rules make sure everyone plays fairly and does not get hurt.

Rules show that we care about others. When we follow rules, we are being respectful and thinking about how our actions affect people around us.

Learning to follow rules is an important life skill. It helps us become responsible, kind, and ready to be good members of our community.

Consistency is Key

Consistency in managing behaviour is key. Staff every day will provide our children with consistent language and a consistent response. This will ensure 'certainty' in the classroom, with all staff taking responsibility for behaviour around school. Consistent positive reinforcement with clear routines will support, encourage and celebrate appropriate behaviours.

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

Legislation and statutory requirements

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

[*Behaviour and discipline in schools*](#)

[*Searching, screening and confiscation at school*](#)

[*The Equality Act 2010*](#)

[*Keeping Children Safe in Education 2025*](#)

[*Use of reasonable force in schools*](#)

[*Supporting pupils with medical conditions at school*](#)

[*Sexual Violence and Sexual Harassment between children in schools and colleges*](#)

[*DfE Exclusion Guidance*](#)

The policy fully takes into account the special educational needs and disability (SEND) code of practice. In addition, this policy is in line with:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

Firm Foundations

The Early Learning Goal for self-regulation states that children need to:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Strategies in the Foundation Stage underpin this and include:

- Co-regulating the child's emotions (see appendix 5 for further information)
- Prompts to make the right choices
- A quiet chat with a known adult about what the right choices would look like.
- A sharing of behaviours with parents.

Positive behaviour choices

Staff realise the importance of a consistent whole school approach to behaviour and try at all times to be positive in their management of children. They also place great value on every child's individuality and, as such, tailor the whole school approach appropriately for each child's needs. It is not possible to detail all of the ways that school personalises behaviour management as each individual case may involve different strategies. However, examples of positive rewards include:

In school we will use the following:

- Positive words and praise – including a recognition board in class
- Merit points
- Stamps/stickers
- Certificates
- Class Star Awards
- Weekly Star Pupil Awards
- Visits to the leadership team
- Positions of responsibility/roles within the classroom
- Positive Dojo
- Attendance award/incentives
- Rewards and achievement board for out of school activities

Definitions



Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|--|--|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or |

| | |
|---------------------------|---|
| | performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

*Please see our anti-bullying policy.

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.

The school will always assume that sexual harassment and sexual violence are taking place and will be vigilant at all times. It is not confined to any particular groups. Senior staff have appropriate training in this area and will always assess risk factors in keeping children safe.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

We will always act to protect our pupils. The school uses KCSIE and the Government report on Sexual Violence and Harassment in Schools to support its work in this area.

Internal exclusion, Suspension and Permanent Exclusion

When might exclusion be used?

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England, September 2017)

Internal exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the behaviour when deciding upon the length of an exclusion.

When a behaviour has an effect on a teachers' ability to teach and other pupils' ability to learn, children may be required to work away from the rest of the class. This will usually be in the SLT office. Children will spend breaks and lunch-times there. Parents will always be informed if this procedure is applied and asked to attend school to discuss their child's behaviours.

An internal exclusion will either last for one session or one day.

Suspension (Previously called Fixed Term Exclusion)

All decisions to suspend are serious and only taken as a last resort or where the

breach of the school rules is serious. The Headteacher will consider the nature of the behaviour when deciding upon the length of a suspension.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff.
- Verbal abuse of staff, other adults or children.
- Repeated use of bad language in school, in the school grounds, on the way to or home from school.
- Failure to comply with the consequences of bad behaviour.
- Wilful damage to property.
- Repeated bullying.
- Violence towards another child or towards an adult.
- Repeated fighting.
- Discrimination linked to the protected characteristics, particularly if repeated
- Theft.
- Persistent defiance or disruption in the classroom.
- Other serious breaches of school rules.
- Sexual violence, language or harassment

Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken:

in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England, September 2017)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' misbehaviour.

Similarly if a pupil is vulnerable to exclusion, support must be put in place.

This may include the following:

- Daily discussion with a member of the senior leadership team or trusted adult
 - An individual behaviour plan that outlines specific behaviours, actions, rewards and sanctions
 - Support at lunchtime and playtime
 - Classroom based support e.g. small group or 1-1 support from a teaching assistant
 - Home – school behaviour chart/records
 - External advice sought and ideas implanted
 - SENCo to liaise with parents regarding support/interventions
 - FIS referral
- All behaviours are recorded on CPOMs.

Roles and responsibilities

a. Governance and the Local School Board

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher/ to account for its implementation.

The Local School Board work in partnership with the Trust to support the school in its implementation of the Behaviour Policy.

b. The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

c. Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour and building positive relationships with the children in their care
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS.
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

d. Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where

- appropriate
- 🔊 Support their child in adhering to the school's behaviour policy
- 🔊 Inform the school of any changes in circumstances that may affect their child's behaviour
- 🔊 Discuss any behavioural concerns with the class teacher promptly
- 🔊 Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- 🔊 Raise any concerns about the management of behaviour with the school directly, 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. Parents may be contacted to have a PEP talk with the child during the school day to help regain focus and be back in the classroom learning.

e. Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- 🔊 The expected standard of behaviour they should be displaying at school
- 🔊 That they have a duty to follow the behaviour policy > The school's key rules and routines
- 🔊 The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- 🔊 The pastoral support that is available to them to
- 🔊 Help them meet the behavioural standards
- 🔊 Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- 🔊 Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- 🔊 Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- 🔊 Extra support and induction will be provided for pupils who are mid-phase arrivals.

We have specific rules being enforced on the grounds of health, welfare and safety:

Food and drink

Children may bring a labelled bottle of water into school. This water should be fresh each day and the children may refill their bottles at school if necessary. The children will have regular access to this water; a water break can help some children who need to regulate.

The school provides fruit for children to eat during playtimes for KS1 children although they, as well as their KS2 peers, may bring their own fresh fruit or vegetable from home if they would prefer. Other than fruit/vegetables and packed lunches, no food of any kind should be brought into school, unless on medical

grounds whereby this has been agreed with the school.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles of jewellery removed are advised by the class teacher to be sent to the office for safe keeping where it can be collected at the end of the day. Children with newly pierced ears may be allowed to cover their earrings with tape for PE but this should be discussed between the class teacher with the child's parent beforehand. The child should bring in their own tape from home and apply it themselves. Staff should also remove earrings/bracelets/necklaces when delivering P.E. lessons.

PE Kit

Appropriate clothing must be worn for all PE activity; long hair should be tied up and jewellery/watches should not be worn.

Kit: bare feet (indoors); trainers/other appropriate shoes (for outdoors); black/navy shorts/tracksuit bottoms/leggings; white T-shirt . A warm tracksuit is encouraged for winter PE.

School Clothing

School uniform reinforces school identity and eliminates 'brand' fashion and stigma. Uniform may be purchased from the school office. Only flat-heeled shoes should be worn and these must be black footwear.

Hairstyles

The Headteacher reserves the right to discuss children's 'extreme' haircuts with their parents if it is deemed that the hairstyle serves as a distraction to other children. Hair accessories should be discreet and in school colours where possible. Children with long hair should be encouraged to tie it up.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Anti-social Behaviour

Anti-social behaviour from any member of our school community is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through vandalism or repeated carelessness by one of our pupils, parents will be asked to ensure that a reasonable proportion of the cost is repaid. This is at the discretion of the Head Teacher. Any action however, will be fully communicated with parents/carers

The school uses a high quality PSHE scheme to support children in this area and have a clear approach to supporting learning behaviours. Familiar routines are used by staff in all lessons.

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

Mobile phones

Any children with mobile phones must hand these in to the school office upon arrival and be collected at the end of the school day. If a child attends breakfast club, they must hand their phone to the leader who will take their phone to the school office. If a child attends ASC, their phone will be collected from the school office when they leave.

School will accept no responsibility of damage or loss of mobile phones brought into school.

We are a no mobile school so any visitors using phones or smart technology will be asked to put their phones away.

Equally, staff will only use their phones in their own break and lunchtime.

Our mobile phone policy that prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

If a child has a mobile phone, this should only be turned on and used when children are off the school premises.

Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Taking Responsibility

We involve children productively and responsibly in school life; we encourage them to help around school: Playground Leaders, Crew Council, Junior Leadership Team, Merit Captains, lunch monitors, Referees, corridor monitors

Reasonable force

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

circumstances, to prevent a pupil from:

- 👉 Causing disorder
 - 👉 Hurting themselves or others
 - 👉 Damaging property
 - 👉 Committing an offence
- Incidents of reasonable force must:
- 👉 Always be used as a last resort
 - 👉 Be applied using the minimum amount of force and for the minimum amount of time possible
 - 👉 Be used in a way that maintains the safety and dignity of all concerned
 - 👉 Never be used as a form of punishment
 - 👉 Be recorded (CPOMS) and reported to parents

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

Please see our Positive Handling Policy for further information.

Confiscation, screenings and searches

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to parents.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves and always with a parent/carer present if possible or another staff member.

Before carrying out a search the authorised member of staff will:

- 👉 Assess whether there is an urgent need for a search
- 👉 Assess whether not doing the search would put other pupils or staff at risk
- 👉 Consider whether the search would pose a safeguarding risk to the pupil
- 👉 Explain to the pupil why they are being searched
- 👉 Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- 👉 Explain how and where the search will be carried out
- 👉 Give the pupil the opportunity to ask questions
- 👉 Seek the pupil's co-operation

An authorised member of staff may search a pupil's outer clothing such as coats and bags in the cloakroom, possessions or drawers

Searching pupils' possessions

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

- Desks
- Coats if not being worn
- Bags

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

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. Authorisation can only be given by the Headteacher or the Designated Safeguarding Lead.

In the unlikely event that there is significant risk of harm where the search needs to be carried out immediately, an on the spot dynamic risk assessment can be carried out and a search might be made without the presence of another member of staff.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item, A member of staff will tell the parents/carers as soon as soon as possible:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child
-

Support after a search

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

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

Off-site breach of behaviour policy

Sanctions may be applied where a pupil has breached the behaviour policy off-site when representing the school:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has breached the behaviour policy off-

site, at any time, whether or not the conditions above apply, if the breach:
Could have repercussions for the orderly running of the school
Poses a threat to another pupil
Could adversely affect the reputation of the school
Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

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

- 🔊 It poses a threat or causes harm to another pupil
- 🔊 It could have repercussions for the orderly running of the school
- 🔊 It adversely affects the reputation of the school
- 🔊 The pupil is identifiable as a member of the school
- 🔊 Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or other leader identified by them will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of

misconduct.

Please refer to our child protection and safeguarding policy and procedures for allegations against staff, for more information on responding to allegations of abuse against staff or other pupils. Both documents can be found on our website. All staff receive these documents annually.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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 pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We will remove triggers of misbehaviour. Our approach includes strategies below:

- Involving parents
- Discussions with SENCo
- Involvement with outside agencies including any specific in regards to the needs of the pupil
- Behaviour targets should be achievable over short periods of time.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of home/school diary.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil 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 sanction the pupil for the behaviour.

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

Where a pupil has SEND which means they struggle to uphold the school's behaviour policy in line with all other pupils, the school shall have specific plans in place to document the reasonable adjustments and support which is made to ensure the pupil is not unfairly treated in line with this policy. This may include regularly review risk assessments and behaviour plans.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make appropriate adjustments to daily practice to better meet the pupil's needs. If significant changes are required, the school may request an emergency review of the EHC plan to allow for changes to be made to targets and in some instances, the provision.

Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings

- 🌱 Time to reflect on behaviours
- 🌱 Daily contact with the learning mentor
- 🌱 A stamp/reward card with personalised behaviour goals

Pupil transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

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

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

Training

Our staff are provided with regular training on managing behaviour, including training on:

- 🌱 Our behaviour policy
- 🌱 Roles of key staff in school
- 🌱 De-escalation training
- 🌱 Restraint/positive handling – key staff are TEAM teach trained
- 🌱 The needs of the pupils at the school
- 🌱 How SEND and mental health needs impact behaviour
- 🌱 Zones of Regulation

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom/internal exclusions

Attendance, permanent exclusion and suspension

Use of pupil support units, off-site directions and managed moves

Incidents of searching, screening and confiscation

Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Headteacher/Head of School, supported by the pastoral team where appropriate. The data is then discussed with the Executive Headteacher.

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 pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher 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 presented to the Local School Board to note.

Links with other policies

This behaviour policy is linked to the following policies and documents:

Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Anti-Bullying Policy

Attendance

DfE guidance for mental health and behaviour

SEND Policy and report

Code of Conduct

Equality policy

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Trust and Local School Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

