HAYDON SCHOOL

Behaviour for Learning Policy 2025-2026

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy

Contents

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying.
- Provide a consistent approach to behaviour management and building effective relationships between students and adults.
- Outline the student code of conduct.

2. Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour in Schools: Advice for Headteachers and School Staff (2024)
- Searching, Screening and Confiscation: Advice for Schools (2022)
- The Equality Act (2010)
- Keeping Children Safe in Education
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People

In addition, this policy is based on:

- 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

– Paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Truancy / significant lateness
- Non-malicious inappropriate physical conduct (e.g. play fighting)
- Failure to follow classroom expectations
- Failure to follow the Code of Conduct

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Failure to follow rules regarding mobile phones
- Language considered to be abusive in communication with another
- Sexual violence, such as rape, assault by penetration, or sexual assault or intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature and/or comments perceived as sexual, including sexual jokes, banter or taunting
- Maliciously setting off the fire alarm
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Physical aggression towards another

- Smoking
- Racist, sexist, homophobic, transphobic, xenophobic, ableist or discriminatory behaviour of any kind
- Possession of any prohibited or banned items. These are:
  - Knives, weapons or objects which could be considered weapons
  - Alcohol
  - Illegal drugs, drug paraphernalia, substances considered as 'legal high'
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes, vapes, vape paraphernalia
  - Fireworks including poppers
  - 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 pupil

4. Bullying

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

Bullying is, therefore:

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

Bullying 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

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

5. Roles and Responsibilities

This section summarises the roles and responsibilities of staff in different roles in the school community with regards to behaviour management and relationships.

5.1 The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

5.2 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
- Ensuring new staff have 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
- Ensuring 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 (see Section 13.1)

5.3 Senior and Middle Leaders are responsible for:

- Ensure that the school environment encourages positive behaviour
- Ensure staff deal effectively with poor behaviour
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
- Support staff in responding to behaviour incidents

5.4 Staff (Teachers and Support Staff) are all responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy and student code of conduct consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and following up on behaviour incidents in line with school procedures
- Challenging pupils to meet the school's expectations
- Liaising with parents/carers regarding student behaviour

5.5 Students are expected to:

- Adhere to the student code of conduct
- Treat all members of the school community with respect
- Take responsibility for their own actions
- Engage positively in their learning
- Follow instructions from staff

5.6 Parents/Carers are encouraged to:

- 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 and meeting school staff)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6. School Behaviour Curriculum

The below code of conduct is designed to support students with demonstrating the Haydon Values; Excellence, Perseverance, Kindness, Community, and Respect.

This code of conduct should be:

- Displayed in all classrooms
- Referenced in assemblies throughout the year
- Reinforced through restorative and instructive practice by staff when working with students
- Given to all students on the rear of their cardboard timetable, which should be carried by all students

6.1 Student Code of Conduct

1. Show respect to members of staff and each other and follow staff instructions
2. Have excellent attendance and punctuality by attending all lessons on time
3. Be excellent learners by having all equipment and books for the day
4. Wear the correct uniform (and smart business dress in the Sixth Form) to show respect to yourself and pride in the school community
5. Walk around the school in a quiet and calm manner and ensure others can do the same
6. Enter classrooms in a calm and polite manner
7. In class, respect each other and make it possible for all students to learn
8. Not to use a mobile phone in school
9. Treat the school buildings and school property with respect
10. Refrain from behaving in a way that brings the school into disrepute, including when in the local community

The expectation that students follow the student code of conduct also applies during break and lunch times, on the way to and from school, when out of school in uniform, on a trip, and in any other circumstance that could adversely affect

the reputation of the school, have repercussions for the orderly running of the school, and/or pose a threat to another student in the school.

In addition, other students will face consequences if they choose to associate with students who are not behaving in line with the student code of conduct.

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

6.2 Mobile Phones

Haydon School uses a pouch system for students to securely lock their phone away during the school day. This provides many benefits to student wellbeing and ability to progress in the way they should.

Students who do not adhere to the procedure regarding mobile phone pouches may be subject to any of the sanctions listed in Section 7.4, including suspension from school.

Mobile phones found in students' possession where the procedure has not been followed will be confiscated, in line with Section 7.6 of this policy.

7. Responding to Behaviour

7.1 Classroom Management.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged, following the Haydon 11
- Display the Code of Conduct and Classroom Expectations
- Develop a positive relationship with pupils, which includes:

  - Greeting pupils at the start of lessons at the door
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

7.3 Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's values, culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Special recognition including but not exclusively certificates, badges, rewards trips and prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Achievement points
- Invitations to special school events such as Hot Chocolate / Ice Cream with the Headteacher
- Tailored activities to motivate students

7.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be

expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour or reflection activities
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of responsibility or taking part in extracurricular activities
- School-based community service, such as tidying a classroom or litter picking
- Restorative meetings
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances
- Confiscation of banned items, including mobile phones where procedures have not been followed

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard

to the impact on perceived fairness.

7.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils, or preventing them from leaving a place of safety.

All members of staff can 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 and reported to parents and carers

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

7.6 Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.6.1 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, including items of clothing not in line with school policy.
- These items may be returned to pupils at the end of the school day or after discussion with senior leaders and parents/carers, if appropriate.

- Students found in possession of a mobile phone where they have not followed school procedures will have them confiscated.
- The Education and Inspections Act 2006 Section 91 gives schools the right to do this.
- Where mobile phones have been confiscated, they will be returned to parents/carers at a time convenient to both parties.

7.6.2 Searching a Pupil

- Searches will only be carried out by a member of staff authorised by the Headteacher, or by the Headteacher themselves.
- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.
- A staff member of a different sex to the pupil can carry out a search without another member of staff as a witness if:

  - The member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out urgently; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
  - It is not reasonably practicable for the search to be carried out in the presence of another member of staff

- If a member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.
- If a search is not urgent, the member of staff will seek advice from the Headteacher, Deputy Headteacher, Designated Safeguarding Lead (or deputy), or pastoral staff, who may hold relevant information about the pupil.
- During this time, the pupil will be supervised and kept away from other pupils.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be used—ideally away from other pupils.
- Searches must take place on school premises or where staff have lawful

control (e.g. school trips).

- Unless there is an urgent need eg. Medical, emergency staff should not make physical contact with students when conducting a search or ask them to 'pull up' clothing.

Before conducting a search, the authorised staff member 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 what the search entails (e.g. "I will ask you to turn out your pockets and remove your scarf")
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation
- If the pupil refuses to agree to a search, the member of staff may issue a behaviour sanction.
- If they still refuse to co-operate, staff will contact a member of SLT or the Designated Safeguarding Lead (or deputy) to determine the reason.
- Staff may use a metal detector to assist with the search.
- An authorised member of staff may search outer clothing, pockets, possessions, or lockers.

'Outer clothing' includes:

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

7.6.3 Searching Pupils' Possessions

Possessions include:

- Lockers
- Bags
- Any items the pupil has or appears to have control of
- Staff can search possessions with consent for any item.
- Staff may search without consent for prohibited items or those identified in the school rules.
- A second staff member should be present unless there is a serious risk of

harm, or it is not reasonably practicable.

7.6.4 Support After a Search

- Irrespective of whether any items are found, the school will consider whether the pupil may be suffering or likely to suffer harm, and whether support is needed (due to the search, its reasons, or its outcome).
- If so, staff will follow the Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL).
- The DSL may consider pastoral support, Early Help, or referral to Children's Social Care.

7.6.5 Strip Searches

- The power to search outlined above does not enable strip searches (removing more than outer clothing).
- Strip searches may only be carried out by police officers, in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling police, staff will:

- Assess and balance the risk to the pupil's mental and physical wellbeing against the risk of not recovering the suspected item
- Consider whether involving police is absolutely necessary
- Ensure all other less invasive options have been tried first

Once police are on site:

- The decision to conduct a strip search lies solely with them.
- Staff will advocate for the safety and wellbeing of the pupil, which may involve challenging the police in order to advocate for the child.
- The school retains a duty of care and will protect the pupil throughout the process

7.6.6 Communication and Record-Keeping

- Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one parent/carer before a strip search, or police search, to inform them and invite them to act as the pupil's appropriate adult.
- If contact isn't possible or the parent/carer cannot attend, a staff member may act as the appropriate adult.

- Parents/carers will always be informed by a staff member if a strip search has taken place.
- The school will keep records of strip searches conducted on school premises and monitor them for trends.

7.7 Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school 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 misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

Incidents during non-term time / weekends can be investigated. However, the sanction will not be applied until school resumes.

7.8 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.

Incidents during non-term time / weekends can be investigated. However, the

sanction will not be applied until school resumes.

7.9 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 or continue to offer learning on site.

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, a member of the Senior Leadership Team, or the Designated Safeguarding Lead (DSL) 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 DSL will make a tandem report to Children's Social Care, if appropriate.

7.10 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:

    – Manage the incident internally
    – Refer to Early Help
    – Refer to Children's Social Care
    – Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

7.11 Malicious Allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

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

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious Sanctions

8.1 Detention

All staff have the authority of the Headteacher to issue daily detentions. Senior and middle leaders can issue Senior Leadership Team (SLT) detentions.

Pupils can be issued with detentions during breaks and after school in line with

the *Behaviour in Schools DfE Guidance*. Parents/carers will be informed of detentions via the school's MIS system or by a member of staff.

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

- Compromise the pupil's safety
- Conflict with a medical or other urgent appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from Classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by staff in the removal room.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of a member of the Senior Leadership Team.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom, and they will be asked to attend a restorative meeting with the teacher and student before the child can return to the lesson.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

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

Staff will record all incidents of removal from the classroom in line with school procedures.

8.3 Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. These may include:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a student, member of staff or a person outside of the school community at any time.
- Sexual misconduct.
- Supply of an illegal drug, or severe misuse of an illegal drug. Please see the
- Substance Abuse Policy for further guidance.
- Carrying an offensive weapon, or being in the possession of a prohibited item.
- Maliciously activating the fire alarm.

The decision to exclude a student internally can be made by a member of the Senior Leadership Team. The decision to externally suspend or permanently exclude a student will be made by the Headteacher and only as a last resort.

Please refer to our Exclusions Policy for more information.

9. Responding to Misbehaviour from Pupils with SEND

9.1 Recognising the Impact of SEND on Behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

Our approach includes strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds it

difficult to sit still for long, including time ins and time outs

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism and ASD
- Use of separation or safe spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting Sanctions for Pupils with SEND

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

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

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

9.3 Considering Whether a Pupil Displaying Challenging Behaviour May Have Unidentified SEND

The school's special educational needs co-ordinator (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
- Other relevant professionals

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

9.4 Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will 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 contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting Pupils Following a Sanction

The school is committed to helping pupils reflect on their behaviour and successfully reintegrate into the school community after a sanction. Our approach is designed to restore relationships, rebuild trust, and support pupils in meeting the expectations of the school.

Supportive strategies include:

- Reintegration Meeting – held with parents/carers, staff, and the pupil to review the incident and agree on next steps
- Pastoral Team Contact – ongoing communication and emotional support to help the pupil re-engage with school life
- Personalised Report Card – focused behaviour goals tailored to the pupil's needs and monitored regularly
- Short-Term Modified Curriculum – temporary adjustments to subjects or timetables to ease transition and promote success
- Mentoring, Counselling or Coaching – one-to-one support aimed at improving self-regulation, confidence and resilience
- Academic Interventions – targeted input to bridge gaps in learning caused by missed curriculum time

We believe that every pupil deserves space to grow and the chance to make a fresh start. These strategies work in partnership with families and staff to help pupils take ownership of their actions and make lasting improvements.

11. Pupil Transition

11.1 Inducting Incoming Pupils

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

11.2 Preparing Outgoing Pupils for Transition

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

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

12. Training

The school is committed to equipping all staff with the knowledge, tools, and confidence to foster high standards of behaviour across the school community. Behaviour management is a key focus of both induction and ongoing professional development.

12.1 Induction Training

As part of their induction, all staff receive training in:

- Managing Behaviour Effectively – strategies for creating positive classroom environments
- The Proper Use of Restraint – ensuring safe, appropriate responses aligned with statutory guidance
- Understanding Pupil Needs – including how SEND and mental health needs may affect behaviour
- The Behaviour Handbook – outlines consistent expectations, responses, and procedures

12.2 Ongoing CPD and Targeted Support

Behaviour management forms a core strand of our Continuing Professional Development (CPD) offer, which includes:

- Whole-Staff CPD Sessions – focused on current behaviour priorities, restorative practices, and inclusive strategies
- Bespoke CPD – driven by data, performance outcomes, and appraisal discussions, ensuring personalised development
- Modelling & Observation Opportunities – where staff observe peers and leaders demonstrating effective practice
- Coaching and Mentoring – especially for ECTs and those in new roles,

> providing regular reflection and growth

- Focused Interventions – in response to observed needs, including curriculum adaptations or classroom support strategies

Staff are encouraged to engage in reflective practice, seek feedback, and use professional learning communities to share approaches that help pupils succeed. Our approach builds not just competence, but confidence and collective responsibility.

13. Monitoring Arrangements

13.1 Monitoring and Evaluating Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, exclusions and suspensions
- Use of pupil support units and off-site directions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed regularly by SLT and middle leaders to inform practice and interventions. Analysis will be viewed through multiple lenses, including:

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

The school will use the results of this analysis to ensure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified, the school will review its policies to address and correct them.

The school will use the results of this analysis to ensure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified, the school will review its policies to address and correct them.

13.2 Monitoring This Policy

This Behaviour Policy will be reviewed by the Headteacher and Governing Board at least annually, or more frequently if needed, to respond to findings from regular monitoring of behaviour data (as outlined in Section 13.1).

14. Links with Other Policies

This Behaviour Policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- Exclusions Policy
- Searching and Screening Policy
- Uniform Policy
- Learning Outside the Classroom Policy
- Substance Abuse Policy

Date	Status	Comments
September 2021	New	To student committee 27.06.19 Approved to FGB for ratification 11.07.19. Approved
June 2022 Next Review Date : June 2023	Updated	To the student committee 28.06.22. Approved by FGB on 20.07.22
January 2023	Updated	Changes made to wording
August 2023	Updated	Changes made regarding processes to parking and some wording.
June 2024	Updated	Reviewed July 24- Approved FGB 22.07.24
July 2025	New	Approved by FGB on 21/07/25