Behaviour Policy & Statement of Behaviour Principles

To be read alongside Behaviour Management Procedure

Statutory Policy	Yes	
Published on Website	Yes	
Policy Ownership	Head Teacher	Yes
	Full Governing Board	Yes
Implementation Date	September 2023	
Review Frequency	Annually	
Date of Last Review	September 2026	
Next Review Date	September 2027	

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 and discrimination

2. 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. 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 and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Misbehaviour is defined as:

- Failure to follow the School Rules of Greatworth School.

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-engagement in or completion of classwork.
- Poor attitude towards learning or others in the school.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Persistent refusal to follow instructions
- Prolonged and sustained disruption to learning of themselves and/or others
- Any form of bullying
- Persistent verbal abuse of a member of staff or pupils
- Physical aggression to a member of staff or pupils
- Doing something that constitutes danger to another child or adult
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes/ person
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Willful damage to property
- Theft of property
- Fighting and/or retaliation
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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

pupils)

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, 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

Details of our school's approach to preventing and addressing bullying are set out in our Behaviour Management Toolkit.

5. Roles and responsibilities

The governing body

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

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of 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 (see section 13.1)

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- 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
- Challenging pupils to meet the school's expectations
- The headteacher will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, 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.

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
- All pupils are expected to follow the behaviour policy and school values
- The school's key rules and routines are regularly shared and communicated with pupils
- The school regularly communicates the school rewards and celebrates positive behaviours and successes.
- Consequences are regularly referred to and communicated. (Bahaviour Management Procedures)
- 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.

6. School behaviour curriculum

We believe that behaviour is learned, just as other curriculum subjects are, and so opportunities to teach socially acceptable behaviour are built into our planned curriculum.

It is important that children learn through modelling and teaching:

- The behaviour expected of them, including learning behaviours
- The skills to develop resilience and responsibility in readiness for taking their place in society
- To understand, regulate and manage their emotions
- The difference between right and wrong
- The importance of telling the truth
- How to act respectfully towards others
- The importance of taking personal responsibility for their actions
- To build self-awareness and self-discipline
- The school rules and the need to comply with them
- The school values and how they relate to life

All staff take responsibility to model expected behaviour and are consistent in their expectations. They actively draw attention to desirable behaviour when they spot it, acknowledging and praising children for demonstrating it.

We appreciate that some behaviour is our own choice, however, there are times when children become dysregulated and may need further support to regulate themselves. We teach strategies to do this so that children can strive to do the right thing and make appropriate decisions. We recognise that behaviour is a form of communication, and that unacceptable behaviour is often a communication of an unmet need. There is a reason behind every behaviour and every effort is made to understand it and assist children to appropriately deal with it.

We understand the importance of secure attachments and that securely attached children have care- givers who recognise their needs, are attentive and attuned. The child can explore all aspects of their feelings and display emotional needs without feeling rejected by their care-giver. A child who is securely attached will come to learn that they are worthy, loved and can be their true self which is vital for their emotional development and future relationships.

When a child is insecurely attached, their experience is very different. Sometimes their care giver is neglectful or unattuned to their needs and they might be chaotic and inconsistent or unpredictable. Such children come to view themselves as worthless or undeserving, and adults as threatening or untrustworthy. The world can seem like a treacherous place. So, when they are challenged, they may revert to that earliest stage where they felt that their very survival was threatened, because their emotional needs were not being met. As a result, they dysregulate (or lash out or 'kick off') just to protect themselves. Children who have developed insecure attachments struggle to form healthy relationships; they don't know what one is because they haven't experienced one. They also struggle with self-belief, self- acceptance, and self-love.

Rewards & Recognition

To support positive behaviour, our school undertakes a range of strategies which include, marbles in the jar, phone calls home, termly class rewards, achievement assemblies and recognition in the classroom. The ethos of the school is to praise pupils who endeavour to try and achieve the very best and to succeed beyond that which is expected of them.

Policy into Practice

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations for good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The following practices support behaviour and discipline:

- **Direct and explicit teaching of children how to behave.** See the detailed break down of this on the 'Schools Management Procedures'

- **School values and learning behaviour expectations are repeatedly referred to in lessons and assemblies and because of this our pupils know what is expected from them. These values are important to the culture of Greatworth School.**

    - **Curious**- our pupils develop a healthy curiosity for learning and are self-motivated to want to learn more and extend their learning beyond the classroom.

    - **Creative**- our pupils approach learning problems/ challenges with an open mindset, pupils look for creative solutions to situations and explore their own learning through creative directions and within our innovative curriculum.

    - **Respectful**- our pupils are respectful and considerate of others around them, our pupils develop empathy for and of others and value everyone as a member of the Greatworth school community.

    - **Empowered**- our pupils are encouraged to become independent in their learning we want our pupils to feel that they have ownership of their own successes and achievements.

    - **Positive**- our pupils approach learning and new opportunities with an open and positive mindset, pupils persevere and are proactive in overcoming obstacles.

    - Our school motto of '**Yes I Can'** underpins everything that we do within our core values.

Recognising and rewarding good behaviour:

Recognising and valuing good behaviour is essential for our pupils. We consistently use positive rewards and recognition with our children who demonstrate appropriate behaviour to encourage more of it from pupils. It is also crucial that positive praise is frequently used and far outweighs negative consequences as recognition of positive behaviour is a powerful motivator for children.

This will be done through:

- Building positive relationships with pupils and consciously showing you care.
- Focusing positive attention on effort and strategies rather than success.
- Giving verbal acknowledgement and praise – this is our easiest and most effective extrinsic reward tool in maintaining a positive ethos and encouraging good behaviour.
- Drawing attention to children where they have independently been successful.
- Using "thank you" for something specific a child has done e.g. "Adam, thank you for sitting so calmly and working hard", instead of "good sitting, Adam".
- Using generic sentences to gain attention of the whole class, rather than 'naming and shaming' those that find it difficult to focus. E.g. "Nearly all of us are ready, just waiting for five more children". The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour does not help, but routinely advertising the behaviour that you want does.
- Gestures of acknowledgement such as smiles and nods.
- Using our reward systems (please see the 'School's Management Procedures' for further information)

Mobile phones

If pupils bring a mobile phone to school, it should be turned off and handed into the school office, students are actively discouraged from bringing these into school.

7. Responding to behaviour

- Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.
- The focus of behaviour management should be positive, not confrontational and a clear distinction should be made between the child and their behaviour.
- To ensure that the standards of behaviour we expect are upheld, it is necessary to challenge inappropriate behaviour at the first opportunity. Our pupils need to know that certain types of behaviour are unacceptable. This is done firmly but sensitively and impartially. When dealing with incidents, we therefore remember the following principles:
  - Staff remain calm, quiet and empathetic to the individuals they are dealing with (avoid anger and abruptness)
  - Staff take care to specify and label the behaviour and not the child
  - Staff listen to children, see their point of view and establish the facts from all parties
  - Staff are fair and consistent and treat children with care and equally
  - The severity of the incident is considered
  - Where appropriate, staff seek support from another member of staff
  - To see each day as a fresh start

To deal with a child's inappropriate behaviour we use the three Rs – Regulate, Reason and Repair as described by Dr Bruce Perry's simple but powerful model to show how to re- engage the thinking brain when a person is stressed and operating in survival mode.

- **Regulate**: While a child is dysregulated, they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time in order to model how to calm down and take them out of flight/fight mode.
- **Reason**: The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.
- **Repair**: Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act.

We use Restorative Practice when resolving conflict and to ensure that children are supported to self-regulate, and reflect on their behaviour through telling the truth, taking responsibility, acknowledging harm, and ensuring accountability.

There are four key features:

- **Respect** – for everyone by listening to other opinions and learning to value them
- **Responsibility** – taking responsibility for your own actions and how they impact others
- **Repair** – developing the skills to identify solutions that repair harm, to ensure behaviours are not repeated.
- **Re-integration** – working through a structured supportive process that aims to solve the problem and allows children to stay in the class situation.

- **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs 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

- **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 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. (See The Schools Management Procedures)

Positive behaviour will be rewarded with:

- Class recognition (for individuals, groups, or the whole class)
- Whole class rewards
- Certificates
- Celebration Assemblies

- Sending good work home or to other members of staff and/or headteacher
- Stickers to reward individuals
- Positive phone call home or a conversation at the end of the day when the parent collects from school
- Termly Awards

- **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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

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.

Consequences

Through the restorative practice discussions, we aim to guide the children to choose an appropriate consequence for their actions. (Please see our Schools Management Procedures for further detail)

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences should be something that children will learn from.
- Where possible children decide their own consequences with an adult guiding their decision.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents parents will be informed and expected to come into school to discuss the incident.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should and will be encouraged to make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime.

Low-level disruptive behaviour in lesson

1. Use as appropriate - a look, move to stand beside the pupil, praising someone who is following

the instruction, a short instruction to stop what they are doing, reminder of expectation

2. Repeat the instruction to the pupil - no more than twice. Quiet verbal warning given directly to the child and not publicly
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction
4. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then:

1. The child will have time out in another classroom to reflect on their behaviour for a specified period of time (e.g. ten minutes) They are expected to return to class and make positive choices.
2. Parents will be contacted if class teachers are concerned about the behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
3. For pupils causing concern because of persistent poor choices then a '**behaviour contract'/ pupil report** should be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

More Severe Behaviour Incidents

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

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 to their learning or the learning of others
- 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

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.

Confiscation, searches, screening

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

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).

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, member of the senior leadership team or parent support advisor will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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.

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

Detention

We do not use detentions in our school.

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 that is 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 and give them time to self-regulate

Pupils who have been removed from the classroom are supervised by a member of staff or the parent support advisor and will be removed for a maximum of one day.

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

Pupils should be reintegrated into the classroom as soon as 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 will be informed on the same day that their child is removed from the classroom.

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

- Work with the Parent Support Advisor, a Teaching assistant or the Learning Mentor for specific interventions
- Use of teaching assistants to support the child to interact and engage fully
- Short term behaviour reward charts to help the child to engage and maintain focus
- Long term behaviour management plans and/or individual personal support plans
- Multi-agency assessment to identify any unmet needs.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

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 sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information.

DfE School Suspensions and Permanent Exclusions Section (July 2026)

In alignment with our commitment to maintaining a safe, supportive, and inclusive learning environment, this policy strictly adheres to the updated DfE School Suspensions and Permanent Exclusions Guidance, effective from 26 July 2026. This statutory framework ensures consistent, fair, and legally compliant procedures across all educational settings, including academies. Suspension or permanent exclusion remains a last resort, enacted only when standard behavioral interventions and support strategies outlined in our Behaviour Policy have proven

unsuccessful. In all instances, the school will maintain transparent, comprehensive records of all decisions and rationales, fulfilling our legal duties to safeguard the well-being of both our pupils and staff.

Reintegration Strategy

To ensure pupils are supported in making a successful return to school life following a suspension, off-site direction, or cancelled exclusion, the school implements a structured reintegration strategy. This strategy offers a fresh start by helping pupils rebuild a sense of belonging, understand the impact of their actions, and engage positively with learning. A mandatory reintegration meeting will be led by the Headteacher, alongside the pupil, parents or carers, and any relevant pastoral staff, before or immediately upon the pupil's return. The meeting will address necessary support mechanisms, which may include a tailored Pastoral Support Plan (PSP), reasonable adjustments for special educational needs and disabilities (SEND), and scheduled check-ins to prevent further behavioural challenges.

The Appeal Process

Parents and carers retain the legal right to challenge any formal disciplinary exclusion.

- Governing Board Review:The school's governing board is statutorily required to review exclusions that exceed specific duration thresholds (such as fixed-term suspensions totalling more than 15 school days in a single term, or any permanent exclusion) to consider whether the pupil should be reinstated.
- Independent Review Panel (IRP):If the governing board upholds a permanent exclusion, parents or carers have the right to request an independent review. The local authority or academy trust will arrange an accessible, private Independent Review Panel to evaluate the decision, ensuring the process remains procedurally fair, lawful, and reasonable.

Governor Reporting Requirements

The governing board plays an active role in scrutinising behaviour and exclusion data. Full details regarding the board's statutory oversight, data monitoring expectations, and structural obligations are outlined in the official DfE School Suspensions and Permanent Exclusions Guidance. The provide formal notifications of considered exclusions to the board without delay, alongside comprehensive, anonymised updates once per term to evaluate trends and ensure legal compliance.

9. 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 consider the specific circumstances and requirements of the pupil concerned.

Examples of our approach include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- 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
- Use of separation spaces (sensory zones) where pupils can regulate their emotions during a moment of sensory overload
- Use of Teaching Assistants to support the needs of an individual

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?
- Whether the pupil was unable to act differently at the time because of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- The school will put in place a risk assessment for the pupil and review this regularly to identify any further actions which may be required to support a pupil with 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. If all mitigations have been considered and appropriate adaptations and reasonable adjustments are in place to support the pupil it may still be appropriate to suspend/ exclude a child with SEND.

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 co-operate 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 contactwith the local authority to discuss the issue and request further support from specialist professionals. If appropriate, the school may request an emergency review of the EHC plan.

West Northamptonshire Council:https://www.westnorthants.gov.uk/

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. A behaviour modification plan will be designed and implemented specific targets to help the child to self-regulate, modify behaviours and work towards rewards.

10. 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.

11. Training

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

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

All staff training is logged on CPD Records.

12. Monitoring arrangements

- **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion, and suspensions
- 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 termly by the headteacher 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 pupils are identified by this analysis, the school will review its policies to tackle it.

- **Links with other policies**

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Antibullying Policy
- Mobile phone policy

13. Monitoring, Evaluation and Review

The Local Governing Body reviewed the policy in September 2024, and it will be reviewed annually. The next review is due in September 2025.