



Chelmondiston C of E Primary School

Behaviour Policy



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Our Ethos

It is a primary aim of our school that every member of the school community feels valued and respected so that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive and considerate way. It aims to promote an environment where everyone feels happy, safe and secure so that children can learn, grow and achieve their full potential.

1. Aims

It is our aim for children to be taught the academic and life skills to be able to achieve their potential in a nurturing Christian environment; with this resilience and courage they will learn to be caring towards others, know that all people should be equal and aim to be custodians of the wider world.

"What we nourish today, will flourish tomorrow"

Our Christian School Values - Resilience, Respect, Equality, Courage and being Caring - form part of how we communicate among ourselves; they link to all aspects of school life.

Our policy specifically aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn and flourish in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect our Christian school values and promote the personal, social, moral and emotional development of each child, enabling them to have self-esteem, self-discipline and positive relationships with others
- Provide a consistent and positive approach to behaviour management and to outline our expectations and consequences of behaviour

2. Rights, Roles and Responsibilities

2.1 Pupils

In the school environment, in the pursuit of high standards of both learning and discipline, everyone has rights and responsibilities. Pupils have the right to learn in a safe and secure environment supported by adults who set a good example and manage behaviour using a fair, consistent, clear and calm approach. Pupils have the right to be respected. They have the right to be heard, express their opinions and have support in managing their behaviour.

It is part of the role of the School Council to work with the Senior Leadership Team to develop the understanding of the behaviour expectations for their peers.

Rights have corresponding responsibilities. These often need to be explicitly taught. For example, using people's names, using manners (please, thank you, excuse me), caring for property, having patience, entering and leaving a room appropriately.

It is the responsibility of pupils to make good choices and to follow our behaviour policy. Pupils should follow the rules and have opportunities to practise routines so that they know what is expected of them at all times. They should be aware of the rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards.

The class teacher discusses school rules with their class. We have 3 simple rules that children are expected to follow. These are applied to all learning environments in the school and are displayed clearly in each classroom.

1. Respect everybody and everything
2. Be ready to learn
3. Follow instructions from adults straight away

In addition to the 3 classroom rules, each class also has its own Classroom Agreement, which is created and agreed by the children. Children sign to say that they understand the agreement and that they

agree to abide by it. Behaviour expectations for learning in the classroom and outside of it, for break and lunch times, and during daily Collective Worship are shared during class circle time regularly.

Applying our Christian school values is a common theme in Collective Worship and children are given opportunity to reflect and consider how our behaviour, both positive and negative, has an impact on others. In this way, every child in the school knows the standard of behaviour that is expected in our school.

2.2 The Role of the Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. A termly and annual summary of issues and data relating to behaviour is reported by the Headteacher to Governors.

2.3 The Role of 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

2.4 The role of staff (including class teachers and support 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 the impact of 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
- Employing a positive correction approach, for example: by building a framework of rules and routines, praising positive behaviour publicly and negative privately; using non-verbal signals, pausing to ensure attention is gained before giving directions, employing the language of Thrive (e.g. WIN) to avoid unnecessary confrontation, tactical ignoring of secondary behaviour to keep the focus on primary behaviour

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

2.5 The Role of Parents and carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support the school by signing our Home School Agreement
- 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, 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.

3 The Behaviour Curriculum

3.1 How we promote good behaviour

At Chelmondiston C of E Primary School, good behaviour is actively promoted and taught using a wide number of strategies and throughout the curriculum including:

- Personal, Social and Health Education - Through regular PSHE lessons, children are taught about how to treat others well and what it means to be a good friend to others. Behaviour, the importance of rules, rights, responsibilities, citizenship and communicating with others on-line are also taught.
- Thrive approach - Behaviour is communication; our Thrive approach enables staff to support children with their own behaviour and the impact that it can have on others. Children sometimes make mistakes and it is important that they are encouraged to reflect on their behaviour and consider alternative ways to deal with situations that involve 'big feelings'.
- Daily Collective Worship, school vision, Christian values and British values
- Showing respect and tolerance for others in Religious Education
- House Points for learning behaviours and values
- Agreeing and displaying class rules at the beginning of each academic year
- By having clear classroom rules and routines, clear learning objectives, facilitating relevant and engaging learning activities
- Lunchtime playleaders and clubs and Year 6 leaders' opportunities
- School Council involvement

3.2 Acceptable Behaviour includes:

- Following our 3 school rules - Being Respectful to everyone and everything; Being ready to learn; Following instructions from adults straight away
- Behaving in an orderly and self-controlled way
- In class, making it possible for all pupils to learn
- Moving quietly around the school and adhering to routines
- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times
- Accepting sanctions when given
- Refraining from behaving in a way that brings the school into disrepute, including outside school or online

3.3 Rewards

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

We praise and reward children for good behaviour in a variety of ways:

- adults praise and congratulate children;
- House Points are awarded to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness, including demonstrating our school values. House point scores are tallied weekly and shared in Collective Worship. Every term, the winning team shares special reward time.
- Children are nominated by any adult for any achievement for a Headteacher's Award, whereby they receive a certificate, which is presented by the Headteacher in Collective Worship and the certificate is then sent home to be shared with parents and carers;
- Each day, staff award 'Star of the Day' certificates for when children demonstrate positive behaviour through one of our school values: - being resilient, being caring, being respectful being courageous, putting 100% effort into learning and being equal (showing fairness and sharing);
- Pupils are also awarded Achievement Certificates by their teacher throughout the year. Certificates and rewards are also given for particular curricular achievements e.g. progress in reading or learning times tables. Sometimes stickers and stamps are also given as a reward for good behaviour and work;
- Children can be sent to the Headteacher to receive praise;
- During assemblies (Collective Worship) and class sharing assemblies to which parents are invited each term, children have an opportunity to share work they are proud of with the whole school;
- High attendance is celebrated in Collective Worship
- Each class has their own collaborative reward which promotes a positive learning attitude and co-operative responsibility. Over time, classes can earn reward time - the frequency of which is adjusted according to the age of the children.

3.4 Behaviour at before and after school clubs

It is expected that children attending school clubs (e.g. our wrap around care - Early Bird and Late Bird, sports clubs run by an external provider) behave in the same way as expected in school and a

similar behaviour system will be used by club leaders. If deemed necessary by the Headteacher, parents/carers may be notified that their child cannot attend a school club.

4. Consequences and Sanctions

The school operates a Yellow and Red card system which is overseen by the Headteacher. Any misbehaviour is monitored; warnings and consequences are issued progressively. There will be occasions when the severity of the behaviour might need a sanction that is relative and requires a more serious sanction.

All members of staff are responsible for promoting good behaviour across the school and must take responsibility for not accepting inappropriate behaviour. The headteacher therefore authorises all paid members of staff to issue sanctions, within our clear progression of sanctions. Consequences are issued calmly and pupils are supported to link their actions with the impact on others to encourage them to take responsibility for their own behaviour.

Sanctions should be applied fairly and consistently. Any lawful use of sanctions must be reasonable and proportionate to the circumstances of the incident. In particular, account needs to be taken of the pupil's age, any special educational needs, any disability, any medical condition and any religious requirements affecting the pupil.

Pupils are expected to do their best. If they do not do so, they may be asked to repeat or complete a task. If a pupil behaves in a way that endangers the safety of others, the teacher may stop the activity/lesson and prevent the pupil from taking part for the remainder of the lesson. If a pupil's consequence is to lose some of their break/lunch time, they will always be given time to eat their snack/lunch, have a drink and visit the toilet.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Sanctions within the classroom include:

- A verbal reprimand and reminder of behaviour expectations and possible consequences
- Moved to a different seat
- Loss of break/lunch time for up to 10 minutes, supervised by member of staff
- Complete a reflection to consider the impact of their actions and alternative ways to behave in the future/ complete a letter of apology
- For more serious behavioural incidents, a pupil may lose further break/lunch time
- Be asked to work in a different area, e.g. another classroom
- They may lose privileges (e.g. a prized responsibility) or a class reward

For 'lower level' behaviour incidents, a Yellow Card will be issued. A Yellow Card can be retracted when child shows prosocial behaviour at the discretion of the teacher. For behaviour that is more serious in nature, and deemed to be anti-social, difficult and/or dangerous, a Red Card will be issued. When a Red Card is issued, the pupil is given clear consequences. The Red Card will be retracted once the consequences have been completed. Parents/Carers are informed by the Class Teacher if a Red Card is issued. Parents may be asked to meet with the class teacher to discuss how both they and the school can support the child to make better behaviour choices. Red card incidents are reported to the Headteacher.

Pupils experiencing social and emotional difficulties may find regulating their behaviour difficult. Sometimes it is appropriate for the Pastoral Support Lead (PSL) to work with a child to support them to learn and improve their behaviour (e.g. through our Thrive approach). Focusing on work rather than behaviour is likely to support a child experiencing difficulties. It may be necessary to make reasonable adjustments to procedures for imposing a sanction to support the needs of individual children; the

Yellow and Red card system may not work for every child. In some instances, the class teacher may use an alternative, personalised reward system for a pupil that takes into account the individual needs of the child to enable them to achieve success, form positive relationships and to support their learning.

5. Definitions of Poor Behaviour

5.1 At school we do **not tolerate:**

- Bullying - see Anti-bullying policy
- Racial discrimination or any discrimination against protected characteristics
- Fighting/hurting another pupil deliberately
- Bad language/swearing
- Insolence/rudeness directed at an adult
- Leaving the classroom or school without permission
- Stealing/interfering with someone else's property
- Damage to property/our environment
- Disruption in lessons, in shared areas throughout the school day and at break and lunchtimes
- Non-engagement in classwork or homework
- Poor attitude
- Incorrect uniform

5.2 Extreme Behaviour Incidents

More extreme behaviour will result in the children being immediately removed from the learning environment and being sent to the Headteacher. These might include a verbal or physical attack directed at a pupil or adult or intentional damage to property. In incidents such as this, parents/carers will be informed. Further incidents will be carefully monitored and an Individual Behaviour Plan may be instigated with support from external agencies. We do not wish to suspend or exclude any pupil from school, but sometimes this may be necessary.

Extreme Behaviour Incidents are also:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, 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 such as interfering with clothes
 - 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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
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6. 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: <ul style="list-style-type: none"> • 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, 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 policy.

7 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.

8. Reasonable force

8.1 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 and reported to parents/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.

8.2 It should be noted that at Chelmondiston CofE Primary School, staff sometimes use a 'safe touch' when working with children, solely to meet the need of a child. The occasions when this might be used could be to comfort a child in distress who is upset or hurt and the member of staff may put their hand on the child's shoulder or arm. This might also be a hug for a younger pupil who is upset or hurt and is struggling to control their emotions. A safe touch can also be used in PE, swimming and outdoor adventurous activities, where the member of staff would tell the child that they will support, for example, the child's back by placing their hand on it before doing so.

9. Searching and confiscation

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

9.1 Confiscation

Any prohibited items (listed in Extreme Behaviour Incidents) 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 pupils after discussion with senior leaders and parents/carers, if appropriate. Mobile phones and other smart devices will be confiscated and should be collected by an adult at the end of the school day from the office.

9.2 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.

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.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more 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 that 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 found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other 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

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

If they still refuse to co-operate, the member of staff will contact the Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil.

This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker. 'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes or boots

9.3 Searching pupils' possessions

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

- Trays
- 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 and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

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

9.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk

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

9.5 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 is reasonably practicable:

- 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

9.6 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

10. 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 elsewh

11. 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.

12. 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 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.

13. Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

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.

14. Malicious allegations

14. 1 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.

14. 2 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.

15. 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.

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

Please refer to our exclusions policy for more information.

16. Responding to misbehaviour from pupils with SEND

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.

Children with special Education Needs and Disabilities, particularly those of a behavioural nature will need a behaviour plan that is tailored to suit their needs. Clear rewards and sanctions play an important part in these as well as taking reasonable steps to prevent anticipated triggers from occurring.

Under the Equality Act 2010, we have a duty not to discriminate against pupil on the basis of their age, disability, gender, gender identity, pregnancy, race, religion or belief and sexual orientation. This policy has been checked and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality in this school.

17. Training

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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

18. Monitoring arrangements

18.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching 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 by the Headteacher and is reported to governors.

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 them.

18.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

19. 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](#)
- › <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

20. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusion policy
- Child protection and safeguarding policy
- Mobile phone policy
- Anti-bullying policy
- School uniform policy