



The Athelstan Trust

Behaviour Policy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave and consequences of behaviour

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](#)
- [Mobile phones in schools - DfE guidance](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [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](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice.DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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
- Bringing the school into disrepute on the way to school and / or the way home from school

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- 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 (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
- Fighting
- Smoking / Vaping
- Threatening behaviour
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons, including replica items
 - Alcohol
 - Illegal drugs and other illegal substances
 - Stolen items
 - Tobacco and cigarette papers and vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit a criminal offence, or to cause personal injury to, or damage to the property of, any person (including the student)

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

TYPE OF BULLYING	DEFINITION
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, and gender identity)
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 each school's approach to preventing and addressing bullying are set out in each school's anti-bullying strategy which is available on the school website.

5. Roles and responsibilities

5.1 The Local Governing Body

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

5.2 The headteacher

The Headteacher is responsible for:

- 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 students
- 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 students 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 students 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 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships, including through restorative conversations.
- Providing a personalised approach to the specific behavioural needs of particular students
- 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 senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

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.

5.5 Students

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students 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 students who are mid-phase arrivals.

6. School behaviour curriculum

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

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

The Behaviour Procedures for individual schools are shown in Appendix 2 of this Policy.

6.1 Mobile phones

Each school's approach to pupils bringing their mobile phones into school is outlined in the school's Mobile Phone Policy and/or ICT Acceptable use policy. Our Schools observe the following DfE guidance: [Mobile phones in schools](#)

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 students to be engaged
- Develop a positive relationship with students.

7.2 Safeguarding

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

We will consider whether a student'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.

In the event of a pupil demonstrating harmful sexual behaviours, schools will work to ensure the pupil understand what is acceptable behaviour and what is not. The School Safeguarding Team may refer to Hackett's Sexual Continuum (Appendix 5) to identify if the behaviour lies on the continuum and ensure the incident is recorded and addressed appropriately.

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

7.3 Responding to good behaviour

When a student'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. Each school in the Athelstan Trust has its own approach to rewarding positive behaviour rewards.

7.4 Responding to misbehaviour

When a student'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 students 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 students 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 student to help them to meet behaviour standards in the future.

All staff must take a stance on any form of sexual harassment. It must **always** be challenged. See section 7.10.

The Behaviour Procedures for individual schools are shown in Appendix 2 of this Policy. Details of more serious sanctions are outlined in Section 8.

Personal circumstances of the student 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 Restrictive Interventions

Schools in the Trust will at all times observe the DfE Guidance on restrictive interventions: [Use of reasonable force and other restrictive interventions guidance](#).

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. Restrictive interventions include physical and non-physical actions aimed at restraining pupils' movement. For example, putting a pupil in a room and not allowing them to leave is a restrictive intervention.

All members of school staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing injury to themselves or others
- Damaging property
- Committing a criminal offence
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

Restrictive interventions will only be used in a Trust school where:

- **It is necessary** and all alternative ways to de-escalate and manage the situation, and achieve the desired outcome have been considered.
- **It is proportionate** – the least restrictive intervention for the least amount of time should be used. The individual circumstances of the pupil including age, size, SEND and medical conditions should be considered.
- **The pupil's welfare has been considered** – including the pupil's life events and the need to maintain respect for their dignity.

A Restrictive Intervention must never be used as a punishment.

Seclusion involves keeping a pupil confined to a place away from others and preventing them from leaving. When Seclusion is used, the following requirements apply:

- Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.
- Seclusion should only be used where the pupil is not acting with intent.
- Seclusion should not be implemented by staff through threat of punishment.
- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil.
- The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.
- An incident involving the use of seclusion must be recorded and reported

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom (see section 8.2 of this Policy).

Prevention and de-escalation strategies will be used to minimise the need for restrictive interventions. This may include:

- Identifying “hotspots” for behaviour issues – e.g. corridors or particular playground areas.
- Identifying key times of the day when behaviour issues are more frequent and ensuring appropriate staffing is present at these times.
- Adopting an approach that includes verbal warnings and offers pupils a chance to correct their behaviour first.
- Staff training in appropriate strategies.

Following a restrictive intervention:

- Pupil(s) and staff member(s) should be medically assessed and any injuries treated.
- The intervention must be recorded and reported to parents or the Local Authority (see section below).
- Follow up conversations will be held with all parties involved
- The headteacher will undertake an evaluation of the incident

Recording and Reporting Restrictive Interventions

All schools have a duty to ensure that all Restrictive Interventions (including seclusions), are recorded even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil’s behaviour support plan. Any incident should be recorded as soon as possible after the event (usually on the same day). The member(s) of staff involved in the incident will complete the form.

All Schools must report the incident to each of the pupil’s parents / carers as soon as possible, unless telling the parents / carers would likely cause significant harm to the pupil (by any form of abuse or neglect). In such a case, school leaders must report the incident to the local authority. This requirement to report applies even if the use of force or restrictive intervention has been agreed as part of a pupil’s behaviour support plan. The report should include at least:

- Time, date, location and duration of the intervention
- A brief account of why the intervention was assessed as necessary.
- A brief account of what type of force was applied and the degree of force
- Details of any physical injuries and post incident support.

School and Trust leaders will regularly review and analyse data on restrictive interventions.

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Headteachers, Designated Safeguarding Leads, members of SLT, Senior Pastoral Leads and Heads of Year are authorised to conduct searches. On a case-by-case basis, the Headteacher may authorise another member of staff to conduct the search.

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 select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], 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 identified in section 3, but not to search for items that are only identified in the school rules.

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

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

Strip searches are not permitted by School Staff at any school in the Trust.

Searching pupils' possessions

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

- Desks
- Lockers
- 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 (listed in section 3) 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.

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 as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable: in most cases this will be immediately after the search. The member of staff will tell the parent / carer:

- What happened
- What was found, if anything

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

Support after a search

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

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

Screening

The Trust schools do not undertake screening.

7.7 Off-site misbehaviour

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

Sanctions may also be applied where a student 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 student or member of the public
- Could adversely affect the reputation of the school

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

7.8 Online Misbehaviour

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

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

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

7.9 Suspected criminal behaviour

If a student 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 will authorise the report being made.

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.

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.

Students 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 external agencies
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information which can be found on [the Athelstan Trust Website](#)

7.11 Malicious allegations

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student 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, where relevant) will consider whether the student 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 students 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 students.

8. Serious sanctions

8.1 Detention

Students can be issued with detentions during break, after school during term time.

The school will decide whether it is necessary to inform the student's parents.

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

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Removal from classrooms

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

Students 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 students 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 student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised.

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

Students 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 student 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 students who are frequently removed from class..

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 student in the behaviour log.

8.3 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 Permanent Exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

When dealing with misbehaviour from students 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 student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student 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 student concerned.

9.2 Adapting sanctions for pupils with SEND

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

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

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.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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.

9.4 Students 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 student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

Following removal from the classroom or suspension the school will consider strategies such as

- Reintegration meetings
- Contact with the pastoral lead
- A report card with personalised behavioural goals

11. Training

School staff are provided with training on managing behaviour, including physical interventions, annually and as part of their continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the board of trustees and school 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 students are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed and approved by the Board of Trustees annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusions policy.
- Child protection and safeguarding policy
- Each school's Anti Bullying Strategy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The suspension and permanent exclusions policy explains that these sanctions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Board of Trustees and Local Governing Body also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: School Behaviour Procedures

Rationale

Positive behaviour is a fundamental aspect of good learning and has a significant impact on good standards and progress. Good behaviour is promoted and supported by high quality teaching and learning. The teaching and management of positive behaviour is, therefore, a vital part of our work at Chipping Sodbury School and underpins all aspects of school life. It reflects the school's core values of respect, responsibility, integrity and aspiration. Every student will understand clearly what the school expects and be encouraged to succeed in fair and inclusive surroundings.

All our work on behaviour will emphasise:

- A respect for the rights of the individual
- A recognition of individual responsibility on the part of all to protect those rights
- A consistent approach by all members of staff
- Positive behaviour as a key to effective teaching and learning

Purposes

- To build a culture of achievement and an ethos of success
- To develop self-esteem and appreciation of worth
- To create a safe environment by discouraging bullying and promoting equality for all
- To establish clear expectations of appropriate behaviour among students, parents, staff and governors
- To achieve consistency in the management of student behaviour by members of staff
- To create a shared, common language that promotes positive behaviour
- To foster a sense of community based on shared values
- To encourage students to make appropriate choices and understand the consequences of these choices

Guidelines

- All members of staff have the responsibility to teach and encourage high standards of behaviour in keeping with the school's values and ethos.
- All teaching and learning programmes will support the development of students' social, emotional and behaviour skills
- A behaviour overview that details the way we will work together, demonstrating our school values, is shared with students, staff and parents
- All students will be rewarded and/or praised for effort adding to school values
- There is a clear structure of rewards and sanctions communicated to all members of the school community
- Parents will be made aware of school expectations through the Home-School Agreement which includes their role in helping students to achieve
- Aspects of this Behaviour Procedure will be reinforced through restorative conversations, assemblies, tutor group activities, in-house training, meetings etc.
- To ensure quick and effective handling of all behaviours, the recording of all incidents will be through Class Charts. This data will be used to inform support for vulnerable students and to inform discussions with parents, staff, multi-agency partners and governors about patterns of behaviour

- To ensure the fair and appropriate implementation of sanctions and rewards, the school will monitor the impact of these on different vulnerable groups, for example, fixed term exclusions for students with special educational needs
- Summary behaviour data will be shared with parents through the Class Charts app
- Behaviour support plan meetings led by PPLs will agree, plan and implement effective interventions to help manage the behaviour of more vulnerable students and students with additional needs. A log of student interventions will be recorded to enable the monitoring and evaluation of these support plans

Students at Chipping Sodbury should:

- Develop resilience
- Show respect and integrity
- Take responsibility
- Be healthy
- Maximise their efforts
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Work hard to achieve economic well-being
- Be aspirational in their learning

Chipping Sodbury School Values

We respect ourselves, others and our environment
We have aspiration for our futures
We show integrity in all that we do
We take responsibility for our actions.

At Chipping Sodbury School, our values are an integral part of school life and all students are expected to demonstrate these daily both inside and outside the classroom. These values underpin our behaviour system and aim to shape student behaviours and characters to become well rounded members of society.

Implementation of this behaviour procedure contributes to these outcomes and also promotes the well-being of members of staff as well as students. In this way, our four core values will be demonstrated across the school.

Conclusion

The implementation of this procedure will enable the school to maintain high standards of student behaviour. Positive behaviour management will ensure the high quality of teaching and learning through enhanced relationships between staff, students and other members of the school and its community.

APPENDIX 1: Chipping Sodbury School values








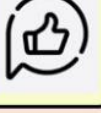





APPENDIX 2: Chipping Sodbury School value behaviours



Respect	Integrity	Aspiration	Responsibility
<ul style="list-style-type: none"> • Being polite to all members of the school community • Showing that you want yourself and others to learn • Listening carefully and consistently following instructions • Showing consideration on the corridors/outside communal areas • Respecting other students' space and avoiding physical contact with other students • Showing due consideration to all forms of diversity 	<ul style="list-style-type: none"> • Valuing other people's ideas, values, work and contributions • Being able to assess other students' work fairly • Being honest enough to learn from mistakes • Make positive choices during the school day, such as volunteering to help a member of staff without being asked • Keeping the school site safe and clean • Sticking to the rules of specialist rooms 	<ul style="list-style-type: none"> • Striving to make outstanding progress e.g. on subject score boards • Completing work to the best of your ability • Undertaking a leadership role • Taking part in a co-curricular activity • Understanding that sometimes failure is needed in order to achieve • Volunteering to help in the community 	<ul style="list-style-type: none"> • Taking pride in your personal conduct and effort • Making sure you are in the right place at the right time, including lunchtimes • Having the correct uniform and equipment • Completing homework to a deadline and to the highest possible standard • Asking for help if you need it • Consistently following the school's mobile phone policy

APPENDIX 3: Chipping Sodbury School shared 'Language for Relationships'

<p>Re-engage.... to make the most of opportunities</p> 	<p>Restoring Relationships</p> 	<p>Relocate.... someone to a safe space</p> 
<p>Reconnect.... with yourself and others</p> 		<p>Reflect.... on what has happened</p> 
<p>Refocus.... on what you should be doing</p> 		<p>Resolve.... the problem by working together</p> 
<p>Respond.... calmly, with a positive choice</p> 		<p>Regulate.... emotions using support & strategies</p> 
<p>Remind.... someone of what is expected</p> 		<p>Reset.... to have a fresh start next time</p> 

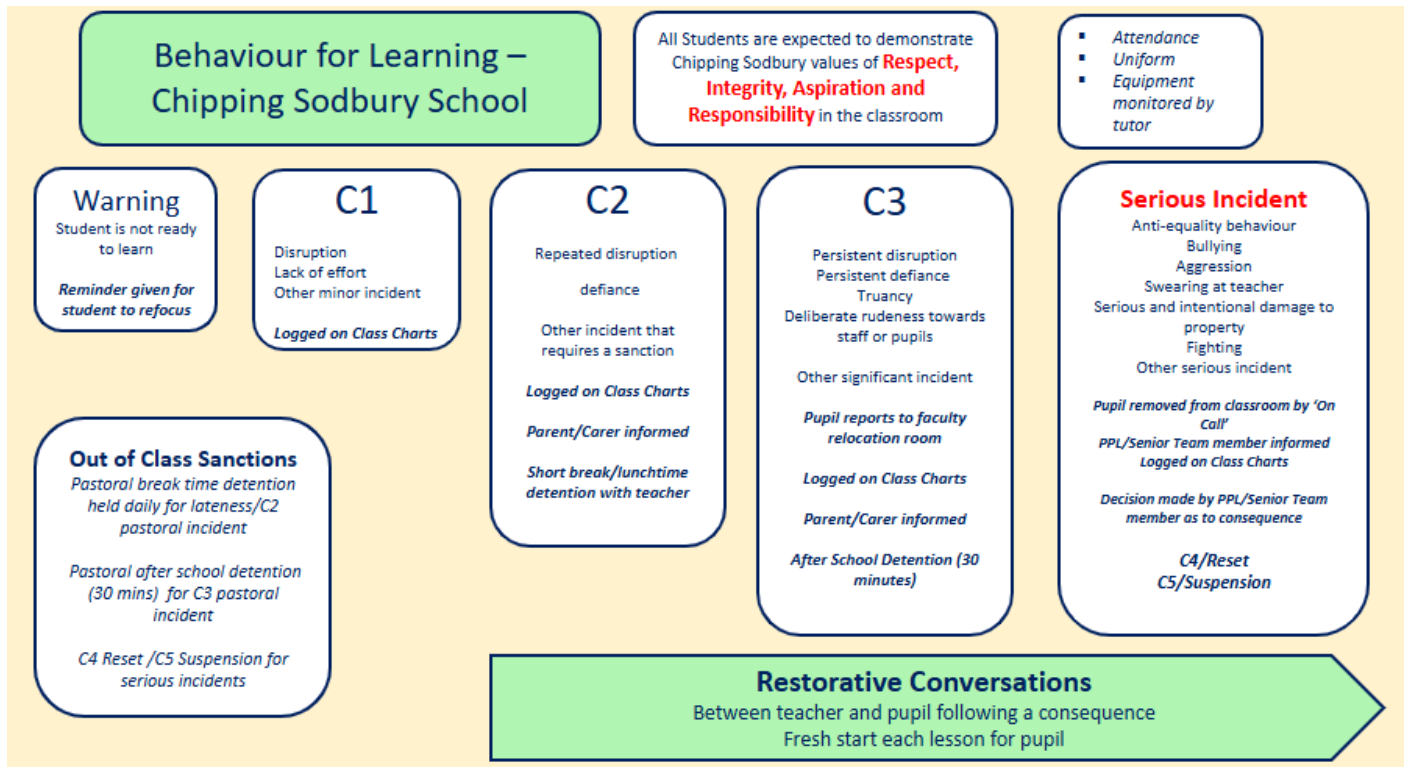
APPENDIX 4: Chipping Sodbury School 'Restorative Conversation' framework




Restorative Conversations – 6 Steps to Success

<p>STEP 1: Open lines of communication</p> <p>At the right time and in the right place, open the lines of communication. Let the person know that you will listen to them and their perspectives, then do just that. This is not the time for advice, lectures or judgement.</p> <ul style="list-style-type: none"> • “How’s it going? I wanted to talk with you about _____.” • “It would be good to reconnect” <p>Use another neutral adult to support/lead the restorative conversation if needed.</p> <p>Sometimes a pre-meeting conversation is needed with both participants, so they know what to expect and can plan what they might say.</p>	<p>STEP 2: Allow them to explain the situation</p> <p>Allow them to explain the situation from their perspective. Try to see the situation from their point of view. Remember that people may often feel very differently about the same event.</p> <ul style="list-style-type: none"> • “What happened?” • “Can you tell me more about _____.” • “What were you thinking at the time?” • Can you reflect on how you were feeling at the time? <p>Actively listen and then summarise what you have heard. ‘So, what you are telling me is.....’</p>	<p>STEP 3: Identify what led up to the incident</p> <p>Identify what led up to the incident and any root causes. Help the person gain a greater understanding of the situation by asking about what happened before or what else may have affected their behaviour.</p> <ul style="list-style-type: none"> • “It sounds like you felt _____, What made you feel that way?” • “What happened before it started?” • “How did you respond to _____?” • “What else do you think was going on with _____?” • “Has this happened before?”
<p>STEP 4: Identify the impact</p> <p>Help the person see how their behaviour affected those around them. They may need help understanding consequences they can’t see, such as hurt feelings.</p> <ul style="list-style-type: none"> • “What role do you think you played in this situation?” • “Who else do you think has been affected/upset/harmed by your actions? How?” • “When I heard/saw _____, I felt _____ because I _____.” • “How do you feel now?” 	<p>STEP 5: Address needs and repair harm</p> <p>Help the person decide how to make things better or solve the problem. Lead them to a resolution they can feel good about, even if it is a consequence.</p> <ul style="list-style-type: none"> • “What can you do to make things better?” • “If you were _____, what do you think you would need?” • “What do you need to help you do that?” • “How can we help you regulate your emotions?” • “What would you like to see happen?” 	<p>STEP 6: Create an agreement</p> <p>This may just be a verbal agreement but could be a visual checklist or even a written letter or contract. Remember to follow through on your own promises.</p> <ul style="list-style-type: none"> • “Based on our talk, I heard that you will _____, I will also _____.” • “Can we agree on this ‘reset’ plan?” • “I’m going to check on you in a while to see how things are going.” • It’s great that we can help re-engage you with school/learning.”

APPENDIX 5: Chipping Sodbury School Behaviour for Learning overview



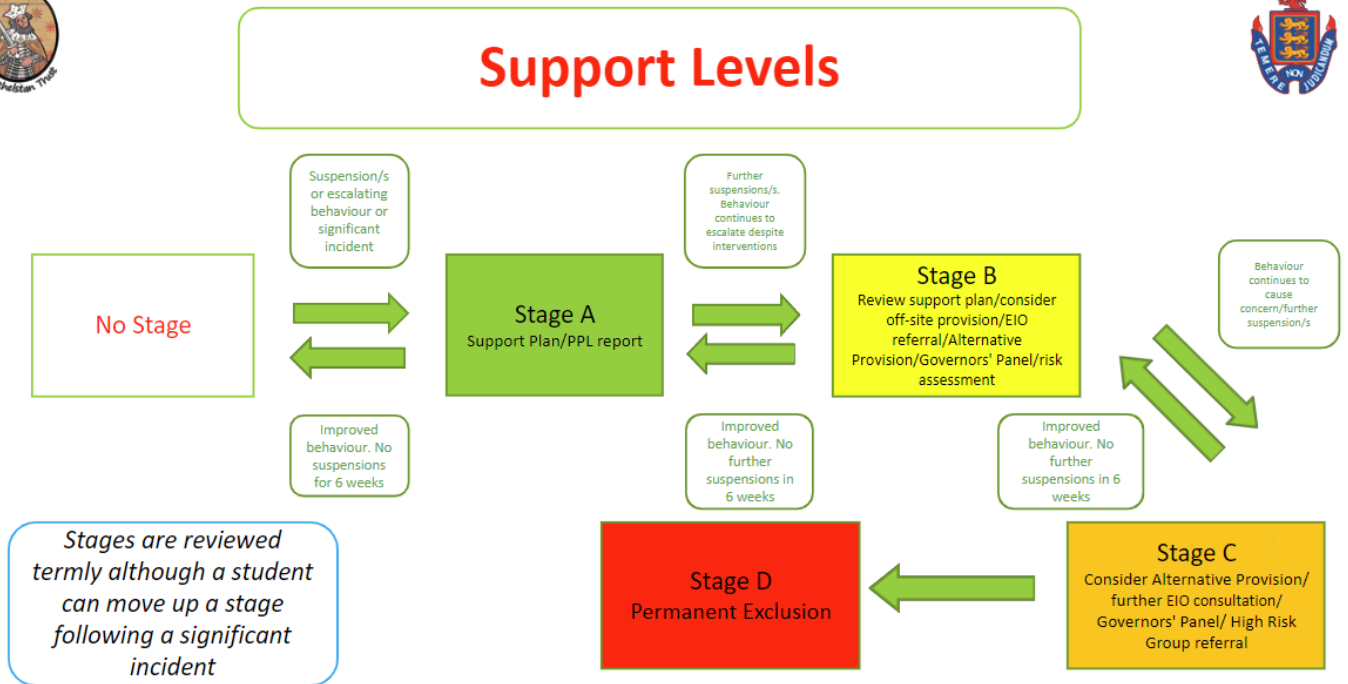
APPENDIX 6: Chipping Sodbury School detention overview

ASPIRE to show RESPECT		
C4	'Reset' + after school detention	60 mins After School + Break + Lunch
C3	Extended after school detention	45 mins
	After school detention	30 mins
C2	Subject/teacher detention (Break or Lunch)	10 mins
C1	A reminder to RESPECT the expectations of the lesson	0 mins

APPENDIX 7: Chipping Sodbury School rewards overview



APPENDIX 8: Chipping Sodbury School Behaviour Stage overview



APPENDIX 9: Chipping Sodbury School behaviour support overview



No Stage

Student may be supported by a Tutor Report where appropriate, contact with home, attendance monitoring, punctuality report, PPL report, SEND support where relevant, support from pastoral or safeguarding team

Stage A

In addition to actions already started, The student will be on report to PPL. Parents will attend a support meeting, support plan/EHAP started, further pastoral support and SEND support as appropriate, barriers to learning discussed.

Stage B

In addition to actions from Stage A, support plan/EHAP reviewed, consider EIO referral, Assistant HT monitoring, consider 6-week off-site provision, consider Alternative Provision/mentoring, external support agencies, Governors' Panel, consider Risk Assessment

Stage C

In addition to actions from Stage B, provision and support should be reviewed, EIO consultation, Deputy HT monitoring, discuss student with behavioural support team/lead SENCO from Cluster, Alternative Provision, Governors' Panel, High Risk Group referral



Trips

- Students on a behaviour stage (A/B/C) are not allowed to participate in external enrichment trips. They may attend curricular-based trips if the risk assessed by the Education Visits Coordinator is deemed sufficiently low to ensure the trip can run smoothly and safely.
- Trip leaders reserve the right to ask a parent/carer to collect their child from a trip and remove them from future trips if their behaviour is deemed unsafe and/or is causing disruption to the rest of the trip party.



Mobile Phones

- Phones can be brought to school but **MUST** stay in bags and should not be seen or heard during the school day at all. Make sure phones are **switched off**
- If a phone is seen by a member of staff, or it is causing a distraction because it has not been switched off, it will be confiscated and a **C3 sanction** awarded. The phone will be kept securely in the safe (First Aid office) until the end of the day when it can be picked up by the student
- Students refusing to hand in their phone to a member of staff will receive a C4/C5 depending on the circumstances
- Phones can be used in class **if permission is given by the teacher** for educational reasons
- If a phone is confiscated on 3 occasions or more, a parent/carer will be contacted and arrangements made for them to pick the phone up and there will be a mobile ban in school
- The school reserves the right to issue a phone ban for a fixed time of time if a student refuses to comply with the mobile phone school expectations



Students who have an urgent need to contact home during the day are asked to speak to a member of staff on reception or their PPL.



Appendix 3 – Hackett’s Continuum of Sexual Behaviours

Sexual behaviours range from those that are developmentally expected ([Sexual development and behaviour in children | NSPCC Learning](#)), consensual and exploratory to those that are violent and highly abusive, with many types of behaviours in between. The following continuum shows the range and definitions within the umbrella term *harmful sexual behaviour*:

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none">• Developmentally expected• Socially acceptable• Consensual, mutual, reciprocal• Shared decision making	<ul style="list-style-type: none">• Single instances of inappropriate sexual behaviour• Socially acceptable behaviour within peer group• Context for behaviour may be inappropriate• Generally consensual and reciprocal	<ul style="list-style-type: none">• Problematic and concerning behaviours• Developmentally unusual and socially unexpected• No overt elements of victimisation• Consent issues may be unclear• May lack reciprocity or equal power• May include levels of compulsivity	<ul style="list-style-type: none">• Victimising intent or outcome• Includes misuse of power• Coercion and force to ensure victim compliance• Intrusive• Informed consent lacking, or not able to be freely given by victim• May include elements of expressive violence	<ul style="list-style-type: none">• Physically violent sexual abuse• Highly intrusive• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator• Sadism

(Simon Hackett, 2010 Taken from NSPCC Harmful Sexual Behaviours Framework www.nspcc.org.uk/services-and-resources/research-and-resources/2016/harmful-sexualbehaviourframework)