



THE **CORBET** SCHOOL

# BEHAVIOUR POLICY

READY

RESPECTFUL

RESPONSIBLE

Spring 2026

# Contents

<b>1. The Policy Aims</b>	<b>3</b>
<b>2. Definitions</b>	<b>3</b>
<b>3. Bullying</b>	<b>5</b>
<b>4. Roles and responsibilities</b>	<b>6</b>
<b>5. Student Expectations</b>	<b>7</b>
<b>6. Responding to behaviour</b>	<b>8</b>
<b>7. Sanctions</b>	<b>10</b>
<b>8. Searches, Screening and Confiscation</b>	<b>13</b>
<b>9. Reasonable force</b>	<b>15</b>
<b>10. Off-site misbehaviour</b>	<b>16</b>
<b>11. Online misbehaviour</b>	<b>16</b>
<b>12. Suspected criminal behaviour</b>	<b>16</b>
<b>13. Zero-tolerance approach to sexual harassment and sexual violence</b>	<b>17</b>
<b>14. Malicious allegations</b>	<b>17</b>
<b>15. Responding to behaviour from pupils with SEND</b>	<b>18</b>
<b>16. Pupil transition</b>	<b>19</b>
<b>17. Training</b>	<b>20</b>
<b>18. Monitoring arrangements</b>	<b>20</b>
<b>19. Links with other policies</b>	<b>20</b>
<b>20. Appendices</b>	<b>21</b>

## 1. The Policy 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 through **READY, RESPECTFUL, RESPONSIBLE**.
- 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. Definitions

The following list is not intended to be exhaustive and gives only an indication of the types of offences:

### Misbehaviour:

- Unkindness towards other pupils
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude/refusal to follow instructions
- Disrespectful behaviour.
- Poor behaviour on the way to/from school.
- Anti-social behaviour out of school.
- Using mobile device in school.
- Incorrect uniform.

**Possession of any Banned items.** These are:

- Chewing Gum.
- Highly caffeinated drinks.
- Laser Pens.
- Any item that is likely to disrupt learning.
- Goods that, on the balance of possibilities, have been brought to school to sell.

### Serious misbehaviour:

- Repeated breaches of the school rules.
- Persistent disruptive behaviour.
- Taking photos or recordings (either video or audio) of school staff or other pupils without their consent.

- Truancy from lessons.
- Alcohol and drug related issues.
- Offensive conduct towards members of staff.
- Serious verbal abuse.
- Any form of bullying.
- Poor behaviour in examinations.
- 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 (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 and physical assault
- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of **any prohibited items**. These are:
  - Controlled substances.
  - Knives or weapons / ammunition.
  - Alcohol.
  - Illegal drugs or other harmful substances (e.g., legal highs).
  - Stolen items.
  - Any smoking/ vaping paraphernalia.
  - Fireworks and explosive devices.
  - Pornographic images.
  - Offensive, homophobic, extremist or racist material.
  - 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).
  - Any item (or repurposed item) that is likely to create or contribute to disorder.

### 3. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	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"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
Home circumstance	Targeting individuals who are looked after children or because of a particular home circumstance

Further information can be found in our [anti-bullying policy](#).

## 4. Roles and responsibilities

### 4.1 The governing board

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

### 4.2 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.

### 4.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour - **READY, RESPECTFUL, RESPONSIBLE**
- 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 on satchel:one
- Challenging pupils to meet the school's expectations

The Heads of Year and Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

## 4.4 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, 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.

## 4.5 Pupils

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

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

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

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 5. Student Expectations - **READY, RESPECTFUL, RESPONSIBLE**

A successful behaviour policy depends on our staff understanding that practice comes before system. We always aim to be positive in our treatment of students and to use positive reinforcement to encourage good behaviour and avoid escalation towards sanctions. The priority of The Corbet School is to encourage positive and professional attitudes between students, teachers, and other adults.

**READY, RESPECTFUL** and **RESPONSIBLE** (appendix 2) are the three rules which underpin our behaviour policy to ensure that pupils:

- Arrive on time and with the correct uniform/ appearance and equipment
- Behave in an orderly and self-controlled way
- Show respect and kindness to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Follow the uniform and appearance rules
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

## 6. Responding to behaviour

### 6.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Using **READY, RESPECTAFUL, RESPONSIBLE** to reinforce pupil expectations
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 6.2 Responding to good behaviour

The school will promote good behaviour and improved behaviour by pupils through a rewards system that is consistent and meaningful to pupils. The most effective rewards are those given immediately and on the spot by teachers. It is important that all staff use the reward system consistently to praise genuine cases, thereby giving value to any prize that is awarded.

Positive behaviour will be rewarded with:

- praise
- display of work
- House Points in all years weekly
- giving special responsibilities
- certificates at celebration evenings
- satchel:one badges
- letters, emails, or postcards home
- acknowledgement in reports to parents

Good teachers can create an environment where motivation is positive, where children work hard, and praise is common with sanctions appropriately used. As a school we recognise that it is important to acknowledge praiseworthy achievements and understand that rewards are more likely to be effective where:

- they are meaningful to the pupil and parents
- they are given without undue time delay
- they are perceived to be awarded fairly and consistently
- there are clear reasons why rewards are given

As a school we like to celebrate achievement regularly, most assemblies will therefore allow time to acknowledge pupils' achievements. Pupils attend a year group achievements assembly at the end of every half-term.

Achievement within the House System is recorded by staff via satchel:one and monitored by the Heads of Year and Senior Leadership Team. House Points are collated across the whole school to enable us to award the winning House with a trophy at the end of the school year.

Rewarding pupils for positive attitude and achievement is a very powerful tool for teachers to use. The use of rewards can serve to boost the pupil's self-image, increase motivation, and promote positive behaviour thus reducing the use of disciplinary sanctions and in some cases rendering them unnecessary.

### **Positions of responsibility**

Pupils' positive qualities are recognised by their appointment to posts of responsibility. Each year a cohort of Ambassadors are appointed from Year 11 pupils, four of which are then subsequently elected as Senior Ambassadors – Head Boy and Girl – Deputy Head Boy and Girl

Each House elects a male and female pupil as House Ambassadors from Year 11, and each department selects Year 11 pupils as Subject Ambassadors. Each Form group in all years also appoint a male and female Form Ambassador.

Other pupils are appointed to posts of responsibility from within several curriculum areas – Librarians, Team Captains, Young Leaders etc.

### **Departmental Rewards**

Many departments recognise achievement within their subject specialism by presenting virtual badges via satchel:one. The P.E. department annually award selected pupils with Sporting Colours.

## **6.3 Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond 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.

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

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

The school may use 1 or more of the following interventions or sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- Having the pupil move to different seat in class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a head of department or senior member of staff
- Phone call, email, or letter home to parents/ carers
- Meeting with parents/ carers
- Agreeing a behaviour contract or behaviour support plan
- Monitoring of a pupil's behaviour via a report
- Removal of the pupil from the classroom for a set period of time
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

## **7. Sanctions**

### **7.1 Detention**

The headteacher authorises staff to issue pupils detentions.

Pupils can be issued with detentions during break, lunch or after school during term time.

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

The Corbet School uses various levels of detentions, which are outlined below.

- Break or Lunch Time Detentions (15 minutes)
- Head of Year Lunch Detention (20 minutes)

- Head of Year Lunch Detention (40 minutes)
- After School Detention (45 minutes)
- After School Detention (1 hour)

Detentions will be recorded on satchel:one.

## 7.2 Failure to Attend a Detention.

If a pupil fails to attend an after-session detention for a disciplinary offence without reasonable excuse, normally a more serious sanction should follow.

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

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

## 7.3 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful in the reflection room, 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 warrants immediate removal. Pupils may need to remain in the reflection room during break and lunch as part of the sanction.

Pupils will have access to toilet and canteen facilities.

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 reflect on their behaviour
- Allow staff to investigate a serious misbehaviour

Pupils who have been removed from the classroom will be supervised by the reflection room staff members.

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

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 that their child was removed from the classroom.

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

- Meetings with tutors, mentors, support staff and parents/ carers
- Possible use of teaching assistants
- Short term behaviour monitoring via a report
- Long term behaviour support plans
- Pupil support units
- Adapted timetables
- Multi-agency interventions

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

## 7.4 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 exclusions policy for more information.

## 7.5 Supporting pupils following a sanction

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

This could include measures like:

- Meetings/ discussions with parents/ carers and staff
- Daily contact with tutor
- Monitoring with personalised behaviour goals

## 7.6 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.

## 8. Searches, Screening and Confiscation

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

### 8.1 Confiscation

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

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

We expect mobile phones to be turned off at all times during the school day and while on school premises. Mobile phones may be confiscated in an accordance with the mobile phone policy, and the device will be returned to the pupil at the end of the school day.

### 8.2 Searching and screening 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 ensure a written record of the search is kept on CPOMS.

If the authorised member of staff considers a search to be necessary, but is 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 coat
- 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 a member of the senior leadership team to try and 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 from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items only identified in section 2.

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, desks, or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes.

### 8.3 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.

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.

### 8.4 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 (CPOMS).

## 8.5 Informing parents/carers

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents 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?

## 8.6 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 if pastoral support, early help intervention or a referral to children's social care is appropriate.

## 8.7 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing). If school suspects a pupil is at risk of harm to themselves or believe they have an illegal item, the matter will be referred to the police and parents will be phoned to come to school immediately. Staff will consider whether introducing the potential for police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them and the parents.

## 9. Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

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

## 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 elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

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.

## 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, a member of the senior leadership team or pastoral staff can 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 an assessment, 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**

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.

## 15 Responding to misbehaviour from pupils with SEND

### 15.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

Some of the methods of anticipating and removing triggers of misbehaviour may include examples such as:

- 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 where pupils can regulate their emotions during a moment of sensory overload
- The use of One Page Profiles by staff to help manage individual behaviour

### 15.2 Adapting sanctions for pupils with SEND

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

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

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.

### **15.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners 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.

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

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

## **16 Pupil transition**

### **16.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Pupils will be made aware of the following during their induction into the behaviour culture:

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

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.

### **16.2 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.

## 17. 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

## 18. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion, and suspension
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching and confiscation

The data will be analysed every term by the Senior Leadership Team.

Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture will take place throughout each academic year.

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.

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher.

## 19. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion Policy
- Anti-Bullying Policy
- Child protection and safeguarding policy
- Special Education Needs and Disabilities Policy
- Mobile phone policy

## Appendix 1

### 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 2023](#)
- [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](#)

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.

## Appendix 2: READY, RESPECTFUL, RESPONSIBLE

# READY

- DO YOU HAVE THE CORRECT UNIFORM AND APPEARANCE?
- DO YOU HAVE THE CORRECT EQUIPMENT?
- ARE YOU ON TIME?
- ARE YOU FOCUSED ON LEARNING?
- ARE YOU ACTIVELY LISTENING?



# **RESPECTFUL**

- ARE YOU BEING KIND?
- ARE YOU BEING POLITE?
- ARE YOU FOLLOWING INSTRUCTIONS?
- ARE YOU ALLOWING OTHERS TO LEARN?
- ARE YOU LOOKING AFTER OUR SCHOOL PROPERTY AND SURROUNDINGS?



**RRR**

**READY – RESPECTFUL – RESPONSIBLE**

# **RESPONSIBLE**

- **ARE YOU BEING CALM AND RESPONSIBLE?**
- **ARE YOU BEING A POSITIVE ROLE MODEL?**
- **ARE YOU RESPECTING PERSONAL SPACE OF OTHERS?**
- **ARE YOU ANTI-DISCRIMINATORY?**
- **DO YOU SEEK SUPPORT FROM STAFF WHEN NEEDED?**



**RRR**

**READY – RESPECTFUL – RESPONSIBLE**