



Behaviour Policy

Setting: Castle Newnham

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A. RATIONALE

- This policy is a statement of the strategies that staff at Castle Newnham School will employ in order to maximise the learning potential of every pupil within school and create a culture where civilised and respectful behaviour is to be seen everywhere, both in and out of lessons.
- The policy reflects the commitment of the school to support all children in engaging with their learning and to contribute to ensuring that pupils leave the school prepared to be good future adult citizens.

B. AIMS

This policy aims to:

- create a positive learning environment for excellence within the school.
- ensure all pupils have a right to learn in a safe, orderly environment.
- ensure a consistent approach by all staff in order to maintain an effective working environment in all areas of the school.
- ensure that pupils have a developing understanding of the common values that underpin positive behaviour and successful learning.
- define what we consider to be both good and unacceptable behaviour.
- foster an inclusive environment with values of common decency where difference is celebrated and neither bullying nor discrimination are tolerated.

“The quality of learning, teaching and behaviour in schools are inseparable issues and the responsibility of ALL.” (Sir Alan Steer, 2010)

B.1 LEGISLATION, STATUTORY REQUIREMENTS & 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](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).



B.2 DEFINITIONS

As a school we use every opportunity to build warm, respectful and positive relationships based on our CORE values:

Community, Opportunity, Respect and Excellence.

As a school we live our CORE values by:

- Ensuring certainty over severity in the way pupils receive praise and consequences.
- Taking collective responsibility for high expectations of behaviour at all times.
- Using a restorative approach.
- Using a graduated approach with reasonable adjustments when appropriate.
- Giving frequent positive praise.
- Encouraging effort clearly linked to high expectations of learning.
- Avoiding isolations, suspensions and exclusions wherever possible.
- Working closely with families and carers.

Behaviour systems for each phase are outlined in more detail on the school website.

Prohibited items are outlined in Appendix 1.

A 'behaviour log' refers to Bromcom records and CPOMS in some instances.

Bullying is defined as part of our Anti-Bullying policy as **'Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual either physically or emotionally'**. Further information can be found in the Anti-Bullying policy.

A 'consequence' is defined as an outcome where particular behaviour is recognised e.g. a house point is given to reward positive behaviour displayed or a pupil is required to attend an after school session or take part in a restorative conversation as a result of negative behaviour displayed.

C. ROLES & RESPONSIBILITIES

C.1 THE GOVERNING BODY and IDENTIFIED MEMBERS OF THE SENIOR LEADERSHIP TEAM (SLT)

The governing board/committee is responsible for:

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

Identified members of the SLT are responsible for:

- Reviewing this policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with 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 consequences 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 K.1).

C.2 THE HEADTEACHERS

The headteachers are responsible for:

- Reviewing this policy in conjunction with identified members of the Senior Leadership Team.
- Giving due consideration to the school's statement of behaviour principles (Appendix 1).
- Approving this policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with 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 consequences 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 K.1).

C.3 TEACHERS & STAFF

Staff are responsible for:

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



The SLT will support staff in responding to behaviour incidents.

C.4 PARENTS & 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/CORE tutor promptly.
- Take part in any pastoral work following negative behaviour (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.

C.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 key rules and routines.
- The positive consequences they can earn for meeting the behaviour standard, and the negative 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, via the Junior Leadership Team and pupil surveys, 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.

D. SCHOOL BEHAVIOUR CURRICULUM

Pupils will be explicitly taught how to behave at Castle Newnham during induction, registration/ CORE times, assemblies and subject lessons. This will be revisited throughout the year to ensure that all pupils understand our expectations for positive behaviour.

Pupils are expected to:



- Behave in an orderly, safe and self-controlled way.
- Respect others' space and belongings.
- Use appropriate language, volume and tone of voice at all times in the community.
- In class, make it possible for all pupils to learn.
- Treat the school buildings and school property with respect.
- Arrive on time and dressed appropriately.
- Engage with restorative and reflective practices to improve behaviour where required.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.
- Refrain from engaging in any type of prejudice behaviour.

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

E. RESPONDING TO BEHAVIOUR

E.1 CLASSROOM MANAGEMENT

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

They will:

- Ensure positive preparation for learning.
- Reinforce expectations.
- Fairly apply consequences.

Staff will receive regular training as part of the Continuing professional development programme.

E.2 SAFEGUARDING

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

We will consider whether a pupil's negative behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

E.3 CONSEQUENCES OF POSITIVE BEHAVIOUR

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

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



Positive behaviour will be rewarded with (but not limited to):

Primary

Verbal praise – providing immediate verbal praise to a pupil.

Green Positive Points— staff are encouraged to award green positive points to pupils who display behaviours within our CORE values. These are also recorded as House Points. Certificates will be awarded for pupils once they have met key milestones.

Superstar Certificates of Excellence – staff select children who have demonstrated ‘Excellence’ in a piece of work. The work is then shared with a member of the Senior Leadership Team. Certificates are given out in the weekly ‘Celebration Assembly’.

Telephone calls, emails, messages - will be sent home to inform parents/carers of excellent effort or behaviour.

Certificates - certificates may be handed out for achievements such as Numbots, TTRockstars, etc.

Class Stars - pupils work as a class community to earn class stars. Once they have reached their target number of stars (key stage dependent) they can decide on their class reward.

Tea Parties - pupils are invited to year group/ key stage tea parties for particular effort in key curriculum areas

Rewards - Staff may also run reward activities e.g. table points, as long as they do not overlap current rewards.

Secondary

Verbal praise – providing immediate verbal praise to a pupil

Telephone calls, emails, Praise messages - will be sent home to inform parents/carers of excellent effort or behaviour.

Certificates – these are issued termly for recognising excellent achievement within specific subjects.

House points - at Castle Newnham our house system supports our work with behaviour management. Staff are encouraged to award points to pupils who display behaviours within our CORE values for their house. Certificates are awarded at key milestones.

Rewards - pupils are encouraged to engage with rewards that are available through earned house points. Staff may also run reward activities to recognise particular excellence or consistently high standards.

E.4 CONSEQUENCES OF NEGATIVE BEHAVIOUR

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of negative behaviour.



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

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

Staff will take all prejudice-related incidents seriously and these are logged, investigated, reported and responded to appropriately regardless of the level of severity.

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

The school may use one or more of (but not limited to) the following negative consequences in response to unacceptable behaviour:

- A verbal reprimand/warning and/or reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Having a restorative or reflective conversation about the behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Negative consequence 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 senior member of staff.
- Letter, email or phone call home to parents.
- Agreeing a behaviour contract.
- Putting a pupil 'on report'.
- Sending the pupil out of the class for a period of time.
- Removal of the pupil from the classroom.
- The pupil working in isolation from their peers.
- Withdrawal/ refusal to include a pupil in a trip*(see next section).
- Suspension.
- Permanent exclusions, in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The graduated response to negative behaviour is shared on the school website for each phase.

***Behaviour prior to a school trip or residential visit**

The school reserves the right to withdraw or refuse to include a pupil from a paid school trip or residential visit if concerns about behaviour, safety or ability to accept authority are evidenced prior to departure and / or signing up for the activity and these cannot be mitigated through the usual risk management processes. Although every effort will be made to refund any monies already paid, the school does not guarantee that a full or partial refund on such occasions will be possible.

Where such a visit is an essential part of the school curriculum then every effort will be made to work with families and external agencies where appropriate to assess and mitigate risk on an off-site activity.

This section of the policy does not supersede the school's equality and accessibility policies.



E.5 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 and causing danger to others.
- Committing an offence.

Incidents of reasonable force must:

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

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

E.6 CONFISCATION & SEARCHES

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

Mobile phones

Mobile phones are not permitted for use by pupils anywhere on school premises during the school day. They distract from learning and can lead to social issues.

In Primary (Year 5 and 6) they must be turned off before coming through the school gates and not turned on until having exited through the school gates. They must be handed in at the start of the day and can be collected at the end of the school day.

In Secondary they are permitted on site and must be turned off before coming through the school gates and not turned on until having exited through the school gates. All Secondary pupils are expected to use a phone pouch during school hours, on school grounds and on any school activity.

Confiscation

Any prohibited items (listed in Appendix 2) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil (excluding mobile phones).

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. These staff with authorisation include: Primary Middle Leaders, members of the Secondary pastoral team and members of the SLT.



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.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the relevant 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 will entail – 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 negative behaviour consequence.

If they still refuse to cooperate, the member of staff will contact a member of SLT 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 identified in appendix 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, desks or lockers.

Outer clothing includes but is not limited to:

- A jumper or jacket being worn over a school shirt or t-shirt.
- Hats, scarves, gloves, shoes, boots.



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 in Appendix 2) 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 in Appendix 2), 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 Appendix 2). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the school has taken, including any negative consequences 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

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) and strip searches shall only be carried out by



police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). School premises are not an appropriate location for a strip search on a pupil, the school believes that if deemed necessary these should be carried out at a police station, medical premises or home address.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely 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. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult and the pupil where possible.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil.
- Not be a police officer or otherwise associated with the police.
- Not be the Headteacher.
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.



Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

E.7 OFF-SITE NEGATIVE BEHAVIOUR

Negative consequences may be applied where a pupil has misbehaved off-site when representing the school. This means negative behaviour 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.

Negative consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

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

Negative consequences 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).

E.8 ONLINE NEGATIVE BEHAVIOUR

The school can issue behaviour negative consequences to identified pupils for online negative behaviour 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.

Negative consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.



E.9 SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the Headteacher or an appointed member of the SLT (on behalf of 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 or an appointed member of the SLT (following instruction from the Headteacher) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce negative consequences, 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.

E.10 APPROACH TO SEXUAL HARASSMENT & SEXUAL VIOLENCE

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

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

The school's response will be:

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

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

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally.
 - Refer to early help.
 - Refer to children's social care.
 - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

E.11 MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether the pupil will receive a negative consequence 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 the pupil will receive a negative consequence 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 against staff or volunteers.

F. SERIOUS NEGATIVE CONSEQUENCES

F.1 NEGATIVE CONSEQUENCES

All members of staff who have been authorised by the Headteacher are able to give pupils negative consequences.

Pupils can be issued with negative consequences during break or lunchtimes, in addition to during curriculum lessons and co-curricular activities.

The school will decide whether it is necessary to inform the pupil's parents/carers prior to the negative consequence.

F.2 REMOVAL FROM CLASSROOMS

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

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

Removal is a serious negative consequence and will only be used in response to serious negative behaviour including behaviours displayed that are persistently disruptive. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of staff. Pupils will not be removed from classrooms for prolonged periods of time (longer than one lesson) without the explicit agreement of an appropriate Middle Leader or a member of the SLT.



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.

Where possible, parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

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

F.3 SUSPENSION & 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 consequences and interventions.

A fixed term suspension may be issued as a consequence of a serious incident in school, such as aggressive or violent behaviour towards another member of the school community. Additionally, a fixed term suspension or permanent exclusion may be applied if a pupil brings a prohibited item (Appendix 2) into school. A fixed-term suspension may also result from a series of poor behaviour where other consequences have failed to impact positively.

- It is a step which is taken to preserve the safety and education of other pupils.
- Pupils need to understand that they are part of a wider community and that membership of that community requires expectations to be met.
- Fixed term suspensions are reported to the Local Authority Support Team and may incorporate a request for alternative provision.
- Parents/carers and governors will be notified.

Re-admission will involve the completion of a support plan tailored to support the pupil. A pupil could be suspended for one or more fixed periods, for up to 45 days in any one school year.

In very rare circumstances where pupil safety or wellbeing is seriously at risk then a permanent exclusion may be considered. Parents/ carers have the right to appeal a permanent exclusion by approach to the governing body.

G. RESPONDING TO NEGATIVE BEHAVIOUR FROM PUPILS WITH SEND

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

When dealing with negative behaviour 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 cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, known triggers of negative behaviour, and put in place support, where possible, to try to prevent these from occurring where appropriate.

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

Our approach 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 (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

G.2 ADAPTING NEGATIVE CONSEQUENCES FOR PUPILS WITH SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is 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 apply a negative consequence to the pupil for the behaviour.

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

G.3 CONSIDERING WHETHER A PUPIL DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE UNIDENTIFIED SEND

The school's special educational needs co-ordinator (SENDCO) 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/carers to create the plan and review it on a regular basis.



G.4 PUPILS WITH AN EDUCATION, HEALTH AND CARE (EHC) PLAN

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan by contacting Bedford Borough Council.

H. SUPPORTING PUPILS FOLLOWING A CONSEQUENCE

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

This could include measures such as:

- Restorative/ reflective conversations.
- Report cards with personalised behaviour goals.
- Daily contact with a pastoral lead or identified member of senior staff.
- Daily check-ins from a pastoral support worker.
- Regular contact with a mentor.
- Regular contact with home.

I. PUPIL TRANSITION

I.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.

I.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.

J. TRAINING

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

- Our behaviour management principles and procedures

Behaviour management will also form part of continuing professional development.

K. MONITORING



K.1 MONITORING & 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 pupil support units, off-site directions and managed moves.
- Incidents of searching and confiscation.
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.
- Prejudice-related incidents.

The data will be analysed every term by the pastoral leads and 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 characteristics.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

K.2 MONITORING THIS POLICY

This behaviour policy will be reviewed by the Assistant Headteachers - Pastoral, the Headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section K.1). At each review, the policy will be approved by the FGB.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding Policy
- SEND Policy
- Anti-bullying Policy
- Single Equality Policy
- Positive Handling Policy
- Suspension and Permanent Exclusion Policy



Appendix 1: Statement of behaviour principles

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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

As a school we use every opportunity to build warm, respectful and positive relationships based on our CORE values:

Community, Opportunity, Respect and Excellence.

As a school we live our CORE values by:

- Ensuring certainty over severity in the way pupils receive praise and consequences
- Taking collective responsibility for high expectations of behaviour at all times
- Using restorative practices and conversations Using a graduated approach with reasonable adjustments when appropriate
- Giving frequent positive praise
- Encouraging effort clearly linked to high expectations of learning
- Avoiding isolations, suspensions and exclusions wherever possible
- Working closely with families and carers



Appendix 2: List of prohibited items

These items are not permitted on site. They are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Electronic cigarettes or vaping materials
- Fireworks
- Pornographic images
- Strong magnets
- 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).