MOSAIC SCHOOLS LEARNING TRUST

Wickham Common Primary School

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BEHAVIOUR POLICY 2026-2027

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:	Head Teacher
Date of Review:	September 2026
Date of Next Review:	September 2027

SUMMARY OF CHANGES

Date	Change
September 2024	New policy
November 2025	Additional wording included for supporting staff with behaviour and SEND adaptations.
June 2026	P.4 section 2: updates to statutory guidance list
	p.11 paragraph on seclusion added
	p.20 added DfE statutory guidance on restrictive interventions specifically requiring LGB to monitor restraint and seclusion data and look for disproportionate use

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Create a collaborative approach to behaviour so all staff feel supported and protected in behaviour management approaches
- Establish a whole-school approach to maintaining good behaviour and relationships that reflect the values of the school
- Outline the expectations, positive reinforcements 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
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

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
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Restrictive interventions in schools, including reasonable force and seclusion 2025

In addition, this policy takes into account:

- 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 of misbehaviour

The lists below provide the definitions and examples of different levels of behaviour which are considered to be misbehaviour. Whilst these have been drawn up to cover most examples of different behaviours, they are **not exhaustive**, and any misbehaviour which differs from these examples will be considered in its own right and categorised appropriately.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Examples of some **misbehaviours** are:

- Frequent or constant chatting

- Calling / shouting out in classrooms or around the school
- Unfinished or unacceptable work due to time wasting
- Not looking after resources, equipment or furniture carefully
- Not sharing or co-operating
- Thoughtless “rough” play
- Interrupting the teacher / teaching
- Running in the classroom / corridor /through the school
- Name calling

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic, biphobic, transphobic, or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Tobacco and cigarette papers, vapes or vaping/smoking equipment
    - Stolen items
    - Fireworks
    - Pornographic images
    - Any article a member of staff 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)

Some examples of **serious misbehaviours** are:

- Persistent refusal to accept school, class or playground rules, or authority of adults
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Spitting, biting and other forms of violent behaviour towards other children
- Physical or verbal aggression towards a member of staff/ adult
- Repeated bullying, identity-based bullying or prejudice-related incidents including religious intolerance, transphobia, biphobia, etc.
- Serious damage of property
- Possession of any prohibited items.
- Inappropriate online behaviour e.g. any type of recording / taking photos of children or adults on own devices in school premises, inappropriate messaging to peers.

4. Bullying

Bullying is defined as,
Bullying is, “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017). This can happen both on-line and offline.
Bullying is, therefore:

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

Bullying can include:

Bullying can be:

- Verbal bullying behaviour- this is the repeated, negative use of speech, sign language or verbal gestures to intentionally hurt others e.g. using hurtful words, discriminatory or offensive language or swear words
- Indirect bullying behaviour- this is the repeated, negative use of actions which are neither physical nor verbal to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone’s property or cyberbullying. This can also occur through a third person.
- Physical bullying behaviour – this is the repeated, negative use of body contact to intentionally hurt others e.g. kicking, punching, slapping, and inappropriate touching or spitting.
- Cyber or Online Bullying behaviour – these are unacceptable behaviours expressed online or via chat groups. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps and sending offensive or degrading photos or videos. This includes the use of AI tools and generative AI to create fake or manipulated content (deepfakes) to bully, harass or humiliate others. Deepfakes can include videos, photos or audio recordings that appear real but have been created or altered using AI technology.
- Prejudice based bullying behaviour – is unacceptable and rude comments or actions directed towards peers or their family members, gender, sexual orientation, age, disability, gender reassignment, race or religion or belief. Bullying can include name-calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- Sexual harassment and sexual violence – this includes unwanted conduct of a sexual nature, including sexual comments, jokes, online sexual harassment, sharing of nude or semi-nude images, upskirting, and any form of sexual violence.
- A form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

Incidents that are connected to bullying may occur on the school premises; during off- site educational visits or sporting events or on the way to and from school. The school will act upon incidents of cyber bullying, regardless of whether messages have been sent on or off the school premises.

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which can be found on our website.

5. Roles and responsibilities

If we want to achieve consistency it is imperative that staff, children and parents and carers have a shared understanding of our school expectations.

Pupils

We expect all pupils to demonstrate an understanding of the school's values and:

- show strong learning behaviours
- behave well in school and when travelling to and from school and on school trips
- recognise that the school is part of the wider community
- take responsibility for their own actions
- respect difference and individuality
- ask questions to further knowledge and curiosity

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards and positive reinforcements 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.

Staff

Staff will:

- be positive role-models
- develop positive relationships with every child
- treat pupils as individuals and get to know pupils and respect taking into account their background and any SEND which may impact on their behaviour
- understand the nature and impact of trauma and negative life experiences
- develop an understanding of what children are trying to communicate through their behaviour
- ensure all children have a voice and that their opinion is respected
- engage positively with parents/carers
- be consistent, reflective and adaptable
- ensure that the relevant supportive strategies/interventions are in place to support communication and positive behaviour management

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording and report behaviour incidents according to agree procedures
- Challenging pupils to meet the school's expectations

The Head Teacher

The Head Teacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour and are supported to do so.
- 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 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

Parents and carers

We ask parents and carers to:

- 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 and uniform policy (including PE kit)
- Ensure their child arrives to school on time and ensure optimal attendance
- Be a positive role model for their children
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend any scheduled meeting regarding their child and take part in any meetings or pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Work in partnership with the school to share concerns and resolve issues and raise any concerns about the management of behaviour with the school directly.
- Be respectful to school staff and the school's policies and procedures

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.

The Local Governing Body

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

6. School Behaviour Curriculum

We expect our children at Wickham Common Primary School to always exhibit positive behaviours which

are embedded across our whole curriculum. These behaviours are linked with our school values which are celebrated during our Friday assemblies as a whole school and staff commend pupils for exhibiting these behaviours across the week.

Assembly time is used to remind children of our whole school drivers of My World, World around me and Impact on the world (See Appendix 2). We constantly and consistently reinforce the trust values of Resilience, Respect and Resourcefulness through our PSHE and RE lessons and through our pupil voice in School Council and Pupil Parliament.

Our own Agents for Change work with all the children during lunchtimes to support positive relationships and encourage children to resolve conflicts through positive framing in conversations. These Agents also lead assemblies regarding the Protected Characteristics to ensure that we are creating and imbuing an ethos of tolerance and acceptance in all we do.

We expect children to:

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

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

Mobile phones and Smart watches

Pupils in Year 6 are permitted to bring a mobile phone to school if they are walking to and from school. This must be accompanied with written permission from parents/carers. These phones are handed in at the beginning of the day and are stored securely in the main office and are collected by the monitor at the end of the day at 15.20 for distribution.

Smart watches are not permitted for children to wear at anytime.

Staff model this behaviour by ensuring their mobile phones are not visible during the school day and are kept on silent. Staff also are not permitted to access Smart watches during curriculum time other than to use as a simple timepiece.

In specific instances, mobile phones are allowed for medical reasons, for example diabetic monitoring, in which case the pupil will keep the phone with them at all times. A medical care plan will be in place and agreed by staff, parents or carers.

The school accepts no responsibility for any mobile phone which is brought into school.

All parents/carers are requested to sign in their mobile phones and devices when attending school for meetings with staff at any time

7. Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. All of the teaching staff follow the Behaviour Categories in responding to all behaviours which do not align with our expectations. (See Appendix 1)

- Teachers aim to know the children as individuals, their personalities and interests and who their friends are.
- They promote a positive classroom and learning atmosphere.
- Teachers and children have high expectations of themselves and each other, displaying positive role models
- Staff model the standards of courtesy that we expect from the children
- We aim to praise the positive actions of children more frequently than commenting on the negatives.

They will:

- Develop, maintain and restore positive relationships with pupils which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines including routines for all transition points
  - 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

Safeguarding

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

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

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

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos. We feel that it is important for children who USUALLY behave well to be praised and encouraged rather than only to comment on the behaviour of those who often fall short of behavioural expectations

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

Responding to misbehaviour

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

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 sanctions in response to unacceptable behaviour:

- A verbal warning and reminder of the expectations of behaviour
- A change of environment
- Expecting work to be completed at home, or at break or lunchtime
- Thinking / Reflection Time (or similar) at break or lunchtime
- Referring the pupil to a senior member of staff
- Letter, emails or phone calls home to parent /carer s
- Agreeing a consistent Behaviour or Pastoral Support Plan
- Internal Isolations
- Removal from the classroom
- Suspension
- Permanent exclusion in the most serious of circumstances

Appendix 1 defines levels of misbehaviour and details appropriate sanctions at each stage in our Behaviour Categories..

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.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Staff may use reasonable force to prevent a pupil from:

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

Incidents of reasonable force must:

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

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

Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. Staff should only put a pupil in seclusion to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil must be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave.

Incidents of seclusion must:

- Always be used as a last resort
- Be applied 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

Searching and confiscation

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Prohibited items are set out in section 4 of this policy.

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

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher, or by the Head Teacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

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

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

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Head Teacher, 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/Assistant Headteacher/ DDSLs 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 4, 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

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 4) 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 4

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), 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 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

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.

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 on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

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, before the strip search takes place, 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, and ask them whether 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 information about 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.

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, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Head Teacher
- 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 whether, 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.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head Teacher will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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.

8. Serious sanctions

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. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of SLT and will be removed for a maximum of one session initially.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head Teacher or SLT working on their behalf.

Pupils should be reintegrated into the classroom as soon as it is 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/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 in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head Teacher and only as a last resort. Refer to Exclusion Policy

9. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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. We will try to anticipate and remove triggers of misbehaviour for example by:

- 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 / medical needs
- Training for staff in understanding conditions such as ASC or ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Sensory diet in place for all in the classroom
- Adaptive teaching in place to include additional scaffolding, chunking and ensuring work is appropriate for the child

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- 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 is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

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/carers to create the plan and review it on a regular basis.

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

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

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

The school will liaise with Bromley as our Local Authority.

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Pupil 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

All staff are provided with training on managing behaviour, for some staff, this includes positive handling training. Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusions and suspensions
- Use of alternative provision and managed moves
- Use of restrictive interventions, including reasonable force and seclusion

The local governing body will monitor this data to ensure the school 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. The local governing body will pay particular attention to monitoring data on the use of restrictive interventions, including reasonable force and seclusion, to identify any disproportionate use across different groups of pupils.

This behaviour policy will be reviewed annually by the Head Teacher and local Governing Body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Positive Handling Policy
- Anti- Bullying Policy
- Acceptable Use policy
- SEND policy
- Staff Code of Conduct

Appendix 1- Levels of Behaviour

The chart below outlines examples of behaviours and responses

Demonstrating our Core Values

Honesty	**Kindness**	**Effort**
Acceptance	**Integrity**	**Respect**
Fun	**Creativity**	**Responsibility**

Step 1 Behaviours	**Step 2 Behaviours**
- Calling out and disturbing others - Distracting others e.g. talking, making noises, etc. - Disrupting a lesson e.g. throwing a rubber, being silly - Not trying your best - Not completing set work tasks - Being rude e.g. answering back, muttering, eye rolling, etc. - Talking over others	- Persistent Step 1 behaviours - Being rude to an adult - Not following adult requests - Making personal insults - Deliberately breaking equipment - Grabbing/pushing and shoving/arguing with each other (without injury) - Using rude language - Hurting another child (words or actions without injury)

Step 3 Behaviours	**Step 4 Behaviours**	**Step 5 Behaviours**
- Persistent Step 2 behaviours - Refusing to follow instructions - Small pushing/shoving fight - Hurting each other on purpose - Taking things without permission - Swearing and offensive words	- Persistent Step 3 behaviours	- One serious incident of violence/aggressive behaviour - Serious fighting including biting/kicking/punching where someone got hurt - Hitting an adult on purpose - Racism/bullying/homophobia and sexism - Swearing intentionally at an adult - Seriously poor behaviour that reflects badly on our school

Core Value Rewards/Responses

<table>
<tr><td colspan="2">Positive praise
House points
Value assembly praise</td><td></td></tr>
<tr><td colspan="2">Step 1 Behaviour Responses
Class Teachers/Support Staff

- Rule reminders and redirection
- Warning issued to signal escalation to Step 2
- No formal recording necessary</td><td colspan="2">Step 2 Behaviour Responses
Class Teachers/Support Staff

- Logged on Safeguard
- Loss of play/lunch with class teacher and reflection sheet completed</td></tr>
<tr><td>Step 3 Behaviour Responses
Class Teachers/Support Staff

- Time spent with Phase Leader
- Complete Reflection sheet
- Incident to be communicated with parents at the end of the day by the class teacher
- Loss of play/lunch with Phase Lead
- Consider Report card initiation</td><td>Step 4 Behaviour Responses
SLT

- Meeting with AHT or HT
- Parents informed and letter sent home
- Incident recorded formally on serious incidents log
- Loss of play and lunch
- Temporary loss of class responsibilities/school privileges
- Report card initiated
- Informal internal seclusion/time away from class for up to ½ a day
- Parental meeting</td><td>Step 5 Behaviour Responses

- Meeting with HT
- Recorded on Incident log
- Internal exclusions
- Meeting with parents
- Fixed term internal exclusion
- Permanent exclusion</td></tr>
</table>