



King's Academy College Park

Behaviour Policy

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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 2022](#)
- [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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

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



Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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

Bullying is, therefore:

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

Bullying can include:



Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The school is an Anti-Bullying Alliance United Against Bullying School and details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

The governing board

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

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully



- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

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 rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don’t meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

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

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

School behaviour curriculum

The school’s behaviour curriculum is embodied by The KACP Way which promotes the school culture:

The KACP Way



Openness and willingness to learn.
Honouring the wisdom in the room.
Respect for each other and different views.
Language is important and reflects our values.
Keep ourselves safe and support each other.



The behaviour curriculum statements sit underneath this and set out what pupils are expected to **do**. These link to our school values.

Pupils are expected to:

- Accept when things do not go their way and respond appropriately.



- Conduct themselves in a sensible manner when moving around the school and treat resources with respect.
- Come to school prepared and ready to learn.
- Contribute to lessons and try their best at all times.
- Create an environment that makes it possible for everyone to be successful.
- Maintain a high behaviour standard in new and different situations.
- Be respectful and kind to others through their actions and words.

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

Mobile phones

Only pupils in Year 5 and 6 are permitted to bring a mobile phone into school with parental consent. These must be handed in at the beginning of the day and will be returned to the pupil at the end of the day. A central list of those who have permissions is kept in the office. More information can be found in our mobile phone policy.

Responding to behaviour

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's behaviour curriculum and the KACP way.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - 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.



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

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 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.

To promote good behaviour and attitudes at KACP we have a reward system in line with our school values. Children can move up a dragon's tail when told to do so by members of staff if they demonstrate that they are meeting our high expectations in respect to these values.

Told to move up the dragon's tail (6 stages)



On reaching the top  Tick next to child's name



Back to bottom of dragon's tail to move up again.

5 ticks next to child's name

Bronze dragon certificate

10 ticks

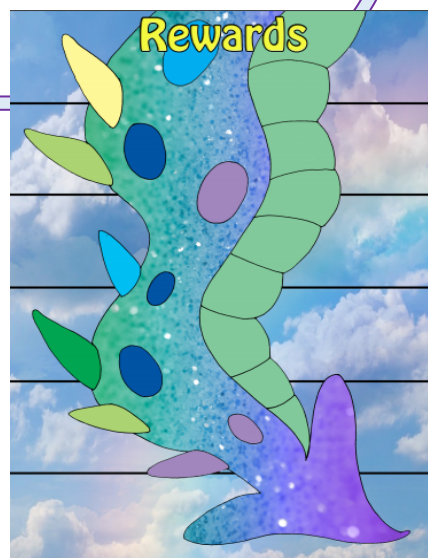
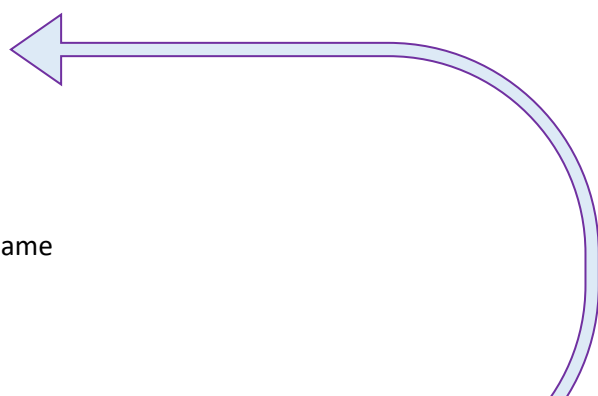
Silver dragon certificate

15 ticks

Gold dragon certificate

20 ticks

Rainbow dragon certificate



In weekly celebration assemblies two children from each class are chosen as 'Value Champions' and are awarded with a certificate which shows how they have met one of the school values that week.

Positive behaviour may also be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence



- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

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.

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.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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 employs a number of sanctions to uphold the school values and to ensure optimum classroom behaviour and zero low-level disruption. If a pupil fails to complete work in class due to misbehaviour, they will be expected to complete it in their own time under the supervision of an adult.

Step	Sanction	Action
Step 1	Reminder of expectation.	The pupil is expected to improve their behaviour.
Step 2	Pupil’s name is moved down the behaviour chart.	The pupil is expected to improve their behaviour.
Step 3	Pupil’s name is moved down the behaviour chart.	Class teacher may choose to move them to another position in the classroom to support their choices.
Step 4	Pupil’s name is moved down the behaviour chart. (Time out).	The pupil will spend 5 minutes in another classroom to allow them to reflect independently and self-regulate. Parents/Carers will be contacted by the office and the incident will be recorded on the behaviour tracker.
Step 5	Yellow card issued.	Reflection time: The pupil will spend 15 minutes of their free time completing a reflection activity with the year leader. Parents/Carers will be contacted by the office and the incident will be recorded on the behaviour tracker. The yellow card form will be kept in the pupil’s file.



		<ul style="list-style-type: none"> • 5 minutes to regulate. • 5 minutes to record their interpretation of what happened. • 5 minutes discussion with the year leader.
Step 6	<p>Red card issued.</p> <p>A red card can be issued as either a progressive sanction following a red card or following a deliberate act of serious misbehaviour (see definitions of serious misbehaviour)</p>	<p>Reflection time: The pupil will spend their lunchtime completing a reflection activity with a member of the senior leadership team. Parents/Carers will be contacted by the member of SLT and the incident will be recorded on the behaviour tracker. The red card form will be kept in the pupil's file. The reflection time will include:</p> <ul style="list-style-type: none"> • Time to regulate. • Time to record their interpretation of what happened. • Time to have a discussion with a member of SLT.

KACP Behaviour Chart



<p>Reminder 1</p> <p>You need to improve your behaviour choices!</p>	
<p>Reminder 2</p> <p>Think about your next step – what can you do to improve?</p>	
<p>Time Out</p> <p>You will need to spend 5 minutes in a partner class to reflect on your choices and think about what you need to do to improve.</p>	
<p>Yellow Card</p> <p>You will need to spend 15 minutes of your free time with your year leader.</p>	
<p>Red Card</p> <p>You will need to spend your lunchtime with a member of the senior leadership team.</p>	

How can you use the school values to help you improve your choices?



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. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

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

Where possible, a member of staff who is trained in physical handling of pupils should be called upon, and there should be an additional adult present.

Confiscation and searching

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

Confiscation

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

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

Searching a pupil

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. Two

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 is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

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

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

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.



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

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

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

- 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 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 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 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.

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 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 Inclusion Manager 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

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

Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Removal from classroom (Isolation)

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 which is meaningful, but it may differ from the mainstream curriculum.



Isolation 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.

Isolation 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 the senior leadership team and will be removed for a time appropriate for the above to be completed.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/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, such as:

- Meetings with families
- Use of teaching assistants
- Behaviour plans
- Multi-agency assessment

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

Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

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 balance their legal duties 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.

It may be appropriate to anticipate and remove removing triggers of misbehaviour below. This 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

Adapting sanctions for pupils with SEND

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

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

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

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.

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.

For example:

- Reintegration meetings
- Daily contact with the inclusion manager
- Personalised behaviour plan

Following any period of suspension, a reintegration meeting will be held with parents present before the pupil can return to school.

Pupil transition

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.

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

Training



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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the inclusion manager.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

Monitoring this policy

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

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy



- Anti-bullying policy
- Uniform policy

September 2023



Appendix 1: written 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, sanctions 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 the handling of 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.



Appendix 2: Communicating with Parents

Behaviour Letter: Time Out

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. Unfortunately, xxx failed to make the right choices during their learning, demonstrating behaviours that do not adhere to our behaviour curriculum which is set out in our behaviour policy. This has resulted in them reaching step 4 of our behaviour chart.

This has been promptly followed up in school with a 'time out' where your child spent five minutes in a partner class to independently reflect on their behaviour.

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

More information about our behaviour systems can be found in our behaviour policy.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name

Step	Sanction	Action
Step 1	Reminder of expectation.	The pupil is expected to improve their behaviour.
Step 2	Pupil's name is moved onto the behaviour chart.	The pupil is expected to improve their behaviour.
Step 3	Pupil's name is moved down the behaviour chart.	Class teacher may choose to move them to another position in the classroom to support their choices.
Step 4	Pupil's name is moved down the behaviour chart. (time out).	The pupil will spend 5 minutes in another classroom to allow them to reflect independently and self-regulate. The incident will be recorded on the behaviour tracker,
Step 5	Yellow card issued.	Reflection time: The pupil will spend 15 minutes of their free time completing a reflection activity with the year leader. Parents/Carers will be contacted by the office and the incident will be recorded on the behaviour tracker. The yellow card form will be kept in the pupil's file. <ul style="list-style-type: none">• 5 minutes to regulate.



		<ul style="list-style-type: none"> • 5 minutes to record their interpretation of what happened. • 5 minutes discussion with the year leader.
Step 6	<p>Red card issued.</p> <p>A red card can be issued as either a progressive sanction following a red card or following a deliberate act of serious misbehaviour (see definitions of serious misbehaviour)</p>	<p>Reflection time: The pupil will spend their lunchtime completing a reflection activity with a member of the senior leadership team. Parents/Carers will be contacted by the member of SLT and the incident will be recorded on the behaviour tracker. The red card form will be kept in the pupil's file. The reflection time will include:</p> <ul style="list-style-type: none"> • Time to regulate. • Time to record their interpretation of what happened. • Time to have a discussion with a member of SLT.

Behaviour Letter: Yellow Card

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. Unfortunately, xxx failed to make the right choices during their learning, demonstrating behaviours that do not adhere to our behaviour curriculum which is set out in our behaviour policy. This has resulted in them being issued with a yellow card.

This has been promptly followed up in school with reflection time, where your child spent fifteen minutes with the year leader to reflect on their behaviour and discuss ways of ensuring this does not happen again.

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

More information about our behaviour systems can be found in our behaviour policy.

Please do not hesitate to contact me if you would like to discuss this further.

Your sincerely,

Class Teacher Name

Step	Sanction	Action
Step 1	Reminder of expectation.	The pupil is expected to improve their behaviour.



Step 2	Pupil's name is moved onto the behaviour chart.	The pupil is expected to improve their behaviour.
Step 3	Pupil's name is moved down the behaviour chart.	Class teacher may choose to move them to another position in the classroom to support their choices.
Step 4	Pupil's name is moved down the behaviour chart. (time out).	The pupil will spend 5 minutes in another classroom to allow them to reflect independently and self-regulate. The incident will be recorded on the behaviour tracker,
Step 5	Yellow card issued.	<p>Reflection time: The pupil will spend 15 minutes of their free time completing a reflection activity with the year leader. Parents/Carers will be contacted by the office and the incident will be recorded on the behaviour tracker. The yellow card form will be kept in the pupil's file.</p> <ul style="list-style-type: none"> • 5 minutes to regulate. • 5 minutes to record their interpretation of what happened. • 5 minutes discussion with the year leader.
Step 6	<p>Red card issued.</p> <p>A red card can be issued as either a progressive sanction following a red card or following a deliberate act of serious misbehaviour (see definitions of serious misbehaviour)</p>	<p>Reflection time: The pupil will spend their lunchtime completing a reflection activity with a member of the senior leadership team. Parents/Carers will be contacted by the member of SLT and the incident will be recorded on the behaviour tracker. The red card form will be kept in the pupil's file. The reflection time will include:</p> <ul style="list-style-type: none"> • Time to regulate. • Time to record their interpretation of what happened. • Time to have a discussion with a member of SLT.

Behaviour Letter: Red Card

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. Unfortunately, xxx failed to make the right choices during their learning, persistently demonstrating behaviours that do not adhere to our behaviour curriculum, which is set out in our behaviour policy. This has resulted in them being issued with a red card.

OR



I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with reflection time, where your child spent their lunchtime with a member of the school leadership team to reflect on their behaviour and discuss ways of ensuring this does not happen again.

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

More information about our behaviour systems can be found in our behaviour policy.

Please do not hesitate to contact me if you would like to discuss this further.

Your sincerely,

SLT Name

Step	Sanction	Action
Step 1	Reminder of expectation.	The pupil is expected to improve their behaviour.
Step 2	Pupil's name is moved onto the behaviour chart.	The pupil is expected to improve their behaviour.
Step 3	Pupil's name is moved down the behaviour chart.	Class teacher may choose to move them to another position in the classroom to support their choices.
Step 4	Pupil's name is moved down the behaviour chart. (time out).	The pupil will spend 5 minutes in another classroom to allow them to reflect independently and self-regulate. The incident will be recorded on the behaviour tracker,
Step 5	Yellow card issued.	Reflection time: The pupil will spend 15 minutes of their free time completing a reflection activity with the year leader. Parents/Carers will be contacted by the office and the incident will be recorded on the behaviour tracker. The yellow card form will be kept in the pupil's file. <ul style="list-style-type: none"> • 5 minutes to regulate. • 5 minutes to record their interpretation of what happened. • 5 minutes discussion with the year leader.



Step 6	<p>Red card issued.</p> <p>A red card can be issued as either a progressive sanction following a red card or following a deliberate act of serious misbehaviour (see definitions of serious misbehaviour)</p>	<p>Reflection time: The pupil will spend their lunchtime completing a reflection activity with a member of the senior leadership team. Parents/Carers will be contacted by the member of SLT and the incident will be recorded on the behaviour tracker. The red card form will be kept in the pupil's file. The reflection time will include:</p> <ul style="list-style-type: none"> • Time to regulate. • Time to record their interpretation of what happened. • Time to have a discussion with a member of SLT.
--------	---	--

Isolation letter

Dear parent/carer,

I am writing to inform you that [insert pupil's name] was removed from class on [insert date] at [insert time] to complete a period of isolation.

Isolation 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.

The reason(s) for this detention are set out below:

Insert a brief description of the behaviour incident that led to the detention here.

Your child was supervised by a member of the school's senior leadership team for [insert time period] in order to: (Delete as appropriate)

- 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

More information about our behaviour systems can be found in our behaviour policy.

If you would like to discuss this incident, please call the school to make an appointment.

Yours sincerely,

SLT Name

