

Behaviour Policy

Eppleton Academy Primary School



Approved by:	L Jackson HT (Headteacher)	Date: September 2025
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1. Aims

At Eppleton Academy Primary, we want our children to be happy, in pleasant and relaxed surroundings. In this atmosphere, we believe they will develop as fully as possible personally, socially and academically. We think that children learn best when they are clear about what they are expected to do and where they feel comfortable to be themselves. It is important that they understand what good behaviour means and why it is an important aim of our school.

The school operates a Positive Discipline Policy. There are explicit school rules, but our policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, where all members of the school can live and work together in an effective and considerate way.

This policy aims to:

- Create a positive culture that promotes excellent behaviour for learning, for community and for life
- Ensure 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
- Develop children who are tolerant and understanding with consideration of the rights, views and property of others
- Provide a safe, happy and orderly community in which children can be valued and accepted as individuals
- Promote positive and respectful relationships between all members of our community

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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- 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.

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or assault
- 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned 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)

4. 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: • 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy which is available on our website.

5. Roles and Responsibilities

5.1 The governing body

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

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

5.2 The role of 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 (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- 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 (Using CPOMS)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents. The leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

5.4 Parents and carers

The role of parents and carers is crucial in helping our school to develop and maintain good behaviour.

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.

5.5 Pupils

Pupils will be made aware of the following:

- 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.

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.

6. School systems and social norms

6.1 Expectations

Pupils are expected to:

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

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

Consistency in practice is the key to the success of this policy.

1. Consistent, simple rules and expectations: All members of the school community will have a clear understanding of the school code of conduct and their role within it.
2. Consistent language; consistent response: Simple and clear expectations reflected in all conversations about behaviour.
3. Consistent follow up: Teachers take responsibility for behaviour interventions, seeking support from senior management.
4. Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating positive behaviour.
5. Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
6. Consistent respect from the adult: Even in the face of disrespectful learners.
7. Consistent models of emotional control: Emotional restraint that is modelled and not just taught, staff as role models for learning.
8. Consistent reinforced rules and routines for behaviour around the school site.
9. Consistent environment: Consistent visual messages and echoes of core values.

We have three clear parts to our behaviour strategy: rules, rewards and sanctions.

6.2 Rules

We have agreed three behavioural expectations known as our '3 bees'

BE RESPECTFUL
BE RESPONSIBLE
BE SAFE

Under each of these, children and adults have discussed what they would look like in different areas of the school: in classrooms, corridors, outside, on trips, in the dinner hall.

For example, for the dinner hall

Be Respectful	Be Responsible	Be Safe
Use quiet voices Use good manners Raise hand to speak to an adult	Clean up your space Listen to lunch time supervisors	Walk and stay in line Eat only your food Stay seated while eating your food

For example, in the classroom

Be Respectful	Be Responsible	Be Safe
Follow adult direction Use indoor voices Active listening	Have your equipment ready Do quality work Participate in classroom discussions and share ideas	Kind hands, feet and voices Feet on the floor Walk

We expect children to follow these simple rules in the classroom and around the academy. When children follow these rules, they will be rewarded for doing so. If children choose not to follow the rules, their actions will result in consequences.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- 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 (eg, ClassDojo points, praise etc)
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

- Plan lessons that engage, challenge and meets the needs of all learners
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly

7.2 Safeguarding

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

We will consider whether a pupil's 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

7.3 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 (ClassDojo Points). This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

- Verbal Praise
- ClassDojo points, which can be collected and allocated to specific labelled positive behaviours. These categories are discussed and agreed with children at the start of each term and adapted during the term where needed. There are some consistent throughout all classes, ensuring consistency across school. There is a display in each classroom promoting Dojo which includes a set 'price list'. In early years, when children achieve 10 Dojos (nursery) and 50 Dojos (reception) they choose a reward from the prize box. At the end of a half term (KS1) and end of a term (KS2) children can allocate their points to rewards / treats and therefore 'spend' their Dojo points. The more points they achieve the more rewards / treats they are able to access.
- Communicating praise to parents/carers via ClassDojo Messages
- Whole-class rewards, such as a popular activity
- Highlighting the good behaviour as it occurs and sharing it with other members of the school community as and when appropriate
- Stickers
- Certificates presented in our weekly achievement assembly including star of the week awards, headteachers award
- 'Tea with the Head'
- Additional responsibilities/roles around school

7.4 Responding to misbehaviour

We agree that the emphasis should be on the positive approach. Occasionally, however children may forget our aims for good behaviour and will need:

- To be reminded of our behaviour expectations and our '3 bees'
- To have their attention drawn to the likely consequences of negative actions (safety, under-achievement, disturbing others etc)

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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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.

Sanctions

If a child needs to be challenged about inappropriate behaviour, then the following tiered system of consequences is in place:

1. Verbal warning
It must be made explicit to the child the reason why and how it can be rectified.
e.g. 'Child A, that is your first warning'. After second verbal warning e.g. 'Child A that is your second verbal warning. The warning is for... and you can make the right behaviour choice by If you do not, the consequence is the removal of a Dojo point'.
2. Remove Dojo point(s)
3. Withdraw child from class (e.g. 5-10 minutes time out within another area of the classroom, or if necessary, a whole lesson in another teacher's classroom with their own work). Before returning to their regular classroom, there will be a conversation between the child and their class teacher about expectations and how to improve their behaviour. Children have to pay back the withdrawal time during their playtime, so they may end up missing 2 minutes / 5 minutes / 10 minutes of the whole playtime. If this level of behaviour is occurring frequently, the class teacher will speak with parents. If the children are outside for break times, they may be asked to have a 'time out' where they have a break from playtime activities, although still outside.
4. Send child to member of the Leadership Team or an Assistant Headteacher. Staff will make it clear that the consequence of their repeated negative behaviour means that they need to see a senior leader. If a child is sent to a senior leader multiple times, then a meeting is required with parents to discuss a behaviour plan. A 'behaviour log' may be introduced and staff will report on the child's behaviour throughout each day. This is used to track any patterns of behaviour, to promote dialogue between adults and children, and to acknowledge improvements in behaviour. Parents will have the opportunity to respond to comments written, in addition to further meetings if required.
5. Sent to the Headteacher. The Headteacher will arrange a meeting to discuss the child's behaviour with their parent(s) or carer(s). An internal suspension may take place. This will be for a set timeframe (e.g. from a half day to one week).
6. External Suspension. The parent(s) or carer(s) will be asked to take the child off site. The external suspension may be for a specified period during the day (e.g. lunchtimes) or may be for the whole of the day. Whilst all possible measures will be explored prior to the use of suspension, the school reserves the right to suspend pupils in accordance with statutory guidance. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.
7. If behaviour continues consideration will be given to whether the child requires an individual behaviour plan which will be used to support pupils' behaviour, identifying specific behavioural strategies. The child may be placed on the SEND register and the Ranges document will be used to identify the specific range.

8. If deemed necessary referrals may be made to the behavioural support units; we will also engage with local partner and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

More extreme incidents of negative behaviour which could include; physical violence towards others, threatening behaviour, bullying and aggressive behaviour towards people or the environment will not be tolerated. These will be sanctioned at least point 4 on the tiered system and parents should be aware that these behaviours risk suspension and possible exclusion.

All racism and forms of bullying will be logged on CPOMS. All assaults, whereby a child is marked or injured, should be logged on CPOMS and the child's parents/carers will be informed.

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. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Exceptions to this tiered system may also include children with Special Educational Needs and Disabilities.

Enrichment opportunities, such as after school clubs and school trips, are offered on a discretionary basis by the school. If the Headteacher has reason to believe the attendance of any particular pupil would have a detrimental impact on the activity, or the health and safety arrangements of the activity/visit, then the school reserves the right to withdraw the offer from that pupil. The decision of the Headteacher is final.

If a child's behaviour is proving to be a health and safety concern, a risk assessment would be completed prior to any school visits where ways are explored to minimise the risk. If taking the child out of the school poses too great a risk to their own or others safety, the child will need to remain at school and not attend the visit.

On the return of a fixed term suspension, staff will complete a reintegration planning meeting. This allows the pupil and parents and those receiving the pupil back into school the opportunity to record exactly what the expectations are and any further adjustments that may be necessary to facilitate a successful reintegration into school.

Exceptional cases

If a child puts themselves into a dangerous position and refuses to comply with instruction from adults, a decision should be made as to the best strategy to deal with this behaviour. It should be considered whether it is best to:

- 'Ignore' the child's negative behaviour and supervise them from a distance to allow them to 'cool down'
- Use Team Teach strategy in order to escort them to a safe place
- Contact a parent / guardian who can then be responsible for removing them from the inappropriate situation. Following this situation, parents /guardians may be asked to supervise their child for a short period until they have calmed down and are able to access the curriculum again. The child will have a consequence to carry out as soon possible after their negative behaviour.

7.5 Reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. De-escalation strategies should always be the preferred method to deal with children making the wrong choices.

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 and reported to parents/carers (Using CPOMS).

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.

Key members of staff have received training in restraining techniques. The use of reasonable force would always be used as a final strategy when other de-escalation techniques are failing to contain an incident and a situation poses an unacceptable risk to anyone involved. Techniques always start with the use of staff voice. Parents will always be notified about any serious incident or team teach incident this is recorded on our CPOMS management system.

7.6 Searching, screening and confiscation

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

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The laws protect staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances to the case.

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.

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

Staff are entitled to search pupils where it is believed that a pupil is in possession of a prohibited item and will comply with statutory guidance in carrying out such searches.

Prohibited items will include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to cause personal injury to, or damage to the property of, any person (including the pupil)

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline within the school.

Teachers in school have the right to search a child if they think that they are hiding an item that could be used to harm another child or adult or have an item that does not belong to them. If an adult in school suspects that this may be the case they must inform either the Headteacher or Assistant headteacher who will make the decision to search. If it is decided that a child or group of children should be searched this will be carried out by the class teacher with either the HT or AHT present. The reason for the search and the outcomes will be recorded on CPOMs.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, sports event, on the way to or from school, when in the community wearing the school uniform. 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).

7.8 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.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher/ member of SLT 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.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Eppleton Academy will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most

appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

We are clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff are made aware of the importance of challenging all inappropriate language and behaviour between pupils. We never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing

An assertive response to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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. These could include any of the following:

- 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 spaces) where pupils can regulate their emotions during a moment of sensory overload

8.2 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.

9. Monitoring and evaluating school behaviour

We use strong and effective systems for data capture, including all components of the behaviour culture. It is monitored and objectively analysed regularly by skilled staff. We use the National curriculum in England: framework for key stages 1 and 2. We monitor and evaluate the cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately. We also collect data from the following sources:

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Use of pupil support units, off-site directions and managed moves;
- Incidents of searching, screening and confiscation; and
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

The School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice helps the school ensure that it is meeting its duties under the Equality Act 2010

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Child on Child Abuse Policy
- Weapons Policy
- ICT & Acceptable Use Policy
- Suspension and exclusion policy
- Anti-bullying policy