

# SANDFORD PRIMARY SCHOOL



Signed: Mr Oliver Laken

Date of policy: January 2026

Review of Policy: January 2027

## Behaviour Policy

***Our goal is a nurturing community that expects respect, encourages creativity and embraces aspiration***

Sandford Primary School adheres to the Wessex Learning Trust Relational Policy.

### Statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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 WLT exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

### Aims and objectives of this policy

- To provide a safe environment in which all pupils can learn and reach their full potential
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Outline our system of rewards and sanctions
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) 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 online

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

## **Roles and responsibilities**

### **Wessex Learning Trust**

We are part of the Wessex Learning Trust and as such adhere to their policies related to behaviour. Please see them listed below:

- Exclusions Policy
- Dealing with Aggressive Parents Policy
- Dealing with Allegations of Abuse against Staff policy
- Attendance
- Safeguarding (Child Protection) Policy

### **Local Partner**

The Local Partners are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Local Partners also emphasizes that violence or threatening behaviour towards staff will not be tolerated in any circumstances and this is further endorsed by the Wessex Learning Trust Policy, Dealing with Aggressive Parents Policy.

### **The Headteacher**

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Agree and share rights and responsibilities with children
- Modelling positive behaviour and social skills
- Speak clearly and provide clear instructions
- Show a calm stance and illustrate calm talking
- Providing a personalised approach to the specific behavioral needs of particular pupils
- Recording behaviour incidents

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

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct, outlined in their Home-School Partnership Agreement
- Inform the school of any changes in circumstances that may affect their child's behavior
- Promote positive attitudes towards school and support children with home learning
- Ensure children are ready to learn, which includes eating breakfast before school starts, a good night's sleep, being dressed in school uniform and have the correct equipment/resources they need for school
- Ensure children arrive to school on time and are collected at the end of the day on time
- Discuss any behavioural concerns with the class teacher promptly

# Pupil Code of Conduct

## OUR SANDFORD SCHOOL RULES

Be Ready	Be Respectful	Be Safe
<p><i>Being ready helps us learn good habits that we can use all our lives. It helps our school stay calm, friendly, and safe for everyone.</i></p> <p><b>What does this look like?</b></p> <ul style="list-style-type: none"> <li>• Paying attention to what is important (our learning) and staying on task</li> <li>• Accepting our mistakes and realising when we are wrong (no excuses)</li> <li>• Tidying up our own workspaces and the classroom</li> <li>• Being prepared for school, including having:               <ul style="list-style-type: none"> <li>○ a reading book</li> <li>○ a reading record</li> <li>○ the correct uniform &amp; PE kit</li> </ul> </li> <li>• Being calm and attentive using our SLANT skills</li> <li>• Asking an adult for support (if needed once other strategies have been used)</li> <li>• Being in the right place at the right time, including being on time for school</li> <li>• Going to the toilet during break and lunchtimes (and no more than once in a lesson, if needed)</li> <li>• Leaving any toys at home</li> </ul>	<p><i>Everyone in our school is important, and we should all be treated kindly and fairly, no matter what we look like, what we believe, or who we are. When we show respect to others, they are more likely to respect us too.</i></p> <p><b>What does this look like?</b></p> <ul style="list-style-type: none"> <li>• Listening carefully when other people speak</li> <li>• Following adult instructions straight away</li> <li>• Saying please and thank you</li> <li>• Holding doors open for people</li> <li>• Greeting adults and other children</li> <li>• Looking after the school environment and property</li> <li>• Speaking to other people using a calm and polite tone of voice, at a volume that can be heard whilst looking at the speaker (SLANT skills)</li> <li>• Taking turns, cooperating and sharing with other children</li> <li>• Helping each other (finding an adult if someone needs help, asking other children if they would like to play, involving others in games)</li> <li>• Thinking about what you are going to say and using kind, positive language</li> </ul>	<p><i>Being safe matters because it helps us avoid getting hurt and keeps everyone protected. When we feel safe, we can relax, feel happy, and enjoy school while treating others kindly.</i></p> <p><b>What does this look like?</b></p> <ul style="list-style-type: none"> <li>• Keeping your hands and feet to yourself / kind hands and feet</li> <li>• Using equipment for what it is designed for and taking care of it</li> <li>• Sitting where you are asked to in class</li> <li>• Telling an adult if there is a problem with another child</li> <li>• Moving around the school in a calm and quiet manner (single file, walking on the left, facing forwards with a voice that only someone very close to you would hear)</li> <li>• Ensuring an adult is aware of your whereabouts at all times</li> <li>• Asking permission to leave/enter the classrooms</li> <li>• Tucking our chairs in</li> <li>• Sitting with our legs crossed when on the carpet</li> <li>• If a mobile phone is brought to school, it is handed in and only used off site</li> </ul>

## Behaviour in our school

<p><b>Active learning in the classroom</b> In order to maximise learning, children must pay attention in class</p>	<ul style="list-style-type: none"> <li>• We use our SLANT skills:               <ul style="list-style-type: none"> <li>○ Sit up and look</li> <li>○ Listen</li> <li>○ Ask and answer</li> <li>○ Nod your head</li> <li>○ Track the speaker</li> </ul> </li> <li>• We have our date and L.O written</li> <li>• We try our best and are brave when learning is tricky</li> <li>• We understand mistakes are part of learning</li> <li>• We sit in the right seats and keep our chairs tucked in</li> <li>• We are kind and polite</li> <li>• We allow one person to talk at a time</li> <li>• We follow the adult instructions</li> <li>• We raise our hand if we need to ask something</li> </ul>	<p>Specific children with SEND may require adaptations to meet expectations.</p>
<p><b>Assembly</b> Assembly is a time for reflection and discussion. Bringing the whole school together necessitates being calm, quiet and respectful.</p>	<ul style="list-style-type: none"> <li>• We enter the hall silently, listening to the music</li> <li>• We sit with our class in a straight line and face forward</li> <li>• We sit with our legs crossed and hands in our laps</li> <li>• We use our SLANT skills to actively listen to the speaker</li> <li>• We keep our voices off</li> <li>• We stand silently and turn in the direction we will be walking</li> <li>• We leave the hall silently, listening to the music</li> <li>• When we have visitors we take a pride in our assembly behaviours and welcome them to our school</li> </ul>	<p>Specific children with SEND may require adaptations to meet expectations.</p>
<p><b>Transitions</b> To be respectful to everyone we need to move around our classroom &amp; school quietly and calmly so as not to disrupt others and keep ourselves safe.</p>	<ul style="list-style-type: none"> <li>• When asked we tuck our chairs in sensibly and line up at the classroom door quietly</li> <li>• We are all quiet before leaving our classroom</li> <li>• We walk in a sensible line to our next destination, walking on the left</li> <li>• We are quiet, calm and respectful of everyone else in our school</li> <li>• We open the doors for others if needed</li> <li>• We say please and thank you for those helping us</li> <li>• We wait for an adult to pass through</li> <li>• We leave our learning spaces as we would want to find them (clear and tidy)</li> </ul>	<p>Specific children with SEND may require adaptations to meet expectations.</p>
<p><b>Playtimes / Lunchtimes</b> Enjoying playtime with our friends means we can be kind and caring towards each other, enabling us to be energised to return to the classroom.</p>	<ul style="list-style-type: none"> <li>• We transition out to playtime quietly and calmly</li> <li>• We use the equipment carefully and share with our friends</li> <li>• We stay on our feet or sat on a seat outside</li> <li>• We keep sticks in the forest school area</li> <li>• We look after the trees and plants by not pulling on them</li> <li>• We are careful when running in the playground</li> <li>• We tidy our equipment away on the 5-minute whistle</li> <li>• We are kind with our words and actions</li> <li>• We respond to the two bells:               <ol style="list-style-type: none"> <li>1. Playtime is coming to an end, we move to our line but can still talk</li> <li>2. Line up silently ready to return to class</li> </ol> </li> <li>• We clear any mud off of our shoes before returning to the classroom</li> <li>• We tell an adult if we are hurt</li> <li>• We tell an adult if we need help resolving an issue</li> </ul>	<p>Specific children with SEND may require adaptations to meet expectations.</p>
<p><b>Dining Hall</b> Eating our dinner in a calm and polite manner enables us to have a happy lunchtime and teaches us good manners when we are enjoying our food.</p>	<ul style="list-style-type: none"> <li>• We walk into the dining hall in a quiet and sensible line</li> <li>• We always line up quietly and face forward</li> <li>• We wait patiently for our meal</li> <li>• We use good table manners and eat our food with our mouth closed</li> <li>• We say please and thank you</li> <li>• We use our inside voices</li> <li>• We tidy our tables when we have finished</li> <li>• We carry our tray to the clearing station</li> <li>• We put up our hand and ask to leave when we have finished eating</li> </ul>	<p>Specific children with SEND may require adaptations to meet expectations.</p>
<p><b>Start &amp; End of the Day</b> Arriving at school promptly and in a calm manner helps us to prepare for our learning. Children finish on time in a calm and happy manner.</p>	<p>Start: We arrive on time to school and put our belongings in the correct place We arrive at school in our correct uniform or PE kit – we look smart work smart! We say good morning to each other We undertake our early morning work</p> <p>End: We collect our belongings for the end of the day calmly and sensibly We sit at our tables and wait We wait for an adult to call our name when it is time to go to our grown up or to walk home We say goodbye to our teachers We walk calmly out of school</p>	<p>Specific children with SEND may require adaptations to meet expectations.</p>

## Classroom management

Behaviour is a curriculum; children must be taught how to behave well and time given for this. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct
- Develop a positive relationship with pupils, which include:
  - Greeting pupils in the morning/at the start of lessons and provide them with early morning work to set the tone for the day
  - 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 strategy for dealing with low-level disruption
  - Using positive reinforcement and unconditional positive regard
  - Adapting approaches where appropriate to meet the needs of all pupils

## Reward Systems

All school staff use these rewards to encourage children's positive behavior

- Learning Power Certificates
- Work and Conduct marks through Class Dojo
- Weekly Crew Captain awards
- Termly Crew awards
- Verbal recognition, praise and encouragement

Certificates and badges are not easy to attain and are therefore considered very special. They are presented in our Friday whole-school crew meetings and celebrated with parents at subsequent Monday morning assemblies.

We aim to ensure that we are acknowledging those children who are behaving well and are working hard. As a result, we send Individual postcards home for consistently displayed excellent behaviour and effort.

Children are all assigned a Crew, which they will stay in for their time at Sandford School. This will act as a large family and will be populated with all of our children, from Reception to Year 6. These are Carroll, Milligan, Wilson and Zephaniah.

Each week, every child has the opportunity to earn **Conduct Marks** for consistent and/or outstanding behaviour (for them) and **Work Marks** for trying exceptionally hard with their work (for them). *We would not expect a child to necessarily be awarded a Conduct Mark every week but we would hope that they could earn at least a couple of Work Marks.*

These marks are handed in during a Crew Meeting which occurs every Friday afternoon. Marks are accumulated over the course of the year and the Crew with the most Conduct and Work Marks will receive a trophy. Individually, children also work towards badges and certificates. For every 10 conduct marks they earn, they move onto the next badge which is traded in for a certificate in

Friday assemblies; parents are invited to be a part of these celebrations. The badges will range from Bronze, all the way up to Ruby.

Conduct marks are only given out for outstanding behaviour. This might be an extremely high level of behaviour over the course of a week (or longer) or one off acts of extreme kindness or helpfulness. It is perfectly acceptable for a well-behaved child not to receive a conduct mark if they have not been outstanding for them in a particular week.

Work Marks are for children who have either produced a piece/several pieces of work which are of a very high quality or have worked extremely hard on a piece of work. Work Marks, like Conduct Marks will not be easy to come by as we do not want to devalue the system.

Each year, the children and Crews have a fresh start, beginning the process again.

<b>GOOD CONDUCT LADDER</b>	
 <b>RUBY – CONDUCT AMBASSADOR</b> 	<b>40</b> Conduct marks earns you a Ruby Badge in Celebration Assembly, with an invite to your parents. You wear this badge for the rest of the year!
<b>GOLD CONDUCT AWARD</b>	
<b>30</b> Conduct marks earns you a Gold Badge in Celebration Assembly, with an invite to your parents.	
<b>SILVER CONDUCT AWARD</b>	
<b>20</b> Conduct marks earns you a Silver Badge in Celebration Assembly, with an invite to your parents.	
<b>BRONZE CONDUCT AWARD</b>	
<b>10</b> Conduct marks earns you a Bronze Badge in Celebration Assembly, with an invite to your parents.	
	Sometimes, you may be sent to see a member of SLT or your Crew Captains, to share your good news. 
	<b>Level 3</b> Excellent conduct is first rewarded in your class - LSAs / SMSAs can report excellent conduct to your class teacher.  If your conduct particularly stands out, you will receive a <b>CONDUCT MARK</b> . For every 10, you will receive an award in assembly
	<b>Level 2</b> An adult will praise your good conduct.
	<b>Level 1</b> A non-verbal cue will let you know that your <u>good</u> conduct has been noticed.

### Sanctions

Poor behaviour is not acceptable at our school as we expect every child to always try their best and follow our school values. We understand that all behaviour is a form of communication from a child and we need to discover what they are trying to tell us swiftly. This will involve working with parents/carers to ascertain any triggers for the poor behavior choices shown and any support we can put into place.

### **Behaviour Steps**

- Member of staff utilises their teacher tool box and ensures basic needs are met
- The child receives verbal 'warning'
- Time in their partner class may be appropriate
- The child may need 'timeout' to calm down and work with supervision in a different location within the classroom
- The child to lose minutes off playtime to 'reflect'. This is limited to 5 minutes.
- The child may spend time in a quiet area, outside of the classroom, supervised by an adult to support regulation
- Contact with home

The sanctions are renewed each day with every day being a new day and a new start.



If behaviour continues or a member of staff considers the behaviour is very serious the Headteacher or Deputy Headteacher becomes involved. This might result in:

- Loss of lunchtime play
- A parent meeting to discuss strategies to try and address areas of concern with actions to move forward
- Risk assessment
- Safety plan
- Personalised timetable
- Pastoral Support Plan
- Fixed term (temporary) exclusions
- Permanent exclusions

Our responsibilities as adults is to support all children to learn the consequences of their own actions and take responsibility for the way in which she/he behaves. If an adult is confident that a child has an understanding of the 'School Rules' and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The child will be told which rule they have broken and be warned that her/his behaviour is inappropriate. They will be given the opportunity to discuss the situation and will be encouraged to modify that behaviour. Where appropriate the adult will then adhere to the agreed system of sanction.

### **Definitions (please see appendix A)**

When responding to such behaviour, all adults will endeavour to use a consistent approach in line with the plan below (where a child-friendly version is displayed in every classroom):-

<b>Behaviour Management Ladder</b>		<i>Links to WLT stages</i>
 <b>Level 1</b> Calm talking, calm stance, now and next board, alternative activity, distraction, humour, chunking, working towards a reward, working with a friend, supported by a staff member, catching them when they're good and celebrating positive choices. Reminders of good behaviours and consequences. Zones of Regulation toolkit visible in classroom		Stage 0
 <b>Level 2</b> Receive a verbal warning, reflection time inside class at breaktime with class team member, time in partner class, conversation verbally with parent/Carer at the end of the day via collection or Dojo		
<b>Level 3</b> Go to an appropriate quiet area with a supervising adult, try various de-escalating techniques to help with regulation; reading books, fidget toys, therapy, weighted blanket, trampette, cuddly toys, games, breathing techniques, mindful colouring. Conversation with parent at the end of the day from class teacher via face-to-face or phone call. Log support and Behaviour Mark on Bromcom. Reflection time at lunchtime inside with class team member. If appropriate apology given		Stage 1-2
<b>Level 4</b> SLT to be called if behavior is serious. Team teach methods may be used by trained members of staff. A phone call made home by SLT/parents invited for a meeting. Behaviour Plan, Risk Assessment and Pupil Passport may be put into place. Log support and Behaviour Mark on Bromcom		
<b>Level 5</b> If behaviour is not improving over time, headteacher will involve professional outside agencies and hold TAF meetings. (ie. Family Liaison Officers/Educational Psychologist)		
<b>Level 6</b> Temporary exclusion. WLT policy followed. Re-integration set up and reviewed.		Stage 2-4
<b>Level 7</b> Permanent exclusion Absolute last resort.		Stage 5

### ***Every day is a new day for every child***

The rules also apply at lunchtime and during Breakfast and After School Clubs, and similar procedures will be followed if children make a poor behaviour choice at this time. This may result, in persistent cases, in parents being informed that their child must go home for dinner for a specific period or asked not to attend extended school services.

Incidents of serious misbehaviour, such as insolence or violent aggression towards other children, will be dealt with immediately by the headteacher or the SLT and may need to bypass Level 1, 2 and 3.

In the case of deliberate destruction of property we would expect an appropriate contribution towards the cost of replacing the property destroyed. Exclusion of a child from school will be considered in extreme cases, but only after all other avenues have been explored.

We hope that our behaviour policy ensures that teachers can teach and children can learn, and that our school is a happy, safe place for everyone.

#### **Physical restraint/reasonable force**

- Must be a last resort.
- Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. For detailed information on this please use this link [DfE advice template \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/614423/dfe-advice-template-publishing.service.gov.uk).

A number of staff have been trained as Team Teach practitioners and these approaches are used where appropriate to support and protect pupils when using physical restraint. These staff members are Joanne Carr, Dinah Hill-Adams, Lauren McCarthy, Samantha Momber-Blake, Zoe Stevens and Julie Wilson.

### **Confiscation**

Power to search learners without consent can be used if conducting a search for the following prohibited items:

- Knives and weapons, alcohol, illegal drugs, stolen items, tobacco & cigarette papers, fireworks, pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Force cannot be used to search for items banned under the school rules if not classed as a prohibited item.

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

### **Severe behaviour**

Some behaviour may be recognised as so serious that the child cannot be given the opportunity to work through the consequences. Examples:

- Deliberate attack on someone else with intent to harm
- Leaving the school grounds

Such incidents are to be reported immediately to the Executive Headteacher or Head of School. The incident is to be recorded on Provision Map. The parents may be informed by letter or by direct contact. Any repeat of such behaviour will result in a formal meeting being arranged with parents to discuss the situation. A positive behaviour plan will then be set up involving the school and parents. If necessary in particular circumstances, the child could be excluded, especially if this was to protect other children in the school (see sanctions ladder)

Note: Due to the serious consequences which will be put into operation as a result of this behaviour, the teacher involved must be absolutely certain of the guilt of the child and the nature of the incident. It must be behaviour, which endangers the child or others, or could be classed as outright defiance towards the teacher/adult. For example, an attack on another child could be provoked and still be severe behaviour. It is the degree of viciousness and intent to harm, not the reason or result, which is important. With serious fighting both children are to be reported. Any child provoking an attack will be dealt with through the normal procedures.

*(Please also see Use of Reasonable Force in WLT Safeguarding Policy)*

### **Bullying and Child on Child Abuse**

Please read our statement below:

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Our school vision clearly

reflects the ethos we strive for as a school; to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

Further information on reasonable force, bullying and child on child abuse can be found in our Safeguarding policy.

### **Specific Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated in a sensitive and differentiated manner to cater to the needs of the pupil.

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

It may be deemed appropriate that a child moves to a personalised reward and sanction structure that meets their additional needs. This would be discussed and agreed with the school and parents.

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 the WLT Behaviour and Inclusion lead and SENDCo, external agencies and plan support programmes for that child, these are often put on an Individual Positive Behaviour Plans for the child.

This may also include support from our trained ELSA, where appropriate. We will work with parents to create the plan and review it on a regular basis.

### **Zero-tolerance approach to sexual harassment, sexual violence and harmful sexual behaviour**

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

Sanctions for sexual harassment and violence would follow the WLT guidance and Child Protection Policy and be determined 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. We understand that we have to teach young children about these topics.

### **Off-site behaviour**

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 presents with challenging behaviours off-site at any time, whether or not the conditions above apply, if the challenging behaviours:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- 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 the staff member (e.g. on a school-organised trip).

### **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 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 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, 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.

### **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.

### **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 related

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

A pupil is offered a re-integration meeting following a suspension to help them re-familiarise themselves with agreed routines and rules.

### **Staff induction, development and support**

Our staff are provided with training on managing behaviour, including proper use of restraint, as appropriate. This is delivered through their induction, staff meetings, INSET days, CPD training opportunities and part of Performance Management cycles. The WLT Inclusion Manager is also a source of support. We have also referred to Tom Bennet's research, as mentioned.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and LGB every year. At each review, the policy will be approved by the headteacher.

## **Appendix A**

**Challenging behaviour** is defined as:

- Non-compliance with the school rules
- Disruption in lessons, break and lunchtime
- Poor attitude to learning

**Serious challenging behaviour** is defined as:

- Repeated breaches of 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 like 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
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include@
  - Knives or weapons
  - Alcohol

- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, 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)