



Behaviour policy and statement of behaviour principles

Stoke Park School

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1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › 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

2. Legislation, statutory requirements and 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](#)
- › [Searching, screening and confiscation: advice for schools](#)
- › [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](#)
- › [Restrictive interventions, including the 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
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- › 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, caused by shouting out, talking during quiet work or otherwise disturbing the working atmosphere of the classroom.
- › Disruption in corridors or social spaces between lessons, and at break and lunchtimes such as pushing and shoving, running or excessive noise.
- › Non-completion of classwork or homework or general lack of effort.
- › Lack of care shown in written or practical work.
- › Lack of care or wilful damage to school resources, equipment, the building or outside spaces.
- › Wearing incorrect uniform.
- › Mobile phone being seen, heard or used.

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules or failure to accept the lower level of sanctions designed to correct unwanted behaviour and prevent it escalating.
- › Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - 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, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- › Misogyny/misandry
- › Vandalism
- › Theft
- › Fighting
- › Smoking

- Racist, sexist, homophobic or discriminatory behaviour/language
- 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)
 - Mobile phones and smart devices

Serious behaviour will receive a robust response and is highly likely to result in either a **peer isolation**, fixed term suspension, off-site direction or, in the most serious of cases, permanent exclusion.

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

TYPE OF BULLYING	DEFINITION
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)

Any forms of abuse or bullying, even those young people believe to be subtle, will not be tolerated at Stoke Park School and will lead to serious sanctions. All students deserve to feel safe and secure in school, free from any form of unkindness and abuse. Students are encouraged to tell an adult in school if they, or someone they know, is a victim of abuse or bullying. We will work with any student found to be abusing or bullying another student to educate them on the impact of their behaviour. Where students who have engaged in abuse and bullying are unwilling to accept responsibility, their place at the school will be in danger.

How the school investigates and responds to allegations of bullying

1. Gather as much information as possible, from the victim, their parents, witnesses, close friends.
2. Ensure the victim has ample opportunity to outline their experience and feel properly heard.
3. Put in place any immediate measures to ensure they feel safe.
4. As soon as appropriate, remove the alleged perpetrator(s) from circulation, talk to them about the report of bullying and take their statement(s).
5. Keep parents of both victim and perpetrator(s) informed at all stages.

6. Decide on appropriate disciplinary action. This is likely to be a blend of sanctions with educational support to minimise the chance of repeated bullying. In severe cases, this may involve suspension or exclusion.
7. Consider the need for any ongoing risk assessment
8. Consider the appropriateness of an apology, either face to face or written.
9. Refer victim or perpetrator to external agencies or sources of support if necessary.
10. Monitor interactions and be alert to any future risk or recurrences.
11. Ensure students know how to report bullying and that it will be dealt with fairly and robustly.

As a school we endeavour to prevent bullying through the following means: -

- › Bullying is covered as part of the Personal Development curriculum so students understand what bullying is, how to recognise it and how to report it. This ensures that the prevention of bullying is a whole school agenda.
- › Students can report bullying to a trusted adult, their year team and the safeguarding team. Parents can report concerns directly to the school via their child's tutor, the year team or the safeguarding team.
- › Child on child abuse is recorded using a centralised system, so the school can monitor reports and quality assure actions in response to allegations.

5. Roles and responsibilities

5.1 The governing committee

The local governing committee (LGC) is responsible for:

- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

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

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the LGC
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils

- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both 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

5.3 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
- › Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

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

5.4 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.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

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

6. School behaviour curriculum

Any behaviour which detracts from the academic or social culture of the school community or damages the dignity of staff or students is unwanted behaviour. It can be anti-social, selfish or self-destructive - sometimes all three. Even behaviour which is sometimes labelled 'low level' or 'mild' can be damaging to student culture and staff morale when it is happening often. Excellent behaviour is that which respects everyone's right to work and learn in a calm, kind and friendly school environment.

Our core purpose is young people's education. Having tight rules is not harmful; allowing students to behave in a way which damages their progress academically and socially is harmful – to them and others. We care for our students by helping them to understand how their behaviour may hold them, and others, back from living a safe, happy and fulfilled life. Another way of explaining warm-strict is 'tough love' - we care for our students by being tough on unwanted behaviour, so that our efforts can go into more positive forms of supporting them academically, socially and emotionally.

A strong behaviour system is consistent with having a high regard for students' potential to do better, as well as the right of their peers to attend an orderly school.

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

Some examples of unacceptable behaviour are:

- › Disruption in lessons, caused by shouting out, talking during quiet work or otherwise disturbing the working atmosphere of the classroom.
- › Disruption in corridors or social spaces between lessons, and at break and lunchtimes such as pushing and shoving, running or excessive noise.
- › Non-completion of classwork or homework or general lack of effort.
- › Lack of care shown in written or practical work.
- › Lack of care or wilful damage to school resources, equipment, the building or outside spaces.
- › Wearing incorrect uniform.
- › Mobile phone being seen, heard or used.

6.1 Mobile Phones and Smart Technology

In accordance with the Children's Wellbeing and Schools Act 2026, all schools in England are legally required to operate as mobile phone-free environments by default. This policy is also aligned with the [Department for Education's \(DfE\)](#) statutory guidance on [Mobile phones in schools](#) and Keeping Children Safe in Education (KCSIE).

We understand that parents often feel happier if their child has a phone with them as they make their way to and from school. However, mobile phones can also cause significant disruption in school, by distracting students from learning, being used to access inappropriate material or for online bullying. Phones are also cameras and video recorders and pose a privacy and safeguarding risk. Finally, young people need a break from screens to interact and develop social skills.

Therefore, as recommended by the government, Stoke Park School is a no-phone school. This means that from the moment students pass through the outer school gate, their phone

should not be used, seen or heard. Inappropriate use of phones to contact other students or home also causes disruption to learning and the smooth running of the school.

If parents need to get a message to their child, they should contact the school via the main telephone number: 024 7645 0215. If a student needs to speak to a parent, a member of staff will support them to do so using the school phone line.

The school asks all parents to support the school by following this rule and reminding their child not to use their phone at all, anywhere on school grounds.

This policy applies to all pupils throughout the entire school day.

Phones should not be “seen or heard” from the moment the pupil arrives on school grounds until the official end of the school day. This strictly covers all lessons, transitions between classes, breaktimes, and lunchtimes.

This policy covers standard mobile phones, smartphones, smartwatches, or any wearable smart technology capable of sending/receiving messages, capturing images, or accessing the internet.

"Not Seen, Not Heard"

The school operates a strict "Not Seen, Not Heard" policy. Pupils who bring mobile phones to school for safety during their commute must adhere to the following rule:

Storage: Devices must be switched off completely (not left on 'silent' or 'vibrate') and placed out of sight immediately upon entering the school gates.

- Option A: Devices must remain always switched off inside the pupil's school bag.
- Option B: Device to be handed in to the year team and collected at the end of the day.

If a student's phone is “seen” or “heard” it will be confiscated. It will be handed to student reception, and a parent/carer will be called to come and collect it.

If a student refuses to hand their phone over there will be an escalation of sanction.

However, in the case of any further misuse, the student will be placed on a complete phone ban. This means they will be expected to leave their phone at home or hand it in on their arrival every day.

Confiscation and Searching

Under section 91 of the Education and Inspections Act 2006, school staff possess the legal authority to sanction pupils and confiscate property.

- Confiscation: Any device seen or heard during the school day will be immediately confiscated by staff. Refusal to hand over a device constitutes a severe breach of this behaviour and relationships policy and will result in an immediate escalation of sanctions.
- Searching Without Consent: In line with the DfE's [Searching, screening and confiscation guidance](#), the Headteacher and authorised staff have the legal right to

search a pupil or their possessions without consent if they have reasonable grounds to suspect a prohibited item (including a non-compliant phone) is present.

- Exam Environments: Mobile devices are legally banned from all external and internal examination rooms. Possession of a device in an exam hall will result in immediate disqualification.

Data Privacy and Staff Access to Device Content

Staff may examine data or files on a confiscated device without parental consent if they have reasonable grounds to suspect the device has been, or is likely to be, used to:

1. Cause harm or disrupt teaching.
2. Commit an offence (e.g., sharing indecent images, extreme content, or orchestrating targeted harassment).

If illegal material or child protection concerns are identified, the device will be handed directly to the police or the Designated Safeguarding Lead (DSL).

Authorised Exemptions

In strict adherence to the law, exemptions to this policy are by exception only and must be formally agreed upon in writing ahead of time:

- Medical Needs: Pupils who require a mobile device to monitor ongoing medical conditions (e.g., continuous glucose monitors for diabetes) will be granted a restricted medical exemption.
- SEND and Accessibility: Reasonable adjustments will be co-produced with parents and the SENCO if an individual's Education, Health and Care Plan (EHCP) outlines a specific technological requirement.
- Sixth Form: Students in the Sixth Form may use their phones at specified times, strictly inside the designated Sixth Form study area. They are not to use their devices in front of younger pupils.

Liability

The school accepts no responsibility for mobile devices that are lost, damaged, or stolen on school premises, during school travel, or on off-site educational visits. Pupils bring devices to school entirely at their own risk.

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
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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. 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:

How We Celebrate Students

Culture of Celebration and Recognition

- We actively recognise Culture, Competition, Character, and Care.
- Verbal praise in lessons, written feedback, and positive phone calls home.
- PRIDE Points or similar rewards for behaviour, effort, attendance, and community involvement, which will be logged on SIMS.
- Weekly, termly, and annual recognition through assemblies, newsletters, and certificates.

Formal Awards and School-wide Celebrations

- We celebrate success in meaningful and public ways.
- Whole-school awards during our termly celebration.

- Unique incentives such as reward trips and leadership badges.

Inclusive & Diverse Celebrations

- We recognise a wide range of student qualities and identities.
- Celebrations of kindness, resilience, creativity, and contribution to the community.
- Opportunities for all students to be acknowledged, regardless of starting point or background.

Student Leadership & Peer Recognition

- Students are given opportunities to lead and celebrate others.
- Roles such as ambassadors, peer mentors, and student council members.
- Involvement in planning and delivering celebration events.
- Peer-to-peer recognition and praise mechanisms.

7.4 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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand and reminder of the expectations of behaviour
- › Sending the pupil out of the class
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime, or after school
- › Loss of privileges – for instance, the loss of a prized responsibility or place on a trip
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff

- › Letter or phone call home to parents/carers
- › Agreeing a behaviour contract
- › Putting a pupil 'on report'
- › Removal of the pupil from the classroom
- › Suspension
- › Removal from circulation/peer isolation
- › Off-site directive
- › Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENCO, DSL, SLT link and/or designated lead for inclusion to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- › Hurting themselves or others
- › Committing a criminal offence
- › Damaging property
- › Causing disorder among pupils, in or out of lessons

Reasonable force must:

- › Always be used as a last resort
- › Be used in a way that maintains the safety and dignity of all concerned
- › **Never** be used as a form of punishment
- › **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen

- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

Please see our restrictive intervention policy for more information.

7.5.2 Seclusion

Peer Isolation and 'Reset Days'

'Reset Days' are a distinct intervention, specifically designed for students experiencing significant peer group challenges or those with additional needs requiring dedicated time to self-regulate and re-enter their cohort in a more controlled manner following an incident. Pastoral Reset Days share similarities with Peer Isolation but include time for the student to reflect on their behaviour with their Pastoral Manager/trusted adult and where applicable the student's parents or carers. These conversations will also include a restorative conversation.

Upon a student's return from a fixed-term suspension, it may be entirely appropriate for them to undertake a Pastoral Reset Day as part of their reintegration process, prior to returning to mainstream lessons. This decision will be made by the Pastoral Team in close consultation with SLT.

Reflection room – OOC room – isolation room?

Students whose behaviour is affecting the learning of others, threatening others' dignity or safety, or compromising the safe and smooth running of the school, will be separated from other students. Their education will continue, and they will be given appropriate work to complete. In most cases, students will work in the Reflection Room. The Reflection Room is the final in-school behaviour correction method before suspension, and in most cases, students complete their time in the Reflection Room and return to lessons at the agreed time.

In most cases, students' time in the Reflection Room will be kept to a minimum, with the most likely length being half or single days and, very rarely, two days or more. There are clear and fair rules for working in the Reflection Room:

- *Mobile phones to be handed in to the member of staff supervising the room.*
- *Bags and coats to be stored in the designated area.*
- *Silence at all times, unless receiving essential instructions or one-to-one support.*

The decision to place a student in peer isolation rests with SLT. In certain situations, Pastoral Leaders and Senior Support staff may refer students to peer isolation for the remainder of the school day. Parents will also be expected to attend a Behaviour Review meeting to ensure that patterns of poor behaviour are not repeated moving forward.

A fundamental objective of peer isolation is to provide a student with extended, focused time with staff who can unequivocally model PRIDE behaviours and guide the restoration of positive attitudes and relationships, free from peer influences that could impede this crucial process.

*The student will be entirely "isolated" from other students for the day, including during break and lunchtime. Wherever possible, the student will be provided with work directly relevant to the lessons they would have attended. **Furthermore, the student will automatically incur a one-hour detention for the same day, which will be logged on class charts.***

If a student's behaviour falls short of the rules for the Reflection Room, the student will be suspended, and parents will be expected to attend a reintegration meeting to work with the school to prevent a recurrence of the unwanted behaviour.

Students may also be placed in Peer Isolation whilst members of staff investigate an alleged breach of the behaviour policy.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty.

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](#).

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

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.

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

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

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

- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the 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 / designated safeguarding lead (or deputy) / pastoral lead, 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, 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:

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

All searches for prohibited items, 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. A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police

- Not be the 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 whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.7 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.8 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).

7.9 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.

7.10 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 the senior leadership team / pastoral lead/DSL 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.

7.11 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.

7.12 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.

8. Serious sanctions

8.1 Detention

Our school's sanction system follows the C System (Consequence System). Most instances of misbehaviour should be addressed directly by the subject teacher, as it's crucial for teachers to maintain good order within their own classrooms and around the school in accordance with school rules.

If a student does not meet the school's behaviour expectations, consequences will be applied and logged on class charts.

School consequence system

Note – below is a guide, not a definitive set of fixed sanctions. Students are individual and behaviour does not follow a defined pattern with definite consequences.

Schools and academies possess the authority to detain students without parental consent. When a student fails to attend a scheduled detention, can lead to the detention being

upscaled, time in reflection room or suspension. All detentions are served on the day they were issued, unless it was issued in the final lesson of the day then this is rolled over to the following day.

Pupils can be issued with detentions during break or after school.

Note – below is a guide, not a definitive set of fixed sanctions. Students are individual and behaviour does not follow a defined pattern with definite consequences.

Consequence And who issues	Example of unwanted behaviour	Sanction	Follow up action	Communication with parent
C1 Class teacher	Calling out Inadequate or poor quality work Swinging on chair Talking when shouldn't	None	Log C1 on Class Charts Teacher to monitor for repeat incidents	Logged on class charts only.
C2 Class teacher	Continuation after a warning of the types of behaviour listed above	(Up to) 15-minute detention with class teacher during social time, to address the behaviour	Teacher to monitor and praise improvement / check for any repeat of poor conduct Log C2 on Class Charts Mark detention as attended or upscaled if not attended Consider parental contact	Logged on Class Charts; may be mentioned in tutor or subject communication
C3 Class teacher/Subject leader	Persistent disruption to learning Ongoing failure to follow instructions or school rules Leaving the room without permission	30-minute after school detention	Teacher to monitor and praise improvement / check for any repeat of poor conduct Log C3 on Class Charts	Logged on ClassCharts; notification to parents via app; phone call if persistent

			Contact parents	
C4 Presence walk/pastoral team/SLT	Significant disruption to learning, rudeness or threat to dignity or safety of others, after corrections to behaviour have been tried	60 minutes after school, Loss of social time and time in Reflection Room	Senior / pastoral staff to log C4 on Class Charts Parent phone call or meeting, Year team and HoD monitor behaviour and praise / escalate as necessary	Can result in Direct parental contact (phone/email) depending on situation.
Missed Detention	Failure to attend	Still in dt room or with senior staff?	Upscaled on class charts – some cases might require direct contact home.	

If there are continued and significant concerns with behaviour, staff will consider:

1. Calling a meeting with parents to understand and work in partnership to improve the student's behaviour.
2. A subject or general report card to monitor patterns, praise improvements and hold the student to account for their behaviour choices.
3. A change of class, temporary or permanent.
4. Academic support, if this appears to be a cause or barrier to improvement.

Most unwanted behaviour is dealt with by the class teacher or member of staff on duty at social times and is likely to include proactive methods on an escalating scale:

1. Non-verbal, subtle correction.
2. Student spoken to, discreetly if possible.
3. Change of seat in the classroom.
4. Private reminder of the impact of poor behaviour and related consequences.
5. Refocus on learning with achievable targets for work to be completed – followed by proportionate acknowledgement of any improvement.
6. Removal from the lesson to another classroom. Follow up with class teacher to 'reset' before next lesson.

Removal from the classroom is serious but necessary if a student's behaviour is repeatedly affecting the learning or safety of others. It should occur only after other behaviour strategies have been tried. When a child's poor behaviour has been severe enough to lead to a removal, parents should be informed and involved in helping the student to correct their behaviour.

Removals will be to a place of calm, with meaningful work provided. However, the classroom and the presence of the subject expert, will always be the best place for students to learn so it is in the interests of the student, school staff and parents to work together to ensure any removal is a short-term measure with a plan to reintegrate.

If the behaviour is more serious, other consequences will be appropriate to encourage the student to reflect, learn the impact of the unwanted behaviour and make better choices in the future:

7. Loss of social time or other privileges, usually through detention system.
8. School-based community service (e.g. tidying a classroom, picking up litter).
9. Two-hour SLT detention.
10. Two-hour Headteacher detention.
11. Behaviour-tracking report.
12. Time working in isolation.
13. Suspension.
14. Reintegration with agreed actions to minimise recurrence.

In some cases, where a student's behaviour is putting their school place in jeopardy, or where a 'firebreak' may prove to be a positive step in halting a severe deterioration in behaviour or relationships, the student may receive an 'off site direction' which is a temporary placement in another school. Alternatively, a 'managed move' to another school may be proposed. This will be arranged in discussion with parents and the placement school.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of the wider pastoral team and will communicate with parents/carers a timeframe for removal and a plan for reintegration.

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

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- › Meetings
- › Short-term behaviour report cards
- › Long-term behaviour plans
- › Multi-agency assessment
- › Interventions

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

8.3 Uniform

Standardised uniforms remove much of the competition around appearance felt by young people and are proven to reduce anxiety. High standards of dress and conduct are important as our young people represent the school in the community. Furthermore, a school uniform is one of the most inclusive strategies a school can implement as it achieves commonality, regardless of background or finances.

Our school uniform and the related uniform rules are designed to ensure Stoke Parks School students appear as smart as those from any other school in the area. When students put on our uniform this is a signal that they will be entering a place of productive learning where we promote our shared values of hard work, kindness and teamwork. In this way, our school uniform provides a sense of belonging for our students. Our uniform expectations are clearly communicated to parents, **feature in the home school agreement**. Parent cooperation is vital in helping us to maintain high standards of student appearance. Where families may be struggling to meet uniform expectations due to financial or other difficulties, we have some school items which may be borrowed, and we will work with parents to help achieve a more permanent solution.

All staff, across the school, are responsible for challenging incorrect uniform. Students who wilfully

fail to meet the uniform rules will be educated separately from their peers until the uniform has been corrected. They will still be completing purposeful work, but the best place for all students will always be in lessons, learning alongside their peers and benefitting from teaching by subject specialists. Therefore, it is the student's best interest to comply with expectations and for parents to support the school and ensure uniform infringements are corrected as soon as possible.

8.4 Attendance and Punctuality

Significant learning takes place in lessons. Student who are absent or late miss large amounts of learning and make much less progress than their peers with attendance of 95%+ and who arrive punctually for school. On average, at Stoke Park School, students who attended 95% of lessons or more achieve over a grade higher in each of their subjects than students whose attendance falls below 80%. Furthermore, good attendance and punctuality are essential skills in developing the independence and self-discipline needed for adult life and employment.

Students are expected to be in school by 8.30am and in their tutor room by 8.40am. This is when uniform standards are checked, and tutors greet all students to make sure they are ready for the day. From 8.40 – 9:08am students receive important messages and are taught the personal development curriculum required by law. Students who are routinely late will **receive one warning and any subsequent lateness will result in them completing their personal development work in a detention**.

8.5 Truancy

There are three forms of truancy:

1. External truancy – students either fail to attend school at all or leave without permission before the end of the school day. **If students fail to attend school, this can lead to a FPN. If students leave school site without permission without consent this can lead to suspension.**
2. Internal truancy – students are present on school site but fail, or refuse, to attend a lesson. This can be as damaging to their education as failing to attend school at all and will be dealt with robustly using the school consequence system. Where, due to a special need, disability or difficulty, a student may require an alternative way of learning to being in the usual lesson, this will be a temporary arrangement, decided and agreed by school staff with the appropriate expertise and training, in communication with parents. Student preference is not a reason for an adjustment to be made. Instead, the student will be supported to attend lessons along with all other students. Internal truancy poses a safeguarding risk and wastes significant staff time which could be used more positively for the benefit of other students. **Teachers will alert to the possibility that a student is truanting through Class Charts and the student will make up the learning time missed after school and in detention –**
3. 'Desktop' truancy – students are present in lessons but refusing to demonstrate sufficient effort and complete the work to the required standard. Desktop truancy, which is unrelated to SEND, will be dealt with through the school consequence system.

8.6 Presence walk support system

The Presence Walk support system is designed with three critical aims:

1. **Reintegration:** To return the student to their original class, restoring the learning environment.

2. **Resettlement:** If immediate reintegration is not possible, to place the student in an alternative, supervised learning environment.
3. **Removal:** Only when neither reintegration nor resettlement is feasible, to remove the student from the general learning environment.

The paramount goal of staff on Presence Walk is to swiftly get students back into lessons and actively learning, though we acknowledge that this may not always be appropriate. The staff on duty will be the primary responder to these issues. They will assess the situation and, in consultation with the DOK or other Senior Staff on duty, apply an appropriate and decisive sanction. The responding staff member will almost always attempt to return the student to their original lesson. If this is deemed unsafe or inappropriate, the student will be "parked" in an appropriate classroom or with another staff member to continue their learning. **Crucially, if a student cannot be returned to their original classroom, they will immediately incur a same-day, one-hour detention.**

Senior and Middle leaders are integral to the support system, actively patrolling the school to maintain order. Senior Leader Support is reserved for critical situations: when persistent disruption elevates a student to a C4 level, when significant learning disruption is occurring, or when physical misbehaviour poses a risk of harm.

Staff must exercise their professional judgment when resettling students, collaborating closely with the relevant pastoral team for essential support. Teaching staff must immediately notify Reception of their name, location, student's name, and the precise nature of the concern. All behaviour incidents requiring Senior Support will be meticulously recorded, including all relevant details. Pastoral staff are responsible for updating these records with any actions taken if the student could not be successfully resettled.

Pastoral staff, in direct communication with Senior Support, will decide where to "park" the removed student—in another classroom, with the Pastoral team, or with another SLT member this is at the discretion of the staff member.

Pastoral Teams and Departments will collaborate to ensure the student attends their detention at the end of the day.

8.4 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.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- › Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- › Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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

- › Short, planned movement breaks
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Training for staff in understanding conditions such as autism

9.2 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.

9.3 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.

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

The provisions set out in the EHC plan must be secured and the school will 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.

10. Supporting pupils following a sanction

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

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

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.