



Our vision is ***to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential***

Our values:

 ***We're imaginative*** - we're creative thinkers and doers

 ***We're curious*** - we encourage inquisitiveness and risk taking

 ***We're proud*** - we take pride in our school and want everyone to succeed

 ***We're courageous*** - we understand that we learn from our mistakes

We're original - we celebrate difference

Behaviour Policy

Date agreed by Governing Board	Signature of Chair of Governing Board
Date agreed for review Autumn 2028	Frequency of Review Annual /Bi-annual/3-year cycle
Responsibility for Review Governing Board / Headteacher	

Wet signed copy to be kept in school.

Contents

1. Aims	4
Behaviour Principles	4
2. Legislation, statutory requirements and statutory guidance	5
3. Definitions	5
4. Roles and Responsibilities	6
5. Behaviour of Pupils	7
6. Responding to Behaviour	8
6.1 Classroom management	8
6.2 Safeguarding	9
6.3 Responding to good behaviour	9
6.4 Responding to misbehaviour	9
6.5 Reasonable force	10
6.6 Searching, Screening and Confiscation	10
6.7 Off-site Misbehaviour	12
6.8 Online Behaviour and Misuse of Technology	12
6.9 Suspected Criminal Behaviour	13
6.10 Sexual Harassment and Sexual Violence	13
6.11 Malicious allegations	14
7. Serious sanctions	14
7.1 Detention	Error! Bookmark not defined.
7.2 Removal from the Classroom	14
7.3 Suspension and Permanent Exclusion	15
8. Responding to Misbehaviour from Pupils with SEND	15
8.1 Understanding the Pupil's Needs	15
8.2 Preventive and Supportive Approaches	16
8.3 Application of Sanctions	16
8.4 Escalation and Review	16
9. Supporting pupils following a sanction	16
9.1 Reflection and Learning	16
9.2 Reintegration	16
9.3 Ongoing Support	17
10. Pupil transition	17
10.1 Inducting Incoming Pupils	17
10.2 Preparing Pupils for Internal Transitions	17
10.3 Preparing Pupils for External Transitions	17
11. Training	18

11.1 Induction	18
11.2 Ongoing Continuous Professional Development	18
11.3 Accessing Support	18
12. Monitoring arrangements	18
13. Links with other policies	19

1. Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and reach their full potential emotionally, socially and intellectually. We aim for our pupils to become positive, responsible and increasingly independent members of the school community.

The school expects every member of the school community to behave in a considerate way towards others.

We believe in a positive system of behaviour, having high expectations, being good role models and a creative curriculum, which adapts to our learner's needs, also promotes good behaviour.

This policy aims to:

- Provide a clear and consistent framework for promoting positive behaviour across the school.
- Set out practical guidance so that staff understand what is expected of them when managing behaviour.
- Ensure that pupils know what is expected of them and that they are treated fairly and consistently.
- Enable the school to provide a safe and respectful environment where learning can take place without disruption.

This policy should be used by staff as a working guide. It explains not just what the school expects, but how those expectations are to be implemented.

The Code of Conduct

- In Reay, we respect each other
- In Reay, we are kind
- In Reay, we learn when we are together and listen to each other
- In Reay, we play nicely and let all join in
- In Reay, we try to show our best self

Behaviour Principles

The following principles underpin the school's approach to behaviour and guide the implementation of this policy:

- **Safety and Respect:** Every pupil has the right to feel safe, valued and respected, and to learn in an environment free from disruption and harm.
- **Equality and Inclusion:** All pupils, staff and visitors are entitled to an environment free from discrimination of any kind. The school actively promotes equality, diversity and inclusion in line with statutory duties.
- **Positive Role Models:** Staff and volunteers are expected to demonstrate high standards of conduct at all times, setting a positive example for pupils to follow.

- **Consistency and Fairness:** Rewards, sanctions and the use of reasonable force (where absolutely necessary) will be applied fairly and consistently by staff, in line with this Behaviour Policy.
- **Clarity and Understanding:** The Behaviour Policy is communicated clearly and is understood by pupils, staff and families. Expectations are reinforced regularly.
- **Exclusions as a Last Resort:** The Exclusions Policy makes clear that suspensions and permanent exclusions will only be used when all other strategies have been exhausted, and sets out the processes to ensure fairness and accountability.
- **Responsibility and Accountability:** Pupils are supported to develop self-discipline and self-regulation, take responsibility for their actions, and understand the impact of their behaviour on others.
- **Partnership with Families:** Parents and carers are engaged as key partners in supporting positive behaviour, and are involved in the resolution of incidents to strengthen the link between school and home.

2. Legislation, statutory requirements and statutory guidance

- [Behaviour in schools: advice for Headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#)
- Sections 88 to 94 of the [Education and Inspections Act 2006](#)
- What maintained schools must or should publish online [DfE guidance](#)

3. Definitions

Misbehaviour

Misbehaviour refers to conduct that disrupts learning, undermines the school ethos, or does not meet expected standards. Examples include (but are not limited to):

- Low-level disruption in lessons or around the school site.
- Refusal to follow reasonable instructions from staff.
- Incomplete classwork or homework.

- Poor or disrespectful attitude towards others.
- Wearing inappropriate uniform.

Serious Misbehaviour

Serious misbehaviour refers to behaviour that poses a greater risk to the safety, welfare, or education of pupils or staff. Examples include:

- Bullying, including cyberbullying.
- Sexual harassment or sexual violence.
- Discriminatory behaviour, including racism, sexism, homophobia, transphobia or other prejudice-based incidents.
- Theft, fighting, or deliberate damage to property.
- Possession or use of prohibited items, such as:
 - Weapons or items intended to cause harm.
 - Alcohol, illegal drugs or drug paraphernalia.
 - Fireworks.
 - Stolen property.
 - Pornographic or inappropriate material.

Bullying

In line with the DfE's Preventing and Tackling Bullying guidance, bullying is defined as:

- Repeated behaviour over time.
- Intentional behaviour designed to cause physical or emotional harm.
- Targeted behaviour, often aimed at individuals or groups because of a characteristic such as race, religion, gender, sexual orientation, disability, or any other perceived difference.

Bullying can take many forms, including but not limited to:

- Physical: hitting, kicking, pushing or other forms of physical aggression.
- Verbal: teasing, insults, threats, or name-calling.
- Social/relational: excluding someone, spreading rumours, or damaging relationships.
- Online (cyberbullying): using phones, email, messaging apps, social media or gaming platforms to harass, threaten or humiliate.

The school treats all forms of bullying seriously. Any incident will be dealt with promptly and in line with both this Behaviour Policy and the Anti-Bullying Policy.

4. Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- Approving this policy and monitoring its effectiveness.
- Receiving regular updates on behaviour data and exclusions.
- Agreeing the written statement of behaviour principles as outlined in this document.

- Holding the Headteacher/Senior Leadership accountable for consistent implementation.

Headteacher/Senior Leadership

The Headteacher/Senior Leadership is responsible for:

- Ensuring this policy is implemented fairly and consistently.
- Providing staff with training, resources, and ongoing support.
- Monitoring behaviour records and acts on patterns or concerns.
- Making decisions on suspensions and exclusions in line with statutory guidance.

Teaching Staff

Teaching Staff are responsible for:

- Establishing safe, orderly classrooms where learning can take place.
- Applying the behaviour framework consistently, including any rewards and sanctions.
- Keeping accurate behaviour logs.
- Communicating promptly with parents where behaviour is causing concern.

Support Staff

Support Staff are responsible for:

- Reinforcing expectations during unstructured times (playground, corridors, dining hall).
- Challenging poor behaviour when they see it.
- Reporting incidents promptly to teaching staff or senior staff.

Parents and Carers

Parents and Carers are responsible for:

- Supporting the school's behaviour expectations.
- Working in partnership with staff to address behaviour issues.
- Encouraging their child to take responsibility for their actions.

Pupils

Pupils are expected to:

- Follow the school's behaviour expectations.
- Treat staff and peers with respect.
- Take responsibility for their actions and their impact on others.

5. Behaviour of Pupils

Pupils are expected to:

- Conduct themselves in a calm, orderly, and considerate manner at all times.
- Treat all staff, visitors, and fellow pupils with courtesy and respect.
- Contribute to a positive learning environment by allowing everyone the opportunity to learn and achieve.
- Move sensibly and quietly around the school to ensure safety and respect for others.
- Care for the school environment, buildings, and property.
- Wear the correct school uniform and follow the school's dress code.
- Accept consequences and sanctions calmly, and learn from them.
- Represent the school positively in all settings, including outside school and online.
- Speak and act with kindness; avoid any form of bullying, discrimination, or unkind behaviour.
- Take responsibility for their actions and support others in doing the same.

Where appropriate and reasonable, adjustments may be made to ensure all pupils are able to meet behavioural expectations.

6. Responding to Behaviour

General Approach

Behaviour management is most effective when staff use clear routines, build strong relationships, and respond consistently.

Rewards for expected/outstanding behaviour should be routinely adopted, particularly as part of a strategy where pupils have previously demonstrated an inability to adhere to behavioural expectations.

Staff should de-escalate where possible using **The Restorative 5** but apply sanctions proportionately where needed.

The 5 restorative questions to be offered to children who are behaving unacceptably:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?

6.1 Classroom management

Teaching and support staff play a key role in shaping the culture of behaviour and learning within the school. Their actions set the standard for pupils and establish the climate in which learning takes place. Staff should adapt the following principles to fit the specific needs of the school community:

They are expected to:

- Foster a classroom environment that is engaging, orderly and supportive of learning.
- Share and reinforce behavioural expectations and/or class rules consistently.

- Build constructive relationships with pupils by, for example:
 - Welcoming pupils at the door and setting a positive tone for the lesson.
 - Embedding predictable routines that help pupils feel secure.
 - Conveying expectations through both verbal and non-verbal communication.
 - Recognising and celebrating positive behaviour.
 - End each day with encouragement and allowing pupils to begin the next day with a fresh start.
 - Apply agreed strategies to address minor disruptions effectively.
 - Make regular use of praise and positive reinforcement to motivate pupils.

6.2 Safeguarding

The school understands that changes in a pupil's behaviour can sometimes signal underlying difficulties or safeguarding concerns. When behaviour issues arise, staff will reflect on whether they may indicate that a child is experiencing, or is at risk of, significant harm.

In such cases, staff will act in line with the school's child protection and safeguarding policy. This may involve providing pastoral support, initiating early help, or making a referral to children's social care if appropriate.

For full details, please see the school's child protection and safeguarding policy.

6.3 Responding to good behaviour

When pupils demonstrate behaviour that meets or exceeds the school's expectations, staff will acknowledge and celebrate this. Positive recognition reinforces the school's values and helps to strengthen a culture where good conduct is the norm.

Rewards will be used consistently and fairly, so that pupils clearly understand the link between their actions and the recognition they receive. Approaches may include:

- Offering verbal praise in lessons and around the school.
- Sharing achievements with parents and carers through calls, messages or letters.
- Presenting certificates, awards, or celebrating success in assemblies.
- Providing opportunities for additional responsibility, such as leadership roles or special projects.
- Arranging collective rewards for groups or classes, such as enrichment activities or special events.

6.4 Responding to misbehaviour

Where a pupil's conduct falls short of expectations, staff will take action to re-establish a calm, safe and purposeful environment, and to reduce the likelihood of further incidents.

Consistency is key: staff will challenge all misbehaviour and respond in a manner that is fair, proportionate and predictable, so pupils understand that inappropriate behaviour will always be addressed.

To manage situations effectively, staff may use de-escalation strategies, such as agreed phrases or calming routines, to prevent escalation. Every pupil will be treated fairly, with consideration given to any underlying factors that may have contributed to the incident.

When sanctions are applied, staff will also consider the support a pupil may need to help them meet expectations more successfully in the future.

Possible responses include:

- A verbal warning or reminder of expectations (class rules, zones of regulation and social stories).
- Setting written reflections or accounts of the behaviour.
- Asking the pupil to step outside the classroom briefly.
- Temporary removal from lessons to another supervised space.
- Missing part of break or lunchtime
- Requiring incomplete work to be finished during break, lunchtime, or at home.
- Contribution to the school community (e.g., helping to tidy or organise spaces).
- Removal of certain privileges or responsibilities.
- Agreeing a behaviour contract or target sheet.
- Referral to a senior member of staff.
- Contacting parents or carers via letter or phone call.
- Suspension.
- Permanent exclusion in the most serious cases.

Decisions will take account of individual circumstances, but will always consider the need for consistency and fairness across the school.

6.5 Reasonable force

Staff may use reasonable force as a last resort to prevent harm, damage, or serious disruption.

This must be proportionate, recorded, and reported to the Headteacher / nominated senior leader.

Where used, parents must be informed the same day.

Guidance related to reasonable force will be followed and can be found [here](#).

6.6 Searching and Confiscation

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

Confiscation

Prohibited items (see Section 3 of [the guidance](#)) found during a search will always be removed from the pupil and will not be returned.

Staff may also confiscate items considered harmful, unsafe, or disruptive to the running of the school. In such cases, senior leaders will decide whether and when these items should be returned, and parents/carers may be informed.

Conducting a Search

Searches are only carried out by staff authorised by the Headteacher, or by the Headteacher directly. Only outer clothing, pockets and bags may be searched.

Normally, the search will be led by a staff member of the same sex as the pupil, and a second staff member will be present as a witness.

A search may be carried out by a staff member of the opposite sex, and/or without a witness, only where there is an immediate risk of serious harm and no alternative is reasonably available. In such cases, the incident must be reported and recorded immediately.

Where a search is not urgent, the member of staff will first consult with the Headteacher, the DSL (or deputy), or a pastoral leader who knows the pupil. During this time, the pupil will remain supervised but separated from their peers.

Searches may be undertaken if:

- The staff member has reasonable grounds to suspect possession of a prohibited or restricted item.
- The pupil consents to the search.

Searches may take place on school premises or any location where staff have lawful control of pupils (for example, on a school trip).

Before a search takes place, staff should:

- Assess the level of urgency and possible risk to others.
- Consider any safeguarding implications.
- Explain clearly to the pupil why the search is being carried out, what it will involve, and where it will happen.
- Allow the pupil to ask questions and seek their co-operation.

If the pupil refuses, staff may issue a sanction in line with this policy. If refusal continues, senior staff (Headteacher/DSL/pastoral lead) will be called, if a child still refuses the child's parent will be called to come to school. The child would work in the headteacher's office until it is confirmed that there is no danger.

What can be searched?:

- A pupil's outer clothing (for example, coats, jackets, hats, scarves, shoes).
- Pockets.
- Personal possessions such as bags, lockers, and desks (with another staff member present unless urgency prevents this).

Recording and Safeguarding:

- All searches for prohibited items must be logged, regardless of the outcome.
- The DSL must be informed if a prohibited item is suspected or found, or if the search raises any safeguarding concerns.
- Parents/carers will always be notified of searches for prohibited items, including an explanation of what was found, what was confiscated, and any action taken.

After a Search

Whether or not anything is found, staff will consider whether the search indicates a wider safeguarding concern or whether the pupil may need additional support. The DSL will then decide on next steps, which may include pastoral support, early help, or referral to children's social care.

Strip Searching- We do not for see that this will ever be necessary but there is always a possibility:

- It would be unlawful to carry out a strip search as these must only be carried out by the police. If the school had a concern the child's parent would be called to take them home rather than contacting the police.
- If police intend on conducting a strip search on school premises, the DSL/Headteacher must be informed and a parent contacted as soon as possible. The Headteacher/ DSL would inquire as to what grounds the police have for this.
- The DSL/Headteacher (alongside Police) must consider the presence of an appropriate adult in line with the relevant DfE guidance. The school will endeavour for this to be the parent.
- The school must consider the impact on the pupil and provide follow-up support.

6.7 Off-site Misbehaviour

The school's expectations extend beyond the classroom and apply whenever pupils are representing the school. This includes, but is not limited to:

- Participation in school-organised or school-related activities (such as trips, sports fixtures or events).
- Journeys to and from school.
- When wearing school uniform.
- Any situation where a pupil can reasonably be identified as a member of the school community.

In addition, the school may take action in response to incidents that occur outside of these circumstances if the behaviour:

- Has a direct impact on the smooth running of the school.
- Places another pupil, member of staff or member of the public at risk.
- Damages, or is likely to damage, the reputation of the school.

Any sanctions in response to off-site misbehaviour will only be imposed while the pupil is under the lawful authority of school staff, such as on the school site or during a supervised activity.

6.8 Online Behaviour and Misuse of Technology

The school recognises that pupils' conduct online can have a significant impact on the safety, wellbeing and reputation of individuals and the school community.

Sanctions may be applied for online misbehaviour when:

- It causes, or has the potential to cause, harm, distress or bullying to another pupil or member of the school community.
- It disrupts, or could disrupt, the orderly running of the school.

- It damages, or could damage, the reputation of the school.
- The pupil can be identified as a member of the school, even if the behaviour occurs outside of school hours.

Examples of online misbehaviour may include (but are not limited to):

- Sending threatening, abusive or offensive messages.
- Sharing inappropriate, harmful or illegal content (including images).
- Online bullying, harassment or peer-on-peer abuse.
- Using school platforms or devices in ways that breach the school's Acceptable Use Policy.

Safeguarding Considerations

Where online misbehaviour indicates that a pupil may be at risk of significant harm, the matter will be treated as a safeguarding concern and referred to the DSL without delay. This includes incidents involving:

- Sharing of nudes or semi-nudes.
- Sexual harassment or exploitation.
- Radicalisation, extremist material or hate-related content.
- Grooming or contact from unknown adults.

The DSL will decide whether further action is required, such as early help, parental engagement, referral to external agencies, or contacting the police.

6.9 Suspected Criminal Behaviour

Where a pupil's conduct may amount to a criminal offence, the school will make an initial assessment of the situation and decide whether the police should be informed. This decision will normally be made by the Headteacher and parents will be informed.

In establishing the facts, staff will take care to preserve any evidence that could be important for an external investigation. If the matter is referred to the police, the school will co-operate fully and will not take any action that might interfere with a police enquiry.

At the same time, the school retains the right to continue with its own disciplinary procedures, provided these do not compromise any criminal investigation. Sanctions may therefore be applied in line with this Behaviour Policy even where police action is ongoing.

Where the incident raises concerns about a pupil's safety or welfare, the Designated Safeguarding Lead (DSL) will also consider whether a referral to children's social care is necessary, either alongside or in addition to a police report.

6.10 Sexual Harassment and Sexual Violence

The school adopts a zero-tolerance approach to all forms of sexual harassment and sexual violence. Such behaviour is never regarded as "banter" or "part of growing up" and will not be ignored or minimised.

Pupils are actively encouraged to speak up about anything that makes them feel uncomfortable, unsafe or disrespected — even if they believe the issue to be minor. Staff will always take these reports seriously and respond in line with safeguarding procedures.

The school's response will be:

- Proportionate – taking account of the nature, context and seriousness of the incident.
- Protective – focused on the safety and wellbeing of the child(ren) involved.
- Supportive – ensuring both victims and alleged child causing harm receive appropriate help.
- Contextual – considering whether wider factors in school or in the community contributed to the incident.
- Case-by-case – recognising that each situation is unique and may require a tailored response.

Procedures

The school has established clear processes for managing concerns or allegations:

- Responding to a disclosure – staff will listen carefully, reassure the pupil, and avoid making judgments or promises they cannot keep.
- Risk assessment – where necessary, an immediate assessment will be carried out to consider the needs of those involved and to reduce ongoing risks.
- Decision-making – actions may include:
 - Managing the matter internally where it can be safely resolved within school.
 - Providing early help support to the pupil(s) concerned.
 - Referring to children's social care for statutory assessment.
 - Informing the police where a potential offence has occurred.

All incidents will be recorded, monitored and reviewed to ensure appropriate follow-up. The Designated Safeguarding Lead (DSL) will oversee the response and liaise with external agencies where required.

For further detail, please refer to the school's Child Protection and Safeguarding Policy.

6.11 Malicious allegations

The school takes all allegations against staff or pupils seriously. Where an allegation is found to have been deliberately false or malicious, the pupil who made the allegation may be subject to disciplinary action under this Behaviour Policy.

7. Sanctions

7.1 Removal from the Classroom

In situations of persistent disruption or misbehaviour, the school may temporarily remove a pupil from the classroom.

- Pupils who are removed will continue to access meaningful education, supervised by a member of staff, though this may differ from the normal class curriculum.

- Removal will only be used after other strategies have been tried, unless the behaviour is so severe that immediate action is necessary to ensure safety and order.

Removal may be used to:

- Restore calm where a pupil is being unreasonably disruptive.
- Protect the safety and wellbeing of others.
- Allow the pupil to continue learning in a managed setting.
- Provide the pupil with time and space to regain composure.

Pupils will not be kept out of lessons for extended periods without the Headteacher's approval.

Reintegration will happen as soon as it is appropriate and safe, with tailored support put in place to help the pupil succeed back in class.

Parents/carers will be informed on the same day if a pupil is removed from lessons for more than one session.

For pupils who are frequently removed, the school will explore alternative strategies, which may include:

- Meetings with pastoral staff.
- Support from teaching assistants.
- Structured behaviour support plans.
- A multi-agency assessment.

Every removal will be logged, including the reason for removal.

7.3 Suspension and Permanent Exclusion

Suspension (fixed-term exclusion) and permanent exclusion are the most serious sanctions available to the school. They may be used in response to:

- A significant breach of this Behaviour Policy.
- Persistent poor behaviour that has not improved despite earlier sanctions and interventions.

The decision to suspend or permanently exclude a pupil will be taken by the Headteacher and only after considering all relevant information. Exclusion will always be a last resort.

For more detail see point 2.

8. Responding to Misbehaviour from Pupils with SEND

The school recognises that some pupils with special educational needs or disabilities (SEND) may face

8.1 Understanding the Pupil's Needs

Staff will consider whether misbehaviour is linked to underlying needs, such as communication difficulties, social interaction challenges, sensory processing differences, or mental health concerns.

Where patterns of behaviour suggest unmet needs, the Inclusion Lead will be consulted and appropriate assessments arranged.

Adjustments will be made where reasonable to help pupils engage positively with school life.

8.2 Preventive and Supportive Approaches

To reduce the likelihood of behaviour issues arising, the school will:

- Ensure staff are trained in inclusive practice and de-escalation strategies.
- Make use of personalised approaches, such as adapted routines, visual timetables, or sensory breaks.
- Work closely with parents/carers and external professionals to put in place targeted support plans.

8.3 Application of Sanctions

While pupils with SEND are not exempt from the school's behaviour standards, staff will:

- Consider whether the misbehaviour is a direct result of a pupil's SEND before applying sanctions.
- Explore supportive measures alongside sanctions, to help the pupil learn alternative strategies.
- Avoid responses that could escalate difficulties, for example by ensuring instructions are clear, simple and consistent.

additional challenges in meeting behavioural expectations. Staff will take these needs into account when applying the Behaviour Policy, ensuring that responses are fair, proportionate and inclusive.

8.4 Escalation and Review

If a pupil is repeatedly struggling to meet expectations, the school will review existing support and consider whether additional provision is needed.

Multi-agency involvement may be sought where appropriate, including through early help assessments or an Education, Health and Care (EHC) needs assessment.

Exclusion will only ever be considered for pupils with SEND after all reasonable adjustments and interventions have been explored.

9. Supporting pupils following a sanction

The purpose of any sanction is not only to address inappropriate behaviour, but also to help pupils learn how to make better choices in the future. After a sanction has been applied, the school will put in place strategies to support the pupil in understanding expectations and reintegrating successfully into the school community.

9.1 Reflection and Learning

Pupils will be encouraged to reflect on their behaviour, its impact on others, and how they can make more positive choices.

Staff will use restorative conversations where appropriate, to help repair relationships and rebuild trust.

9.2 Reintegration

Where a pupil has been removed from lessons, attended a pupil support unit, been directed to alternative provision, or served a suspension, the school will provide a structured reintegration process. This may include:

- A re-entry meeting involving the pupil, parents/carers and relevant staff.
- Daily or regular check-ins with a pastoral lead or mentor to monitor progress and offer encouragement.
- A graduated approach to reintegration, ensuring that the pupil feels supported and is set up to succeed back in the classroom.

9.3 Ongoing Support

Staff will identify whether additional interventions, such as counselling, targeted group work, or SEND support, are needed.

The school will monitor the effectiveness of any reintegration plan and adjust strategies where necessary. Success will be recognised and celebrated, reinforcing the pupil's motivation to sustain positive behaviour.

10. Pupil transition

Transitions, whether into school, between year groups, or when moving on to another setting, can be times of challenge for pupils. The school recognises the importance of managing transitions carefully so that pupils feel secure, supported and able to meet behaviour expectations.

10.1 Inducting Incoming Pupils

New pupils will take part in an induction process designed to familiarise them with the school's behaviour policy, routines, and wider culture.

This may include a welcome meeting, tours of the school, introductions to key staff, and guidance on expectations for conduct and learning.

Where appropriate, parents/carers will also be involved in the induction to help reinforce consistent expectations between home and school.

10.2 Preparing Pupils for Internal Transitions

To support pupils moving between year groups, transition sessions with new teachers will be arranged.

Staff will meet to share information about pupils' strengths, needs and any behaviour concerns, ensuring continuity of support.

Behaviour records and support plans will be reviewed and passed on so that new staff are aware of any strategies that have proved effective.

10.3 Preparing Pupils for External Transitions

When pupils move on to another school or setting, relevant information about behaviour, safeguarding and support will be transferred in line with statutory guidance.

The school will work collaboratively with the receiving school to ensure that pupils are supported to settle quickly and successfully.

For pupils who may be vulnerable or anxious about change, additional preparation and pastoral support will be provided.

11. Training

The school recognises that effective behaviour management relies on confident, skilled and well-supported staff. All staff are therefore provided with training to ensure they can implement this Behaviour Policy consistently and fairly.

11.1 Induction

As part of their induction, new staff receive training on the school's behaviour policy, expectations and routines.

Training also includes strategies for building positive relationships, de-escalation techniques, and understanding how SEND and mental health needs can influence behaviour.

11.2 Ongoing Continuous Professional Development

Behaviour management is embedded within the school's continuing professional development (CPD) programme.

Staff receive regular updates and refresher sessions on:

- The safe and proportionate use of restraint, where appropriate.
- Inclusive approaches to meeting the needs of pupils with SEND.
- The impact of trauma and mental health on behaviour, and strategies to support pupils effectively.
- Statutory guidance updates (e.g. DfE and KCSIE).

11.3 Accessing Support

Staff are encouraged to seek advice and coaching from senior leaders, the SENDCo, or pastoral leads where they feel they need additional support.

Peer learning is promoted through shared practice and professional dialogue.

12. Monitoring arrangements

The school is committed to regularly reviewing behaviour to ensure that policies and practices are effective, fair, and inclusive. Monitoring allows leaders to identify strengths, address concerns promptly, and continuously improve the behaviour culture across the school.

The school systematically records and collects information on:

- Behavioural incidents, including classroom removals.
- Attendance, suspensions and permanent exclusions.

- The use of pupil support units, managed moves, and off-site directions.
- Incidents of searching and confiscation.
- Perceptions of behaviour and school culture from pupils, staff, parents, governors, trustees and other stakeholders (including through anonymous surveys).

Behaviour data will be regularly reviewed by Senior Leaders. Analysis will be carried out at multiple levels, including:

- Whole-school trends.
- By year group or age phase.
- By individual members of staff.
- By time of day, day of the week, or term.
- By protected characteristic, to ensure equity and inclusion.

Where patterns suggest disparities between different groups of pupils, policies and approaches will be reviewed and adapted to reduce inequality and ensure fairness.

Findings will also inform staff training, pastoral support strategies, and future updates to this Behaviour Policy.

13. Links with other policies

This Behaviour Policy should be read alongside a range of other school policies that together promote a safe, inclusive and positive learning environment. These policies set out the wider framework of expectations, support and procedures that guide practice across the school.

Key related policies include (but are not limited to):

- **Child Protection and Safeguarding Policy** – setting out statutory duties and procedures to protect pupils from harm.
- **Special Educational Needs and Disabilities (SEND) Policy** – explaining how the school supports pupils with additional needs, including in relation to behaviour.
- **Online Safety Policy** – covering expectations and safeguarding measures in relation to pupils' digital behaviour.
- **Equality and Diversity Policy** – ensuring the school meets its duties under the Equality Act 2010.