




Behaviour Management Policy

Signed:	
	Scott Metcalfe - Chair of Governors

Signed:	
	David Walton-Jonas - Headteacher

Reviewed – September 2025	Next Review – September 2026
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1. Rationale

At Broadway Junior School we believe that all children, and adults, in our school community are important. We have a legal responsibility to ensure every child is safe and protected from harm. We aim to provide an environment where everyone feels valued, happy and secure. We are committed to enabling all of our pupils to access their education successfully by explicitly teaching the standards of behaviour expected of those in attendance at Broadway Junior School.

2. Aims and Expectations

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

3. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Broadway Junior School Rules

1. Be Ready
2. Be Respectful
3. Be Safe

*These rules should be displayed prominently in classrooms and around school.
(See Appendix 1).*

5. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Purposeful non-completion of classwork or a purposeful attempt to not fulfil a reasonable request that has been made
- Poor attitude to others
- Persistent incorrect uniform – *individual circumstances will apply here...*

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence and/or sexual harassment (including online)
- The inappropriate use of Artificial Intelligence (AI) to misrepresent a pupil, staff member or to defame the school, for example.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Chewing gum

- Lasers
- e-cigarettes / vapes
- Tobacco and cigarettes / lighters
- Fake nails, fake eyelashes and fake tan (please see uniform expectations)
- Knives or weapons and 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)
- Alcohol
- Drugs
- Stolen items
- Fireworks
- Pornographic images

This is not an exhaustive list.

6. Bullying

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

Bullying is therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> • Homophobic/biphobic • Transphobic • Disability-based 	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school does not tolerate bullying of any kind. This includes physical, verbal and online-bullying. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences. If parents or carers have any concerns relating to bullying, they should speak with a member of staff who will always assist.

7. Roles and Responsibilities

The Governing Board

The governing body is responsible for:

- Reviewing and approving the behaviour policy
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's behaviour policy
- Writing, alongside staff, 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 for all groups of pupils
- Ensuring that all staff understand the behaviour expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's approach to dealing with behaviour to ensure they understand its rules and routines and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management to any staff who require it, so they can fulfil their duties set out in this policy. The Headteacher will ensure that appropriate consideration is given to special educational needs and disabilities (SEND) and mental health needs where this relates to behaviour,
- Ensuring this policy works alongside the Child Protection Policies to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff Members

Staff are responsible for:

- Creating a calm and safe environment for pupils and maintain a stimulating and motivating learning environment
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording, and reporting, behaviour incidents promptly and in line with this policy

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 whilst 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 behaviour issues.

Pupils

Pupils will be made aware of the following:

- The school's three, main rules
- The expected standard of behaviour they should be displaying at school
- That they are expected to follow the behaviour policy
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards including any bespoke approaches required to enable them to meet the expected standards outlined within this policy

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.

8. School Curriculum

The curriculum design at Broadway Junior School promotes fundamental British Values and we have implemented a PSHE curriculum which helps to promote positive behaviours and interactions between our pupils. Our RSHE curriculum is based on statutory expectations for schools.

Pupils are explicitly taught to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

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

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

9. Mobile Phones

Pupils may bring a mobile phone to school, this must be switched off prior to entering the school site. All mobile phones must be handed into the school office at the start of the school day. The phones are then stored centrally in the school office. All phones are returned to children at the end of the school day or club and must not be switched on until children have left the school site.

10. Rewards






Staff will emphasise the positive approach of encouragement and praise. Praise may be given in a variety of ways:

- Encouragement or congratulations, acknowledging good behaviour.
- Presentation of 'teacher awards' and praise in front of a group, class or the school (e.g. Friday's Whole School Celebration Assembly and Worker of the Week Certificates).
- A call or message home (Postcard) to inform parents/carers of good behaviour or manners.
- Positive points awarded to individual children and milestone awards presented by Headteacher.

25 Positive Points – Bronze Award
50 Positive Points – Silver Award
75 Positive Points – Gold Award
100 Positive Points – Platinum Award

11. Behaviour Management Chart

All children will receive a fresh start every day and are expected to be 'Ready to learn.' This chart is displayed in every classroom across school. Each child has a named peg and throughout the day their peg will move up or down the chart according to their behaviour.

CLASSROOM CHART	DEFINITION	FOLLOW UP / ACTION
	Outstanding Children will be moved to 'Outstanding' who have demonstrated exemplary behaviour which may have resulted in an outstanding piece of work or attitude to learning.	An Outstanding certificate will be awarded in our weekly celebration assembly.
	Great Work Children will be moved to 'Great Work' when they consistently work hard, display good manners and do their best.	Verbal feedback in class – positive praise and possibly a positive point , if required. Peg is moved up from Ready to Learn.
	Ready to Learn Children will start each day on 'Ready to learn'. They are expected to follow our rules and values as every child has a right to access their education without disruption.	All children will begin each day at this stage.
	Reminder Issued for: low level disruptions, not listening in class, shouting out, being out of seat without a valid reason, etc.	Verbal reminder given. Opportunities given to correct the behaviour. Follow up with positives , where relevant. Should little/no improvement be made, the child will move down .
	Warning Issued for: Ignoring the reminder, persistently off-task, talking in class and disrupting learning, etc. At this point, children are given the opportunity to make up for lost learning during break times.	Warning marked on the teacher's class chart – monitored by Senior Leaders in school. Loss of 5 minutes at break time to complete missed work/discuss, in private, if relevant.
	Red Card Issued for: being disrespectful to staff, use of foul or derogatory language, refusal to comply with a warning, displaying verbal or physical aggression or any form of bullying. A sanction will be put in place.	Matter passed to SLT/recorded on CPOMS. Loss of minutes (to be determined by the seriousness of the incident). Opportunities to repair the relationship between staff member/other children. Discussion with the family on collection or via telephone, if relevant.

12. Responding to Misbehaviour - Sanctions and Consequences

Sanctions will be given to children when they do not follow the rules. Sanctions will be applied consistently and staff will ensure that they are followed through in order that they are effective. Staff will always endeavour to be fair and honest. All children will receive a fresh start every day.

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

All pupils will be treated equally under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Removal of the pupil from the classroom/a break time activity
- Expecting work to be completed in their own time (E.g. working through break or lunchtime.)
- Loss of privileges (For instance, the loss of a responsibility, football match or educational visit.)
- Referring the pupil to a senior member of staff
- Phone call home to parents
- Suspension
- Permanent exclusions, in the most serious of circumstances

13. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the Headteacher/Deputy Headteacher or support staff
- A personalised behaviour chart

14. Leaving the building and/or site without permission:

On the very rare occasion that a child removes themselves from the school building and/or site without authorisation, school staff will consider the context before taking the safest course of action for everyone involved. School staff may seek immediate support from the police.

15. Pupil transition

Inducting Pupils

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

Preparing Outgoing Pupils

To ensure a smooth transition to the next year, pupils have whole class transition sessions with their new teacher(s) in the summer term. Where needed, personalised additional visits will be accommodated. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

16. Pupils with Special Educational Needs

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

- Short, planned movement/rest breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions (such as Autism)
- Use of separation spaces (sensory/nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) 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 to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

17. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

18. Recording and Reporting Behaviour

Serious behaviours are recorded centrally as part of the CPOMs system. These will be reported to the Governing Body three times a year as part of the Headteacher's Report.

Class Teachers will report back to the Headteacher in relation to the number of children who have reached a 'Warning' or 'Red Card' each week (refer to section 11).

19. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

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

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.

20. Confiscation, Searches & Screening

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

Confiscation

Any prohibited items (listed in section 5) 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, 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. At Broadway Junior School, the staff

who are authorised to search a pupil are Mr Walton-Jonas, Headteacher, and Mrs Walker, Deputy Headteacher.

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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or senior 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 authorised members of staff will try and determine why the pupil is refusing to comply and contact the child's parents.

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 from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 5.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or trays. Outer clothing includes:

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

Searching Pupils' Possessions

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

- Desks and tray
- Cloak room pegs
- Bags / Coats

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 5).

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 providing every reasonable attempt has been made to ensure an additional member of staff is present.

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 5
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 5), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 5). A member of staff will tell the parents 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 if 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, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, 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 the role of the appropriate adult). The pupil's parents 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?

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, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher

- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an Early Help intervention or a referral to children's social care is appropriate.

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

21. 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 (stemming from online or offline behaviour)
- 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).

22. Online Misbehaviour

Typically, online misbehaviour which occurs outside of school (and when in the care of a parent/carer), the school would expect that the appropriate measures have taken place within the home and by the parent/carer. Where it is appropriate that the school is aware of an online misbehaviour incident, and may impact on the safety/wellbeing of a pupil(s) whilst on the school site, staff will act proportionately, appropriately and take the relevant steps to maintain pupils' safety and wellbeing. This will be on a case by case basis.

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.

23. 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 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.

24. 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

25. 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 Managing Allegations Policies for more information on responding to allegations of abuse against staff or other pupils.

26. 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. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is 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 Senior Leadership Team and will be removed for a maximum of one day.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with a trusted adult
- Use of teaching assistants
- Long term behaviour plans
- Pupil Support and Alternative Provision applications
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school's CPOMS system.

27. Suspension and Permanent Exclusions

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.

28. Training

As part of their induction process, our staff are provided with regular training on managing behaviour. All staff have access to training on de-escalation, ACE's and ASD awareness and including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of Continuing Professional Development (CPD).

29. This policy will operate in conjunction with the following policies:

- Safeguarding and Child Protection Policy and all associated policies
- Anti-Bullying Policy
- Child on Child Abuse Policy
- Weapons Policy
- SEND and Inclusion Policy
- Equal Opportunities Policy
- Attendance Policy
- Complaints Procedure
- Suspensions and Permanent Exclusions Policy

30. Monitoring and Review:

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Governing Body must review this policy every year. The Governors may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

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Appendix 1 – School Rules Poster

