



The Golden Thread Alliance

Behaviour Policy and Statement of Behaviour Principles

Date Reviewed	<i>Autumn 2025</i>
Next Review Date	<i>Autumn 2026</i>

This policy has been adopted by all schools within The Golden Thread Alliance



As united as we are different.

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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 statutory guidance

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

- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion guidance september 23.pdf \(publishing.service.gov.uk\)](#)
- [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:

- 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
- [Statutory policies for schools and academy trusts - GOV.UK \(www.gov.uk\)](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our Funding Agreement and Articles of Association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is behaviour which can be defined as a repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gain or gratification. Keeping Children Safe In Education 2023 also categorise this behaviour as Child on Child abuse.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Any use of emotive language or behaviours that offend or provoke an adverse reaction.
Physical	Any use of physical behavior or direct contact to deliberately hurt, offend or provoke an adverse reaction.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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, 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 Trust Anti-Bullying Strategy can be viewed on the policy page of our Trust and school websites.

5. Roles and responsibilities

5.1 The Governing Committee

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:

- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that colleagues deal effectively with poor behaviour
- › Monitoring how colleagues implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all colleagues understand the behavioural expectations and the importance of maintaining them
- › Providing new colleagues 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 colleagues 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
- › Ensure that behaviour incidents are recorded on either CPOMS or Arbor and reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and Colleagues

Colleagues are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for example behaviour log)
- › 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, 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 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 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

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 admitted in-year, where appropriate.

6. School behaviour curriculum

Pupils are expected to follow their schools behaviour strategy and curriculum.

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

6.1 Mobile phones

Phones are permitted onto the premises only if an agreement has been reached between parent and school. The school will provide an appropriate place for phones to be stored during the school day, which mitigates the risk of distraction, disruption, bullying and abuse. The school will not accept any liability for the loss, theft or damage of phones brought into school.

7. Responding to Behaviour

7.1 Classroom management

Teaching and support colleagues 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
 - Plan timely preparations of changes to routines and transitions and effectively communicate these with the children.
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement to rebuild and reestablish relationships that have been affected by disruptive behaviours.

7.2 Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information which can be found on the policy page of our Trust and school websites.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, colleagues 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.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, colleagues will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, colleagues 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:

- › Sending the pupil out of the class
- › A reminder of the expectations of behaviour
- › 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
- › 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
- › Putting a pupil 'on report'
- › Agreeing clear routines and expectations of behavior and accountability
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 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 be reasonable, proportionate and necessary and;

- › 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 (see appendices for Risk Assessment, Reasonable force plan and Incident record)

When considering using reasonable force, colleagues should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The Golden Thread Alliance has set out its expectations on the use of reasonable force guidance and will ensure that behaviour leads in all its schools have received appropriate training.

7.6 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 3) 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 colleagues who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

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

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

- The authorised colleague 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 colleague 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 colleague

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

If the authorised colleague 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 pastoral colleague 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 colleague 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 colleague has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised colleague will:

- Assess whether there is an urgent need for a search

- › Assess whether not doing the search would put other pupils or colleague 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 colleague can give an appropriate behaviour sanction.

If they still refuse to co-operate, the colleague will contact the Headteacher and/or Designated Safeguarding Lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised colleague 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 colleague can use reasonable force to search for any prohibited items identified in section three, but not to search for items that are only identified in the school rules.

The authorised colleague may use a metal detector to assist with the search.

An authorised colleague may search a pupil's outer clothing, pockets, possessions, desks or lockers.

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
- › Lockers
- › 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, colleagues can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised colleague can search a pupil's possessions when the pupil and another colleague 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 colleague,, the search can be carried out by a single authorised colleague.

Informing the Designated Safeguarding Lead (DSL)

The colleague 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 3
- If they believe that a search has revealed a safeguarding risk

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

Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A colleague 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, colleagues will follow the Trust'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 colleague's power to search outlined above **does not enable them to conduct a strip search (removing more than the outer clothing)** and strip searches 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, colleagues 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. Parents and carers will be contacted in the first instance. An urgent referral to Children's Social Care will be made, if the child is not at immediate risk but there are significant concerns. The Emergency Health Services via 999 will be contacted if the child is at risk of significant harm.

Colleagues 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 have been contacted, the decision on whether to conduct a strip search that involves **removing more than the outer clothing** lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved and therefore the trust schools would request that a strip search, which involves **removing more than the outer clothing to take place at a police station with the support of social care**. Colleagues retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

7.7 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 colleague (e.g. on a school-organised trip).

7.8 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a colleague.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher and /or a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

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 which can be found on the policy page of our Trust and school websites.

7.11 Malicious Allegations

Where a pupil makes an allegation against a colleague 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. Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse against colleagues or other pupils. This policy can be found on the policy page of our Trust and school websites.

8. Serious Sanctions

8.1 Detention

Pupils can be issued with detentions during break by the class teacher.

The school will decide whether it is necessary to inform the pupil's parents.

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 colleague 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. Colleagues 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 colleague, which could include, the senior leadership team, a DSL or a member of the pastoral team.

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 members of the pastoral team
- › Use of teaching assistants
- › Short term behaviour report cards
- › Long term behaviour plans
- › Pupil support units
- › Multi-agency assessment

Colleagues 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 in the behaviour log.

8.2 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. Please refer to our Suspension and Permanent Exclusions policy for more information.

8.3 Off-Site Provision

As a Trust, we promote the use of 'off-site provision' where appropriate, meaning that a pupil could be placed at another, local Golden Thread school during a fixed-term suspension. This intervention can only be used with a parent or carer's written permission.

If a child does attend an alternative provision for any length of time, the school at which the pupils is enrolled will retain the legal responsibility to safeguard the pupil.

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 and 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](#)) and [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- 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.

Approaches to anticipating and removing triggers of misbehaviour:

- 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 (Lifeboat, sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

9.2 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.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs and Disability 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 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

9.5 The use of Part Time Timetables

The school is legally permitted to temporarily reduce the time a child is at school if and only if it is in the best interests of the child. Schools will carefully consider the use of Part-Time Timetables using the following principles;

A reduced timetable should be;

- A response to an assessment of need.
- For a limited period (suggested maximum length of 6 weeks).
- Reviewed at least fortnightly.
- Clearly understood by all parties.
- Risk assessed to evaluate the impact on the pupil.
- Flexible to allow pupils to complete work at home and school, equating to full-time hours (providing they are medically fit).
- Signed off by the headteacher.
- Agreed with the school's Attendance Lead.
- Discussed with the School Improvement Team.
- Recorded with the local authority.

Parents and carers must:

- Agree to participate in the part-time timetable agreement.
- Indicate how they will guarantee the pupil's safety off-site and supervise schoolwork.

When a family does not agree to participate in the part-time timetable agreement, the school should discuss:

- The benefits for the child.
- The support they and their child will receive from school.
- The timeframe of the part-time timetable.

10. 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 a member of SLT and/or pastoral lead
- A report card with personalised behaviour goals

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, colleagues hold transition meetings.

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

12. Training

As part of their induction process, our colleagues are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Restorative approaches

Behaviour management will also form part of continuing professional development. An example of a colleague training log can be found in appendix two.

13. Monitoring Arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension

- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for colleagues, pupils, Governors, Trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by the school SLT and the Trust central team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This Behaviour Policy will be reviewed by the Trust Leadership Team and Headteachers at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion policy
- Child Protection and Safeguarding policy

Appendix One: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, colleagues and visitors are free from any form of discrimination
- Colleagues and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by colleagues, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and colleagues
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Committee also emphasises that racist, violent or threatening behaviour will not be tolerated in any circumstances.

Appendix Three: Reasonable Force Plan

Pupil Name:	Date of Birth:	Class/Year
Name of colleague completing:	Date of Plan:	Review Date

Planned use of reasonable force

Reasonable force can be used when colleagues perceive that they have no alternative course of action. The following behaviours are those where the use of reasonable force could be considered, after all other de-escalation options have been tried or considered and believed to be unsafe:

- Causing harm to others
- Causing harm to self
- Causing damage to property
- Causing disorder

Reasonable force must not be used as a form of punishment.

The following interventions have been agreed for use in appropriate circumstances. Minimal appropriate force applied for the shortest possible period of time will always be the first option.

-
-
-

Special considerations for the use of reasonable force – reasonable adjustments

<u>Colleague signature</u>	<u>Parent and carer signature</u>
<u>Date</u>	<u>Date</u>
<u>Headteacher Signature</u>	<u>Parent and carer signature</u>
<u>Date</u>	<u>Date</u>

Appendix Four: Reasonable Force Incident Record

Name of pupil:			Year/Class:		
Location of incident:			Date:		
Full names of adults involved:					
Start Time of Incident:	Duration of any restraint:	Any Injuries:	First Aid given:	Incident reviewed with pupil:	
am/pm	minutes	Pupil: Y / N Adult Y / N	Y / N	Y / N	
Reason for reasonable force:		Persons notified:		Supporting records completed:	
Harm to themselves	Y / N	Virtual Head (LAC)	Y / N	Medical Tracker	Y / N
Harm to others	Y / N	Medical Staff	Y / N	Accident Report	Y / N
Damage to property	Y / N	Social Worker	Y / N	Riddor Report	Y / N
Causing disorder	Y / N	Police	Y / N	Pupil Statement	Y / N
<p><i>Describe what was happening and what led up to the use of reasonable force.</i></p>					

Circle level of potential risk					
LOW		MEDIUM		HIGH	
<i>Describe exactly what the risk was:</i>					
<i>Who/what was at risk:</i>					
Controlling risk – de-escalation and distraction techniques used:					
<i>Tick and or/describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening</i>					
Verbal advice and support	Y / N	Firm, clear directions	Y / N	Negotiation	Y / N
Humour	Y / N	Limited choices	Y / N	Distraction	Y / N
Diversion	Y / N	Reassurance	Y / N	Planned ignoring	Y / N
Contingent touch	Y / N	C.A.L.M. talking/stance	Y / N	Take-up time	Y / N
Withdrawal offered	Y / N	Withdrawal directed	Y / N	Transfer adult	Y / N
Consequence reminders	Y / N	Success reminders	Y / N	Other (describe below)	Y / N
Other:					

Physical intervention strategies attempted:					
<i>Tick or describe the physical intervention</i>					
Loose guiding	Y / N	Hip stabilise	Y / N	Double arm hold	Y / N
Extended arm hold	Y / N	Cupped fist hold	Y / N	Dynamic hold	Y / N
Seated hold	Y / N	Kneeling hold	Y / N	Sit and leg block	Y / N
Seated contain	Y / N	Other (describe)			
Response and view of the pupil: <i>if a statement has not been obtained, how did the pupil respond?</i>					
Signature of person completing this record:					
Date:					
To be completed by Headteacher					
Next Steps					
Review of current Reasonable Force Plan	Y / N	If plan is not in place, complete Reasonable Force Plan	Y / N	Upload this record and statement of pupil to CPOMS	Y / N
Review of current Risk Assessment	Y / N	If Risk Assessment is not in place, complete Risk Assessment	Y / N	Notify parents and carers	Y / N

Behaviour Policy and Statement of Behavioural Principles

Details of follow-up with parents and carers:	
Details of follow-up with other agencies:	
Signature of Headteacher:	
Date:	

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Appendix Five: Letters to Parents about pupil behaviour – Templates

First behaviour letter: Example

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class _____ teacher _____ name: _____

Class _____ teacher _____ signature: _____

Date: _____

Second behaviour letter: Example

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class _____ teacher _____ name: _____

Class _____ teacher _____ signature: _____

Date: _____

Third behaviour letter: Example

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.


Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class _____ teacher _____ name: _____

Class _____ teacher _____ signature: _____

Date: _____



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