



“Behaviour and Anti-Bullying Policy”

Reviewed July 2025

Policy reference:

This policy is to be reviewed:

.....
Annually

The next review date is:

.....
July 2026

Review is the responsibility of:

.....
Anna Wahlandt
.....

Review History

Review ratified:

1st July 2024

Review ratified:

Review ratified:

Authorised by: Local Governing Body

1 Our Vision and Expectations

We will create a behaviour culture that benefits everyone - We are all committed to positive behaviour approaches where students and staff are **Prepared, Respectful, and feel Safe**.

Our school’s culture is: ‘This is how we do it here.’

Our culture is set by the way we as adults behave. Our culture is constantly routed in kindness and respect, by making sure that staff and students feel important, valued and that they belong.

We demonstrate visible consistency with visible kindness.

We respond to poor behaviour with deliberate calm.

We are relentlessly bothered in sustaining and maintaining a positive rapport with our students. It is the daily acts of care, perpetual generosity of spirit, the interest that we show in their lives that matter most.

‘Prepared’ – Prepared to learn, prepared to listen, prepared to participate etc.

‘Respectful’ - Respect for themselves. Showing respect to their peers, to adults, to our environment.

‘Safe’ - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Prepared	Respectful	Safe
<ul style="list-style-type: none"> ● Arrive to school and lessons on time. ● Always wear the correct uniform. ● Be prepared with the correct equipment. ● Complete all homework. 	<ul style="list-style-type: none"> ● Listen when teachers and others are talking. ● Treat the school buildings and school property with respect. ● Be polite to all members of staff and each other. ● Show respect, care, and consideration to others. ● In class, make it possible for all students to learn. 	<ul style="list-style-type: none"> ● Move quietly around the school. ● Be calm and sensible. ● Treat all equipment and property sensibly to avoid injury. ● Not bring inappropriate or unlawful items to school. ● Never belittle, harm or bully other students or staff.

Every behaviour intervention, positive or corrective, must be punctuated with Prepared, Respectful or Safe.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. **This is a core consistency for all adults working at our school.**

In addition, students will need to;

- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Accept consequences when given.

2 Aim of our Behaviour Policy

- We will create a culture with high expectations of behaviour that will benefit both staff and students, establishing calm, safe and supportive environments conducive to learning.

- Our culture will promote excellent behaviour, a clear vision of what good behaviour looks like in a culture that ensures our students can learn in a calm, safe, and supportive environment, protecting them from disruption.
- Our policy is clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout our school community.
- Our behaviour policy provides details on how staff will support students to meet these expectations.
- Our behaviour policy outlines our systems of rewards and consequences.

3 Our Behaviour Curriculum

- Positive behaviour should be taught and retaught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while consequences are required where rules are broken. Positive reinforcement and consequences are both important and necessary to support the whole-school culture.
- Our behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It will be centred on what successful behaviour looks like and defines it clearly for all parties.
- Routines will be used to teach and reinforce the behaviours expected of all students. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.
- We strive to encourage all our students within our school to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and, in doing so, make a positive contribution to the lives of others.
- We believe that strong relationships between all staff and students underpin good behaviour. Students and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community and within our school.

4 Our Behaviour Principles

- Every student understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards and consequences are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

5 Our Statutory Requirements

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

- Behaviour in schools
- Searching, screening and confiscation at school

- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- School suspensions and permanent exclusions - GOV.UK
- Keeping children safe in education - GOV.UK It is also based on the special educational needs and disability (SEND) code of practice.

6 Our Behaviour Expectations and Definitions

We expect that every member of the college community will act with courtesy and consideration for others at all times, always acting in a socially responsible manner. The overall image of the college is very much created by the way our students present themselves in the local community.

With the support of teachers and parents, students need to realise how important it is to be seen as sensible and mature young individuals aiming to achieve the best for themselves and the college.

Behaviours which are prohibited.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes.
- Disruption of learning caused by mobile phones.
- Non completion of classwork or homework.
- Missing detentions.
- Poor attitude.
- Incorrect uniform.
- Defiance of adults / rude behaviour.

Serious misbehaviour is defined as:

- Repeated misbehaviour including disruption to learning.
- Verbal abuse/threatening behaviour against an adult including swearing.
- Child on child abuse – as identified below.
- Putting the safety of themselves and/or others at risk.
- Truancy.
- Repeated breaches of School rules.
- Sexual Misconduct, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation to students or staff.
- Vandalism.
- Theft.
- Fighting.
- Smoking / Vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items including:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers and lighters & vapes.
- Fireworks.
- Pornographic material / digital 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, or to damage property of any person (including the student).

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse).
- Abuse in intimate relationships between peers.
- Sexual violence and sexual harassment.
- Causing someone to engage in sexual activity without consent.
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress, or alarm.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

7 Bullying – Including the Anti bullying Policy

Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) will be dealt with quickly and effectively.

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.

No bullying will be tolerated in school and will be dealt with through the pastoral team using the behaviour consequences grid identified in **Appendix 1**.

The full Anti-bullying policy can be found in **Appendix 2**

8 Roles and Responsibilities

The Governing Body

- The school's governors are responsible for reviewing and approving the written statement of behaviour principles.
- The school's governors will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.
- The school's governors are responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal

- The Principal is responsible for reviewing this behaviour policy in conjunction with the Governing Body and presenting the policy to governors for approval.
- The Principal will also approve this policy.
- The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

In addition to the role of teachers and staff, senior leaders are expected to:

- Take time to welcome students and family members on site.
- Be a visible presence around the school site.
- routinely engage with students, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Celebrate staff, leaders, and students whose efforts go above and beyond expectations.
- Regularly share good practice and ensure that the training needs of staff are identified and targeted.
- Support middle leaders with managing students with more complex behaviours.
- Use behaviour data to target and assess school-wide behaviour policy and practice.

Teachers and Support Staff

All adults are expected to:

- Meet and greet students at the start of every lesson.
- Refer to 'Prepared, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use visible recognition to praise and model good behaviour.
- Be calm and give 'take up time' when going through the steps. Prevent before consequences.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past students who are not meeting our behaviour expectations.
- Implement the behaviour policy consistently.

- Provide a personalised approach to the specific behavioural needs of particular students.
- Record behaviour incidents.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents/Carers

Are expected to:

- support their child in adhering to the student code of conduct.
- inform the school of any changes in circumstances that may affect their child's behaviour.
- discuss any behavioural concerns with the class teacher or appropriate adult promptly.

In addition, if a student behaves in such a manner that criminal damage is committed to school property, the school considers it reasonable for compensation to be paid by parents/carers to cover the loss or damage to the school, including any damage that may be caused to any transport provided for the students.

If a student behaves in such a manner that a criminal offence may have been committed, the school will take advice from the police. Should the police choose to take additional action, staff will cooperate with this process.

9. Rewards and Consequences

We want to focus on what students are getting right, highlighting the good.

We believe that encouragement and praise is central to the promotion of high standards of behaviour; rewards are an integral means of achieving this.

We believe that rewarding students makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community.

We recognise the importance of recognition, praising and rewarding our students in a way that is meaningful to the individual. We seek to use methods that students are motivated by and that inspire the students to achieve.

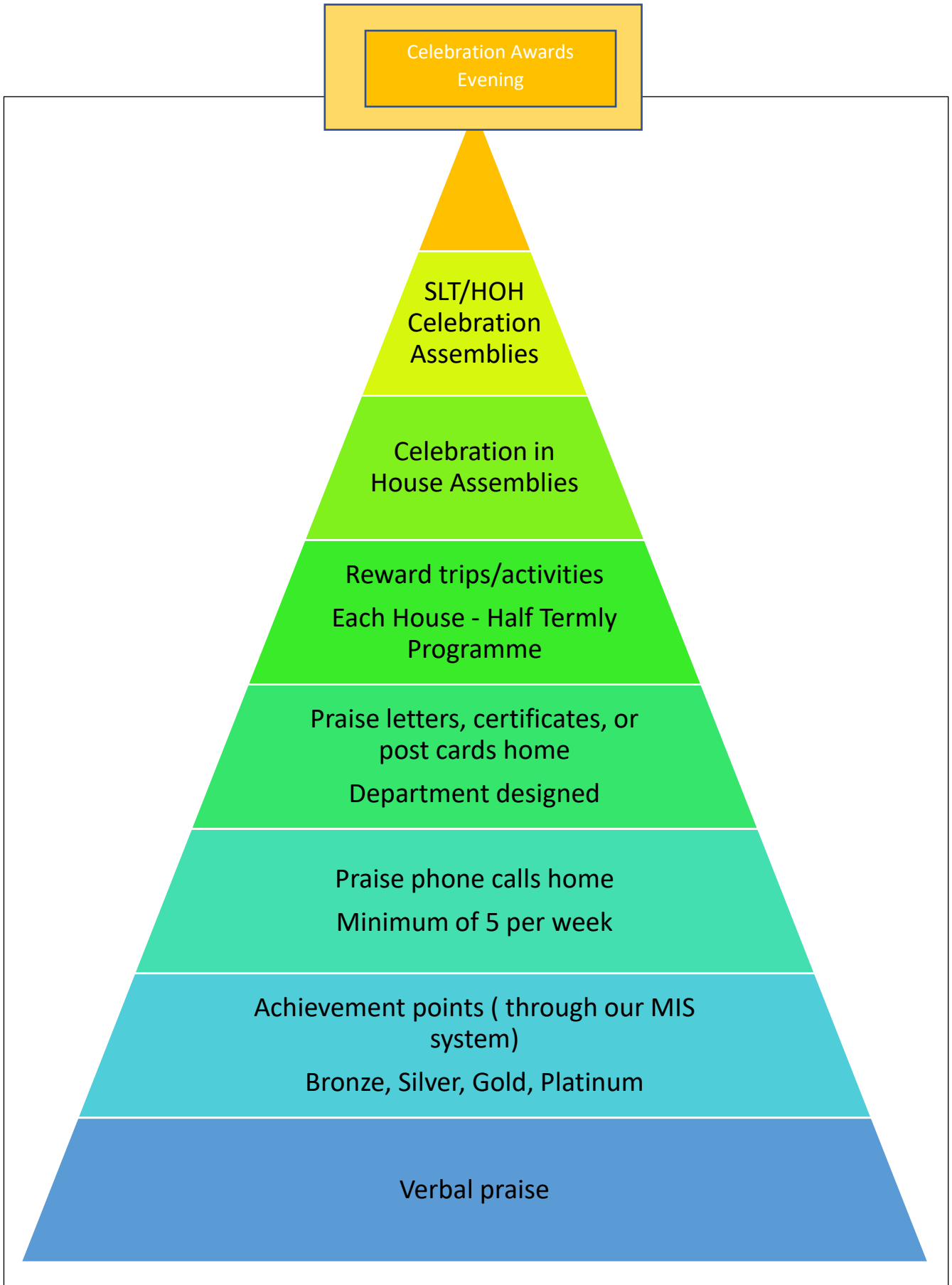
We will reward regularly/consistently/sincerely. We will ensure that regardless of ability and age all students across the school will be able to benefit from the rewards process. It is consistently applied through departments, house teams and across all staff. Rewards must be given fairly as a means of acknowledging effort, achievement and actions that meet Sir Harry Smith's values and principles.

9.1 List of rewards

Positive behaviour will be rewarded with:

- Verbal praise.
- Achievement points.
- Praise letters, certificates or phone calls home to parents.
- Positive postcards.
- Rewards trips/activities.
- Recognition in House assemblies.
- SLT/HOH end of term/end of year assemblies.
- Annual Celebration Awards Evening.

Reward Ascending Pyramid



9.2 List of consequences (See Appendix 1)

The school may use one or more of the following consequences in response to unacceptable behaviour:

- Call home to change their uniform.
- A verbal reprimand (generally conducted on a one-to-one basis with the student rather than in front of other students).
- Removal to another lesson (Dept. arrangement).
- Removal of free time at break or lunchtime, to complete work.
- Withdrawal of privileges.
- Confiscation of items.
- A restorative conversation – break, lunch or after school.
- A restorative conversation - after school following parental contact.
- Referring the student to a line manager.
- Referring a student to a senior member of staff.
- Working with a form tutor or designated member of staff.
- Letters or phone calls home to parents.
- School community service (where possible, related to the behaviours that have gone wrong).
- Agreeing a Behaviour Support Plan.
- Agreeing a Behaviour Contract.
- Internal inclusion.
- Internal managed respites.
- Managed move to another school.
- Suspension from school.
- Direction to alternative provision off site.
- Permanent exclusion (considered as an absolute last resort).

Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion.

This includes, but is not limited to, the following:

- persistent breaches of the school's behaviour policy.
- threats and/or assaults on a member of the school community.
- possession of an offensive weapon such as a knife.
- possession of drugs.
- racist, sexist, homophobic or discriminatory behaviour.
- criminal or alleged criminal behaviour.
- significant vandalism of school property.
- bringing the school into disrepute.
- sexual harassment and sexual violence, which is any unwanted sexual behaviour that causes humiliation, degradation, pain, fear or intimidation. In the event of a serious sexual assault incident, the school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other students and adults in the school. This is explained in part 5 'Keeping Children Safe in Education' 2023.

9.3 Mobile phones and handheld devices (including earphones and smart watches) Appendix 3

The school recognises that parents may wish their children to have mobile phones for use in cases of emergency. Smart devices, such as smart watches, that can text, search the internet, make calls etc. are also covered by the same rules if used for these purposes during school hours. However, mobiles can be used inappropriately, and parents/carers should be aware that whilst there are obvious benefits to students having a mobile phone, in terms of personal safety, there are also some associated risks such as the potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons.

Mobile phones are allowed on site (this is defined as inside the school gates) but must remain switched off/on silent during school hours and out of sight unless a member of staff has given permission for a student to use their phone for a genuine reason. This includes breaks and lunchtimes.

Permissions that may be given include:

- Accessing educational applications/ teaching platforms, as part of planned learning provision.
- To inform/assist a staff member in an investigation of a breach of our behaviour policy.
- To assist the Police and/or Safer School's Officer.

Students who access their mobile phone without permission will be dealt as identified in **Appendix 3**.

9.4 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students 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 students 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 student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

Students who have been removed from the classroom are supervised by another staff member.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal or Deputy Principal.

Students 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 student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed by the Head of House on the same day that their child is removed from the classroom.

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

- Meetings with student support assistants.
- Use of teaching assistants.
- Short term behaviour report cards.
- Long term behaviour plans.
- Student inclusion units.
- 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 student in the behaviour log.

9.5 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school.

Under the Education and Inspections Act 2006, schools have the statutory power to discipline students for misbehaving outside the school premises. The school will respond to any incidents of students misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

Examples of unacceptable behaviour outside the school may include when a student is:

- taking part in any school organised or school related activity.
- travelling to and from school.
- wearing school uniform.

Further examples also include where:

- in extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school.
- they pose a threat to another student or member of the public.
- they could adversely affect the reputation of the school.
- criminal or alleged criminal behaviour that demonstrates risk to other students and/or staff and/or the good order of the school.

In rare cases, the school may decide to educate a student elsewhere.

9.6 Internal Inclusion

We may use Internal inclusion in response to serious or persistent breaches of this policy.

Students may be sent to the Inclusion unit during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention may also be referred to the Inclusion room by their Head of House.

The Inclusion room is managed by Marian Thorsen.

9.7 Internal managed respites

An internal managed respite means that a student will complete their set work in the Inclusion room for a set period of time and/or for specified lessons. This room will be staffed by a member of staff at all times. They will also not be permitted to be in the playground at break or lunchtime. This consequence is given by the Principal and/or Deputy Principal when there has been repeated disruptive behaviour or a serious breach of the school's behaviour policy.

9.7 Suspensions

The letter, which is issued when a student is suspended, clearly explains the responsibility that the student should not be in a public place during the period of the suspension.

For fixed term suspensions beyond 5 days and for permanent exclusions it is the school's responsibility to provide suitable alternative provision.

If a student is present in a public place during school hours during a suspension, they may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so.

9.7.1 Procedures

If an incident is deemed serious enough to involve a suspension, the school will endeavour to contact the parents on the day of the incident.

- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them.
- Work will always be provided on Microsoft Teams for the length of the suspension up to and including the 5th day of a fixed term suspension.
- Parents will be requested to meet with the Principal or a member of the senior leadership team, or with the student's Head of House on the day that the student returns to school to ensure such events do not reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter.

9.8 Direction to off-site provision

In certain circumstances, and at the discretion of the Principal, students may be directed to Alternative off-site provision. Parents/carers must ensure that their child attends the placement otherwise they will be registered as an unauthorised absence. Poor attendance could result in a Penalty Notice (fine) or a court order for poor attendance.

Any alternative placement will be planned using an Individual Alternative Education Plan (IAEP) and kept under review and involve parents in the review. Reviews will be decided on a case-by-case basis but must take place at least every 6 weeks. Reviews will be frequent enough to provide assurance that the off-site education is achieving its objectives and that the student is benefitting from it.

Where reintegration to the school is an objective, there will be agreement on how to assess when the student is ready to return, and the school will provide an appropriate package of support to assist their reintegration. These objectives and plans should be agreed with providers, set out in writing and regularly monitored.

When the school has directed a student to alternative off-site provision to improve behaviour, a plan and process will be in place to reintegrate the student at the end of the placement when he or she returns to the school.

9.9 Managed moves

The Local Authority operates a protocol on managed moves. The school will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the structures laid down in the managed move protocol.

10. Preventing Recurrence of Misbehaviour

The school will adopt a range of initial intervention strategies to help students manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This will be achieved by helping students understand behavioural expectations and by providing support for students who struggle to meet these expectations.

10.1 Resources and support

Examples of support, include (but not exhaustive):

- Frequent and open engagement with parents/carers, including home visits if deemed necessary
- Subject, form tutor & HOH report cards
- In year/House buddy
- Internal mentoring
- Senior student mentor
- Counselling (Various)
- Behaviour support plan
- RAG timetable
- Literacy support
- SEND referral for 'graduated response'
- Emotional resilience workshops
- Internal inclusion
- Social skills workshop
- Speech and language workshop
- Bereavement counselling
- Risk assessment
- Augmented timetable
- Drugs and alcohol workshop.
- Early Help Assessment (EHA)
- Team around the Family (TAF)
- Parental classes/workshops
- Youth Offending Service
- Police liaison
- Alternative provision

10.2 Behaviour Contract

On rare occasions it may be felt that a student is at risk of suspension and/or permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance, the school will put a Behaviour Contract into place in order to support the student and try to prevent this occurring. This process will usually involve the student, school and parents in working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Where appropriate, agencies including external support will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the student. A Behaviour Contract involves regular reviews to assess progress and make amendments as needed.

See Appendix 4 for our 'Graduated Response'.

11 Behaviour Management

11.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

All staff are expected to:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the student code of conduct in their classroom.
- Develop a positive relationship with students, which will include:
 - Greeting students in the morning/during the day and at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low level disruption.
 - Using positive reinforcement.

11.2 Physical restraint

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

In some circumstances, staff may use reasonable force to restrain and safeguard a student/s to prevent them:

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

Incidents of physical restraint 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.

11.3 Confiscation

Banned items brought into school by students may be confiscated by a member of staff and returned at a later time to the student or parent/carer at a time convenient to the school.

Banned items include:

- Items that are considered to be unhealthy drinks and chewing gum.
- items that are non-school uniform such as hoodies.
- mobile phones and other electronic devices that are seen/heard.
- from time to time, certain items not listed here may be deemed to be banned by the Principal if they reasonably pose a threat to the safety and wellbeing of students or the good order of the school.

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- matches and lighters
- tobacco and cigarette papers
- e-cigarettes and vaping devices
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In the case of confiscation of a weapon or other illegal items, the police will be informed and the item released only to them.

11.4 Searching and Screening Students

Students may be searched by a member of school staff if the school has reasonable grounds to believe that a child is in possession of a prohibited or banned item.

Reasonable grounds can be defined as:

- Information from another student or member of staff that a child was seen with the item or had said that they had it.
- Information from a member of the public, parent or professional that a child was seen with the item or had said that they had it.
- CCTV evidence that the child had the prohibited or banned item.
- A child has brought in the item previously and therefore regular searches are part of their reintegration into school.
- Smells, sounds or visible signs that the child may have a prohibited or banned item such as the smell of cannabis, a ring tone for a mobile phone or smoke from a vape or cigarette.

If a child refuses a search with reasonable grounds, the behaviour policy will be applied. A child can permit a search without reasonable grounds.

Anyone who is authorised by the Principal can conduct a search.

Screening can help provide reassurance to students, staff, and parents that the school is taking measures to create a calm, safe and supportive environment.

- Screening may be used through a hand-held metal detector (arch or wand) to scan students for prohibited items.

If a student refuses a search and or screen with reasonable grounds, the behaviour policy will be applied. A student can permit a screen without reasonable grounds.

Anyone who is authorised by the Principal can conduct a screen.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation ([Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)).

11 Student Support

11.1 Duty of the school

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

Responding to the behaviour of students with Special Educational Needs and/or Disability (SEND)

The school will consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure students can achieve and learn as well as possible. A school should not assume that because a student has SEND, it must have affected their behaviour on a particular occasion. The school will make a judgement on the facts of the situation.

The school will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, the school will refer to the Equality Act 2010 and schools guidance.

The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have. The school will also seek to try and understand the underlying causes of behaviour and whether additional support is needed.

The school's special educational needs co-ordinator will evaluate a student 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.

Whilst all students identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers, in order to take full advantage of the educational opportunities available to all students.

Adapted approaches will be used for students whose SEN and/or disabilities cause them to display challenging behaviour. When acute needs are identified in a student, 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. Parents/carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the child/children.

11.2 Student transition

To ensure smooth student transitions into the school, all students will have meetings and/or induction sessions to introduce them to our behaviour culture and the 'student code of conduct'.

This will ensure behaviour is continually monitored and the right support is in place. Information related to student behaviour issues may be transferred to relevant staff at the start of the term or during the year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

12. Staff Induction, Development and Support – including regular training for staff on behaviour

Continual Professional Development

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

As the basis of our behaviour policy and to embed a continual professional development programme for all our staff, we will follow the 5 Pivotal Education Curriculum.

1. Consistent, calm, adult behaviour

Staff will maintain a consistent and calm demeanour when dealing with student behaviour. Avoid shouting or responding emotionally to poor behaviour. Instead, respond rationally and deliberately.

2. First attention to best practice

Staff will prioritise positive behaviour by giving immediate attention and recognition to students who exhibit good conduct. Acknowledge and reinforce positive actions promptly.

3. Relentless routines

Staff will establish consistent routines in the classroom. Predictable structures help students feel secure and understand expectations. Regular routines contribute to a positive learning environment.

4. Scripted conversations

Staff will create predefined responses to address challenging behaviour. These "micro-scripts" allow teachers to react consistently and objectively, reducing emotional reactions and ensuring a planned approach.

5. Restorative follow up

Behaviour management will also form part of continuing professional development. When addressing misbehaviour, staff will focus on restorative practices rather than punitive measures. Encourage reflection, dialogue, and repairing relationships to promote positive change.

6. Links with other policies

The behaviour policy is linked to the following policies:

- Suspension and exclusion policy
- Safeguarding policy
- Mobile phone policy
- RSE Curriculum
 - Healthy and respectful relationships
 - What respectful behaviour looks like?
 - Consent
 - Gender roles, stereotyping, and equality
 - Body confidence and self-esteem
 - Prejudiced behaviour
 - Sexual violence and sexual harassment