

Positive Behaviour Policy

A restorative approach, rooted in
inclusion and belonging

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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 poor behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- 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 principals and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Statement of Behaviour Principles

3.1 Our Values

We strive to show students at Caroline Chisholm School the importance of:

- Acting with kindness
- Living with Integrity
- Learning with Curiosity

These are lived values that underpin all we do.

'The CCS Way' shows students the simple way of behaving well. It is defined as when students:

- Do the right thing
- In the right place
- At the right time

Our mission is simple yet powerful: to inspire every student through an innovative, world class education. From a child's first steps in early years to the confident strides of Sixth Form, we are committed to nurturing a lifelong love of learning and empowering every young person to thrive. Our behaviour policy is built upon this commitment, ensuring that every learner feels safe, respected and ready to succeed. It sets out a consistent, values-led approach that enables students to learn well, grow with confidence and make a meaningful impact in the world.

We believe passionately in the unique potential of every child and young person. Our behaviour approach is rooted in responsive teaching, inclusive support and a culture shaped by kindness, curiosity and integrity. These values are lived daily in our classrooms, modelled by staff and reflected in the way our students treat one another. We aim to create an environment where positive relationships flourish and where every student feels a strong sense of belonging.

We lead with innovation and collaboration, ensuring every teacher is empowered to deliver transformational learning experiences within a calm and purposeful environment. Our focus on professional development, wellbeing and staff voice ensures that the whole team is equipped to inspire, challenge and support every learner, especially when navigating behaviour or pastoral needs.

This behaviour policy is more than a set of expectations; it is a shared promise, a commitment to helping students become resilient, compassionate and responsible individuals. Together, we shape futures, raise aspirations and build a school community that is truly "globally minded and future ready," supporting every student from nursery to Sixth Form and beyond.

3.2 Positive Behaviour Strategies

Our approach to behaviour is rooted in the belief that students thrive in an environment where their efforts, achievements, and positive choices are consistently recognised and celebrated. We are committed to a culture where positive behaviour is the norm, and where staff actively prioritise catching students being good.

1. A Culture of Recognition

We know that behaviour flourishes when students feel seen and valued. Staff will:

- Actively look for and acknowledge positive behaviour throughout the school day.
- Give frequent, specific verbal praise that identifies what the student did well ("Thank you for showing resilience by completing that task even when it was challenging").

- Reinforce behaviours that align with the school's values, ensuring consistency and fairness across all year groups.

2. Reward-Focussed Practice

Our rewards system is designed to motivate, celebrate, and reinforce the behaviours we want to see. Students should regularly experience positive recognition for their contributions to school life.

Key reward strategies include:

- **Reward Points:** Awarded for acts of kindness, integrity demonstrated, or curiosity and excellence towards their learning is seen.
- **Postcards and Positive Calls Home:** Regular contact with families to celebrate student success and strengthen home-school relationships.
- **Certificates and Awards:** Presented in assemblies, tutor time, or special events to spotlight outstanding effort, progress, attendance, or character.
- **Privileges and Opportunities:** Leadership roles, participation in reward activities, celebration events, and other incentives that acknowledge consistent positive behaviour.

3. Creating Positive Classroom Climates

Classrooms should be places where positivity shapes expectations. Staff will:

- Greet students warmly and consistently.
- Use routines and structure to reduce anxiety and maximise learning time.
- Reinforce expectations positively (eg: "we respect each other by listening carefully"), rather than relying on corrective language.
- Celebrate small wins, incremental progress, and students' efforts, not just outcomes.

4. Modelling and Teaching Positive Behaviour

Behaviour is learned, and our role is to actively teach and model the behaviours we want students to adopt. Staff will:

- Demonstrate respectful communication and emotional regulation.
- Narrate positive behaviour ("I can see lots of people getting ready really quickly, thank you!").
- Use restorative conversations to reinforce values when behaviour slips, ensuring students understand expectations and feel supported.

5. Equity and Inclusion

We recognise that students may need different approaches to thrive. Positive behaviour strategies will be accessible to all and adapted where appropriate, ensuring that every student has the opportunity to succeed and to be recognised for their progress.

6. Celebrating Achievements Publicly and Privately

Celebration is a powerful tool for building confidence and motivation. We will:

- Share achievements in assemblies, newsletters, digital platforms, and displays.
- Celebrate personal bests as well as high performance.
- Ensure that recognition is age-appropriate, meaningful, and sensitive to individual student needs.

7. Consistency Across the School

Positive behaviour strategies are most effective when applied consistently. All staff share responsibility for:

- Using the rewards system fairly and proportionately.
- Actively promoting the school's values.
- Modelling positivity, kindness, and high expectations in every interaction.

4. Inclusion by Design

4.1 Ethos behind managing misbehaviour

At the heart of our behaviour policy is a simple but powerful belief: every child deserves to feel a strong sense of belonging. We recognise that children are still *'in formation'*, developing socially, emotionally, and morally and that school plays a vital role in teaching, modelling, and reinforcing positive behaviours. Our approach is therefore rooted in relationships and shaped by restorative practice, ensuring that every interaction contributes to a safe, respectful, and caring school.

To support this, our behaviour system is stepped and structured, so expectations are clear, predictable, and fair. This consistency helps students understand boundaries, supports them in making better choices, and ensures learning continues uninterrupted. While our systems protect high standards, they are always enacted with humanity. Schools run on systems, but children do not and so our approach reflects a commitment to dignity, empathy, and understanding.

Belonging comes first. When people feel welcomed, valued, and accepted as they are, they naturally become open to understanding the beliefs, principles, or "rules" that shape a community. From that sense of inclusion grows genuine belief and an internal understanding of why things are done in a certain way. And once belief takes root, behaviour follows organically, not out of obligation but out of alignment with shared purpose. This is the opposite of the traditional model, where people are expected to behave correctly first, only then gain access to understanding, and eventually if they prove themselves, earn a sense of belonging. A **Belong → Believe → Behave** approach reverses that order, placing human connection at the centre and allowing transformation to grow from acceptance rather than compliance.

Belong → Believe → Behave

The Hot Spot Timetable provides a structured schedule for On-Call staff to routinely visit areas where higher support might be required throughout the day, including times when cover lessons are in place. This ensures consistent visibility, rapid response to emerging issues, and proactive supervision that supports a calm, safe learning environment.

Our behaviour support framework is:

- **Restorative in nature**, helping students understand the impact of their actions, repair harm, and rebuild relationships.
- **Intentionally designed to strengthen belonging**, ensuring every child feels valued, noticed, and supported.
- **Firm on boundaries but human in application**, recognising that mistakes are part of learning.

Consistency sits at the centre of our work. When students show low-level misbehaviour, our focus is on de-escalation and allowing them the opportunity to correct their behaviour so learning can continue. Students will be given an appropriate amount of time to correct their behaviour before the next step is reached as below.

We use a clear stepped system (with appropriate time given to correct their behaviour within lessons):

- – an initial, discrete verbal reminder with opportunity to correct behaviour
- **C1** – a final verbal warning
- **C2** – a class teacher detention (Secondary) / time out (Primary), enabling restorative conversation before the next lesson
- **C3** – removal to the 'Refocus Room' (Department, or C1/C15) for supervised learning
- **C4** – On-Call removal when a student refuses C3, behaves poorly in the Bump Room or demonstrates a 'red-line' misbehaviour.

Behaviour reaching C3 or C4 is considered 'high-level misbehaviour' and is followed up by the relevant Middle Leader (C3) with pastoral and senior staff to support, Pastoral staff will identify and track patterns over time and ensure the right interventions are in place.

Through this approach, we aim not only to maintain high standards but to teach, guide, and support students in becoming responsible, respectful, and resilient members of our community. Our policy prioritises belonging, restoration, and growth, because we believe every child can learn to get it right with the right support, the right relationships, and the chance to make things right when they don't.

Our policy also equips staff to address misbehaviour calmly and with clear authority, ensuring that responses are consistent, confident, and rooted in professional integrity. By providing staff with practical strategies and a shared language for managing behaviour, we create the conditions for strong, trusting relationships to grow. When students experience adults who respond with calmness, fairness, and clarity, even in moments of challenge, they feel safer, more respected, and more willing to engage in positive change. This relational approach strengthens our community and reinforces the message that boundaries and care always go hand in hand.

4.2 Examples of 'Low-Level Misbehaviours' (C1-C2)

NB: Categories in Bromcom and MCAS app are as below:

- C – Disruption of learning of others** - talking out of turn, calling out, distracting peers.
- C – Off-task behaviour** - daydreaming, not following instructions, slow to settle.
- C – Failure to follow a reasonable instruction** - not moving seat when asked, minor refusal, arguing back mildly, uniform issue.
- C – Inappropriate classroom language** - muttering complaints, mild inappropriate comments (non-abusive).
- C – Failure to complete classwork with expected level of effort** - refusing to attempt work, deliberately rushing or scribbling.
- C – Eating or chewing gum in class** - chewing gum, snacks out at desks.
- CL – Late to lesson** - late entry without a valid reason.
- C – Incorrect Uniform** - no blazer, shirt untucked, skirt length, trainers
- T – Toilet** - not consequence related
- C2S – Subject detention** - automated after 3 Consequences given
- C2C – Centralised detention** – non-lesson behaviour such as truancy, defiance, low level rudeness to staff, unkind behaviour to others, misuse of school equipment (eg: toilets), litter deliberately dropped

4.4 Behaviour Ladder (C1-C4)

– ‘Low-Level Misbehaviour’ → Discrete Verbal Reminder

Definition: Behaviours that interrupt the flow of learning or classroom routines but can be corrected with simple intervention. (No formal record is made of this).

Examples:

- See list on previous page

Staff Response / Consequences include:

- ✓ Discrete, positive framing and reminder of expectations
- ✓ Verbal warning, (don't write name on board, ie: no public naming and shaming)
- ✓ Move seat (if appropriate)
- ✓ Quick pastoral check-in or restorative prompt

C1 – Repeated ‘Low Level Misbehaviour’ → Final Verbal Warning

Definition: Behaviour that persists despite discrete intervention as above.

Examples:

- Repeated behaviour seen at above level

Staff Response / Consequences include:

- ✓ Record C1 on system
- ✓ Restorative conversation at end of lesson
- ✓ Confiscation of item (per policy)
- ✓ Parent/carer notification (where appropriate)

C2 – Repeated ‘Low Level Misbehaviour’ → Subject Detention (Secondary) / Time Out (Primary)

Definition: Behaviour that persists despite C1 intervention.

Examples:

- Repeated behaviour seen at C1 level

Staff Response / Consequences include:

Record C2 on system

- ✓ Formal detention (e.g., after-school)
- ✓ Restorative meeting before return to lessons
- ✓ Contact home via Bromcom / MCAS app comment
- ✓ Possible subject behaviour plan / target card / positive reward card put in place

C3 – Repeated ‘Low Level Misbehaviour’ = ‘High Level Misbehaviour’ → Bump Room

Definition: Behaviour that persists despite C2 intervention.

Examples:

- Repeated behaviour seen at C2 level

Staff Response / Consequences include:

- ✓ Record C3 on system
- ✓ Student removed to department ‘Refocus Room’ or C1/C15 by prior arrangement
- ✓ Intervention work (restorative, behaviour support, pastoral)
- ✓ Subject behaviour plan / target card / positive reward card put in place

C4 – Repeated ‘Low Level Misbehaviour’ = ‘High Level Misbehaviour’ or Red Line Incident → On-Call

Definition: When a student refuses C3 or behaves poorly in the Refocus Room; ‘high-level misbehaviour’ that poses a risk to safety; behaviour incompatible with remaining in normal lessons.

While our stepped system supports most behaviour issues through clear and predictable escalation, there are occasions where behaviour is significantly above the threshold of low-level disruption. In these cases, if a ‘red line’ event occurs at any point during the lesson, a C4 consequence can be triggered immediately. This results in an On-Call removal through Bromcom so that learning for others can continue and the incident can be addressed safely and appropriately. ‘Red Line’ behaviour bypasses the earlier steps in the system because it represents behaviour that is unsafe, highly disruptive, or seriously undermines the expectations and values of the school.

4.5 Examples of ‘Red line’ event (automatic C4)

The following behaviours would be considered high-level and result in an immediate C4 (On-Call removal) and are categories allocated in Bromcom / MCAS app:

- **Physical aggression** – fighting, hitting, kicking, or any deliberate physical harm
- **Serious verbal abuse or threatening behaviour** – abusive, intimidating, or threatening language or actions towards staff or students
- **Defiance that undermines safety or order** – refusing a lawful and reasonable instruction in a way that escalates risk or disrupts the learning of the class
- **Bullying or harassment** – behaviour that is targeted, repeated, discriminatory, or intended to cause distress
- **Vandalism or Damage to school property** – deliberate destruction or misuse of equipment, furniture, or school facilities
- **Behaviour that poses a risk to health and safety** – dangerous conduct such as running out of class, throwing objects, misuse of equipment, or unsafe actions in practical subjects
- **Truancy during the lesson** – Leaving a lesson without staff approval, resulting in lost learning time and potential safety concerns.
- **Discriminatory abuse (racist, sexist, homophobic etc.)** – Using language or behaviour that targets someone’s identity in a harmful or prejudicial way, causing significant impact and violating our school’s core values.

- **Possession or suspected possession of banned items** – including anything dangerous or prohibited under school policy
- **Open refusal to attend the Refocus Room (C3) or misbehaviour within it** – which automatically escalates the incident to a C4

This list is not exhaustive, but it outlines the types of behaviours that require an immediate, protective response to maintain safety, dignity, and uninterrupted learning.

Staff Response / Consequences:

- ✓ C4 recorded on system
- ✓ Student removed by On-Call staff
- ✓ Fixed-term suspension (depending on severity)
- ✓ Parent meeting before reintegration
- ✓ Referral to external agencies (if required)
- ✓ Risk assessment or behaviour contract

4.6 Home Learning not completed

Non-completion of 'Home-Learning' is not sanctioned. Students are supported to complete it.

To ensure equity and access for all students, our approach to Home Learning is rooted in the understanding that not every child has the same opportunities or resources outside of school. Home Learning Support sessions provide a structured, supervised environment where students can access school-based software, receive guidance from staff, and work in a quiet, focused setting. Teachers monitor progress closely, identifying patterns of difficulty early and adapting support or expectations accordingly. This ensures that every student, regardless of background or circumstance, has a fair chance to complete their work successfully and develop the skills needed for lifelong learning.

Instead, assigning a Home Learning Support session may be set and could allow students to receive targeted help without the punitive framing of a consequence. This approach emphasises learning rather than punishment, reinforcing that the purpose of home learning is to deepen understanding, develop independence, and build good study habits. By separating home learning support from sanctions, the system encourages students to seek help early and reduces the anxiety that can surround completion. Home Learning Support sessions run by faculty / departments / subject teachers help create a more inclusive environment in which all students can access the resources they need to succeed, while still maintaining high expectations for engagement and completion.

5. Bullying

5.1 What is bullying?

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

| Type of bullying | Definition |
|--|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

5.2 The School's Anti-Bullying measures include:

How the school will prevent bullying

The school is committed to creating a culture in which bullying is far less likely to occur by promoting positive relationships, mutual respect and a strong sense of belonging for every student. Prevention begins with clear expectations for behaviour, consistently modelled by staff and embedded in the curriculum through PSHE, assemblies and tutor time discussions. The school environment is supervised carefully, with particular attention to identified hotspots such as corridors, playgrounds and social areas. By fostering inclusive values, celebrating diversity, and encouraging student voice, the school aims to reduce the conditions in which bullying can thrive and ensure that every student feels safe, supported and respected.

How students, parents/carers and staff can report incidents of bullying

The school ensures that reporting bullying is simple, safe and accessible for everyone. Students are encouraged to speak to any trusted adult in school, including tutors, teachers or pastoral staff, or to report anonymously through the school's digital reporting system if they prefer. Parents and carers can report concerns via email, telephone or scheduled meetings with pastoral leaders, while staff follow an internal safeguarding referral route to ensure concerns are logged and acted upon promptly. The school emphasises that all reports are taken seriously, handled confidentially and followed up without delay, reinforcing a culture where concerns can be raised without fear.

How the school investigates allegations of bullying

When an allegation of bullying is made, the school commits to investigating thoroughly, sensitively and fairly. Investigations begin promptly, gathering information from all parties involved, including witnesses where appropriate. Staff adopt a restorative and trauma informed approach, ensuring that students are listened to without judgement and that the process remains balanced. Evidence is carefully evaluated and recorded, and parents or carers of all relevant students are kept informed throughout. The aim of the investigation is not only to establish what happened but also to understand the context, assess risk and ensure that appropriate support and follow up actions are put in place.

How the school will react to bullying that occurs off school premises or online

The school recognises that bullying can take place beyond the physical boundaries of the site, including online, on social media and in the wider community. Where incidents outside school impact a student's wellbeing or disrupt learning, the school will intervene in accordance with statutory guidance. Although it may not have direct authority over off-site behaviour, the school can apply appropriate sanctions, support those affected and work with parents, external agencies or transport providers to address concerns. Staff also educate students about online safety and responsible digital behaviour, ensuring they understand how to protect themselves and others in virtual spaces.

How the school records, analyses and monitors incidents of bullying

All reported incidents of bullying are logged securely on the school's safeguarding and behaviour management systems. Data is reviewed regularly by pastoral leaders and senior staff to identify patterns, emerging hotspots or students who may require additional support. Analysis may consider frequency, type of bullying, individuals involved and contextual factors, allowing the school to respond strategically and adjust preventative measures. This monitoring process ensures accountability, enables early intervention and helps the school evaluate the effectiveness of its anti-bullying strategies over time.

Sanction procedures, (refer to sections 7 and 8 of this policy)

Where bullying is confirmed, sanctions are applied in line with the behaviour framework set out in sections 7 and 8 of the policy. These sanctions are proportionate to the severity and persistence of the behaviour and may include restorative conversations, loss of privileges, behaviour reports, detentions or, in more serious cases, suspension. The school always seeks to balance disciplinary action with education, guiding students to understand the impact of their actions on others. Sanctions are accompanied by opportunities for reflection, reconciliation and, where appropriate, mediation to rebuild relationships and prevent recurrence.

How the school supports students who have been bullied, and those vulnerable to bullying

Support for students who have experienced bullying or who may be at greater risk, is tailored to their individual needs. This may include regular pastoral check-ins, counselling, safe-space provisions, peer mentoring or academic adjustments to reduce stress. The school works closely with families to ensure that support continues outside school where needed. Importantly, students who engage in bullying behaviour are also supported in understanding the root causes of their actions and in developing healthier ways of relating to others. By addressing both vulnerability and behaviour, the school helps all students move forward positively.

Whole-school proactive strategies to prevent bullying

Preventing bullying is a collective effort involving the entire school community. Proactive strategies include delivering a rich PSHE and RSE curriculum, embedding character education, promoting student leadership roles and celebrating cultural events that reinforce inclusivity. Regular assemblies and tutor sessions explore themes such as empathy, digital responsibility and resilience. The school also encourages peer support structures, such as buddy systems and anti-bullying ambassador groups, to empower students to take an active role in creating a safe, welcoming environment for all.

How the school trains staff and governors in preventing and handling bullying

Training for staff and governors is an essential part of the school's approach to anti-bullying. All staff receive regular training on recognising signs of bullying, handling disclosures, applying restorative practices and understanding statutory responsibilities. New staff receive induction training that outlines the school's procedures and expectations. Governors participate in safeguarding and behaviour training to ensure appropriate oversight and accountability. Through ongoing professional development, the school ensures that every adult is confident, consistent and proactive in addressing bullying effectively.

6 Roles and Responsibilities

6.1 The Trust board

The school board of trustees is responsible for:

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

6.2 The Principal

The principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents/Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6.5 Students

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students 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 students who are mid-phase arrivals.

7 School behaviour curriculum

Students are 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 students 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

In our school, we teach behaviour through a deliberate, structured curriculum that recognises positive conduct as a learned skill rather than something assumed. Behaviour is not left to chance; instead, it is explicitly taught, modelled and reinforced throughout the school day. Tutor time plays a central role in this approach, providing a consistent, daily opportunity for students to learn, practise and reflect on the expectations of our community. During these sessions, tutors guide students through routines, social norms and the foundations of respectful interaction so that every child begins the day grounded in clear, shared expectations.

We place strong emphasis on explicit teaching, showing students not only what to do, but why it matters. This includes simple but significant behaviours such as holding doors open for others, greeting people politely, using appropriate language, and showing consideration in shared spaces. By breaking these expectations down and practising them regularly, we ensure that students understand how positive behaviour contributes to a calm, respectful and safe learning environment. Our staff consistently model these behaviours, reinforcing them through praise and recognition so that they become embedded into daily school life.

Central to our philosophy is the understanding that students are still “in formation.” They are learning not only academic content but also the social and emotional skills needed to thrive in school and beyond. Some students may not yet have developed these behaviours or may need clearer guidance and repeated practice. We approach this with patience, compassion and consistency. Rather than assuming students should “already know,” we take responsibility for educating them, teaching behaviour in the same structured, scaffolded way we teach literacy, numeracy or any other part of the curriculum.

This curriculum-based approach enables all students to access a shared culture of high expectations, supported by adults who actively teach, coach and guide them. By viewing behaviour as an educational process, not simply a set of rules, we create an environment where every student can learn how to behave with respect, kindness and responsibility.

8. Mobile phones

The school follows the DfE's approach to students using their mobile phones during the school day (links to published DfE [mobile phone](#) and [behaviour](#) guidance).

- Students are not allowed to have mobile phones turned on during the day anywhere on school site. They are a banned item.
- If seen, they will be confiscated and parents will be contacted to arrange collection at the end of the school day.
- If students refuse to hand their phone over, parents/carers will be contacted to discuss the refusal and determine next steps.
- For students who repeatedly have their phone on during the day, they will be searched at the start of the day for two weeks and hand in their phone to their Assistant Head of Year for collection at the end of the day.
- Exceptions to the rules may be permitted upon prior agreement with the principal, e.g. for medical reasons only such as checking insulin levels.

9 Responding to all behaviours

9.1 Classroom management

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

The points below are suggestions only and should be adapted to suit your school's specific circumstances. They will:

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

9.2 Safeguarding

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

We will consider whether a student'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.

9.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

9.4 Responding to misbehaviour

When a student'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 students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students 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, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

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

- A verbal reprimand and reminder of the expectations of behaviour
- 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 student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances
- Personal circumstances of the student 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.

9.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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/carers (see appendix 3 for a behaviour log)

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.

9.6 Searching, screening and confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 student 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 student; **or**

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

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

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate [principal / designated safeguarding lead (or deputy) / pastoral lead], to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker. ‘Outer clothing’ includes:

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

Searching students' possessions

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

- Lockers
- Bags
- Clothes pockets

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a student 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 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will be informed (this may be after the event) of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student'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 student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the principal
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex
- Except for an appropriate adult of a different sex if the student 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 student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student 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 student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any student(s) who have been strip searched more than once and/or groups of students 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.

Screening

If your school screens students upon entry to the school, set out your school's approach here. Explain:

- What the screening arrangements entail
- How reasonable adjustments will be made for students with SEND
- How the school will respond to a student who refuses to be screened

9.7 Offsite misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

9.8 Online misbehaviour

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

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

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

9.9 Suspected criminal behaviour

- If a student 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 [principal / member of the senior leadership team / pastoral lead] 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.

9.10 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.

Students 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 external agencies such as children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information [insert link]. Edit the above to reflect the processes you have in your child protection and safeguarding policy.

9.11 Malicious allegations

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students accused of misconduct.

Please refer to our child protection and safeguarding policy

10. Serious sanctions

10.1 Removal from classrooms

In response to 'high-level misbehaviour' 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. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove 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. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day via My Child at School (MCAS) app that their child has been removed from the classroom.

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

- Meetings with Assistant Heads of Year
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Risk Assessments
- Multi-agency assessment

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

10.2 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to a 'red line' misbehaviour single incident, or in response to 'persistent poor behaviour' which has not improved following in-school sanctions and interventions.

The school follows the published [DfE guidance regarding suspension and exclusions](#).

The decision to suspend or exclude will be made by the principal and only as a last resort.

Reasons for permanent exclusion could include (not an exhaustive list):

- Persistent Disruptive Behaviour that puts the efficient education of other students and / or the safety of others at risk
- Possession of a knife in school
- Dealing illegal drugs in school
- Distribution of and/or making of pornographic images

Please refer to our exclusions policy for more information

1 1. Responding to misbehaviour from students with SEND

1 1.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student 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 student concerned.
- Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:
 - Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
 - Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
 - Adjusting uniform requirements for a student with sensory issues or who has severe eczema
 - Training for staff in understanding conditions such as autism
 - Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

1 1.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND

- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

1 1.3 Considering if a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

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/carers to create the plan and review it on a regular basis.

1 1.4 Students 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 student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

1 2. Supporting students following a sanction: 'Passport to Suspension Reduction'

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

This could include measures such as:

Examples could include:

- Daily contact with the pastoral lead
- Reintegration plan agreed with parents/carers and student
- Teaching staff trained about next steps
- Risk Assessment
- Lesson drop ins from Assistant Heads of Year
- Action Plan in place and monitored
- A report card with personalised behaviour goals
- 'Off-site direction' to another school setting for a time limited period

1 3. Staff training

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

- The use of positive praise conversations and rewards given to students
- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

As part of our induction process, all staff receive thorough and structured training to ensure they feel confident, consistent and well-equipped in supporting positive behaviour across the school. This induction includes clear guidance on our behaviour expectations, routines and systems, alongside practical strategies for building strong relationships, de-escalating incidents and maintaining a calm, purposeful environment. By establishing a shared understanding from the outset, we ensure that every member of staff contributes to a cohesive and predictable experience for our students.

A key component of this training is the proper and safe use of restraint. While restraint is used only as a last resort, specific staff are trained in approved techniques that prioritise student safety, uphold dignity and minimise the risk of harm. This training emphasises prevention, early intervention and de-escalation, helping staff to recognise signs of distress and respond appropriately before situations escalate. By equipping staff with this knowledge, we ensure that any intervention is measured, justified and rooted in safeguarding principles.

Staff are also trained to understand the diverse needs of the students in our school, including how SEND and mental health needs can influence behaviour. Training covers areas such as communication differences, sensory needs, trauma-informed practice and the impact of anxiety or emotional dysregulation on student conduct. This ensures that staff respond with sensitivity and understanding, adapting strategies and expectations where appropriate while maintaining high standards for all

learners. Through this lens, behaviour is viewed not simply as compliance, but as communication, something staff are trained to interpret and support.

Behaviour training does not end at induction. It forms an ongoing part of our continuing professional development (CPD) offer, ensuring staff regularly revisit, reflect on and refine their practice. CPD sessions may include workshops, coaching, collaborative problem-solving, expert input on SEND or mental health, and opportunities to learn from observed practice. By investing in the continuous development of our staff, we maintain a strong, consistent approach to behaviour and ensure that our strategies evolve in line with student needs, emerging research and best practice.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term. 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 students are identified by this analysis, the school will review its policies to tackle them.

14.2 Monitoring this policy

- This behaviour policy will be reviewed by the principal and full trust board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the [role].
- The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full trust board annually.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

Appendix 1: Definitions

'Low-Level Misbehaviour' is defined as:

- Disruption of learning of others
- Off-task behaviour
- Failure to follow a reasonable instruction
- Inappropriate classroom language (non-abusive)
- Failure to complete classwork to expected effort
- Eating, or chewing gum in class
- Late to lesson
- Incorrect uniform

'High-Level Misbehaviour' is defined as:

- Repeated breaches of the school rules at a 'low-level'
- 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 such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Mobile Phones

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 student)

Appendix 2: Positive Behaviour Policy - 2 Page Parent Summary

Our Approach

We believe every child has the right to learn in a calm, safe and supportive environment. Our behaviour policy is built around our core values:

- Kindness
- Integrity
- Curiosity

We call this '**The CCS Way**': **Doing the right thing, in the right place, at the right time.**

Our aim is to promote positive relationships, recognition and high expectations.

1. A Positive, Values-Led Culture

We focus on "Catching Students Being Good". Staff actively look for positive behaviour and celebrate it. This includes:

- Reward points for kindness, integrity and curiosity
- Positive calls and postcards home
- Certificates and awards
- Leadership roles and special opportunities
- Celebrations in assemblies, newsletters, social media and displays

We want students to feel valued, motivated, and proud of their achievements.

How Behaviour is Taught - Behaviour is something children learn. We explicitly teach: Respect, routines and safe movement around the school; How to be ready to learn and how to treat others kindly. Tutor time and daily interactions reinforce these expectations, and staff model behaviour we want students to show.

2. Inclusion and Support

We take an "Inclusion by Design" approach. This means:

- Every child should feel they belong at CCS and in their classrooms
- Students are supported to improve behaviour
- Mistakes are seen as opportunities to learn
- Staff use restorative conversations to repair relationships

We follow a relational practice model: **Belong** → **Believe** → **Behave**.

3. Our Stepped Behaviour System

We use a simple, consistent, stepped structure so expectations are clear for everyone.

- ▶ **Discrete, Verbal Reminder** - A gentle, private reminder of expectations.
- ▶ **C1 – Final Verbal Warning** - This is recorded, followed by a brief restorative conversation.
- ▶ **C2 – Detention / Time Out** - Secondary: After-school subject detention. Primary: Short time-out to reset behaviour
- ▶ **C3 – Refocus Room** - For repeated disruption. Student completes supervised work and a restorative task.
- ▶ **C4 – On-Call Removal / Serious Incident** - Immediate removal from class for unsafe or serious behaviour (e.g., aggression, abusive language, discrimination, refusing removal).

High-level behaviour may also lead to meetings with parents, individual behaviour support plans, or suspensions if necessary.

(NB: Home Learning is supported, not punished if not completed. Students may be asked to attend Home Learning Support if work is incomplete).

4. Bullying: Our Commitment

What Counts as Bullying - Bullying is repeated, intentional harm where there is a power imbalance. It can be Physical, Verbal, Emotional, Online, Prejudice-based.

Preventing Bullying - We promote respect, celebrate diversity and supervise areas where issues could arise. Bullying is less likely to occur in a culture of belonging.

Reporting Bullying - Students, parents and staff can report concerns to tutors, teachers or pastoral teams. All concerns are taken seriously and investigated promptly.

How We Respond - Depending on the situation this may be: Restorative meetings; Increased supervision and pastoral support; Sanction; Support for both the affected student and the student who caused harm; Work with external agencies if needed

5. Roles and Responsibilities - A 3-way partnership approach

Staff

- Create a calm, positive environment
- Teach routines and expectations
- Apply rewards and consequences consistently
- Model CCS values
- Record incidents clearly and promptly

Parents/Carers

- Support our behaviour expectations at home
- Communicate any concerns or changes in circumstances
- Work with staff to support behaviour improvement
- Celebrate successes shared by the school

Students

- Follow the CCS Way
- Treat others with kindness and respect
- Use behaviour that supports learning
- Wear uniform correctly
- Accept consequences and strive to improve

6. Mobile Phones

CCS is a mobile-free school.

- Phones must be turned **off** and stored away all day
- If seen or heard, they will be confiscated and collected by a parent
- Repeated incidents may lead to daily hand-in checks
- Exceptions apply only for medical reasons agreed with the principal

7. Serious Behaviour Incidents

More serious incidents such as aggression, dangerous behaviour, discrimination, or possession of banned items result in immediate removal (C4) and may lead to: Suspension; Behaviour contracts; Risk assessments; In serious or repeated cases, permanent exclusion; The safety and wellbeing of all students is our priority.

8. Students with SEND

We recognise that SEND can impact behaviour. We always consider:

- Whether the student understood expectations
- Whether their need meant they could not act differently
- Whether reasonable adjustments are needed

9. Supporting Students After Sanctions

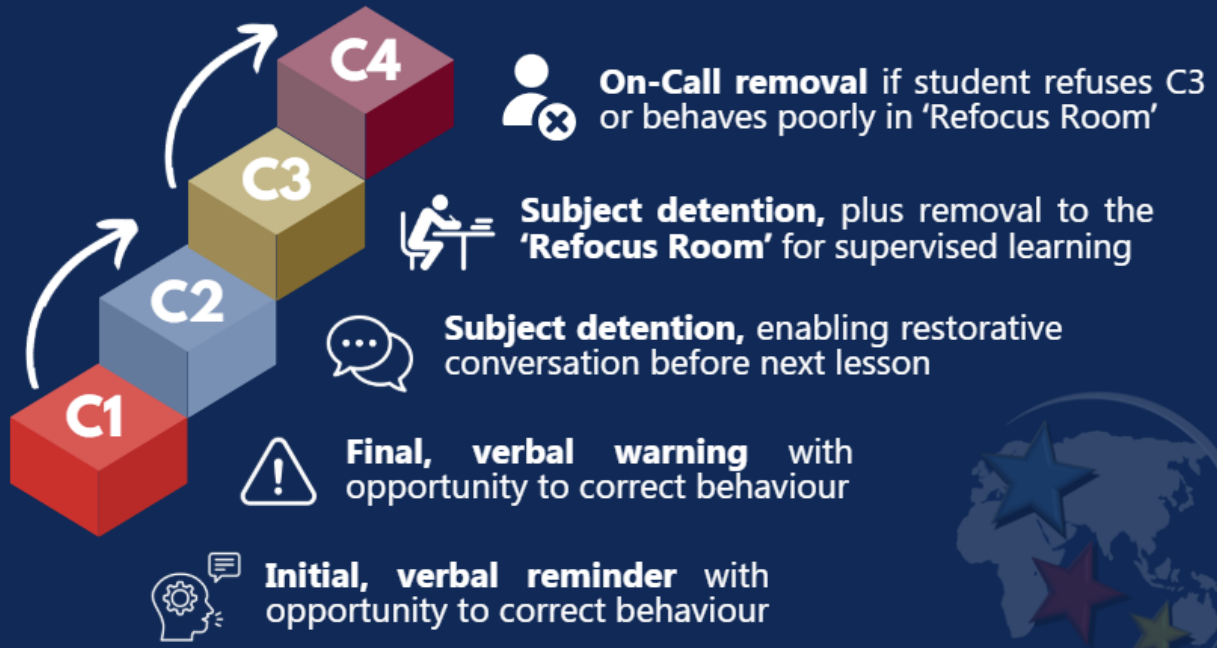
Students may receive: Daily pastoral check-ins; Behaviour plans or report cards; Risk assessments; Reintegration meetings; Support from pastoral, SEND or leadership staff. Our aim is always growth, not punishment.

10. Working Together

Our behaviour policy is designed to ensure: High standards; Consistency; Student wellbeing; A safe and ambitious learning environment. By working in partnership with parents/carers and students, we ensure every child can thrive academically, socially and emotionally at CCS.

Behaviour Consequence Steps

For low-level misbehaviour, our focus is on de-escalation, allowing the opportunity to correct behaviour so learning can continue.



In Lesson, Low-Level Misbehaviours

- **Disruption of learning** - Talking out of turn, calling out, distracting others.
 - **Off-task behaviour** - Not settling, not following instructions, daydreaming.
 - **Failure to follow a reasonable instruction** - Not moving seat, mild refusal, minor arguing back, uniform issue.
 - **Inappropriate classroom language** - Complaints, mild inappropriate comments (non-abusive).
 - **Failure to complete classwork with expected level of effort** - Refusing to work, rushing, scribbling.
 - **Eating/chewing in class** - Gum, snacks at desks.
 - **L - Late to lesson** - Arriving late without valid reason.
 - **T - Toilet** (not a consequence)
- C2S - Subject detention** - automatically set after 2nd consequence given.

Out-of-Lesson Consequences (High-Level Misbehaviours)

- C2C - Centralised detention**
- C3 - Refocus Room (Department) removal (secondary) / Time out (primary)**
- C4 - On-Call removal**