Improving Outcomes
Increasing Life-Chances

Behaviour Policy

Signed: **on behalf of Inclusive Schools Trust**

Date: 02.02.2026

ALL DIFFERENT, ALL EQUAL, ALL LEARNING

Behaviour Policy

Contents

1. Aims ..... **Error! Bookmark not defined.**
2. Legislation, statutory requirements and statutory guidance ..... **Error! Bookmark not defined.**
3. Definitions 3
4. Bullying 4
5. Roles and responsibilities 5
6. School behaviour curriculum 7
7. Responding to behaviour ..... **Error! Bookmark not defined.**
8. On-going breaches of the behaviour policy 17
9. Responding to misbehaviour from pupils with SEND 18
10. Supporting pupils following a sanction 19
11. Pupil transition 20
12. Training 20
13. Monitoring arrangements 20

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and sanctions of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

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

In addition, this policy is based on:

- 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, which explains that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (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.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ▪ 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)

We want everyone to feel included, respected and safe in our school. We will not tolerate **verbal abuse**, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour.

If pupils make these comments, we will:

- Support and educate them to improve their behaviour
- Ask them to apologise to anyone the comment was directed at
- Monitor their behaviour for any recurrence
- Call parents to alert them to the situation and how this was dealt with

Our RHE curriculum covers what healthy and respectful behaviour towards one another looks like.

For more information on our approach to bullying, please see our 'Whole School Anti-Bullying Policy'.

5. Roles and responsibilities

For clarity, at Inclusive Schools Trust, the term Head will incorporate the titles of Executive Head, Partnership Head and Head of School.

Inclusive Schools Trust and Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the Heads to account for its implementation.

The **Heads** are 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 pupils.
- 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 pupils to participate fully.

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Whole School Safeguarding Policy Incorporating Child Protection to offer pupils both sanctions and support when necessary.
- Ensuring that behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff are responsible for:

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

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- Read and sign the home-school agreement.

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.

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the sanctions they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Our Ethos:

Our policy is designed around the key trauma-informed principles of **Protect, Relate, Regulate and Reflect.** We also have **Golden Reminders** in school which ask children to:

1. Follow instructions straight away.
2. Care for everyone and everything.
3. Show respect and good manners at all times.

PROTECT

- Children are greeted each morning and staff identify anyone who needs some support to start their day positively.
- Known vulnerable children are given regular check-ins, either daily or weekly, to ensure they feel and are safe.
- Children whose behaviour falls outside of the Golden Reminders may need to be given a sanction of time away from the class with an adult or time at playtime to finish work. This is to protect others and themselves.
- Regular and timely communication with parents ensures that any issues are dealt with before they escalate. Children are encouraged to report and an 'open door policy' is designed to make staff accessible to parents.
- We will act swiftly to de-escalate unsafe situations by guiding children out of class if necessary, removing children from dangerous situations and in extreme cases suspending pupils. However, suspension is the last resort and when all other strategies have been tried.
- We never let any unsafe/ distressed behaviour go. We will always ensure that someone tackles the issues and works to resolve them with children, staff and parents through discussion and personal support plans if necessary.

RELATE

- Positive, respectful, and authentic relationships is at the heart of everything we do at Lionwood. Although we expect all children to follow the reminders in place, we fully understand that many will need help to meet these expectations. This support is given

through establishing relationships with children which mean that they have an emotional available adult who listens and works things through with them.
- We adapt the support to meet the needs of individuals – this may take the form of conversations, play-based activities, individual timetables, trauma-informed sessions, forest school, Drawing & Talking, cookery etc.

REGULATE

- We provide calming and emotional expressive activities to help a child regulate their emotions without causing harm.
- Staff are emotionally available adults who will work to find strategies to help a child through trauma.
- We have debriefs with staff who may be suffering from stress or pressure. We provide support meetings for pastoral and safeguarding staff including supervision.

REFLECT

- Adults are trained to sensitively explore what has caused certain behaviour. This is done without shaming but with the aim of children understanding the impact of their behaviour on themselves and others.
- Our school promotes the exploration of conversations with our pupils that helps to make sense of their life, to develop a language for their emotions and a narrative that makes sense of their experiences and how they feel. We support our pupils to understand their thoughts, feelings, bodily sensations and reactions and in doing so this enables them to identify and explore new options and strategies for ways forward with their challenges.
- The use of sand, drawing, conversations and clay are used to help children reflect. These activities can be provided through the Motional assessment tool.
- The PSHE curriculum (Jigsaw) encourages personal reflection and mindfulness that provides knowledge alongside personal decision making.
- There is continual staff training and development in the art of good listening, dialogue, empathy and understanding.

Conduct:

To ensure the school is a happy and safe place to learn, we use these reminders to highlight expectations of our pupils. Pupils are expected to:

- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school including going to assembly and before/ after break.
- 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.
- Greet people who greet them and hold doors open for those people who need to get through.
- Say please, thank you and sorry and be honest.

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

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Use a trauma informed approach, understanding that behaviour is communication.
- Develop a positive relationship with pupils, which includes:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Ensuring they are aware of any behavioural or learning needs that require additional support or planning

7.2 Safeguarding

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

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

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

Please refer to the Whole School Safeguarding Policy Incorporating Child Protection on the IST website for more information.

7.3 Responding to positive behaviour

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

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

Positive behaviour may be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or Class Dojo.
- Star of the week certificates and Head Awards
- Golden time for those who read three times a week and have their planner signed.
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

All teaching staff inform all relevant parties (e.g. parents, MSAs) of sanctions used to ensure that discipline is consistent throughout the school.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- Speaking to an adult to try and get back on track.
- Removal of the pupil from the classroom in order to spend time with a Senior Leader. This will always happen for reports of Racism, Sexual Harassment and Homophobia/Transphobia. Staff should request a Senior Leader to the classroom who will then decide on a course of action.
- Miss their breaktime if they are unsafe outside or if they need to catch up on work due to refusal during the lesson.
- Internal suspensions if their behaviour is antisocial or unpleasant to others.
- External suspension for more severe behaviours.
- Permanent exclusions, in the most serious of circumstances.

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

We ensure that any physically inappropriate behaviour is dealt with robustly in order to keep children safe – this will involve a period of away from the other children, with time to talk through the consequence of this behaviour on others. The Senior Leadership Team are part of these discussions.

7.5 Reasonable force

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

- Causing disorder

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

Incidents of 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/carers

7.6 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 pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

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

If they still refuse to co-operate, the member of staff will contact the Pastoral Support Worker, to try and determine why the pupil is refusing to comply. If the Pastoral Support Worker is unavailable, the Head or another DSL will be contacted.

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

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

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions or trays.

‘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, boots

Searching pupils’ possessions

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

- Trays
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, 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 pupil's possessions when the pupil and another member of staff are present.

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

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 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 always be informed 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 pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the

pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/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 pupil'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 pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

- The pupil 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 pupil's decision and it will be signed by the appropriate adult.

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Head
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the Trust's Whole School Safeguarding Policy incorporating Child Protection 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 pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Head will make the report.

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

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Whole School Safeguarding Policy incorporating Child Protection.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the Trust's Whole School Safeguarding Policy incorporating Child Protection and Allegations Made Against School Staff Guidance Policy Policies – IS Trust for more information on responding to allegations of abuse against staff or other pupils.

8. On-going breaches of the behaviour policy

In the cases where persistent behaviours are reoccurring, the parent/carer is required to meet with the class teacher to discuss strategies to support the child and create a **personal learning plan.**

If the strategies agreed upon in this meeting aren't successful, a meeting with the child's parents, the teacher and a member of the SLT and/or pastoral lead, will be held to draw up a **Behaviour Plan and Risk Management Plan**. This will then be discussed with the child, as appropriate.

The Behaviour Plan is personalised and regularly updated with parents and staff. It is designed to be used by all adults in school to give guidance in how to minimise behaviour that impacts their learning and well-being. It will also outline potential sanctions that may be put in place.

The Behaviour Plan outlines:

- Inappropriate behaviours observed in school.
- Triggers that may lead to inappropriate behaviour.
- On-going positive strategies that help to minimise possible incidents.
- Clear procedure for staff to follow when incidents of inappropriate behaviour occur.

It is a practical document that is there to ensure that staff are consistent in their approach and that staff, parents and child know what sanctions for actions will occur. The aim of this process is to ensure that we all work together to support the child to be able to make increasingly positive choices.

What happens if the behaviour plans don't help?

Our aim is to prepare children for the next stage of their education. If a child's behaviour does not improve, despite in-school support, the school will seek outside help in consultation with the parents/carers – e.g. a multi-agency assessment for issues such as undiagnosed SEN, a specialist provision (a school more set up to help children who exhibit highly challenging behaviours) or any options which may help the child to be able to succeed in education in the long term. Lionwood Junior School works closely with the Norfolk Schools' Inclusion Team.

Internal Suspension

A serious breach of the behaviour policy can lead to an **Internal Suspension** as we would aim to keep children on-site whenever it is safe to do so. This internal suspension will take place in a room with an adult overseeing the child and ensuring work is provided. Parents will always be informed prior to an internal suspension taking place.

External Suspensions

When behaviour is deemed to be very violent or aggressive towards either pupils or adults, the risk of harm to others is extremely high and it is not safe for the child to stay on site, an off-site suspension may be given. Work will be provided by the school to do at home and the child is required by law to be in the home during school hours. It is expected that a parent will attend a meeting prior to the pupil returning to school and a plan being agreed by the school, parents and pupil. Any such suspension must follow the statutory guidance on exclusions from the Department for Education, including a letter to parents outlining duration of the suspension and reason for it being given.

Permanent Exclusion

In very extreme cases the school may need to permanently exclude a pupil. This is the very last resort and the parents and child will almost always have had many meetings and plans in place prior to this. Any such exclusion must follow the statutory guidance on exclusions from the Department for Education.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Personal Learning Plans for children with SEND are created with these triggers and specific needs in mind as a preventative measure.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include, but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism, speech and communication difficulties, dyslexia
- Training for staff in STEPs practice to enable them to manage a wide range of behaviour
- Use of individual timetables and workstations for children who find it difficult to organise themselves and/or stay focused
- Use of separate spaces (e.g. Our two pastoral rooms) where pupils can regulate their emotions during a moment of sensory overload
- Interventions to improve emotional literacy and to support those working through trauma such as ELSA, Drawing and Talking Therapy or Trauma Informed Sessions.

Additional examples of the ways in which our building, curriculum and timetables can be adapted to support children with SEND, can be found in our SEN Information Report and SEND Policy.

9.2 Adapting sanctions for pupils with SEND

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

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

If the answer to any of these is 'yes', the school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need.

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

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

Measures taken to support pupils include:

- Daily contact with the Pastoral Support Worker
- Nurture groups
- An Individual Behaviour Plan
- Meetings with parents which may include support for behaviour strategies to use at home
- Reintegration meetings with parents following a suspension.

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

12. Training

Our staff are provided with training on managing behaviour as part of their continuing professional development. All staff are trained using Trauma Informed and NORFOLK STEPS approaches, which focus on understanding and responding to behaviour in educational settings. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and fixed-term suspensions (internal and external)
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, local governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every year by the Head with the support of the DSL's and Senior Leaders.

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

The trust will work with its schools to consider this data, and whether there are patterns across the trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Head annually. At each review, the policy will be approved by the Trust.