



**Staffordshire
University**
Academies
Trust

Behaviour Policy

Last reviewed	June 2026
Reviewed by	Estates and Compliance Manager
Approved by	Internally – DLSI & CEO
Date of approval	June 2026
Policy owner	DLSI
Location	Website

Contents:

1. Aims
2. Legislation, statutory requirements and statutory guidance
3. Behaviour Definitions
4. Bullying
5. Roles and responsibilities
6. School behaviour curriculum
7. Responding to behaviour
8. Searching, screening and confiscation
9. Serious sanctions
10. Responding to misbehaviour from pupils with SEND
11. Training
12. Monitoring arrangements
13. Links with other policies

14. School Level Addendum

1. Aims

The school recognises that behaviour is influenced by a range of individual, social and contextual factors. Staff will seek to understand each pupil's circumstances, strengths and needs in order to respond effectively and proportionately to behaviour. Positive, supportive relationships between staff and pupils are central to effective behaviour management and underpin all approaches within this policy.

Behaviour expectations will be explicitly taught, modelled and consistently reinforced, enabling pupils to develop self-regulation, responsibility and respect for others.

This policy aims to:

- Create a positive and inclusive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a consistent, Trust-wide approach to behaviour that reflects shared values and high expectations across all schools
- Clearly define and teach expected behaviours, routines and standards, alongside the consequences of meeting or not meeting these expectations
- Ensure a consistent and fair approach to behaviour management that is applied equitably, taking into account individual needs and circumstances
- Support pupils to develop positive learning behaviours and self-regulation skills, enabling them to take responsibility for their actions
- Promote early intervention, prevention and de-escalation strategies to reduce the likelihood of misbehaviour and the need for restrictive or exclusionary practices
- Define unacceptable behaviours, including bullying and discrimination, and ensure these are addressed consistently and effectively

1.1 Trust Behaviour Principles

SUAT believes:

- Every child can succeed
- Behaviour is a form of communication
- High expectations apply to all pupils
- Staff will respond consistently and fairly
- Exclusion is a last resort
- Safeguarding takes precedence over sanctions
- SEND and vulnerability must be considered
- Pupils will be treated with dignity and respect

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Restrictive interventions, including the 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

3. Behaviour Definitions

Misbehaviour/low level behaviour is defined as any behaviour which may disrupt the education of the pupil and/or other pupils, including, but not limited to, the following:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Failure to engage appropriately with learning activities
- Refusal to follow reasonable instructions
- Rudeness

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying

- Abuse in intimate personal relationships between children
- Physical abuse
- 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, physical behaviour, and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals
- Misogyny/misandry
- 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
 - 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)
 - Add any other items that are banned in your school

Pupils must comply with academy expectations regarding mobile phones and personal electronic devices. Failure to do so may result in confiscation and sanctions in accordance with academy procedures.

Definitions relating to restrictive intervention, reasonable force, restraint, seclusion, non-restrictive physical contact and prohibited techniques are set out in the Trust Physical Intervention Policy. Where an incident involves restrictive intervention, restraint or seclusion, the Trust Physical Intervention Policy will take precedence for operational guidance, recording and reporting.

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)

Details of our trust's approach to preventing and addressing bullying are set out in our anti-bullying Policy.

5. Roles and responsibilities

5.1 The board of Trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and holding each local governing body to account for its implementation.

5.2 The local governing body

The local governing body of each school is responsible for overseeing the implementation of this behaviour policy in its school. This includes:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

5.3 The Headteacher

The Headteacher 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 pupils
- Support staff to ensure behaviour expectations, routines and responses are implemented consistently across all classes and settings.
- 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 safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Publicising this policy in writing to staff, parents and pupils

- Reporting to the Local Academy Council on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

5.4 The SENCO

The SENDCO is responsible for:

- Collaborating with the Local Academy Council, headteacher and the identified leader, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

5.5 Staff

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
- Recognising hidden stressors for vulnerable pupils, such as young carers, looked-after children, previously looked-after children, children in kinship care, children with social workers and pupils experiencing domestic abuse, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

5.6 Parents and carers

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, while continuing to work in partnership with the school
- Take part actively in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.7 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences 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 additional induction/intervention wherever appropriate.

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

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

6. School behaviour curriculum

At SUAT, we believe that excellent behaviour is the foundation for successful learning, strong relationships and positive life outcomes. Our approach is rooted in the principle that behaviour is taught, modelled and reinforced consistently across all schools in the Trust. We aim to

create a calm, safe and purposeful environment where every pupil is able to thrive academically, socially and emotionally.

We promote a culture of excellence through:

- **High expectations for all:** We are unapologetically ambitious for every pupil, regardless of background or starting point. Clear expectations are explicitly taught and consistently reinforced.
- **Positive relationships:** Strong, respectful relationships between staff and pupils underpin all behaviour systems. Adults model the behaviours we expect from pupils.
- **Explicit teaching of behaviour:** We recognise that positive behaviour must be taught just as deliberately as academic content, with routines, expectations and social norms clearly explained and practised.
- **Developing self-regulation:** Pupils will be supported to develop self-regulation skills, including recognising triggers, managing emotions and reflecting on their behaviour.
- **Recognition and reinforcement:** We celebrate and reward positive behaviour, effort and improvement, ensuring pupils feel valued and motivated.
- **Early support and intervention:** Where pupils find it more difficult to meet expectations, we provide timely, supportive interventions that address underlying needs.

This approach ensures that behaviour is not simply about compliance, but about developing self-regulation, responsibility and mutual respect. Behaviour expectations will be explicitly taught, modelled, practised and revisited regularly, particularly following school breaks or where standards need to be reset.

6.1 Expected Behaviours: Key Habits and Routines

Across SUAT schools, we define successful behaviour through a set of shared principles, habits and routines. While not exhaustive, the following represent the key expectations that support a culture of excellence.

Respect and Relationships

Pupils are expected to:

- Demonstrate respect for others, including peers, staff and visitors
- Use polite language and appropriate manners at all times
- Listen attentively and respond thoughtfully
- Value diversity and treat everyone with dignity and kindness
- Resolve disagreements calmly and constructively

Readiness to Learn

Pupils are expected to:

- Arrive on time, prepared and equipped for learning
- Transition between activities and lessons calmly and efficiently
- Follow instructions promptly and without disruption
- Engage fully in learning tasks and persevere when challenged
- Take pride in the presentation and completion of their work

Classroom Conduct

Pupils are expected to:

- Follow established classroom routines consistently
- Remain focused and minimise distractions for themselves and others
- Contribute appropriately and wait their turn to speak where expected
- Respect the right of others to learn without interruption
- Accept feedback positively and act on it to improve

Self-Regulation and Responsibility

Pupils are expected to:

- Take responsibility for their actions and choices
- Manage their emotions appropriately, seeking support when needed
- Reflect on behaviour and learn from mistakes
- Demonstrate honesty and integrity
- Make positive choices both in and out of the classroom

Conduct Around School

Pupils are expected to:

- Move around the school site calmly, safely and respectfully
- Follow instructions from all staff members
- Use school facilities and resources appropriately and responsibly
- Maintain high standards of behaviour during unstructured times (e.g., break and lunch)
- Represent their school and the Trust positively in the wider community

Key Habits and Routines

To support excellent behaviour, pupils develop consistent habits, including:

- Lining up, entering and exiting spaces in an orderly manner
- Active listening (facing the speaker, maintaining attention, responding appropriately)
- Immediate response to agreed signals for attention
- Organising equipment and workspaces effectively
- Completing routines independently and efficiently (e.g., starting tasks promptly)
- Embedding a growth mindset: trying hard, embracing challenge and learning from errors

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

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for establishing and maintaining a positive, structured classroom environment that supports high standards of behaviour.

They will:

- Create and maintain a stimulating environment that promotes engagement
- Clearly display and consistently reinforce the behaviour curriculum or classroom expectations
- Develop positive relationships with pupils, including:
 - Greeting pupils at the start of the day or lesson
 - Establishing and maintaining clear routines
 - Communicating expectations through both verbal and non-verbal cues
 - Actively recognising and promoting positive behaviour
 - Ending lessons positively and re-establishing expectations daily
 - Planning for and consistently addressing low-level disruption
 - Using positive reinforcement effectively

7.2 Responding to good behaviour

Rewards form part of a wider strategy to reinforce expectations and promote a culture of high standards.

When pupils meet or exceed behaviour expectations, staff will provide recognition to reinforce these behaviours and contribute to a positive school culture.

Positive recognition will be applied consistently and fairly, and may include:

- Verbal praise
- Communication with parents/carers (e.g., phone calls, messages or letters)

- Certificates, assemblies or formal recognition events
- Positions of responsibility (e.g., prefect roles or leadership opportunities)
- Group rewards (e.g., class or year group incentives)

7.3 Prevention strategies and early intervention

The school adopts a proactive approach to behaviour, recognising that early support can prevent escalation.

A range of early intervention strategies will be used to support pupils in managing their behaviour. These will be tailored to individual need and may take place in the classroom, in small groups, or through targeted one-to-one support.

Examples include:

- Regular communication and partnership working with parents/carers
- Mentoring and pastoral support
- Short-term behaviour monitoring (e.g. report cards)
- Individual behaviour support plans
- Access to internal support provision or pupil support units
- Collaboration with external agencies
- For pupils with SEND, reviewing provision and, where applicable, liaising with the Local Authority regarding EHC plans

Where concerns are more complex, the school may initiate a multi-agency response (e.g. Early Help).

Systems are in place to ensure that relevant staff are alerted where a pupil:

- Demonstrates persistent misbehaviour
- Does not respond to initial sanctions
- Shows a sudden or significant change in behaviour

7.4 Responding to misbehaviour

Where behaviour falls below expected standards, staff will respond promptly to restore a calm, safe and purposeful learning environment and reduce the likelihood of recurrence.

Responses will be consistent and proportionate, ensuring that pupils experience clear and predictable boundaries.

Staff will use de-escalation strategies, including calm communication and pre-agreed approaches, to prevent escalation wherever possible. Further guidance is available in the school's restrictive interventions policy.

In responding to behaviour, staff will:

- Take account of any contributing factors, including individual needs and vulnerabilities
- Ensure pupils are treated equitably
- Consider what support may help the pupil improve future behaviour

7.5 Sanctions

Where necessary, sanctions will be applied to reinforce expectations and support behaviour improvement. These will be fair, proportionate and consistently applied.

Sanctions may include:

- Verbal warnings
- Loss of privileges
- Detentions
- Removal from lessons or internal isolation
- Behaviour contracts or staged interventions

Sanctions will take account of the pupil's age, needs (including SEND), and personal circumstances. Staff may seek guidance from the SENCo, DSL or inclusion lead where appropriate. Before issuing a detention, staff will consider any safeguarding, SEND or transport issues.

More serious or persistent incidents may result in escalation in line with school policy and statutory guidance. In cases of serious misbehaviour, or where there is persistent and repeated failure to meet behaviour expectations, more significant sanctions may be considered. These may include suspension or, in exceptional circumstances, permanent exclusion. Such decisions will be made in line with the school's Exclusions Policy and statutory guidance, with consideration given to the individual circumstances of the pupil.

7.6 Restorative Approaches

Restorative approaches may be used alongside sanctions to support pupils in understanding and improving their behaviour. These may include structured conversations to:

- Repair relationships
- Encourage accountability
- Promote reflection
- Rebuild trust

7.7 Safeguarding

The school recognises that changes in behaviour may indicate that a pupil is vulnerable or in need of support.

Staff will consider whether behaviour may be linked to safeguarding concerns, including:

- Personal circumstances (e.g. young carers, looked-after children)
- Experiences of harm or risk of harm

The school recognises that behaviour concerns may be linked to issues of attendance, including persistent absence and children missing education (CME), which are key safeguarding indicators.

Where behaviour concerns arise alongside patterns of absence, staff will consider whether this may indicate a safeguarding concern. This includes:

- Pupils who are persistently absent
- Pupils who are at risk of becoming children missing education (CME)
- Pupils who are absent without explanation or whose whereabouts are unknown

Staff will follow safeguarding procedures and work with the designated safeguarding lead (DSL), attendance leads and, where appropriate, the local authority to ensure timely intervention. This may include early help, multi-agency working or referrals to children's social care.

The school will ensure that attendance, behaviour and safeguarding information is considered holistically to identify and respond to risk at the earliest opportunity.

The school will comply with statutory guidance regarding children missing education (CME), including prompt reporting to the local authority where required.

Where concerns arise, staff will follow the child protection and safeguarding policy and consider appropriate interventions, including Early Help or referral to children's social care.

The school recognises the strong relationship between attendance, wellbeing and behaviour. Where behavioural concerns coincide with attendance concerns, a coordinated response will be implemented.

7.8 Child-on-child abuse

The school recognises that pupils may harm other pupils. Such behaviour will never be dismissed as "banter" or part of growing up.

All incidents of child-on-child abuse are taken seriously.

Where appropriate, incidents will be managed under this behaviour policy. Where safeguarding concerns are identified, these will be addressed in line with the safeguarding policy.

7.9 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.10 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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

Please see our restrictive intervention policy for more information.

7.11 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.12 Recording and reporting requirements

Staff have a legal duty to record all significant incidents involving force, restraint or seclusion as soon as practicable and, wherever possible, on the same day. Parents/carers will be informed in line with statutory requirements, unless doing so would place the pupil at risk of harm.

Please refer to our restrictive intervention policy for more information on this legal duty.

7.13 Individual Behaviour Risk Assessments/Positive Behaviour Support Plans

Where restrictive intervention has been used, or where there is a foreseeable risk that restrictive intervention may be required, the school will complete an Individual Behaviour Risk Assessment/Positive Behaviour Support Plan. This document will identify known triggers, risks, preventative strategies, de-escalation approaches, communication needs, agreed responses and post-incident support arrangements.

These documents will be developed in consultation with relevant staff, parents, the pupil where appropriate and external professionals where involved. They will be reviewed at least every six weeks, following any significant incident, or sooner where circumstances change.

7.14 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).

7.15 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.

7.16 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher / 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.

7.17 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report

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

Please refer to our child protection and safeguarding policy for more information.

7.18 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Searching, screening and confiscation

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

8.1 Confiscation

Any prohibited items 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.

8.2 Searching a pupil

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

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 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 headteacher, 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 headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try to determine why the pupil is refusing to comply.

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 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 pupil'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

8.3 Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, 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.

8.4 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.

8.5 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

8.6 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.7 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.

8.8 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.

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

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

t

8.10 Care after a strip search

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

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

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider 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.

9. Serious sanctions

The trust is committed to ensuring that suspension and permanent exclusion are used only as a last resort. In line with Department for Education guidance (2026), a wide range of preventative, supportive and restorative strategies will be considered and, where appropriate, implemented before any decision to suspend or permanently exclude a pupil is made.

Where behaviour concerns arise, the school will take a graduated and proportionate approach, recognising that most pupils' needs can be met without exclusion through effective intervention.

9.1 Removal from classrooms/Internal suspension

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary.

Pupils who have been removed will continue to receive education under 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 pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

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

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

Parents/carers will be informed on the same day that their child has been removed from the classroom.

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

- Pastoral support/intervention
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- 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 pupil.

9.2 Alternative Provision and Off-Site Direction

As part of a planned intervention, the school may consider:

- Short-term placement in alternative provision
- Off-site direction to support improvement in behaviour

This will be used as a supportive measure with clear objectives, regular review, and a plan for reintegration.

9.3 Managed Moves

The school may consider a managed move to another setting where this is in the best interests of the pupil and has the agreement of all parties. Managed moves are used to:

- Prevent permanent exclusion
- Provide a fresh start in a new environment
- Ensure continued access to education

Such moves will be carefully planned, formally agreed, and monitored.

9.4 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

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

Before any decision to suspend or permanently exclude, the headteacher will:

- Ensure that all reasonable alternatives have been explored where appropriate
- Consider the individual circumstances of the pupil, including any SEND or protected characteristics
- Ensure the response is lawful, reasonable, fair and proportionate

Exclusion will only be used where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, or where behaviour cannot be effectively managed through other means.

Please refer to our exclusions policy for more information.

9.5 Supporting pupils following a serious sanction

The Trust is committed to supporting pupils to successfully reintegrate into mainstream education following removal from lessons, time in a pupil support unit, off-site direction, or suspension. Reintegration will be structured, supportive and focused on restoring positive behaviour and engagement.

Where appropriate, schools will implement a tailored reintegration plan which may include:

- **Reintegration Meeting** - a meeting with the pupil, parents/carers and relevant staff to review the incident, reinforce expectations and agree next steps and normally before the child returns to mainstream education.
- **Personalised Support** - short-term support such as a phased return, mentoring, or targeted interventions to address individual needs.
- **Daily Check-ins** - regular contact with a pastoral lead or nominated staff member to provide guidance and monitor progress.
- **Behaviour Report Card** - a report card with clear, personalised behaviour targets, monitored by staff and shared with parents/carers.
- **Review and Adjustment** – ongoing review of progress, with support adjusted as needed and gradually reduced as improvement is sustained.

Where pupils return from off-site provision or a support unit, schools will ensure a smooth transition through information sharing, aligned expectations, and, where appropriate, a phased reintegration.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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 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 pupil being 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 a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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

10.2 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 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 pupil 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.

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

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

10.4 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.

11. Training

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

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 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 pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, local governors, trustees and other stakeholders (via anonymous surveys)

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
- Particular groups such as SEND, FSM/Disadvantaged, ethnicity, gender and looked-after status

This monitoring will form part of the school's wider safeguarding oversight.

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 them.

The governing board has a strategic responsibility to monitor behaviour across the school, including the use of restrictive physical interventions (RPI), to ensure practice is lawful, proportionate and in line with statutory guidance. Governors will receive regular, anonymised reports on behaviour incidents, suspensions, exclusions and all recorded restrictive interventions and will review and interrogate this data to identify patterns, trends and any disproportionality, particularly in relation to pupils with SEND or other vulnerabilities. The governing board will ensure that robust systems are in place for recording and reporting incidents, and will use this oversight to challenge leaders, evaluate the effectiveness of preventative strategies and staff training and ensure that the school is actively working to minimise the need for restrictive interventions through early intervention and de-escalation approaches.

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

12.2 Monitoring this policy

This behaviour policy will be reviewed by the board of Trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Mobile Phone Policy
- Behaviour Action Plan

Where an incident involves restrictive intervention, restraint or seclusion, the procedures in the Trust Physical Intervention Policy take precedence for operational guidance, recording and reporting.

Academy Level Addendum



Name of Individual Academy: Boney Hay Primary Academy

Date last reviewed: 09/09/26

Reviewed by: R Willington (Headteacher)

Published on: 09/09/26

Our Values:



Promoting Pupil Engagement and Self-Regulation

Whole School Expectations

All pupils are expected to:

- Try their best
- Follow safety rules
- Follow instructions
- Use proper manners
- Use appropriate language
- Respect school equipment
- Respect personal space
- Share equipment as needed
- Respect the efforts and contributions of others
- Line up quietly outside learning spaces
- Move quietly and calmly around the building
- Wait their turn
- Help keep the school clean/free of litter
- Practise good sportsmanship
- Applaud when appropriate

Class Expectations

Additional class expectations are generated by the pupils. They are displayed in each classroom and should be revisited with the pupils at the beginning of each term and at other times when necessary. They should focus on the positive rather than the negative.

All classes will allocate time for promoting positive behaviour. These sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss and reflect upon situations that have been difficult to manage, to then consider ways in which the situation can be managed more successfully in future.

Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour.

Steps of Emotion Coaching

Step 1

- **Recognising the child's feelings and empathising with them.**

Step 2

- **Label the feelings and validating them**

(validating = let the child know why they might be feeling like this and that this is okay)

Step 3

- **Set limits on the behaviour (if needed)**

Step 4

- **Problem-solve with the child**

The Regulation Station

Each class will have a Regulation Station. This may be inside or outside of the classroom and will be personalised to the individual class. A regulation station is a base that children can access when they become overwhelmed and dysregulated, to help them to calm.

The station should contain resources and materials to support pupils to identify and describe their feelings e.g. scales, faces, writing materials, as well as resources and materials for calming e.g. colouring, creative activities, sensory tools. The station can be supported by adults or peers as appropriate.

Use of this station should help raise awareness of the need to self-regulate, and promote the development of independence in identifying and using coping strategies.

The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

© 2011 Think Social Publishing, Inc. All rights reserved.
From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com

Emotion Coaching	Regulation station	Restorative chat
1. Noticing, being aware of pupil feelings and empathising with them 2. Labelling and validating pupil feelings 3. Set limits on behaviour 4. Help pupil to problem solve	1. Physical, grounding and calming (up-regulation) 2. Developing emotional awareness 3. Developing reflection skills (see in manual)	1. What happened? 2. Who was affected? 3. What were you feeling? (You may need to Emotion Coach.) What were others involved feeling? 4. How can we make things right?

Rewarding Positive Behaviour

Positive awards are available for pupils linked to the Academy values. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote social behaviour.



Rewarding positive behaviour – Class Dojo

Actions and rewards Procedures and Guidance for Staff				
1 Class Dojo Point awarded	2 Class Dojo Point awarded	3 Class Dojo Point awarded	4 Class Dojo Point awarded	5 Class Dojo Point awarded
Everyday positive actions: Being polite or kind Holding doors open Good manners Positively completing tasks Additional reading over the 3 reads expected each week ...Other positive acts of this nature.	Specific behaviours or actions identified within the child's class: These are negotiated with the children and are specific to each class as per their class code - for example, a class may award 2 Dojo Points for children who present their work beautifully or tidy the reading corner without being asked.	Positive actions greater than those which are awarded 1 Dojo point. These may involve: - outstanding contributions to school life Outstanding pieces of work Positively representing the school Circle-time Superstar Being a positive role model	Demonstrating one of the school's core values: Honesty Adventure Resilience Teamwork	Completing Family Learning Projects at home. Five Dojo points may also be rewarded for positive behaviour in exceptional circumstances.
Other Positive Rewards				
Verbal Praise – specific to behaviours	Sharing work with other adults in school	Messages to parents on Class Dojo	HART Assembly Certificates	Additional Rewards decided before hand by Class Teachers, i.e. 'Summer Madness tokens'

Responding to Misbehaviour

Where adults encounter misbehaviour, they have a range of sanctions to refer to:



Managing poor behaviour

Actions and consequences Procedures and Guidance for Staff		
Stage 1 - Gentle	Actions including: - fidgeting - swinging on chairs - distracting others - shouting out - talking at the wrong time - bickering - silly behaviour	Give teacher look Use Proximity Use non-verbal hand signals/visuals Ask the pupil a question to engage them Comment on other students who are on task Say students name Point to class rules State class rules out loud to the entire class Verbal redirect (stop inappropriate behaviour or redirect to appropriate behaviour)
Stage 2 - Mild	Actions including: - repeated incidents identified at Stage 1 - unkind remarks/ telling lies – pushing - not looking after equipment	Private conversation Befuddle (drink of water, etc) Temporary seat change TA Task/Special Delivery Brief time out (regulation station/bench outside) Name written on the board – indicates a loss of free time should behaviour continue
Stage 3 - Moderate	Actions including: - repeated incidents identified at Stage 2 - fighting - refusal to cooperate - stealing - being disrespectful to staff - bullying behaviour - inappropriate language - physical or verbal threats - racist or homophobic remarks	Loss of break time/ Reflection time Rehearsal of expected behaviour – teach/model expected behaviours Privileges temporarily revoked Write letter of apology Permanent seat change Time out in another location with work to complete (consider carefully) Parents informed Phase Leader made aware and will follow up with pupil Red behaviours – Headteacher must be informed
Stage 4 - Extreme	Actions including: - repeated incidents identified at Stage 3 - intentionally damaging property - serious assault - leaving the school grounds without permission - repeated bullying	Referral to Pastoral Care Lead/SENDCo Internal Exclusion Suspension Meeting with parents – behaviour contract Exclusion