
Dosthill Primary Academy

Behaviour Policy

Document and Version Control

Policy Title	Behaviour Policy
Review Date	Summer 2027
Policy Owner	Executive Headteacher
Policy Approver	Local Governing Committee

Version	Date	Amended by	Comments
1	July 2025	Behaviour Lead	Full policy refresh including behaviour levels, SEND,
2	February 2026	Executive Headteacher	Simplified negative behaviour definitions, addition of behaviour flowchart, simple formatting changes.
3	June 2026	Head of School	No changes

At Dosthill Primary Academy, we are committed to creating a safe, inclusive, and respectful learning environment where all pupils can thrive. Our behaviour policy is rooted in the principles of fairness, consistency, and proactive support. We believe that behaviour is learned and can be taught, modelled, and supported through positive relationships and clear expectations.



Belonging

- All pupils belong to the Dosthill family.
- School builds a positive spiritual, moral, social, and cultural environment.
- We provide a safe, well-designed, cared-for physical environment.
- Our culture is one of collaboration, support, and aspiration.

“Crafting Character Skills for Life”

Character and behaviour are taught in a variety of ways at Dosthill Primary Academy:

- Through Personal, Social, Health, and Economic education
- Through RE when studying beliefs that impact character and virtue.
- In class time using the Character Education Framework
- Through assemblies – bringing the whole school together to explore character and virtue through a shared language.
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The school community selected and defined the following priority virtues for pupils:

Intellectual	Moral
curiosity being eager to know or learn something new	honesty telling the truth and being sincere
creativity being able to create and use imagination	kindness being friendly, generous, and considerate
Civic	Performance
civility being polite and courteous in behaviour and speech	resilience being able to recover quickly from struggles and setbacks
friendliness the quality of being kind, thoughtful, or affectionate towards another person	ambition having a strong desire to want to achieve something or reach a certain goal

Aims

- Promote a positive culture where all pupils can learn in a calm, safe, and supportive environment.
- Maintain high behaviour standards across the school, reflecting our values and virtues.
- Clearly set out expectations and consequences for behaviour.
- Apply behaviour management consistently to all pupils.
- Define unacceptable behaviour, including bullying and discrimination.

Dosthill Primary Academy Behaviour Curriculum

The golden rule: treat other people (places, and things) the way you want to be treated.		
• Keep hands, feet, and other objects to yourself. • If you have not got anything nice to say, do not say anything at all. • Call everyone by their own name		
Three simple rules: be ready, be respectful, be responsible		
Ready	Respectful	Responsible
We come to school on time every day that we can.	We listen when somebody else is talking.	We follow instructions from an adult straight away.
We have the right uniform, PE kit and equipment to learn with.	We look after our school equipment, building, and grounds.	We use equipment the way it is supposed to be used (<i>and report problems straight away</i>).
We are always ready to try something new and stick at it.	We use kind words all the time and show others we care.	We have kind hands and feet all the time.
We show we are ready with good sitting and good looking.	We are honest with ourselves and others.	We go to an adult when we don't feel safe.
We are ready to take responsibility for our choices and actions.	We always try to be the best version of ourselves.	We walk sensibly and quietly around our school.

Our practice is **collaborative**, **restorative**, and **relational**

This approach sets the expectation that pupils will:

- behave in an orderly and self-controlled way
- show respect to members of staff and each other
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- always wear the correct uniform

Promoting Positive Behaviour

Our Approach: Caught, Taught, and Sought

- **Caught** – Positive behaviours are recognised, reinforced, and celebrated.
- **Taught** – Behaviour expectations are explicitly taught and modelled.
- **Sought** – Additional support is identified and provided early to prevent misbehaviour.

This approach ensures all pupils understand what is expected of them and are supported to meet those expectations.

Staff at Dosthill:

- Create and maintain a calm, structured environment.
- Use consistent routines and language to reinforce expectations.
- Recognise and reward positive behaviour.
- Teach social and emotional skills as part of the curriculum.
- Always model respectful and inclusive behaviour.

Safeguarding

At Dosthill Primary Academy, we recognise changes in behaviour may be an indicator that a pupil needs help or protection.

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

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

Please refer to our child Protection and Safeguarding policy for more information.

Responding to Good Behaviour

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

Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. The biggest shift in classroom culture comes with recognition that is focused on effort and applies equally to each child.

We do not wait until the end of a lesson before *recognising* those who deserve it in public - there are many subtle advantages to drip-feeding positive acknowledgement throughout a lesson.

Gold star moment: *something more than expected.*

Gold Standard Recognition – Celebrating Excellence		
		Going Over and Above Pupils move to gold when they exceed our high expectations. Recognition is based on individual progress and effort and reflects the virtues and values of the school. What qualifies as gold may vary depending on the pupil and context. Gold Star Recording and Communication Gold stars are recorded on Arbor, triggering an automated message home. This is followed up with a personal phone call or face-to-face conversation with parents/carers to celebrate the achievement. Star of the Week Each week, one pupil per class is awarded Star of the Week, linked to the school's virtues. They receive a certificate in recognition. An automated email is sent home to share the celebration with families. House Recognition The house with the most gold stars collected each week receives a House Award, promoting teamwork and collective achievement.
		Starting on Green All pupils begin each day on green by being ready, respectful, and responsible. This sets a positive tone and reinforces high expectations from the start of the day. Staying on Green Pupils are expected to maintain green status throughout the day by following rules, showing kindness, and engaging positively in learning and routines. Daily Reward Pupils who remain on green for the full day are awarded 1 house point. This encourages consistency and self-regulation. Weekly Opportunity Pupils can earn up to 5 house points per week simply by maintaining positive behaviour each day.

Dosthill Virtues include:	
Intellectual	Moral
<i>autonomy, creativity, critical thinking, curiosity, focus, reasoning, reflection, resourcefulness, wisdom...</i>	<i>caring, compassion, courage, kindness & empathy, fairness, forgiveness, generosity, gratitude, honesty, humility, integrity, justice, patience, respect, self-discipline, tolerance...</i>
Civic	Performance
<i>citizenship, civility, community awareness, friendliness, neighbourliness, service, volunteering, democracy...</i>	<i>ambition, confidence, determination, leadership, motivation, perseverance, resilience, teamwork...</i>

Further Recognition and Reward:

- Verbal praise
- Communicating praise to parents in person, by phone, in writing via Arbor
- Star of the Week
- WOW learner – prize ceremony.
- Attendance awards
- TT Rockstars
- Gold pen moments in writing
- Each term, the house with the most house points is rewarded with an additional break with cake.

Preventing & Addressing Misbehaviour

Behaviour Levels and Responses

Severity	Category	Category Description
-5	Physical Harm and Dangerous Conduct (<i>Severe</i>)	Serious physical behaviours causing or risking significant harm.
-5	Targeted Bullying or Harassment (<i>Severe</i>)	Sustained, identity-based, or high-harm bullying.
-4	Serious Bullying, Harassment or Abuse	One-off but significant incidents of discriminatory or targeted abuse.
-4	Serious Damage, Theft or Vandalism	High-impact damage or theft.
-3	Persistent Disruption, Defiance and Non-Compliance	Behaviour undermining safety or learning despite intervention.
-3	Potentially Sexualised Behaviour (<i>Non-Assaultive</i>)	Inappropriate but non-aggressive sexualised actions.
-3	Digital and Online Misconduct (<i>Serious</i>)	Misuse of technology affecting safety or wellbeing.
-2	General Disruption and Defiance	Ongoing behaviours impacting learning or routines.
-1	Minor Disruption and Inappropriate Conduct	Low-level issues managed at classroom level.
0	<i>Neutral or Non-Behaviour Events</i>	<i>Events beyond a child's control or not linked to conduct. No behaviour weighting</i>

Level -5: Physical Harm & Dangerous Conduct

Adult Definition	Examples	Child-Friendly Version
Actions that can cause serious injury, involve weapons, or create immediate danger to others.	Serious physical attacks causing injury • Using or threatening a weapon • Throwing heavy or sharp objects at someone • Bringing dangerous items from home intending to threaten	Hurting someone very badly on purpose or putting others in real danger.

Level -5: Targeted Bullying or Harassment

Adult Definition	Examples	Child-Friendly Version
Repeated, targeted abuse intended to intimidate, discriminate, or cause significant emotional harm.	• Racist, homophobic or disability-based bullying • Repeated online harassment • Encouraging others to exclude or target a pupil	Picking on someone again and again because of who they are.

Level -4: Serious Bullying, Harassment or Abuse

Adult Definition	Examples	Child-Friendly Version
One-off but significant incidents of discrimination, targeted abuse or threatening behaviour.	• Verbal intimidation • Racist or homophobic comments • Serious name-calling aimed at hurting someone deeply	Saying or doing something very hurtful or scary, even if it happened once.

Level -4: Serious Damage, Theft or Vandalism

Adult Definition	Examples	Child-Friendly Version
High-impact damage or theft that causes loss, cost, or affects safety or the school environment.	• Stealing from shops on school outings • Significant vandalism • Destroying important school equipment	Breaking or taking something valuable on purpose.

Level -3: Persistent Disruption, Defiance and Non-Compliance

Adult Definition	Examples	Child-Friendly Version
Ongoing behaviour that undermines learning or safety despite interventions.	• Repeated refusal to follow instructions • Leaving class without permission • Repeatedly disrupting lessons even after warnings	Not listening to adults again and again.

Level -3: Potentially Sexualised Behaviour (Non-Assaultive)

Adult Definition	Examples	Child-Friendly Version
Inappropriate but non-aggressive sexualised actions.	• Sexualised comments • Sexual graffiti • Touching own private areas in public	Doing or saying things about bodies that aren't appropriate for school.

Level -3: Digital and Online Misconduct

Adult Definition	Examples	Child-Friendly Version
Online behaviour that harms others, invades privacy, or breaches safety.	• Recording peers without permission • Sending hurtful messages online • Sharing inappropriate images or posts	Using phones, tablets or the internet to be unkind or unsafe.

Level -2: General Disruption and Defiance

Adult Definition	Examples	Child-Friendly Version
Repeated minor behaviours that interfere with learning or routines.	• Disobedience • Minor damage or graffiti • Challenging tone or attitude	Not doing what adults ask or getting in the way of learning.

Level -1: Minor Disruption and Inappropriate Conduct

Adult Definition	Examples	Child-Friendly Version
Low-level behaviours managed within the classroom.	• Calling out • Off-task behaviour • Mild inappropriate language • Jostling in line	Small behaviours that distract others or break simple rules.

Understanding and Responding to Bullying

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

Bullying is:

- Deliberately hurtful – done on purpose to cause distress or harm.
- Repeated – happens more than once, often over a period.
- Difficult to defend against – the person being targeted may feel unable to stop it or get help.

Types of bullying	
Emotional bullying is a form of psychological or relational bullying that aims to hurt someone's feelings, self-esteem, or social standing. It can be subtle and harder to detect than physical or verbal bullying, but it can be just as damaging.	
Examples	Child friendly
Exclusion: Deliberately leaving someone out of activities or groups. Silent treatment: Ignoring someone to make them feel isolated or unimportant. Manipulation: Controlling someone's actions or friendships through guilt or pressure. Spreading rumours: Damaging someone's reputation behind their back. Mocking or belittling: Making someone feel small or unworthy through sarcasm or constant criticism. Gaslighting: Making someone doubt their own feelings or experiences. Public humiliation: Embarrassing someone in front of others to undermine their confidence. Withholding friendship: Threatening to end a friendship to control or punish someone.	Leaving someone out on purpose: Not letting someone join in games or groups to make them feel left out. Ignoring someone: Pretending someone is not there or not talking to them to hurt their feelings. Telling someone what to do in a mean way: Trying to control who someone plays with or what they do by making them feel guilty or scared. Spreading rumours: Telling lies or secrets about someone to make others think badly of them. Making fun of someone: Laughing at someone or saying unkind things to make them feel small or silly. Making someone feel confused or unsure: Saying things that make someone doubt themselves or feel like they are always wrong. Embarrassing someone on purpose: Doing or saying something to make someone feel ashamed in front of others. Saying "I won't be your friend" to get your way: Using friendship to control or upset someone.
Physical bullying is when someone uses their body or physical actions to hurt, scare, or control another person on purpose. It can cause pain, injury, or make someone feel unsafe.	
Examples	Child friendly

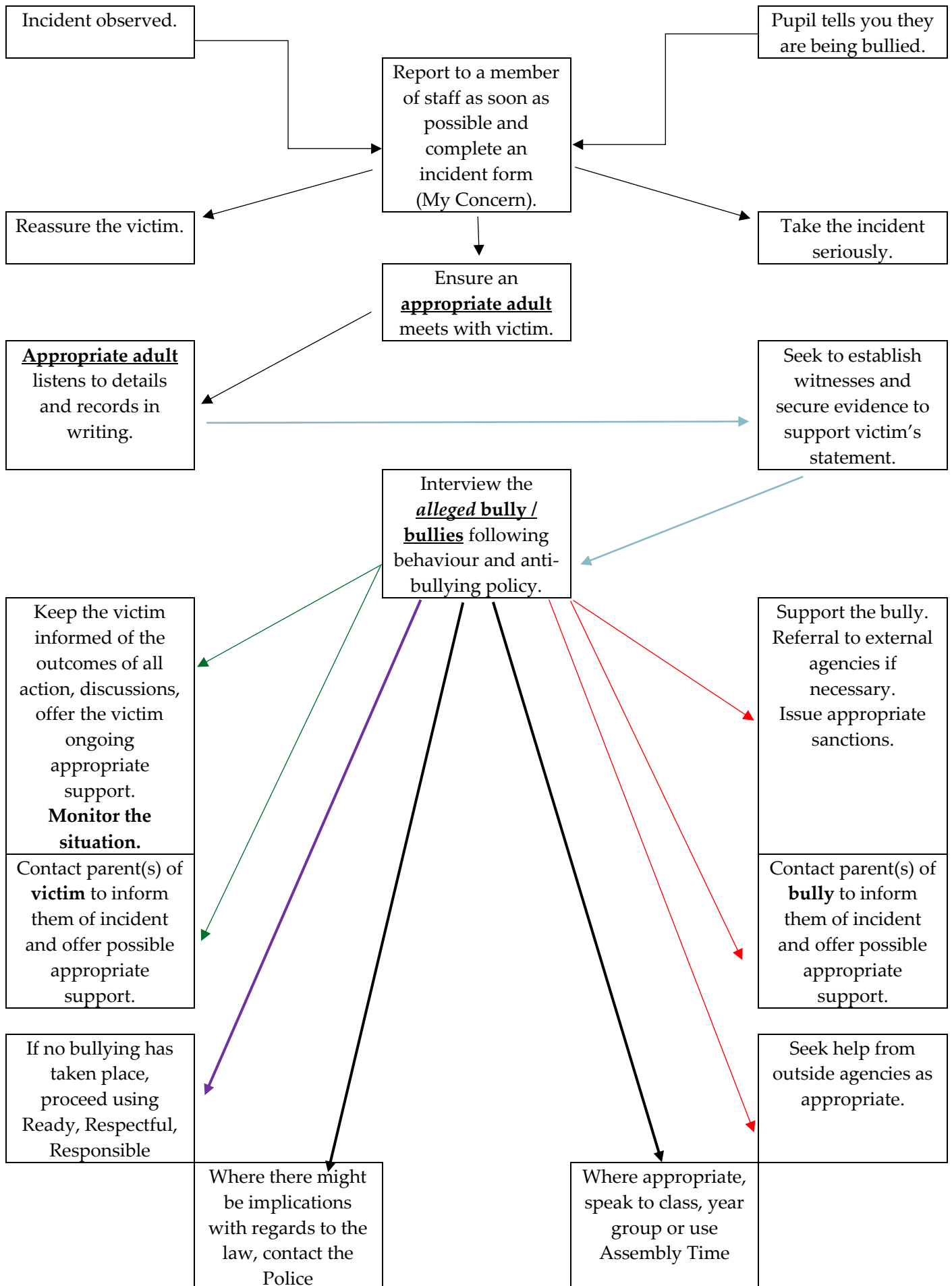
Hitting, kicking, or pushing. Tripping or knocking someone over. Taking or damaging someone's belongings. Spitting at someone.	Hitting, kicking, or pushing: Using hands or feet to hurt someone. Tripping or knocking someone over: Making someone fall to hurt or embarrass them. Taking or breaking someone's things: Grabbing or damaging things that do not belong to you. Spitting at someone: Spitting on someone to be mean or disrespectful.
Prejudicial bullying is when someone is bullied because of who they are or what they believe. It targets a person's identity, such as their race, religion, disability, or who they love. This type of bullying is harmful and discriminatory.	
Examples	Child friendly
Targeting someone based on their identity or background. Racist bullying: Mocking someone's race, ethnicity, or culture. Homophobic bullying: Targeting someone for their sexual orientation. Ableist bullying: Mocking someone's disability. Religious bullying: insulting someone's beliefs or practices.	Racist bullying: Being mean about someone's skin colour, language, or where they come from. Homophobic bullying: Saying unkind things because of who someone loves or how they feel inside. Bullying someone with a disability: Making fun of someone because they learn or move differently. Religious bullying: Being unkind about someone's religion or what they believe in.
Cyberbullying is when someone uses the internet, mobile phones, or other digital technology to hurt, embarrass, or threaten another person. It can happen through messages, social media, games, or any online platform.	
Examples	Child friendly
Sending mean or threatening messages. Posting hurtful comments or pictures. Spreading rumours online. Pretending to be someone else to cause trouble. Excluding someone from online groups or chats.	Cyberbullying is when someone is unkind or hurtful to another person using phones, tablets, or computers. This can include: • Sending mean messages or texts • Saying unkind things on social media • Sharing pictures to embarrass someone • Spreading lies about someone online. • Leaving someone out of online games or chats on purpose
Sexual bullying is any unwanted or inappropriate behaviour of a sexual nature that is meant to hurt, embarrass, or upset someone. It can include words, gestures, or physical actions and may happen in person or online.	
Examples	Child friendly
Making rude or inappropriate comments about someone's body	Sexual bullying is when someone says or does things about another person's body or private

Spreading sexual rumours Touching someone in a way that makes them uncomfortable Making sexual jokes or gestures Sharing private images without permission	parts that are rude, mean, or make them feel uncomfortable. This can include: • Saying rude things about someone's body. • Making jokes or gestures that are not appropriate. • Touching someone in a way they do not like. • Spreading rumours about someone in a sexual way • Sharing pictures that should be private
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At Dosthill, we teach the 'STOP' acronym for defining and dealing with bullying in the table below:

S	Several	Start	Stand up to the bully
T	Times	Telling	Take appropriate action – get away, find an adult
O	On	Other	Open-up – talk to a trusted adult
P	Purpose	People	Protect – help protect yourself and others from bullying

Anti-Bullying Flowchart



Promoting Positive Behaviour

Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum, school rules, and classroom promises.
- Develop a positive relationship with pupils by:
 - 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, Gold Star Moments, and Star of the week.
 - having a plan and using scripted responses for dealing with low-level disruption
 - using positive reinforcement

Responding to Misbehaviour

At our school, we are committed to maintaining a calm, safe, and respectful learning environment. When a pupil's behaviour falls below the standard that can reasonably be expected, staff will respond promptly and appropriately to restore order and prevent recurrence.

Consistent and Predictable Responses

- All staff follow a clear, structured behaviour response system to ensure consistency across the school.
- Behaviour that does not meet expectations is always addressed in a fair, proportionate, and consistent manner.
- Pupils are made aware that misbehaviour will be challenged and that expectations are upheld by all staff.

Support and Monitoring

- The Behaviour Leads regularly monitor behaviour data to identify pupils who may benefit from additional support.
- Where necessary, individual behaviour support plans are developed to help pupils improve their behaviour and engagement.
- Staff are trained in de-escalation techniques and use pre-agreed scripts and strategies to manage behaviour calmly and effectively.

Equity and Understanding

- All pupils are treated equitably under this policy.
- Staff consider any underlying factors that may have contributed to a behavioural incident.

- When sanctions are applied, staff also explore what support can be offered to help the pupil meet expectations in the future.

Sanctions and Behaviour Consequences

Sanctions are used to deter misbehaviour and reinforce expectations. They are applied consistently and proportionately, considering the context of the incident and the individual needs of the pupil. Sanctions may include, but are not limited to, the following:

- Private verbal reprimand and a reminder of behaviour expectations.
- Relocation within the classroom to support focus and minimise disruption.
- Temporary placement in another classroom to complete work.
- Time-out outside the classroom with reflection activities or sheets.
- Completion of work during break, or lunchtime.
- Break or lunchtime detention.
- Loss of privileges, such as responsibilities or access to certain activities.
- Referral to the Behaviour Lead, SENCO, or Senior Staff member.
- Communication with parents/carers, including letters, phone calls, or meetings.
- Implementation of a Behaviour for Learning Plan or Risk Assessment.

All sanctions are recorded and monitored to ensure fairness and consistency. Staff are expected to follow the agreed procedures and seek support when needed.

Dosthill Primary Academy Behaviour Pathway

Prevention – Living Our Values: Ready, Respectful, Responsible

Teachers create the right environment for behaviour and learning by modelling and reinforcing the school's core values:

Ready	Respectful	Responsible
- Greet pupils warmly to start the day positively and prepare them for learning. - Remind pupils of expectations before each task so they know what to do. - Plan lessons that meet the needs of all learners, ensuring everyone is equipped to succeed.	- Build a classroom culture where kindness, listening, and cooperation is the norm. - Recognise and praise respectful behaviour immediately and consistently. - End lessons by affirming the positive contributions pupils have made.	- Teach behaviour expectations clearly and consistently. - Follow the recognition and rewards process to reinforce responsible choices. - Encourage pupils to take ownership of their actions and learning.

Defusing – Calming the Moment with Care

When a pupil is dysregulated or showing signs of escalation, staff should use calm, consistent strategies to reduce tension and guide the pupil back to regulation.

Verbal and Non-Verbal Techniques	Supportive Structures
- Use take-up time – Give the pupil space and time to comply without pressure. - Keep language simple – Use clear, calm, and direct instructions. - Use conditional language: <i>"Now I need you to ___, then you can ___."</i> - Reinforce norms – Gently remind the pupil of expected behaviour. - Use non-verbal cues – Eye contact, gestures, or proximity to guide behaviour without confrontation.	- Face-saving strategies – Allow pupils to make the right choice without feeling embarrassed or challenged. - Task correction – Redirect the pupil to the task in a non-judgemental way. - Set clear, exemplified sequences of conduct – Outline what needs to happen next in a calm, step-by-step manner.

Correction – Early Intervention to Support Positive Behaviour

At this stage, the focus is on non-confrontational, low-level interventions that help pupils self-correct and re-engage with learning. The aim is to redirect behaviour calmly and privately, without escalating the situation.

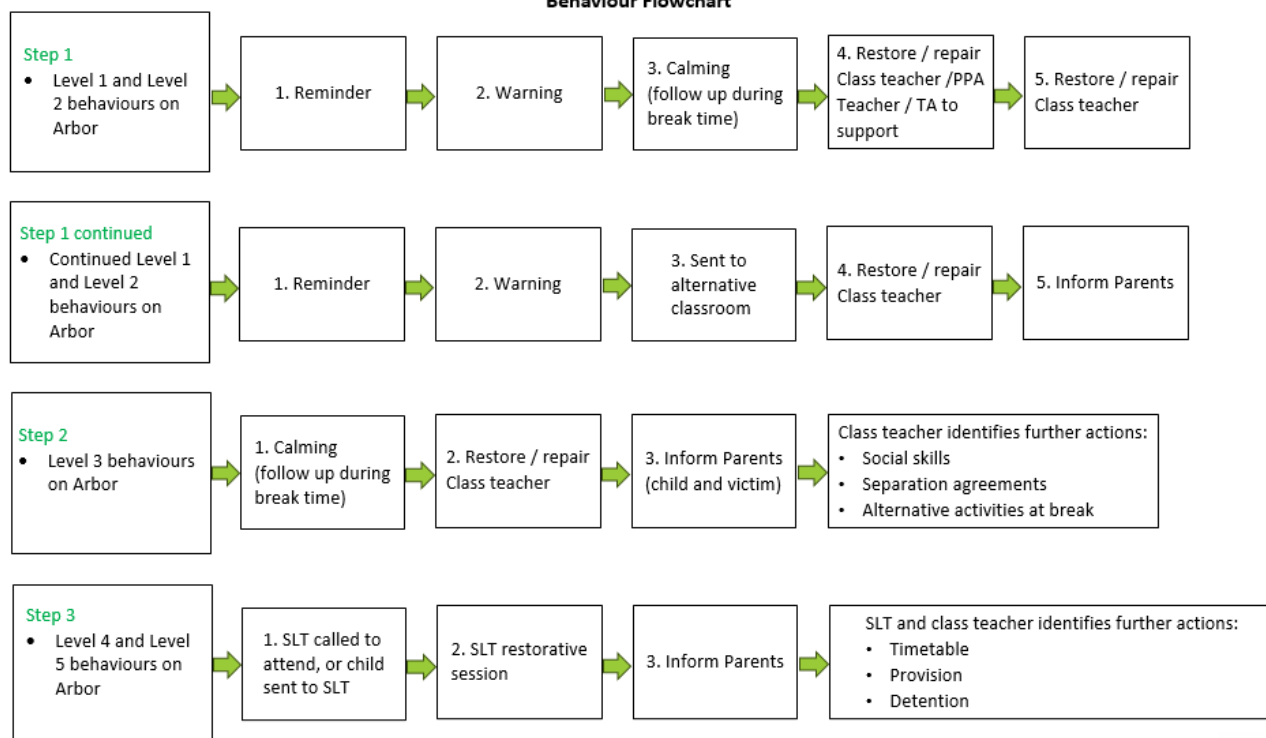
Use non-verbal cues	Clarify expectations
- A look, gesture, or proximity can signal awareness and prompt self-correction without interrupting the flow of the lesson. - Offer the opportunity to make the right choice Give pupils space and time to adjust their behaviour and rejoin the learning positively. - Scripted response: <i>"Right now, you have a choice. You can show you're being ready by ___ or you can ___. I know you can make a responsible choice. I'll give you a minute, and I'm here to help when you're ready."</i>	- Use calm, clear language to remind the pupil of what is expected. - Scripted response: <i>"Let me remind you what we expect. Being ready means, you're listening and prepared to learn. Being respectful means, you're showing kindness and not interrupting others. And being responsible means, you're making good choices for yourself and the class. I know you can do that."</i>
Keep conversations private	Reinforce expectations with positive examples
- Avoid public correction. - Speak quietly and respectfully to preserve the pupil's dignity	Highlight what others are doing well or refer to the school's values: <i>"I really like how [name] is showing they're ready by having their book open</i>

• Reduce the chance of escalation.	<i>and eyes on the Committee. [Another Name] is being respectful by listening quietly, and [Another name] is being responsible by getting started straight away. That's what we're looking for – thank you."</i>
Escalation – When a Rule is Broken or Instructions Are Ignored At this stage, a pupil has not responded to initial correction and has either broken a rule or ignored a direct instruction. A more formal and structured approach is now required, with clear boundaries and support.	
a. Acknowledge the escalation • A rule has been broken or a direct instruction ignored. The behaviour now requires a more serious response. • <i>"Right now, a rule has been broken, a clear instruction has been ignored. I need you to show you're ready to turn this around, be respectful, and responsible for your choices. This behaviour needs to change now, or we'll need to move to the next step."</i>	b. Use scripted interventions • Apply consistent language to reduce escalation and maintain clarity: <i>"I need you to show you're being responsible by following the instruction now."</i>
c. Follow the behaviour pathway • Follow the agreed steps toward removal from the classroom or learning space or lunch/break detentions. • Set clear limits and offer choices. Use a calm, warm, but assertive tone to give the pupil clear options: <i>"You can choose to stay and complete your work or take a short time out and return ready."</i> Focus on the behaviour, not the child. Maintain a respectful tone and avoid personalising the issue. Reinforce that the behaviour is the problem, not the pupil.	d. Log the incident • Record the behaviour, actions taken, and any consequences in the school's behaviour system. • Inform parents/carers of the incident and next steps to ensure consistency and support.
Serious Incident – Premeditated or Harmful Behaviour This stage is reached when behaviour is deliberate, harmful, or sustained, such as bullying, defiance, or endangering others. The anti-bullying flow chart may be applied.	
The incident is classified as serious misbehaviour, requiring: • Formal documentation • In-person meeting with parents/carers • Class teacher identifies further actions: ○ Social skills ○ Separation agreements ○ Alternative activities at break ○ Behaviour Leads to support a specific plan. <i>The SEND behaviour flow chart may be applied.</i>	
a. Acknowledge the seriousness of the behaviour. • Clearly state that the behaviour has escalated beyond classroom management and now requires formal intervention.	b. Initiate removal from the learning environment • If the behaviour poses a risk or continues despite previous interventions, calmly and firmly remove the pupil from the space to de-escalate and protect the learning environment.

c. Inform Senior Leadership or Behaviour Lead Ensure the appropriate staff are notified and involved in managing the incident and next steps.	d. Document the incident thoroughly. - Record the behaviour, context, and actions taken using the school's behaviour tracking system. - Include witness statements if necessary.
e. Inform parents before the end of the day. Arrange an in-person meeting with parents/carers. Communicate the seriousness of the incident, share the school's response	f. Implement a Behaviour Support Plan or Risk Assessment if needed. Tailor support to the pupil's needs, outlining clear expectations, consequences, and strategies for improvement. Collaborate with parents and carers / other agencies where possible
g. Maintain a restorative approach where appropriate. When safe and suitable, facilitate a restorative conversation to repair harm and rebuild relationships.	
4. Significant breaches of school expectations Involving extreme violence, abusive conduct, or targeted bullying that places the safety, wellbeing, or dignity of others at immediate risk. These incidents demand prompt escalation to the Senior Leadership Team, alongside parental involvement, formal restorative processes, and consequences that may include adjustments to a pupil's timetable, provision, or sanctions. Such actions are intentional or harmful in nature and may require urgent safeguarding responses and involvement from external agencies to ensure the protection and support of all those affected.	
a. Senior Leader Informed Immediately - The incident must be escalated to the Senior Leadership Team without delay. - Senior Leaders will instigate the actions as above in 3. <i>Serious Incidents</i>	

The personal circumstances of a pupil will always be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with consideration for the impact of perceived fairness.

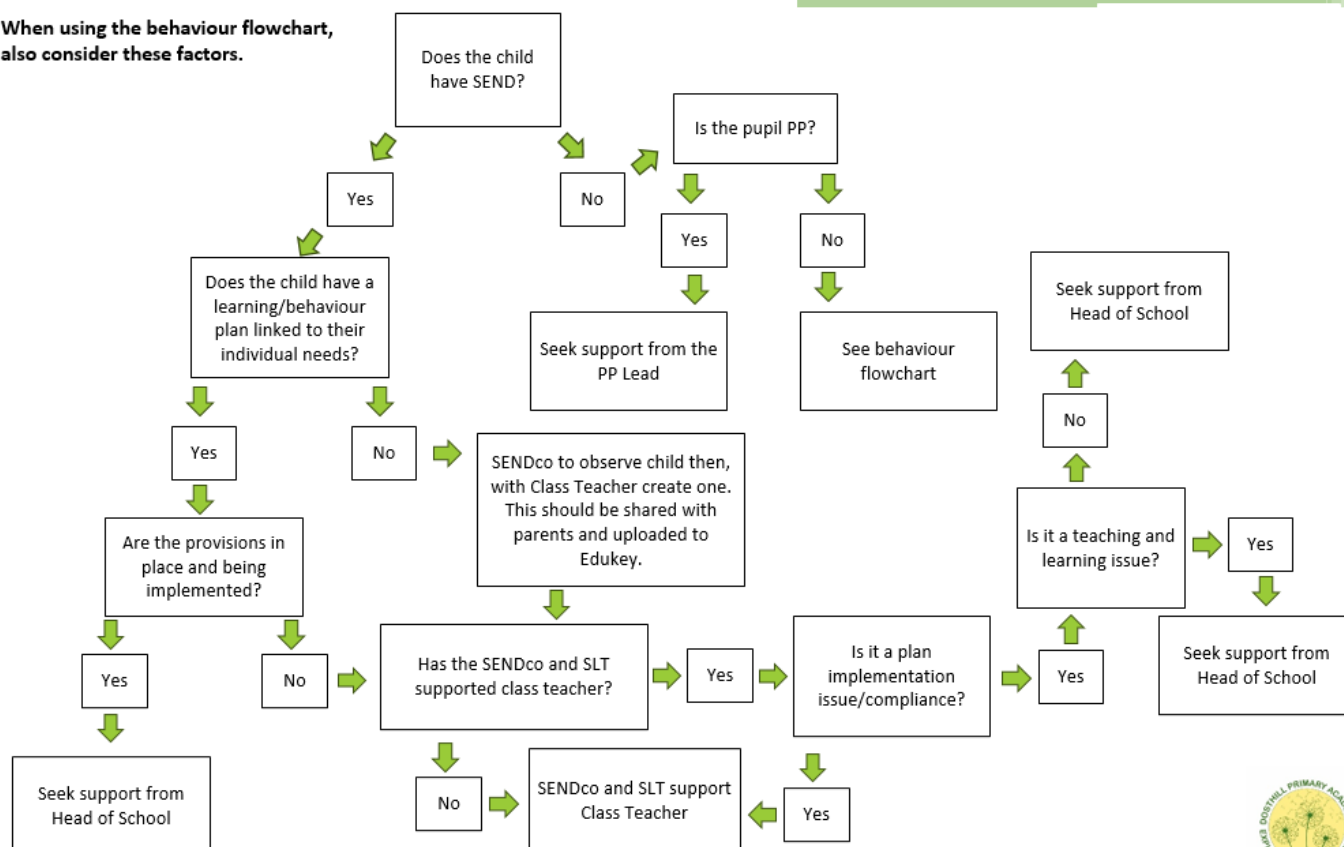
Dosthill Primary Academy
Behaviour Flowchart



All behaviour incidents from Step 1 continued must be logged on Arbor by the Class Teacher (including lunchtime incidents)
It is the responsibility of the class teacher to 'resolve' the Arbor log at Steps 1 and 2



When using the behaviour flowchart, also consider these factors.



Serious Sanctions

Detention

Teacher or Teaching Assistants can issue short-term *detentions* at break or lunch. These will be logged on Arbor.

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

Teachers must consult with the Behaviour Lead if consecutive detentions are given. The pupil's parents will be informed if this is the case and further action involving SLT may be required.

When imposing a detention, the school will consider whether doing so would compromise the pupil's safety or wellbeing.

Removal from all Classrooms

Removal from the Classroom

In response to serious or persistent breaches of the behaviour policy, the school may remove a pupil from the classroom for a limited period. This measure is considered a serious sanction and is used only when necessary to maintain a safe and productive learning environment.

Purpose of Removal

Removal may be used to:

- Restore order when a pupil is being unreasonably disruptive.
- Maintain the safety of all pupils and staff.
- Allow the pupil to continue learning in a managed environment.
- Provide the pupil with an opportunity to regain calm in a safe space.

Conditions for Removal

- Removal is reserved for escalating behaviours or significant misconduct.
- Staff must attempt other behavioural strategies before removal, unless the behaviour is extreme and warrants immediate action.
- Pupils will continue to receive meaningful education under staff supervision, though this may differ from the mainstream curriculum.

Supervision and Duration

- Pupils removed from class are supervised by the Behaviour Lead or Senior Members of Staff.
- Pupils should be returned to their regular classroom as soon as it is appropriate and safe to do so, and no later than the next school day.
- Prolonged removal requires explicit agreement from the Executive Headteacher or Head of School.

Reintegration and Support

- Reintegration will be planned carefully, with consideration given to the support needed for the pupil to meet behaviour expectations.
- The school will explore alternative behaviour management strategies for pupils who are frequently removed, which may include:
 - Behaviour Lead support
 - Pastoral meetings
 - Teaching assistant involvement
 - Short-term behaviour report cards
 - Longer-term behaviour plans
 - Pupil support units
 - Multi-agency assessments

Communication and Record-Keeping

- Parents/carers will be informed on the same day their child is removed from the classroom.
- All incidents of removal will be recorded in the behaviour log, including:
 - Details of the incident
 - The reason for removal
 - Any protected characteristics of the pupil

Suspensions 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 Executive Headteacher or Head of School and only as a last resort.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently.
- Help governors, staff, parents, and pupils understand the exclusions process.
- Ensure that pupils in school are safe and happy.
- Prevent pupils from becoming NEET (not in education, employment, or training)
- Ensure all suspensions and permanent exclusions are conducted lawfully.

A note on off rolling

Our school is aware that off rolling is unlawful. It is “the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their

child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, *e.g.*, *sending them home to 'cool off'*.
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support.
- Due to poor academic performance.
- Because they have not met a specific condition, such as attending a reintegration meeting.
- By exerting undue influence on a parent to encourage them to remove their child from the school.

Definitions

- **Suspension:** when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion.'
- **Permanent exclusion:** when a pupil is removed from school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion.'
- **Off-site direction:** when a Governing Committee of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.
- **Parent:** any person who has parental responsibility and any person who has care of the child.
- **Managed move:** when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

The Executive Headteacher *and/or* the Head of School

Deciding whether to suspend or exclude

Only the Executive Headteacher or Head of School, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Executive Headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend or exclude a pupil, the Executive headteacher and Head of School will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.

- Allow the pupil to give their version of events.
- Consider whether the pupil has special educational needs.
- Consider whether the pupil is especially vulnerable (e.g., the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

The Executive Headteacher or Head of School will consider the views of the pupil and their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Executive Headteacher or Head of School will not reach their decision until they have heard from the pupil and will inform the pupil of how their views were considered when making the decision.

Informing parents

If a pupil is at risk of suspension or exclusion the Executive Headteacher will inform the parents as early as possible, to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Executive Headteacher or Head of School decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the Governing Committee and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Governing Committee to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The Executive Headteacher or Head of School will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this
- If alternative provision is being arranged, the following information will be included, if possible:
 - The start date for any provision of full-time education that has been arranged.

- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place.
- Any information the pupil needs to identify the person they should report to on the first day.

If the Executive Headteacher or Head of School does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information later, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Informing the Governing Committee

The Executive Headteacher or Head of School will, without delay, notify the Governing Committee of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

The Executive Headteacher or Head of School will notify the Governing Committee once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the local authority (LA)

The Executive Headteacher or Head of School will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

Informing the pupil's social worker and/or virtual school head (VSH)

- If a pupil with a social worker is at risk of suspension or permanent exclusion, the Executive Headteacher or Head of School will inform the social worker as early as possible.
- If a pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the Executive Headteacher or Head of School will inform the VSH as early as possible.

This is to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Executive Headteacher or Head of School decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil.
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the Governing Committee about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are considered.

Cancelling suspensions and permanent exclusions

The Executive headteacher and Head of School may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the Governing Committee. Where there is a cancellation:

- The parents, Governing Committee and LA will be notified without delay.
- Where relevant, any social worker and VSH will be notified without delay.
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation.
- As referred to above, the headteacher will report to the Governing Committee once per term on the number of cancellations.
- The pupil will be allowed back in school.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Executive Headteacher or Head of School will take steps to ensure that achievable and accessible work is set and marked for the pupil.

Online pathways *such as TEAMS or Oak Academy* may be used for this.

If the pupil has a special educational need or disability, the Executive Headteacher or Head of School will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

The Governing Committee

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to a Governing Committee.

The committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Monitoring and analysing suspensions and exclusions data

The Governing Committee will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The Governing Committee will consider:

- How effectively and consistently the school's behaviour policy is being implemented.
- The school register and absence codes.
- Instances where pupils receive repeat suspensions.
- Interventions in place to support pupils at risk of suspension or permanent exclusion.
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary.
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working.
- The characteristics of suspended and permanently excluded pupils, and why this is taking place.
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to ensure that education is achieving its objectives and that pupils are benefiting from it.
- The cost implications of directing pupils off-site.

The local authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

Considering the reinstatement of a pupil

The Governing Committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension which would bring the pupil's total number of days out of school to more than fifteen in a term; or
- It would result in a pupil missing a public exam or National Curriculum test.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the Governing Committee must consider any representations made by parents. However, it is not required to arrange a meeting with parents, and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the Committee, the Governing Committee will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the Committee is not required to meet, and it cannot direct the Executive Headteacher or Head of School to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the Governing Committee will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the sub-committee of the Governing Committee may consider the suspension or permanent exclusion and decide whether to reinstate the pupil.

The following parties will be invited to a meeting of the Governing Committee and allowed to make representations or share information:

- Parents (and, where requested, a representative or friend)
- The Executive Headteacher
- Head of School
- The pupil's social worker if they have one.
- The VSH, if the pupil is looked after.

The Governing Committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The Governing Committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the Committee cannot do this – see earlier in this section)

In reaching a decision, the Governing Committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair.
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers.
- Any evidence that was presented to the Governing Committee

They will decide whether a fact is true *on the balance of probabilities*.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The Governing Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents of the pupil
- The headteacher
- The pupil's social worker if they have one.
- The VSH, if the pupil is looked after.
- The local authority
- The pupil's home authority if it differs from the school's.

Where an exclusion is permanent and the Governing Committee has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Governing Committee's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted.
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are relevant to the permanent exclusion.
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the academy trust to appoint an SEN expert to advise the review panel.
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment.
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review.
- That parent may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review.
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, any claim of discrimination made

under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

Independent review

If parents apply for an independent review within the legal timeframe, the academy trust will arrange for an independent panel to review the decision of the Governing Committee not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Governing body of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category, and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years
- A person may not serve as a member of a review panel if they:
 - Are a member of the academy trust of the excluding school
 - Are the Executive Headteacher of the excluding school, or have held this position in the last 5 years
 - Are an employee of the academy trust, or the Governing Committee, of the excluding school (unless they are employed as a headteacher at another school)
 - Have, or at any time have had, any connection with the academy trust, school, Governing Committee, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
 - Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Considering the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the Governing Committee's decision.
- Recommend that the Governing Committee reconsiders reinstatement.
- Quash the Governing Committee's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the Governing Committee at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Governing Committee and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the Governing Committee to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the Governing Committee reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay. This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the Governing Committee does not subsequently decide to offer to reinstate the pupil within ten school days.
- Any information that the panel has directed the Governing Committee to place on the pupil's educational record.

School registers

A pupil's name will be removed from the school admission register if:

- Fifteen school days have passed since the parents were notified of the Governing Committee's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made within 15 school days, the Governing Committee will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides.
- At least one telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency.
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school.
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house.

This return must be made as soon as the grounds for removal are met and no later than the removal of the pupil's name.

Returning from a suspension

Reintegration strategy

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the pupil, parents, and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Reintegration meetings

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents if they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions, and suspensions
- Use of pupil referral units, off-site directions, and managed moves
- Anonymous surveys of staff, pupils and other stakeholders on their perceptions and experiences

The data will be analysed every year by the senior leadership team. The leadership team will report back to the governors.

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

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

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

The multi-academy trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

Reasonable Force

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

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

Incidents of reasonable force must:

- 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

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.

Confiscation, Searches, Screening

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

Confiscation

Any prohibited items (listed on page 4) found in a pupil's possession because 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 (*this includes mobile phones under the mobile phone policy*). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a Pupil

The Executive Headteacher, Head of School and staff they authorize have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed on page 4) or any other item that the school rules identify as an item which may be searched for. *Please refer to the appendices which include a summary of the latest DfE guidance.*

Screening

Dosthill Primary Academy does not screen pupils on entry to school.

Misbehaviour Off-Site

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 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).

Misbehaviour Online

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.

Suspected Criminal Behaviour

The age of criminal responsibility in England and Wales is 10 years old. A child under 10 cannot be arrested or charged with a crime.

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 Executive Headteacher or Head of School 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, if 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.

Supporting Pupils with SEND in Behaviour Management

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.
- Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

At Dosthill Primary Academy we try to anticipate and remove triggers for misbehaviour using reasonable adjustments, such as:

- Short, planned movement breaks for a pupil with SEND who finds sitting still too long difficult.
- Adjusting seating plans to allow pupils with visual or auditory impairment to sit in sight of the teacher, the Committee, or key resources
- Adjusting uniform requirements for a pupil with sensory issues or severe eczema
- Training all staff to understand conditions such as autism
- Use of 'safe spaces' where pupils can regulate their emotions during sensory overload.

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?
- Whether the pupil was unable to act differently at the time because of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Pupil Displaying Behaviour May Have Unidentified SEND

The school's special educational needs co-ordinator 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.

Pupils with an Education, Health, and Care 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 contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

[Staffordshire Education, Health, and Care Hub](#)

Supporting All Pupils Following a Sanction

Resolve and Reset

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. These can include:

- Reintegration meetings
- Daily contact with a pastoral leader
- Short-term report cards
- Personalised behaviour plans
- Support from external agencies

Transition

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.

Preparing Outgoing Pupils

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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Roles and Responsibilities in Behaviour Management

The Governing Committee

- The Governing Committee is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher and Head of School to account for its implementation.

The Executive Headteacher and Head of School

- 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 to 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 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 that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and Staff

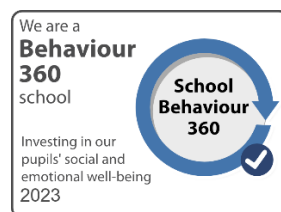
- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using Arbor
- The senior leadership team (SLT) will support staff in responding to level 4 and 5 behaviour incidents.
- The behaviour lead and or SENCO will support behaviour levels 1-3

Staff Training in Behaviour Management

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

- Dosthill's virtues and Character Education curriculum
- Dosthill's rules, rituals, and expectations
- Our Behaviour Management approach
- How SEND and mental health impact behaviour
- The specific needs of pupils at Dosthill
- The proper use of restraint
- We are subscribed to Beacon School Support Behaviour 360 for ongoing CPD and support:
[Beacon School Support](#)



Parents and Carers

- Getting to know the school's behaviour policy and reinforcing it at home where appropriate
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with the class teacher promptly
- Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Taking part in the life of the school and its culture

Dosthill Primary Academy 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

- Learning the expected standard of behaviour to be displaying at school
- Knowing they have a responsibility to follow the behaviour policy.
- Learning our school's key rules and routines
- Earning rewards for meeting the behaviour expectations
- Accepting the consequences faced if they don't meet the expectations
- Using the pastoral support available to them to help them meet the behavioural expectations

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



Monitoring

Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion, and suspension
- Use of pupil support units, off-site directions, and managed moves
- Incidents of confiscation and searches
- Anonymous surveys of staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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

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

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

At Dosthill Primary Academy, misbehaviour is recorded on Arbor and an internal spreadsheet system and is analysed weekly and monthly by the Behaviour Lead and Senior Leadership Team. Safeguarding behaviour is recorded on MyConcern™ Safeguarding Software and analysed weekly by the Behaviour Lead and Senior Leadership Team. Monthly summaries are produced. The Executive Headteacher provides the Governing Committee with termly reports, including headline behaviour data.

Monitoring this Policy

This behaviour policy will be reviewed by the Executive Headteacher, Head of School and Local Governing Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (*as detailed above*). At each review, the policy will be approved by the Committee.

Legislation and Statutory Guidance

- This policy is based on legislation and advice from the Department for Education (DfE) on:
- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies, and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- In addition, the policy is based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

Appendix 1

In the exceptional circumstances that any pupil at Dosthill would need to be searched:

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher or Head of School or by 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 Executive Headteacher, Head of School, 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 will entail – e.g. I will ask you to turn out your pockets and remove your scarf.*
- *Explain how and where the search will be conducted.*
- *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 Executive Headteacher or Head of School to try and 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 from causing disorder.

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

Outer clothing includes:

- *Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)*
- *Hats, scarves, gloves, shoes, boots*
- 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 on page 4) 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

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

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

Support after a search

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