Oxford Diocesan Schools Trust
St Mary's Convent
Denchworth Road, Wantage
Oxford, OX12 9AU
odst.governance@oxford.anglican.org
www.odst.org.uk

Policy Framework:	Policy framework provided centrally for use by schools with minimal amendment to the core text Changes **must** be made to the text where indicated

Behaviour Policy

Inc. Statement of Behaviour Principles & Anti-bullying

Approved by:	**Education Quality Standards & Safeguarding**
Date:	**June 2026**
Next review date:	**31 July 2027**

Adopted by school:	**St John's CE Primary School**
Date:	**September 2026**

Contents

1. Oxford Diocesan Schools Trust Behaviour Statement 2
2. Legislation, statutory requirements and statutory guidance 4
3. Definitions 4
4. Bullying 5
5. Roles and responsibilities 6
7. Responding to behaviour 8
8. Serious sanctions 17
9. Responding to misbehaviour from pupils with SEND 17
10. Supporting pupils following a sanction 18
11. Pupil transition 18
12. Training 18
13. Monitoring arrangements 18
14. Links with other policies 19

1. Oxford Diocesan Schools Trust Behaviour Statement

This statement of behaviour principles applies to all schools of the Oxford Diocesan Schools Trust (ODST) as required by statutory guidance issued by the Department for Education.
Introduction

Positive behaviour in schools is paramount as this is central to a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. Schools should ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave.

ODST schools endeavour to manage behaviour well so they can provide calm, safe and supportive environments in which pupils want to attend and where they can learn and thrive. The Trust and its schools are committed to providing welcoming, calm, secure learning environments, where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school communities to respect the feelings of others and to treat people with dignity.

Relationships underpin all that we do and we approach behaviour management from this viewpoint. We continually work to make, maintain and, when necessary, repair relationships and connections. The emphasis is on nurturing positive and respectful relationships so that conflict is less likely. In adopting this approach, we aim to develop a culture in which relationships are strengthened, and people demonstrate empathy, compassion and understanding towards one another. School will instil in pupils the importance of doing the right thing for the right reasons, which involves holding people to account in a meaningful and constructive way, agreeing clear boundaries within which to work and providing the right support and encouragement to reach agreed goals. It is about working ‘with’ people at every opportunity. Our schools aim to provide nurture and support alongside clear boundaries and expectations of behaviour. The Trust and its schools recognise that pupils’ behaviour is a form of communication and that all work hard to respond appropriately. Adults in school are trained to recognise these needs and feelings being expressed and to help pupils to understand and regulate their own behaviours.

Vision

At the heart of our vision is our belief in educational excellence. We believe we are called to serve our pupils, staff, parents and their local community by providing schools with the highest levels of academic rigour and pastoral care. Our schools are places where children and young people develop and thrive intellectually, socially, culturally and spiritually. Our vision, ethos and values underpin our positive behaviour ethos as we strive to support the diverse needs of all pupils.

We value every individual and understand that our sense of "community" and of belonging are vital to well-being. We strive to empower pupils to achieve, and to feel valued and supported. This is underpinned by embedding an inclusive, restorative and nurturing culture across the Trust and the building of positive, respectful and consistent relationships.

Aims

Schools within the Oxford Diocesan Schools Trust aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of ODST and the individual schools that form the wider ODST community
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a relational approach, that is applied equally to all pupils while at the same time reflecting the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Build a community that values kindness and empathy for others
- Provide guidance for school staff, parents and carers, members of the local governing body, and other stakeholders on how we support our pupils to self-regulate and manage their behaviour so that they are ready to learn

Rationale

At ODST, we recognise that wellbeing and behaviour are inextricably linked.

Child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and educational outcomes. If a child's sense of belonging and safety is high, then children have a better chance of reaching their full potential.

As a Trust we recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by restorative approaches, we will focus on relational connection and regulation first, putting relationships at the heart of our approach, in order to create and foster a safe and happy environment where all feel secure and respected.

ODST is committed to developing a Trauma and Mental Health Informed Approach to behaviour management. Schools do not operate a 'zero tolerance' or 'one size fits all' approach to behaviour that may be coming from distress. We have high expectations for the behaviour of all, and rigorous support is offered to those having difficulty meeting those expectations.

To ensure every child develops and maintains positive mental health and resilience, our aim is to:

- Support pupils to make sense of their experiences
- Find ways to manage emotions and feelings

- Create an environment of safety, connection and compassion
- Build a school network of strong, positive, supportive relationships through training
- Ensure that children maintain the capacity to learn, despite difficult events that may occur

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 2024
Searching, screening and confiscation: advice for schools 2022
The Equality Act 2010
Keeping Children Safe in Education
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
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 explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes, vapes, lighters and matches
- 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)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

Our school uses the following definition of bullying.
Bullying involves repeated behaviour with the intent of hurting another person physically or emotionally,

where the relationship involves an imbalance of power. This may impact one person, or a group of people. It can be pre-meditated and usually forms a pattern of behaviour.
Bullying is therefore:

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

It can take many forms, these include,

- 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 or inappropriate touching
- Direct or Indirect verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – takes place online, such as through social networking sites, messaging apps or gaming sites

All pupils at St John's are taught about the St John's key values of Respect, Empathy, Hope, Trust and Wonder. As a diverse school with a multitude of ethnicities, cultures and backgrounds, pupils are taught throughout school life how to welcome new pupils and to ensure that everyone feels a part of the St John's School Family. This is continually reaffirmed by all members of staff, including cover staff and new teachers that join our school who align themselves with this policy quickly. Incidences of discrimination or bullying are incredibly rare at St John's for this reason.

If a pupil feels they are being bullied, they are encouraged to speak to their class teacher or a trusted school adult. Displays around school signpost pupils to suggestions of those they can talk to. If parents are concerned that their child is being bullied, they should speak to their child's class teacher in the first instance. Any staff concerns around bullying are reported via CPOMS as with other concerns. All reports of bullying are investigated quickly and thoroughly to ensure the pupil(s) is supported. If the bullying is founded, we would work with pupil(s) and their parents to ensure it is quickly addressed. Appropriate sanctions are applied in relation to the school's behavior tariff and measures are put in place to prevent any reoccurrence of this behavior.

Details of how our school teaches pupils about bullying are found within our PSHE (Jigsaw) Curriculum and RSE Policy. This includes educating them about the definition of bullying as above. Further information about child on child abuse can be found in our Child Protection and Safeguarding Policy.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy which can be found on the school website, in the policies file in the staff room or on the Staff Google Drive.

5. Roles and responsibilities

5.1 The local governing body (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 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
- 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 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 (see section 13.1)

5.3 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
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 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 (see section 6)
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

Pupils will be supported to develop an understanding of 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.

Extra support and induction will be provided for pupils who are new to the school.

6. School behaviour ethos

Our school has high expectations of pupils who attend the school. Through a therapeutic approach, we aim to treat children with dignity and respect at all times, and in doing so, encourage a two-way dialogue with pupils about both excellent and poor behaviour. Behaviour should not define or be used to label a child: the actions of a child are 'choices' and adults always encourage pupils to discuss better courses of action, suggest consequences and also how they might repair any poor choices or relationships. Positive role-modelling from all adults is key, and we will always aim to recognise good choices from children and reward them accordingly.

We recognise the tremendous impact trauma or external events can have on children, and so we employ a trauma-informed approach in which everyone involved in supporting each child understands their context and background, and can therefore be consistent in how they manage the challenges the child may face. This allows all our pupils, including those who are most vulnerable, to have the best possible nurturing support to succeed. Our focus on pastoral care and nurture from all adults, teamed with clear and consistent boundaries is a key cornerstone for dealing with behaviour positively.

6.1 Mobile phones

Where pupils bring a mobile phone to school, they must be taken to the school office on arrival to be stored away and then collected at the end of the school day. They must not be used on the school grounds without prior permission from a member of the senior leadership team. Appropriate sanctions may be applied if a child is found to be in possession of a mobile phone during the school day or using it in any way. This similarly applies to all other electronic devices and smart watches that must be left at home. Failure to do so will result in the behaviour policy being applied.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged and to be positive in their mindset
- Reinforce behaviour expectations each term, and ensure children understand and have time to discuss their part in ensuring they aim for the highest standards of behaviour
- Display their own agreed classroom rules which will have been signed by the class and reflect the school family values and this policy
- Develop a positive relationship with pupils, which should include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement and praise wherever possible
- Establishing personalised approaches to managing behaviour positively

- Working collaboratively with colleagues and parents to tackle any behaviour which does not meet our high expectations
- Work with external professionals to support children improve their behaviour

It is important that we, as the adults, speak to children in the same way as we would speak to another adult; we don't raise our voice or shout unless it is to ensure we are heard or to resume order/safety; we should be as polite and considerate when speaking to children as we would like to be spoken to ourselves. Encouraging children to be 'kind' to each other should be modelled by every adult in our school. We encourage sympathy and empathy by overtly displaying these traits in our own behaviour. We never humiliate when dealing with children, and should aim for pupils to be able to repair their choices with dignity.

7.2 Safeguarding

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

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

Where this may be the case, we will follow 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 from the school's website.

7.3 Responding to positive conduct and good behaviour

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

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

Praise, positive reinforcement, humour, warm relationships and rewards will always lay the foundation for excellent behaviour around school and positive behaviours for learning. Our aim should be to show consistency and fairness, and develop a love of and enthusiasm for learning and being together as a school.
We recognise that not all children have the same starting point and as such will need to be treated with understanding and empathy with actions that may vary depending on their personal challenges and differences.
The rewards section of this document builds on systems already in place and further enhances opportunities to reward excellence and effort in both behaviour and work. These suggested rewards are not limited, and should be seen as a starting point from which adults can build positive reinforcement.

Positive behaviour will be rewarded with:
Suggested Rewards

In class systems	These can be unique to each class and may take different forms dependent on age. This may include stickers, house points, privileges and special responsibilities.
Celebration Assembly	Weekly themed certificates for: Reading, Handwriting, Maths, Lunchtime Behaviour and Star of the Week.
House Points	These are popular and can be awarded for work or behaviour by any staff member. These are celebrated weekly in assembly and in the newsletter.
Positions of Responsibility	Both in class and across the school to lead certain tasks/areas of school life

We recognise and act on all opportunities to reward brilliance and effort in both behaviour and work. These suggested rewards are not limited, and should be seen as a starting point from which adults can build positive reinforcement. Pleases speak with the class teacher to understand the rewards systems they use.

7.4 Responding to misbehaviour

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

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

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

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

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

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

The Behaviour Tariff Guidance below has been put together as a result of consultation and discussion with all staff over several meetings. Behaviours have been categorised into three levels which will help to clarify procedure. It is important that we all are aware of, and consider, mitigating and aggravating circumstances when dealing with poor behaviour; we should remember, however, that these may be reasons but not excuses for children's actions.

It is imperative that staff use their professional judgement when applying this guidance. This is a document of suggestions: the context of each child's circumstance should play a critical part in how decisions are justified and reached.

Behaviour Tariff Guidance

Behaviour	**Level 1- minor** dealt with by first adult: Class Teacher/ Supervisor / TA	**Level 2-moderately serious** referred to Middle Leader/Phase	**Level 3-very serious** referred to Senior Leader (AHT/DHT/HT)
Not following instructions	Talking in assembly Talking in the line Unacceptably slow work Refusal to do work Defiance Refusal to line up	Sustained refusal to do work Defiance- repeatedly Refusal to line up- repeatedly	Large scale disruption that impacts the learning of all other pupils

Disruption to learning	Calling out Inappropriate talking to others Hiding under tables Wandering around the classroom Screaming/ shouting Swinging on chair Tapping/ banging Annoying use of voice	Hiding under tables- repeatedly Wandering around the classroom- repeatedly Absconding from classroom	Absconding from school Possession of knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarettes or vaping materials, fireworks, matches, lighters, pornographic images, any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the pupil)
Damage to property	Throwing objects Defacing work Destroying work Misuse of school property Damaging other people's property Damaging school property	Defacing work Destroying work Vandalising other people's property Vandalising school property	Serious vandalism
Disrespect to people- verbal	Provoking peers Using disrespectful tone Using disrespectful language Unkind comments Threatening behaviour Belligerence Interrupting Answering back	Verbal abuse to child Bullying- sustained Sustained verbal disrespect Using disrespectful language which uses discriminatory references	Verbal abuse to an adult Swearing and offensive language Racist, sexist, homophobic or discriminatory comments or behaviour Sexual harassment, including - sexual comments - sexual jokes or taunting Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi- nude images and/or videos, or sharing of unwanted explicit content
Disrespect to people- physical	Kicking Pinching Biting Annoying physical contact Hitting peers in retaliation Hitting peers- unprovoked	Hitting peers in retaliation Hitting peers- unprovoked Kicking- repeated Pinching- repeated Biting – repeated	Hitting an adult Hitting with a weapon Sexual violence or assault (intentional sexual touching without consent) Sexual harassment, including - physical behaviour like interfering with clothes
Dishonesty	Pretending to be ill/ hurt Not owning up Refusal to admit any wrongdoing Only telling part of a story Telling a lie to get someone else in trouble	Stealing Telling a lie to get someone else in trouble	Dishonesty that puts others at risk of harm Repeated lying or deception

Supportive (Therapeutic) Strategies	'Time In' with an adult to remind and regulate behaviour 1:1 'Time Out' within classroom to think Reflecting on values at breaktime Further time to reflect and talk about behaviour which may involve parents Change of seating in class Repairing/ cleaning damage Verbal apology Written apology	Phase leader notified and speaks with the child Reflecting on values at break or lunchtime Further time to reflect and talk about behaviour which may involve parents Re- doing work Writing the truth Verbal apology Written apology	Senior leader notified and speaks with the child Reflecting on values at break or lunchtime Further time to reflect and talk about behaviour which may involve parents Internal exclusions (small garden – supportive) External suspension Formal parent meeting

When considering consequences, we should also take into account the following:

Mitigating circumstances (tends to reduce the seriousness of the behaviour)	Aggravating circumstances (tends to increase the seriousness of the behaviour)
Aggravated behaviour Provocation Home circumstances or situations Feeling unwell Remorseful Willing to apologise Admits wrongdoing and is honest	Repeated behaviour Enticing others to join in Lack of remorse Unwillingness or refusal to apologise Unwillingness to admit to wrongdoing Continued belligerence Planned behaviour with intent

It is imperative that staff use their professional judgement when applying this guidance. The context of each child's circumstance, background and external pressures should play a critical part in how decisions are justified and reached. When giving behaviour sanctions, staff will also consider first and foremost what support could be offered to a pupil to help them to meet behaviour standards in the future.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Policy on Dealing with Allegations against Staff and Volunteers for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

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

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

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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.

7.6 Positive handling

School staff are provided with appropriate Team Teach Training, to enable them to assess the use of positive handling.

Sometimes it may be necessary for staff to use positive handling techniques. All actions taken should be informed by dynamic risk assessment and be in line with government guidelines on restraint and the use of reasonable force. The Trust advocates using Team Teach techniques and guidance. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the child remains safe. School will produce and update appropriate risk assessments and have Individual Positive Handling plans in place for children who require regular handling. All individual plans will be shared with parents and carers.

All incidents of positive handling should be thoroughly recorded using the school's online system.

7.7 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. We will also take account of up-to-date advice from the police via www.npcc.police.uk

Offensive weapons
An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapon can be broken down into two categories: a) Those that are made as an offensive weapon (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and b) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, spanner, hammer) but intended by the person having in possession of it to cause injury to another. See list in section 3.

It is illegal to:
- be in possession of a knife / bladed article on school premises
- be in possession of an offensive weapon without lawful authority or excuse in any public place
- threaten with a blade or sharply pointed article on school premises

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

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

Searching a pupil
Searches will only be carried out by a member of staff who has been authorised to do so by the 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

Searching pupils' possessions
Possessions means any items that the pupil has or appears to have control of, including in:
- Desks
- Trays
- Bags

- Pencil cases

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.

Searching pupils
In the event of a school requiring to search a child, headteachers will follow the advice and guidance issued in Searching, Screening and Confiscation (July 2022, or in the most recent updated guidance).

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers
Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:
- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

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

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

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.11 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 and with reference to the allegations against staff and volunteers 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 and with reference to the child protection and safeguarding 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. Serious sanctions

8.1 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.

Please refer to our suspensions and exclusions policy for more information available on the school's website.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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 part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

9.2 Adapting sanctions for pupils with SEND

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND
- The pupil has an unidentified SEND that may have impacted their 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. Please see the school's SEN policy and information report available on the school's website.

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings with parents and senior leaders
- Restorative conversations between students and staff
- Individualised behaviour chart
- Regular contact with the SENDCo/allocated support worker (TA)
- Communication charts sent home to parent
- An individualised timetable
- Referrals to external agencies that may support the child

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on our school's behaviour approach.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 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 of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reported to the LGB and ODST safeguarding.

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the EQSI committee of the Trust Board, the headteacher and the LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved at school level by the LGB.

14. Links with other policies

This behaviour policy is linked to the following policies :

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Dealing with allegations against staff, volunteers and professionals from other agencies
- Acceptable use of ICT policy
- Online safety policy