



Astley Primary School

Behaviour Policy and Principles

Approved by: Jen Goakes - Headteacher

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Next review: June 2027 (or earlier in line with Trust and/or government guidance)

The use of restrictive interventions at Astley Primary School is governed by the Synergy Multi-Academy Trust Restrictive Interventions Policy (May 2026), which should be read alongside this Behaviour Policy.

This policy provides a summary of key principles and expectations for staff. In all cases, the Trust policy takes precedence and must be followed.

Contents

| Page | Section |
|------|---|
| 3 | Aims, Legislation and Behaviour Principles |
| 4 | Definitions |
| 5 | Bullying Roles and Responsibilities |
| 7 | School Behaviour Curriculum |
| 8 | ACE Behaviour System and Rewards |
| 9 | Consequences |
| 10 | Restrictive Interventions Seclusion |
| 11 | Confiscation and searching Devices |
| 12 | Off site and online behaviour and sexual harassment |
| 13 | Malicious Allegations SEND |
| 14 | SEND and sanctions |
| 15 | Training Monitoring arrangements |
| 16 | Links with other policies |

Aims

This policy aims to:

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

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 2022](#)
- › [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 2023](#)
- › [Restrictive Interventions, including use of reasonable force, in schools \(April 2026\)](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › 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.

Our Statement of Behaviour Principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and restrictive interventions where appropriate are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff

- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions and misbehaviour is dealt with in a restorative way.
- › Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or refusal.
- › Poor attitude or disrespect to others.
- › Not listening or responding to adults.
- › Damage to school equipment / resources.

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules.
- › Any form of bullying
- › Sexual violence or 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, or sharing of unwanted explicit content.
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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

Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|--|--|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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) |

- › Further details of our approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and Responsibilities

The governing board

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

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 records (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

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
- › Recording behaviour incidents promptly using CPOMS.
- › Challenging pupils to meet the school's expectations

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

Parents and carers

Parents and carers 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.

Pupils

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

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
 - › The school's key rules and routines
 - › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
 - › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and 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 mid-phase arrivals.

School Behaviour Curriculum

In order to have a safe and happy school we seek to create a positive atmosphere where everyone recognises their rights and responsibilities, showing tolerance and respect for all. We expect all pupils to be 'ACE Learners' – this is a high expectation and 'expected' behaviour of all Astley pupils. There are three overarching expectations we have of our ACE Learners:

Be ready

Show respect

Try your best

ACE Learner expectation posters are displayed within classrooms and throughout the school and are discussed and shared regularly.

In addition to these expectations, pupils are expected to:

- › Show respect to members of staff and each other.
- › In class, make it possible for all pupils to learn by listening to and looking at the adults when they are speaking.
- › Move safely and sensibly around the school.
- › Treat the school buildings and school property with respect.
- › Wear the correct uniform.
- › Accept sanctions when given.
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

Positivity and Praise are at the centre of our behaviour ethos; we have a behaviour system which encourages and promotes positivity and reward, whilst sanctioning when appropriate.

Classroom management

All 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.

› Develop a positive relationship with pupils, which includes:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour
- 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

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. A variety of positive behaviour rewards are used across school, such as phone calls home, postcards, stickers, House Points, ClassDojo Points, and weekly rewards such as Friday 'Hot Chocolate with the Head'.

MSAs use stickers to reward children with positive behaviour at lunchtime and also reward children with a 'Fine Dining Experience' in KS1, where children get a special lunch table and service. In KS2 the children can gain a 'Fast-Pass' - this allows children to eat lunch at the start of the lunch-hour, with a friend.

Class Teachers nominate a weekly 'ACE Curriculum Hero' certificate and badge which can be awarded for exceptional behaviour or work and also an 'ACE Learning Behaviour' certificate' and badge, awarded for illustrating the learning behaviour of the week. In addition, children are nominated each week for the chance to win an 'Astley ACE Superstar' certificate – where just one or two children get a special blue badge to keep.

Children who are not meeting our ACE behaviour expectations and are not adhering to our behaviour principles as outlined above, will be sanctioned in an appropriate way according to the child and nature of behaviour.

Behaviour will be escalated according to the child and nature of the behaviour in line with the below:

- Name – expectations explained and refer to ACE Learner expectations.
- 1:1 discussion (restorative conversation)
- Remove from classroom for restorative talk
- Move learning places within the classroom as appropriate
- Time at break or lunch time – restorative talk/complete work
- Child sent to another teacher for restorative talk
- Child completes work in another classroom
- Child sent to a member of SLT after escalation as above
- Extreme behaviours such as physicality or dangerous behaviour will result in the child being sent directly to SLT.
- Parents and carers will be informed as appropriate.

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.

We follow training in line with Norfolk Steps and use their principles of 'consequences'. We recognise that there are two types of consequences – educational and protective.

Consequences – A Norfolk Steps Approach (we are a Norfolk Steps trained school)

Consequence: A conclusion derived through logic. Something that logically or naturally follows from an action.

| . Protective consequence: Removal of a freedom to manage harm e.g. | Educational consequence: The learning, rehearsing, or teaching so the freedom can be returned e.g. |
|---|--|
| <ul style="list-style-type: none"> - Time out - Visiting another teacher - Limited access to outside space /missing break or lunch time - Loss of privileges in school - Escorted in social situations - Differentiated teaching space - Suspension - Permanent exclusion, in the most serious of circumstances as a last resort (see Trust exclusions policy for more information on this.) | <ul style="list-style-type: none"> - Completing work - Rehearsing expected behaviour - Restorative meetings - Assisting with repairs - Educational opportunities - Conflict resolution / peaceful problem solving. |

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

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

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.

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.

In all circumstances, members of staff will have a restorative conversation with the child to understand why the behaviours occurred, working to improve future behaviour and develop their ACE behaviour attitude. This may not happen immediately and will be based on professional judgement.

Restrictive Interventions

Restrictive interventions (in line with updated DfE guidance Restrictive Interventions, including use of reasonable force, in schools April 2026) covers a range of interventions that involve force, restraint, including non force, seclusion and restrictive practice. All members of staff have a duty to use restrictive interventions, in the following circumstances, to prevent a pupil from:

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

Incidents of restrictive interventions 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 in written format on the same day, wherever possible.

These recording and reporting duties are statutory (DfE, 2026) and the school must record every significant incident involving the use of force or seclusion, in line with Section 93A duties. Recording will include names of pupil and staff involved, any relevant needs or circumstances of the pupil, date/time/location/duration of the intervention, brief account strategies used, impact and post incident support. We may include additional details, e.g. witness statements. Parents/carers will be informed as soon as practicable and ideally on the same day, unless doing so would likely result in serious harm (in line with DfE 2026 guidance).

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

Staff must never use techniques that restrict breathing or circulation, including pressure to the neck, nose, mouth or abdomen, nor may staff intentionally hold a pupil on the ground. These practices are explicitly prohibited in the DfE 2026 guidance.”

Trained staff will always consider the three questions when considering whether to use restrictive interventions:

1. Is it necessary?
2. Is it proportionate?
3. Have I considered the pupils' welfare?

Staff will always be supported by senior leaders in their decision making. These considerations must be applied in line with the DfE 2026 safeguarding framework prioritising necessity, proportionality and pupil dignity.

Following any restrictive intervention, staff must consider whether the pupil requires medical assessment, particularly where the restraint involved physical risk or the pupil presents signs of distress or injury.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place and preventing a pupil from leaving. Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion should not be implemented by staff through threat of punishment. The pupil should be supervised at all times during a period of seclusion and should always be reported as per policy. There are disciplinary measures similar to

seclusion, such as removal from the classroom, and this is outlined above and as per the 'Behaviour in schools' guidance.

Recording and reporting of seclusion must be recorded and reported in the same format and same details as restrictive interventions. All uses of seclusion are classified as significant incidents and must be recorded and reported in line with statutory requirements.

Confiscation and searching

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

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 is 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. The Headteacher has further information relating to this.

Mobile phones / devices

- › Pupils are allowed to bring mobile phones to school where necessary but they must be kept in the office for the duration of the school day and they must be switched off.
- › This includes other devices / watches with connectivity of any kind.
- › There will be exceptions to the rules for medical or personal reasons as agreed by the Headteacher
- › Staff may carry mobile phones around school for communication purposes – this is at the discretion of the Headteacher.

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).

Online misbehaviour

All pupils are expected to adhere to the E-safety policy and IT agreement.

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

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 SLT 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.

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.

Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

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 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.

Pupils with specific Behaviour Support Plans will have measures outlined as per their individual needs and these will always be shared with parents and carers.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, for example, short planned movement breaks, adjusting seating, specialist training, use of separation spaces e.g. PST room where pupils can regulate their emotions.

In line with the DfE 2026 guidance, the school will take additional care to minimise the likelihood that restrictive interventions are required for pupils with SEND by anticipating triggers, adapting environments, and prioritising prevention and de-escalation strategies.”

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Was the pupil unable to understand the rule or instruction?
- › Was the pupil unable to act differently at the time as a result of their SEND?
- › Is the pupil likely to behave aggressively due to their particular 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.

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

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

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

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, for example reintegration meetings, daily contact with pastoral team or a plan with personalised behaviour goals.

Pupil transition

Inducting incoming pupils

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

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 will be transferred to relevant staff at the start of the term or year.

In addition we have good links and liaison with the local privately owned pre-school and High Schools.

Training

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

- › The proper use of physical intervention (Norfolk Step On/Step Up approach)
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data using CPOMS on the following:

- › Behavioural incidents
- › 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 and other stakeholders (via anonymous surveys)

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

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

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.

Behaviour Support Plans will continually be reviewed and updated as necessary in line with monitoring.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data or in response to new government guidance and in line with monitoring criteria outlined above.

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's complaints procedure (Synergy.)

If an allegation regarding inappropriate force and/or other restrictive interventions is made against a member of staff, the procedures for 'Keeping Children Safe in Education' should be followed.

Links with other policies

This behaviour policy is linked to the following policies and may also link to others:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Positive Handling policy
- › Anti bullying policy
- › SEND policy

