NICHOLAS CHAMBERLAINE SCHOOL

Behaviour Curriculum Policy

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1. Aims

Our aim is to provide an environment in which all students become successful learners and world citizens. We believe that in order to achieve the aspirations of Nicholas Chamberlaine School, and to enable effective teaching and learning to take place, good conduct and kindness in all aspects of school life is necessary.

Students and staff should always aim to be:

- Ready
- Respectful
- Resilient

Nicholas Chamberlaine School's Behaviour Policy aims to develop a student's sense of independence and responsibility for their own actions, to ensure that they have only positive effects on their and other student's learning. Each member of staff has responsibility for upholding standards of conduct in school, both within their classroom, around the school site and on educational visits, as well as implementing this policy both fairly and consistently. Our mantra of "The standard you chose to walk past is the standard you chose to accept" demonstrates our understanding that it is the responsibility of all adults to support students to effectively self-regulate by intentionally teaching, modelling and guiding them to achieve this.

Nicholas Chamberlaine School is committed to:

- Establishing a whole-school approach to maintaining high standards of behaviour that reflect our values which is consistent and applied equally and with fairness to all students
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Creating a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment

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
- Working together to Improve School Attendance (2024)
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion (updated August 2024)
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Mobile Phones in Schools (February 2024)

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

3.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, on school trips
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breach of the Mobile Phone Policy (including possession/use/accessing a device during the school day)

3.2 Serious misbehavior is defined as:

- Repeated breaches of the school rules
- Any form of bullying sexual violence, 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, or sharing of unwanted explicit content

- Online Misbehaviour including:
    - Misinformation
    - Disinformation
    - AI-generated content (deepfakes, impersonation, nudification)

- Vandalism
- Theft
- Fighting, physical assault
- Smoking or vaping
- Internal truancy
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers; E-cigarettes or vapes
    - Fireworks
    - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Persistent absence/internal truancy may trigger safeguarding concerns.

4. Anti-Bullying Policy

4.1 Statement of intent

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. Nicholas Chamberlaine School is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

4.2 Why do we need an Anti-Bullying Policy?

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life.

Nicholas Chamberlaine School wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.

Our stated commitment is that when a student or parent or carer speaks out about bullying:

- They will be listened to
- Their concerns will be taken seriously
- The matters will be investigated
- Together we will find a way to tackle it
- Someone will be there to help and support

4.3 What is Bullying?

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including Racial; Faith-based; Gendered (sexist); Homophobic/biphobic; Transphobic; Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence

4.4 Some warning signs that a student is being bullied

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell.
- Reluctance to come to school.
- Clothes/bags torn or damaged.
- Money/possessions going missing.
- Unexplained cuts and bruises.
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful. Unhappiness.
- Loss of appetite. Not sleeping. Loss of weight
- Seen alone a lot
- Not very talkative

4.5 Some reasons why people bully

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home.
- Learned behaviour (eg they too have been bullied)

4.6 How to get help:

4.6.1 Who can students talk to if they have any concerns about bullying?

All school staff - the likelihood is that a student will disclose to a school adult they feel most comfortable with

4.6.2 Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence

4.6.3 Students who have bullied will be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and need to change
- Informing parents/carers to help change the attitude of the student

4.7 Recording of Bullying:

All incidents of bullying behaviour must be recorded.

- All incidents are recorded according to type and these are recorded on CPOMS (our online recording system) so that we can monitor the individual incidents, but also monitor incidents across the school.

4.8 Responding to Bullying:

Responses will vary depending on the nature of the incident, but may include:

- Check in time with an identified adult
- Counselling
- Involvement of external agencies
- Monitoring by the Pastoral or Leadership Team
- Peer support/peer mentoring
- Use of Behaviour Agreement Contract
- Liaison with parent/ carer/ social worker
- Internal exclusion
- Fixed term suspension
- Respite placement
- Off site direction
- Permanent exclusion

4.9 Anti-Bullying Procedures:

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly

4.9.1 Staff Responsibilities

- To read and understand the policy and their responsibilities
- To implement procedures to confront bullying in any form
- To teach children to stand up themselves and each other (be an up stander) and not stand by (be a bystander)
- To support and enable students to resolve friendship problems and low-level

behaviour without adult intervention
- To investigate incidents promptly and as fully as possible
- To listen to all parties involved in incidents
- To take appropriate action or to refer to the Pastoral Team as appropriate
- To share with parents/carers of the victim and bully, incidents of persistent and/or serious bullying
- To promote the use of strategies which challenge bullying behaviour
- To record the incident on CPOMS
- To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
- To model the values our school believes in from our intent statement

4.9.2 Anti Bullying Strategies

- Regular promotion of anti-bullying in assemblies.
- A duty rota for staff so they patrol key areas before school, break, lunchtime and after school
- Annual questionnaires to research student views on how safe they feel in school
- Anti-bullying training for all staff
- PSHE lessons on anti-bullying
- Strong teacher-student relationships so students feel comfortable in reporting any issues
- Links with and, where appropriate, talks from, Police Community Support Officer
- CEOP training for staff (Child exploitation online protection)
- Information leaflet for students and parents about E-Safety
- Signposting displays – Childline / CEOP numbers available

4.9.3 Anti-bullying advice for students

All students have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:
- Above all always tell someone. Alert an adult in school to any concerns
- Talk to your friends about the situation
- Adults will usually need to intervene to stop bullying behaviour
- All of us have a responsibility to avoid encouraging or inciting bullying behaviour and to not stand by and let someone else be harmed.
- Students, if you have been bullied, and if you feel able to and it is safe to do so, ask the child showing bullying behaviour to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support to inform an adult
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Do not delete evidence of online bullying as it can be used as evidence
- It is possible the situation will take time to resolve, but unless you tell someone, we cannot help you — and we can make sure you are safe

4.9.4 Anti-bullying advice to Parents / Carers

- Parent/ carers must inform us if they think their child or another child is being bullied, or is a bully, DON'T STAY SILENT
- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting and social media sites. Access to these is out of the school's control when your child is not in school
- TALK to your child on a regular basis, so any problem is easier to share

- LISTEN to what they say
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important
- If your child is a victim. assure them that it is not their fault and that you are going to do something to help
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school

4.9.5 Head Responsibilities

All prejudiced based incidents including disability, sexual orientation, gender identity and faith will be made by the Head or Senior Leader responsible for safeguarding to the governing body, with all racist incidents reported to Warwickshire Local Authority as part of their data collection and analysis across the county's schools.

4.10 Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaint policy. This can be found on the school website.

5. Roles and responsibilities

5.1 The governing board is responsible for:

- Monitoring this behaviour policy's effectiveness and holding the head to account for its implementation.

5.2 The head 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 students
- 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 students 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 students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.3 Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents promptly
- Challenging and supporting students to meet the school's expectations.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 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 Students 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
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students 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 students who are in-year admissions.

6. School behaviour curriculum

6.1 Students are expected to:

- Behave in an orderly and self-controlled way, following our school routines such as moving quietly on the left around the school; wearing correct uniform at all times; showing respect to members of staff and each other by opening doors and being polite In class, make it possible for all students to learn
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including outside school or online

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

6.2 Mobile phones

Nicholas Chamberlaine School operates a mobile phone-free environment during the school day. This supports safeguarding, student wellbeing, positive behaviour and high levels of focus and engagement in learning.

From April 2026, the school's approach to mobile phones is implemented through a Secure Lockable Phone Pouch system. Students may bring a mobile phone to school only on the understanding that it is secured in the pouch and not accessed at any point on the school site (including lessons, social times, transitions, and before/after school while on site).

From September 2026, students in Year 7 must not bring a smartphone into school. Where communication is needed, families should contact the school through reception.

Exceptions to the mobile phone-free environment (for example, medical or SEND-related reasons) are rare and must be agreed in advance, in writing, through the SENCO and Head of School.

Rare exceptions and sanctions and procedures for breaches (including confiscation arrangements and retention of devices) are set out in the school's Mobile Phone Policy (April 2026): Mobile Phone Policy draft.docx

7. Responding to behaviour

7.1 Classroom management

All staff are responsible for establishing and maintaining a calm, purposeful and positive learning environment. Classroom behaviour is managed consistently through the use of the school's Behaviour Ladder, which provides a clear, graduated response to behaviour and ensures fairness, clarity and predictability for all students.

Staff will proactively set the conditions for positive behaviour by:

- Creating and maintaining a stimulating, inclusive learning environment that promotes high levels of engagement
- Developing positive, respectful relationships with students, including:
    - Greeting students at the start of the day and at the beginning of lessons

    - Demonstrating high expectations for behaviour and learning

- Establishing and explicitly teaching clear routines and expectations for behaviour in:

    - Classrooms
    - Corridors
    - Social times

- Consistently highlighting, modelling and reinforcing positive behaviour in line with the Behaviour Ladder
- Using positive reinforcement to recognise effort, improvement and good conduct
- Responding to low-level disruption calmly, promptly and proportionately, following the agreed steps of the Behaviour Ladder
- Applying consequences consistently and fairly, ensuring students understand the link between behaviour choices and outcomes

Where a behaviour results in a detention, the member of staff who issued the detention must attend and lead a restorative and reflective conversation with the student. This conversation will focus on:

- What went wrong and why
- The expected behaviour moving forward
- How the student will avoid a repeat of the behaviour

Detentions are intended to be restorative rather than punitive, supporting students to reflect on their behaviour and make positive choices in future lessons.

All classroom behaviour should be addressed using the Behaviour Ladder as the first response. This ensures consistency across the school and a clear, predictable approach for students and staff.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student'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, early help intervention or a referral to children's social care is appropriate.

7.3 Responding to good behaviour

When a student'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.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise with parents/carers
- Certificates, award assemblies
- Positions of responsibility e.g. prefect status
- Whole-class or year group rewards, such as a group activity

7.4 Responding to misbehaviour

When a student'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 students 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 students 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 student to help them to meet behaviour standards in the future.

Personal circumstances of the student 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 students.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 student, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

Nicholas Chamberlaine School recognises that searching a student or their possessions is a serious intervention and must be carried out lawfully, proportionately, and with respect for the student's dignity and rights. All searches are conducted in accordance with the Department for Education's Searching, Screening and Confiscation guidance and relevant human rights legislation.

Legal and Human Rights Framework

Under Article 8 of the European Convention on Human Rights, students have the right to respect for their private life. Any interference with this right must be:

- Lawful
- Necessary
- Proportionate to the risk posed
- The least intrusive option available

Staff must be able to justify that a search was required to protect the safety of the student or others, prevent serious disorder, or address a safeguarding concern.

Reasonable Grounds for a Search

A search may only be carried out where an authorised member of staff has reasonable grounds for suspecting that a student is in possession of a prohibited item or an item banned under school rules.

Reasonable grounds may include, but are not limited to:

- A report from a reliable student or member of staff
- Direct observation of the item or its use
- Behavioural indicators suggesting immediate risk (e.g. extreme anxiety, agitation, or attempts to conceal an object)
- Safeguarding intelligence or prior information shared with the DSL or pastoral team
- A suspicious bulge in clothing or possession suggesting a prohibited item

Searches must never be conducted on the basis of personal characteristics, including race, disability, gender, or previous behaviour alone.

Conducting a Search

All searches will be conducted:

- By an authorised member of staff
- With a second member of staff present as a witness, wherever possible
- In a private location, away from other students
- In a calm, respectful, and non-confrontational manner

Before a search is carried out, staff will:

- Explain the reason for the search
- Explain what the search will involve
- Seek the student's co-operation wherever possible
- Consider whether the search presents any safeguarding or SEND-related risk

Where a student refuses to co-operate, staff will follow the procedures outlined in this policy, considering whether further action is necessary to prevent harm.

Recording and Safeguarding Oversight

All searches for prohibited items, including those where no item is found, must be recorded on the school's safeguarding system.

Records must include:

- The reason for the search
- Who conducted and witnessed the search
- Whether an item was found
- Any safeguarding concerns identified
- Actions taken following the search

Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) holds strategic oversight of all searching and screening activity within the school.

The DSL will:

- Review all recorded searches to identify patterns or trends
- Monitor for disproportionate impact on specific groups of students, including those with SEND or protected characteristics
- Consider whether repeated searches indicate wider safeguarding concerns, such as exploitation, coercion, or unmet need
- Ensure appropriate follow-up support, early help, or referral to external agencies where necessary
- Report relevant trends to senior leaders and governors as part of safeguarding monitoring

Searching data will be reviewed regularly as part of the school's safeguarding and behaviour analysis.

Informing Parents and Supporting Students

Parents and carers will be informed of any search for a prohibited item as soon as reasonably practicable.

Regardless of the outcome of a search, the school will consider whether the student requires:

- Pastoral support
- Safeguarding intervention
- SEND-related adjustments
- Further assessment or referral

The school recognises that searching can be distressing and will take steps to restore relationships and support student wellbeing following any search.

Strip Searches

Strip searches (removal of more than outer clothing) must never be conducted by school staff and may only be carried out by the police in line with statutory guidance.

- Where police involvement is required, the school will:
- Advocate for the student's safety and wellbeing
- Ensure an appropriate adult is present wherever possible
- Record the incident fully on the safeguarding system
- Provide follow-up support for the student after the incident

7.7 Off-site misbehavior

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

7.8 Online misbehavior

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

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

7.9 Suspected criminal behaviour

- If a student 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 pastoral lead will make the report. The school will not interfere with any police action taken but 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, a 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. Students 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 Malicious allegations

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

8. Serious sanctions

8.1 Detention

Students can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the student's parents/carers. When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Internal Suspension (Removal from Classroom)

Internal suspension is a formal, structured, and time-limited sanction used in response to serious or persistent breaches of this policy. It replaces unstructured or informal removal from classrooms and is used to maintain safety, restore order, and support positive behaviour change. , the school may remove the student from the classroom for a limited time.

Internal suspension is not a punishment in isolation, but a planned intervention designed to allow the student to reflect, regulate, and prepare for successful reintegration into mainstream lessons.

A student placed in suspension will:

- Be supervised by an appropriate member of staff at all times
- Continue to receive meaningful and appropriate learning aligned as closely as possible with the mainstream curriculum
- Be provided with time and support to reflect on their behaviour and its impact

Internal suspension may be used to:

- Restore order if the student is persistently or seriously disruptive
- Maintain the safety of all students and staff

- Allow the student to regain calm in a controlled and supportive environment
- Enable learning to continue while behaviour concerns are addressed.

Reintegration

Internal suspension is always followed by a **planned reintegration process.** Before returning to mainstream lessons, the school will:

- Hold a restorative or reintegration conversation with the student
- Clarify expectations and support strategies
- Identify any further pastoral, SEND, or safeguarding support required

Parents/carers will be informed on the same day that internal suspension is used.

Legal Safeguards

The school does **not** use informal, unofficial, or unrecorded removals from education. Any removal that prevents a student from accessing their normal timetable is recorded, supervised, and treated as a formal internal suspension.

Sending a student home to "cool off" or removing them from lessons without appropriate recording and supervision is **unlawful** and will not be used.

Ongoing Support

Where a student requires repeated internal suspensions, the school will consider additional support and intervention, which may include:

- Behaviour support plans
- Time-limited placements in on-site enhanced provision (e.g. Elevate, Hive)
- Off-site direction or alternative provision
- Multi-agency assessment and support

All internal suspensions will be recorded, monitored, and analysed, including consideration of protected characteristics, to ensure the policy is applied fairly and proportionately.

8.3 Suspension and permanent exclusion

The school will 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 head and only as a last resort. Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When behaviour concerns arise, we will consider whether a student's SEND has contributed to the behaviour, while recognising that not all misbehaviour is directly linked to SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

In line with the Equality Act 2010, the school operates an anticipatory duty.
This means the school will take proactive steps to identify and remove potential barriers to learning and behaviour before incidents occur, rather than responding only after behaviour has escalated.

Strategies may include (but are not limited to):

- Planned movement or sensory regulation breaks
- Adjustments to routines, transitions, or seating
- Adjustments to uniform requirements for sensory needs
- Access to regulation spaces or trusted adults
- Targeted staff training linked to individual needs

9.2 Adapting sanctions for students with SEND

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

- The student was able to understand the expectation or instruction
- The student was able to regulate their behaviour at the time to act differently at the time as a result of their SEND
- The behaviour was a direct response to an unmet need or trigger

Where a sanction is applied, reasonable adjustments will be made to ensure it is fair, lawful and proportionate.

9.3 Considering whether a student displaying challenging behaviour may have unmet or emerging

When considering sanctions for a student with SEND, the school will consider whether:

- The student was able to understand the expectation or instruction
- The student was able to regulate their behaviour at the time
- The behaviour was a direct response to an unmet need or trigger

Where a sanction is applied, reasonable adjustments will be made to ensure it is fair, lawful, and proportionate.

9.4 Students 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 student 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.

9.5 Monitoring

The school will regularly review behaviour data to ensure that students with SEND are not disproportionately represented in:

- Removals from classrooms or internal suspensions
- Fixed-term suspensions
- Permanent exclusions

Where disproportionate patterns are identified, the school will review practice, adjust support, and provide further staff training as required.

10. Supporting students following a sanction

Following a sanction such as removal from a classroom, off-site direction, suspension, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Student transition

11.1 Inducting incoming students

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

12. Training

Staff can access support to improve their practice. As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect and analyse data relating to:

- Behaviour incidents, including internal suspensions and removal from the classroom
- Attendance, including patterns of persistence or unexplained absence
- Fixed term suspensions and permanent exclusions
- Use of restrictive interventions
- Incidents of searching, screening and confiscation
- Prejudice-related incidents
- Behaviour outcomes for students with SEND

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

- At school level
- By Year group
- By time of day
- Type of incident
- By protected characteristic

Governance and Accountability

The Governing Board will:

- Review behaviour, attendance, safeguarding, and SEND data on a regular basis
- Scrutinise trends relating to disproportionality, including SEND, prejudice-related incidents, and exclusions
- Monitor the use of restrictive interventions and internal suspensions
- Hold the Head of school to account for the implementation and impact of this policy

Safeguarding and Training Link

Behaviour and safeguarding data will be used to:

- Identify emerging safeguarding concerns or patterns of risk
- Inform staff training priorities

Evaluate whether current practice is equitable, lawful, and effective

13.2 Monitoring this policy

This behaviour policy will be reviewed by the head and governing board 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 by the governing body.