



Behaviour for Learning Policy 2025 – 2026

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Contents

| | |
|---|----|
| Our Vision | 3 |
| 1. Aims and Principles..... | 3 |
| 2. Legislation, statutory requirements and statutory guidance | 4 |
| 3. Definitions | 4 |
| 4. Bullying | 5 |
| 5. Roles and responsibilities | 7 |
| 6. School behaviour curriculum | 9 |
| 7. Responding to behaviour | 9 |
| 8. Serious consequences | 14 |
| 9. Responding to misconduct from pupils with SEND | 15 |
| 10. Supporting pupils following a consequence | 16 |
| 11. Pupil transition | 16 |
| 12. Training | 16 |
| 13. Monitoring arrangements | 16 |
| 14. Links with other policies and documents | 17 |

Our Vision

At Tandridge Learning Trust, our vision is to empower every learner to excel and flourish within a culture of inclusion and the highest aspiration. We will consistently place the needs of our learners at the heart of every decision we make whilst working tirelessly to reduce educational inequality and achieve outstanding outcomes for every individual.

We all work to:

- Understand the impact of emotions and feelings on actions and choices.
- Understand the importance of positive relationships, both in school and outside of school.
- Understand how to establish such positive relationships and make positive choices in school and beyond, and to make positive life choices.
- Share a common understanding and framework in which to do this.

We take a restorative approach to all practice, including behaviour. This is underpinned by the belief that:

- All behaviour is a form of communication and is driven by an emotion or feeling.
- Everyone connected to our schools - be they child, parent, or staff - has a right to be safe, to flourish and to be treated with respect.
- All behaviour choices have a consequence.
- Every child's needs are unique and, therefore, we ensure a consistent yet flexible response is taken to behaviour choices.
- Regulated emotions are essential for a regulated response - adults have a responsibility to model, guide and support the behaviour expected of the children in their care.
- While mistakes are part of the learning process, owning our behaviour is an important part of building character, developing responsibility, and increasing self-esteem. We therefore ensure that open and transparent discussions are held about the factors that can affect behaviour responses, such as trauma, SEND and other environmental factors.

1. Aims and Principles

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 equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

This policy is underpinned by the following 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, consequences and reasonable force 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
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The Trust Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and statutory guidance

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

In addition, this policy is based 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 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Unwanted behaviour is defined as:

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

Serious unwanted behaviour 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, 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)

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 for the target to defend against e.g. an imbalance of power

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) |

How the school will prevent bullying

This will be done both explicitly through our curriculum and behaviour management and implicitly through creating a respectful and caring environment, including:

- PSHE curriculum
- RSE curriculum
- Online Safety sessions

- Clarity around behaviour expectations, safeguarding and how to report concerns for all
- School Council for a robust Pupil Voice
- Pupil Voice audits and evaluations
- Using the Zones of Regulation and/or Colour Monsters across the school
- Using Restorative Practice across the school
- Weekly Values assemblies
- Role modelling by adults

How pupils, parents/carers and staff can report incidents of bullying

Any concerns regarding bullying must be reported as soon as possible to either the class teacher or a member of SLT via the school office email. All concerns raised using the word 'bullying' will be recorded on CPOMs and fully investigated.

How the school investigates allegations of bullying

An investigation into potential bullying will always include:

- Speaking to the children involved and asking what happened and the impact from their point of view
- Speaking to any other children and adults present and asking what happened from their point of view
- A judgement regarding the outcome
- Next Steps

For a range of reasons, it can be challenging to find out with any degree of confidence, exactly what happened during an incident. Children can disagree, deny, falsely accuse and have different interpretations regarding intent. Where this is the case and there are witnesses, weight will be given to what those witnesses report. Where this is the case and there are no witnesses, it may not be possible to come to a judgement. The investigation will be recorded as such. Where there is a body of evidence indicating a high likelihood that bullying has occurred, the Headteacher may decide to act accordingly.

How the school will react to bullying that occurs off school premises or online

Where there are reported incidents of bullying off school premises, including online it is the parents'/carers' joint responsibility with the school to manage the situation. School staff will support parents in addressing behaviour both of perpetrator and target. This will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings;
- A restorative approach – this will include an apology; agreed restorative actions; reflection to understand why the incident occurred and how it can be prevented from occurring again
- Support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it; understanding the law regarding the use of software, sites and Malicious Communications;

Where parents do not engage in addressing these issues, the school may make a referral for support from Children's Services. Non-engagement may include allowing children to access age-inappropriate sites; not supervising on-line or out of hours activity effectively; not working with the school to address the concerns.

How the school records, analyses and monitors incidents of bullying

All concerns raised using the word 'bullying' are recorded as such on the appropriate form and investigated. A record of the investigation is sent to SLT to review and Next Steps are agreed. A record is kept on CPOMS which is analysed every half term for possible trends in terms of areas of the school, vulnerable groups and individuals, effectiveness of our strategy

If the incident meets the school threshold for a bullying incident i.e.

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the target to defend against e.g. an imbalance of power

It will be recorded as such and appropriate Next Steps agreed with parents/carers and the children.

If it does not meet the threshold it will be recorded as such and Next Steps agreed with the children. Parents will be Informed.

How the school supports pupils who have been bullied, and those vulnerable to bullying

Next Steps will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings;
- a restorative approach – this will include an apology; agreed restorative actions; reflection to understand why the incident occurred and how it can be prevented from occurring again
- support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it

How the school trains staff and governors in preventing and handling bullying

September Safeguarding and Child Protection training with a top up in the spring term

Clarity around all relevant policies – where they are, what they say and what the processes are

5. Roles and responsibilities

5.1 The governing board

The governing board 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 consequences 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 consequences 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 Teachers and 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 (see appendix 3 for a behaviour log)
- 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 misconduct (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
- 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 mid-phase arrivals.

6. Learning behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences 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.

6.1 Mobile phones

- Pupils in Year 6 who walk to school, may bring a mobile phone. The phone should be switched off and handed into the school office first thing in the morning and picked up at the end of the day. The school do not accept any liability for any damage or loss.
- If a child is found to have a phone, outside of these conditions, it is a serious breach of conduct; it will be confiscated and handed to the parent or carer at the end of the day and a consequence agreed.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone for and context for positive behaviour within the school. All staff will model what is expected of pupils at all times.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school values where all children sign in some form
- Develop a positive relationship with pupils, which may 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

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 unwanted behaviour 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.

7.3 Responding to good conduct

When a pupil's conduct meets or goes above and beyond the expected 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.

See our Behaviour for Learning Policy in practice for further details of reward systems in place.

7.4 Responding to unwanted conduct

When a pupil's conduct 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 misconduct that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unwanted behaviour 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 addressing unwanted behaviour, 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 consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

See our Behaviour for Learning Policy in practice for further details of steps taken when sanctions are required.

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. A number of staff are trained in 'Positive Touch' (as recommended by Surrey CC) so can be called upon if necessary, for restraining purposes.

7.6 Confiscation and searching

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

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 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.

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 consequence.

If they still refuse to co-operate, the member of staff will contact either the Head Teacher or the Deputy Head Teacher 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. Unless there is an immediate safeguarding concern, parents or carers will be contacted to agree next steps.

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.

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:

- Desks
- trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rule s.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/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 consequences 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

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This misconduct is 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

Consequences 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

Consequences 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 unwanted behaviour

The school can issue behaviour consequences to pupils for online misconduct when:

- It poses a safeguarding concern
- 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

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

7.8 Online misbehaviour

Any online misconduct that is not possible for the school to manage i.e. done at home, will be referred back to home to be addressed. The school consider parents and carers to be responsible for what their children are accessing online and how their children conduct themselves online whilst not in school. The school will support parents with advice in terms of what is acceptable/not acceptable and how to manage device use at home. In addition, the school can issue consequences to reinforce the child's understanding of the how the online world is not separate. Where parents choose not to, or unable to manage unwanted online behaviour a referral will be made for external support via Children's Services.

7.9 Suspected criminal behaviour

The age for criminal responsibility in England is 10. [Youth crime | The Crown Prosecution Service \(cps.gov.uk\)](https://www.cps.gov.uk)

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 Head Teacher 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 consequences, 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 Harmful Sexual Behaviour

Harmful Sexual Behaviour is developmentally inappropriate sexual behaviour which is displayed by children and young people which is harmful or abusive. HSB can occur online and/or face to face, and can also occur simultaneously between the two.

The school will ensure that all incidents of Harmful Sexual Behaviour are met with a suitable response, and never ignored. To determine whether behaviour is developmentally inappropriate or not all responses will be guided by the Brooks Traffic Light tool.

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 Malicious allegations

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

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

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

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

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

8. Serious consequences

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time and taken to continue their learning in another area of the school.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

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

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

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

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

- Meetings with ELSA
- Use of teaching assistants
- Behaviour plans
- Multi-agency assessment

8.3 Fixed-term and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

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

When dealing with pupils with SEND misconduct, 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.

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

Approaches may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence 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 consequence the pupil for the behaviour.

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

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

The school's Special Educational Needs Co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

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

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

[Support for children with additional needs and or disabilities - Surrey County Council \(surreycc.gov.uk\)](https://www.surreycc.gov.uk)

10. Supporting pupils following a consequence

Following a consequence, 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 like:

- Reintegration meetings
- Daily contact with a member of the pastoral team
- Personalised behaviour goals

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 the induction process, our staff are provided with regular training on managing behaviour, including:

- School expectations for behaviour
- Where to access support
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Positive Touch Training/ the appropriate use of restraint, if appropriate

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, suspensions and fixed-term exclusions
- 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

The data will be analysed every half term by the Senior Leadership Team:

- 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 results of 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, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Local Governing Committee 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 Board of Trustees.

14. Links with other policies and documents

This behaviour policy is linked to the following policies:

- Behaviour for learning in practice
- Child Protection and Safeguarding Policy
- Exclusions Policy
- Anti-Bullying Policy