



Relationships and Behaviour Policy

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1 2023	Celia Alcock	Oct	Replaces Behaviour Policy June 2022
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		<u>5.5 Roles and responsibilities pupils</u> Change of time in line 1 to 8.25 5.5 Changes to rules around electronic devices <u>6 Behaviour curriculum</u> Be Bradfield Values replaced by LORIC <u>7.2 Rewards</u> Updated in line with the current system <u>7.3 Consequences of misbehaviour</u> Break detention replaced by lunch detention 7.4 School consequences for misbehaviour Addition of planner rules
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Bradfield School is a calm and positive place where our pupils can reach their full potential. Our vision of preparing pupils to thrive' means we aim to deliver an education that supports all our pupils to embrace a world rich with adventure and opportunity, while navigating its inherent challenges and risks. This policy is the framework on which to deliver that vision.

1. Aims

This policy aims to:

- Provide a calm and safe learning environment for pupils by embedding a positive culture where behaviour is excellent.
- Ensure a consistent whole school approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination and child on child abuse.
- Outline how pupils are expected to behave and the consequences of not doing so.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and consequences.

It is essential that the actions of all members of the school and wider community are supportive of these aims. Behaviours which prevent or disrupt learning will be challenged so that our pupils can experience the learning environment needed for them to thrive.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Restrictive interventions and use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mobile phones in school](#)
- [School suspensions and permanent exclusions](#)

This policy is also based on:

- the [special educational needs and disability \(SEND\) code of practice](#).
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9

requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3. Definitions

Misbehaviour at Bradfield School is defined as:

- Disruption in lessons and between lessons on corridors
- Disruption in social times, **including before or after school**, anywhere on the school grounds
- Truancy
- Refusal to follow instructions first time every time
- Rudeness to staff, pupils or visitors to school
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- **Using a mobile phone or associated electronic device or having them switched on anywhere on the school site, which includes at the start and end of the day.**
- Dropping litter **and having disregard for the school environment**
- Unsafe behaviour
- Being in out of bounds areas

Serious misbehaviour at Bradfield School 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 like 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
 - Upskirting
- Vandalism

- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Malicious allegations
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, vapes and associated paraphernalia
 - Fireworks
 - Pornographic images
 - Mobile phones, smart devices and other electronic devices
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or cause harm to any person.

This list is not exhaustive but defines the most common misbehaviours.

4. 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory against a protected characteristic as defined in the Equality Act 2010, 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, inappropriate touching or upskirting.
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 or gaming sites

Bullying is always taken seriously and investigated thoroughly.

One off incidents that do not meet the definition of bullying but will always be followed up and dealt with.

5. Roles and Responsibilities

5.1 The Governing Board

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

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Effective classroom management that creates a calm, positive learning environment
- Establishing clear routines in line with whole school approaches including the Bradfield lesson structure
- Implementing the behaviour policy consistently
- Using the Bradfield Behaviour Blueprint to manage behaviour effectively
- Challenging unacceptable behaviour

- Modelling positive behaviour both in and out of the classroom
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents accurately and promptly
- Making contact with parents when a W3 is given and / or when a detention is set.

5.4 Parents / Carers

Parents / carers are expected to:

- Support the school by being familiar with the Bradfield Relationships and Behaviour Policy
- Support their child in adhering to the Relationships and Behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with school promptly
- Take part in school events such as parents evening, celebration evenings and information evenings
- Work collaboratively with school to reduce behavioural issues
- Support the school by ensuring their child attends detentions if issued
- Engage in meetings to support their child, for example, reintegration meetings if their child is suspended from school or attendance meetings

5.5 Pupils

We expect our pupils to meet the high expectations we set for them both in and out of the classroom to ensure Bradfield is a safe, calm and happy place of learning.

Our expected behaviours in classrooms are outlined below:

1. Arrive on time, in correct uniform, fully equipped and ready to learn each lesson.
This means sitting where asked, removing any items of non-uniform and beginning the silent do now
2. Show good digital manners at all times.
3. Always carrying your planner when moving around the school site
4. Follow all instructions, first time every time and without argument
5. Sit up in lessons and listen to the teacher
6. Show respect to staff and pupils when they are talking by listening
7. Communicate appropriately, including waiting your turn to speak without disturbing others and not shouting out and not talking while the teacher is talking
8. Take responsibility for your learning start tasks straight away
9. Stand behind your chair quietly at the end of lesson with your uniform correct until you are dismissed

Our expected behaviours around school are outlined below:

1. Show responsibility by all being on time for school at 8.25 every day.
2. Be polite, kind and show respect for all other people.
3. Follow all reasonable requests from any member of staff first time every time
4. Always wear your school uniform correctly, with pride.
5. Respect your school environment: never drop or leave litter or damage property.
6. Eat and drink in the right places at the right time which are break and lunch in the canteen, hall or outside.
7. Walk around the school responsibly and quietly and keep to the left.
8. Follow the rules around electronic devices.

Our rules around electronic devices are:

1. Mobile phones and smart devices are not allowed to be switched on or used on school site.
2. If a pupil is seen with a mobile phone, smart device or other electronic device the device will be confiscated and only be returned to parents / carers at a meeting held in school with a senior member of staff.
3. If a pupil is seen with a mobile phone, smart device or other electronic device on a second occasion this will be confiscated and the pupil the Head of School will decide on the next steps which can include suspension from school or being directed off site.
4. Pupils should not take audio, photos or videos of themselves or others at any point while on school premises, nor should these be shared on social media at any point.
5. Spot checks will be carried out and any mobile phones, smart devices or any other electronic devices turned on will be confiscated to ensure our school is mobile phone free.
6. Any electronic devices brought onto school site remain the responsibility of the child. The school is not responsible for loss or damage of mobile phones, smart devices or any other electronic devices.

7 Responding to Behaviour

7.1 Classroom management

Sanctions should only be used as a consequence for misbehaviour and teachers and teaching assistants are expected to use a range of strategies to manage behaviour in their classrooms.

Staff are expected to:

Develop relationships with pupils

Use the Bradfield teaching and learning toolkit to create a predictable but engaging learning environment

Use clear routines for lessons

Display posters that outline our expectations of pupils and refer to these regularly

Praise positive behaviour

Model the behaviour that we expect to see from pupils such as:

- Meeting and greeting pupils
- Be consistent in approaches
- Having unconditional positive regard
-

Using strategies for low level disruptions such as:

- A silent, non-verbal signal such as eye contact, shake of the head or a facial expression
- A whole class reminder, naming the behaviour but not the pupil such as “a reminder we all need to be listening”
- A named reminder “X I need you looking this way and listening”
- Having a quiet word with a pupil
- Move the pupil seats if appropriate for your class
- Have a plan to deal with poor behaviour and avoid classroom disruption

7.2 Rewards

All our staff are expected to use praise, including support and non-teaching staff wherever possible, both informally such as through verbal praise and recognition, and formally as detailed below.

LORIC points

The first formal phase of the rewards system is the use of positive points. These will be awarded both inside and outside of the classroom. These will be rewarded to recognise and praise not just work but any instances of showing the LORIC values.

LORIC Cards

LORIC cards are also awarded inside and outside of the classroom for any pupil who has gone over and above expectations, either in the classroom or in the wider school community.

Positive Contact Home

All staff contact home for pupils to regularly share with parents / carers their high opinions of the pupil in question and share the successes from either in the classroom or conduct around school.

Other Rewards

Each of these rewards generates a points tally that leads to recognition through our system of certificates and rewards trips.

Pupils receiving a set number of points each week and half term will gain access to weekly prize draws and rewards activities at the end of a term or half term. The types of activities will be chosen and suggested through our pupil leaders.

7.3 Consequences for misbehaviour

Bradfield School uses sanctions as a logical consequence of and response to unacceptable behaviour from pupils. It is always the aim of staff to have pupils in lessons and learning and when pupils do not meet our high expectations and classroom-based strategies have been unsuccessful, Bradfield staff may use one or more of the following strategies or consequences in response to misbehaviour:

- A verbal warning
- Warnings recorded on Bromcom and visible on MCAS (My Child At School)
- A conversation with a Senior Leader via our On Call system
- Restorative conversations
- Detention at lunch
- Detention after school
- Letters or phone calls home to parents/carers
- Placing the pupil on report to a member of staff such as Form Tutor, Head of Year or Senior Leader
- Agreeing an acceptable behaviour contract (ABC)
- Suspension, off site direction and permanent exclusion in more serious cases
- Referral to governors' panels

7.4 The Warning System

In terms of classroom-based consequences, there is a clear system.

Warning	What will happen
Warning 1 Verbal reminder of high expectations	• Pupil/s calmly and explicitly told that this is their first warning. • The pupil is reminded of our high expectations and our LORIC values. • Ensure the pupil is clear on what the warning is for and how they can correct their behaviour using an example of when they have behaved positively before. • This is logged on Bromcom.
Warning 2 Final verbal reminder with explanation of consequences	• Pupil/s calmly and explicitly told what they are doing that is causing the problem, why it is causing the problem and what the teacher expects to see. This can take place inside or outside the classroom. • Explanation of further consequences: a W3 which will result in on call staff attending the lesson, communication home and a possible detention.
Warning 3 On call are sent for. There are two possible outcomes	1. The member of staff on call speak to the pupil outside of the classroom. Expectations are reiterated and next step consequences are made clear.

	The pupil returns to the lesson. Staff can set a 30 minute detention. 2. If the pupil refuses to follow instructions and reasonable requests, the Head of School will decide on the next steps which can include suspension from school and being directed off site. In both outcomes the class teacher will contact home to explain to parents / carers why this warning was reached.
Warning 4 On call are sent for again	If on call is alerted to go back to the same lesson the Head of School will decide on next steps which can include suspension from school and being directed off site.

Pupils are expected to always carry their planner with them and reminders for behaviour, such as incorrect uniform will be recorded in the planner. If a pupil receives three reminders in a week, they will be issued with an after school detention. Any pupil forgetting their planner will receive a same day lunch time detention.

For pupil refusal or behaviour that falls outside that which expected in a classroom and a pupil is immediately removed from lesson the Head of School will decide on next steps which can include suspension from school and being directed off site

It is essential that all pupils, parents/carers and teachers understand this framework and its continuum of consequences/responses. Parents and Carers can see all rewards and behaviour logs through MCAS the My Child at School app.

7.5 Out of Class Behaviour

Pupils are expected to attend lessons and stay in them for the duration of the period. Any pupil not attending lessons or leaving lessons will be challenged and may receive a sanction for truancy.

Out of class, pupils are expected to behave responsibly, respectfully, and allow others the right to be free of disruption. Defiance, dangerous behaviour, bullying or truanting disrupts the calm order of the school and creates an atmosphere in which learning is impaired. Every member of staff at Bradfield is expected to challenge and address misbehaviour outside class.

7.6 Summary of consequences for unacceptable behaviour. This summary is not exhaustive but lists the most likely situations.

If pupils...	They will likely...
Are late to school or a lesson	Receive a lunch detention
Disrupt learning in the classroom	Be given negative points on Bromcom that parents and carers can see.
Do not respond to classroom strategies and continue to disrupt learning	Be given further negative points. Be given a 30-minute next day detention.

	Have the classroom teacher contact home. Have next steps considered by the Head of School which can include suspension from school and being directed off site.
Refuse to follow instructions from staff	Have next steps considered by the Head of School which can include suspension from school and being directed off site.
Do not attend lunch detention	Receive a 1 hour SLT detention on Friday after school.
Do not attend an after school detention	Receive a 1 hour SLT detention on Friday after school.
Do not attend SLT detention	Have next steps considered by the Head of School which can include suspension from school and being directed off site.
Truant a lesson	Receive a 1 hour SLT detention on Friday after school.
Truant a second lesson	Have next steps considered by the Head of School which can include suspension from school and being directed off site.
Access out of bounds areas at break or lunch	Receive a 1 hour SLT detention on Friday after school.
Receive 2 or more warning 3 in a day	Have next steps considered by the Head of School which can include suspension from school and being directed off site.
Be seen with a mobile phone/electronic device (including headphones) at any time on school site.	Have their device confiscated as described in section 5.5 and 8.6.

8. Serious misbehaviour

For serious cases of misbehaviour which contravene the principles set out in the Relationships and Behaviour Policy, suspension may result for a period of up to 15 days. Work will be provided in the case of a suspension, and it is expected that parents / carers accompany their child to a reintegration meeting before the pupil returns into school. Continued breaches of the school rules could result in a permanent exclusion.

For a one-off serious incident such as arson, drug related incidents or incidents involving weapons, serious physical assault, sexual misconduct or, persistent disruption where the pupil has failed to respond to reasonable adjustments and intervention, a permanent exclusion may be recommended by the Head of School. This will be in accordance with guidance set out by the DFE, a copy of which is available from school. Examples of such incidents will result in a full independent investigation that will include liaison with the Police or Community Youth Team Officer where information will be sought around the law/process.

The school will also take into consideration 'joint enterprise', which can mean that if more than one pupil is involved in the same incident, irrelevant of the role they played, all pupils will receive a sanction.

Serious incidents of behaviour could result in pupils being suspended from school.

These include (not exhaustive)

- Persistent and relentless breaches of the school rules or policy, including persistent refusal to meet uniform expectations as set out in the uniform policy.
- Persistent disruptive behaviour both in lessons and on corridors
- Refusal to follow reasonable instructions
- Persistent truancy
- Threatening behaviour/ verbal abuse towards an adult
- Physical assault of an adult or young person
- Dangerous behaviour, including arson
- Drug or Alcohol related incident
- Possession of an offensive weapon
- Bringing the name and reputation of the school and Trust into disrepute.
- Sexual misconduct
- Child on child abuse/ Bullying, including online

We recognise that persistent undesired and unregulated behaviour could be as a result of complexity of need and these needs being unmet. Key staff, led by the SENDCo (Special Educational Needs Co-ordinator) may need to advise on approaches to meeting need and provide support, including intervention and requesting external agency support or occasionally a different curriculum pathway.

8.1 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
- Handled 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 in line with guidelines from Sheffield Safeguarding Hub, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care – Sheffield Safeguarding Hub
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Sanctions for sexual harassment and violence will be appropriate to the incident and may include:

- Involvement of parents / carers
- Educational work with a member of the pastoral team – such as a Behaviour Manager or Designated Safeguarding Lead
- Referral to the Safeguarding Hub
- Referral to the police
- Suspension or permanent exclusion

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing Bradfield 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, if in school uniform or not
- 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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

8.3 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 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 discipline the pupil in accordance with this policy. This could result in suspension or permanent exclusion.

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 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.

8.4 Governors' Support Process.

We have a three-stage governor support process for pupils who consistently disrupt the good order and discipline/ethos at Bradfield School. The different stages are as follows.

GSP stage 1 – Written warning

GSP stage 2 – Single governor meeting.

GSP Stage 3 – Full governors’ panel.

This is aimed at being a preventative intervention involving pupil, parent/carers, leadership and governance. Wherever possible, a pupil will follow the GSP process before a permanent exclusion is considered. Where behaviours continue beyond this point, Secondary Inclusion Panel (SIP) may be called.

8.5 Restrictive Interventions and Reasonable Force

Please refer to the separate policy on this.

8.6 Confiscation

Any prohibited items (listed in section 4) found in pupils’ possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which 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 and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

Mobile phones, smart devices or other electronic devices are not allowed to be switched on or used on school site.

Pupils seen with a mobile device or are found to have a mobile device switched on will have their device confiscated. Confiscated devices will be only returned to a Parent or Carer via a meeting with a senior member of staff. If a mobile phone, smart device or other electronic device is seen a second time the Head of School will consider next steps which could be a suspension or being directed off site. If pupils refuse to hand over a mobile phone, smart device or other electronic device the Head of School will consider next steps which can include suspension from school and being directed off site.

9.1 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to misbehaviour may be differentiated to cater to the needs of the pupil.

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

We have high expectations of all pupils including those with SEND. We understand that not all behaviour incidents will be due to a child’s SEND but when incidents of misbehaviour occur, a pupil’s SEND will be considered.

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 is known to affect their behaviour, we will balance their legal duties when making decisions about enforcing the behaviour and rewards policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the Academy’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 we must co-operate with the local authority and other bodies.

As part of meeting these duties, the Academy will anticipate, as far as reasonably possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Any actions taken will be outlined in pupil's Pupil Passport.

We will apply an approach where a pupil's SEND is considered to ensure the behaviour response is appropriate.

For pupils who exist outside the behaviour policy due to SEND there will be a bespoke risk management plan in place.

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 parent s/carers to create the plan and review it on a regular basis.

9.2 Safeguarding and Pupil Support

Bradfield 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.

Bradfield School also recognises that some pupils with additional educational needs will need enhanced support to manage unregulated behaviours. The SEND team will work with all staff to ensure that identified SEND pupils are appropriately supported to achieve success within the learning environment and that intervention responses are timely to support the best outcomes for the pupil.

10. Pupil Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. It is usual that pupils stay with form tutors throughout their time at our school to facilitate the transfer of information to new classroom teachers. The Special Educational Needs register is updated after each parent / carer review and details of updates shared with staff half termly.

Transition between primary schools and Bradfield School also includes the relevant sharing of information related to pupils' behaviour issues and needs. If the transition lead/SEND Co and primary school believe a parental meeting will support transition for those who present with challenging behaviours, this will be done in the summer term.

Pupils new to our school, such as through in year transfers or managed moves, receive appropriate instruction, taking pupils' educational needs into account, on the pupil code of conduct, rewards, sanctions and classroom management.

11. Training

Our staff were provided with training on managing behaviour at the introduction of this policy October 2024.

New staff will be provided with training on managing behaviour, including proper use of restraint, as part of their induction process to the school.

Behaviour management will also form part of continuing professional development.

12. Monitoring Arrangements

This behaviour policy will be reviewed by the Head of School and the Local Governing Board annually. At each review, the policy will be approved by the Head of School.

13. Dissemination of this Policy

New staff will be introduced to this policy as part of the induction process. Pupils will be made aware of the policy as part of the tutor time and assembly programme. The policy will be available on the school network, the school website and other interested parties may apply for a copy. Parents / carers were introduced to this policy through a parental consultation on 21st October 2024 and it forms part of the annual transition process for parents / carers of new Year 7 pupils.

This policy will be reintroduced at the start of each new academic year and be referred to throughout the year in briefings and bulletins.

14. Media

The Head of School or a nominated spokesperson will handle all media enquiries. The school will not comment on individual cases but will refer to the school policy and the procedures in place to manage any incidents of poor behaviour.