



## BEHAVIOUR POLICY and STATEMENT OF BEHAVIOUR PRINCIPLES

1	<b>SUMMARY</b>	This policy outlines the importance of positive behaviour within the school community and details how the school engages supportively with all students to ensure good behaviour and progress.			
2	<b>RESPONSIBLE PERSON:</b>	Headteacher			
3	<b>APPLIES TO:</b>	Students, parents and carers and staff			
4	<b>GROUPS/ INDIVIDUALS WHO HAVE OVERSEEN THE DEVELOPMENT OF THIS POLICY:</b>	Leadership Group and Pastoral Team, Teaching Unions, Parents and Governors			
5	<b>RATIFYING COMMITTEE(S) &amp; DATE OF FINAL APPROVAL:</b>	Governors' Pupil and Staff Wellbeing sub-committee			
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### DOCUMENT CONTROL

Date	Version	Action	Amendments

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## 1. The purpose of our behaviour policy

Positive behaviour is central to a good education. Effective management of behaviour allows us to provide a calm, safe and supportive environment in which students can learn and thrive. Being taught how to behave appropriately within our community is vital for all students to succeed. At Durham Johnston Comprehensive School we acknowledge that the key factors that encourage positive behaviour are high expectations, clear communication, consistency and timely intervention. Students taking responsibility for their actions and learning from them is also of huge importance.

The behaviour policy is one of the important ways in which school culture is communicated to students, staff, parents and carers. The Department for Education annual Keeping Children Safe in Education guidance clearly states that all school staff have a responsibility to provide a safe environment in which pupils can learn. It is equally important that our behaviour policy is implemented effectively by all colleagues to create a positive culture in which students are encouraged to reflect the school's ethos and core values in their time at Durham Johnston.

We have 5 core values that accurately reflect the school's ethos. They are:

**Academic Excellence;** a belief in progress for all.

**Acquiring Knowledge;** the importance of being an educated person and knowing things.

**Social Justice;** providing opportunities for all, regardless of background.

**Public Service;** the importance of making a contribution to the school community and wider society.

**Diverse Opportunities;** a rounded education that 'opens doors' regardless of location or specialism.

Our behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing inappropriate conduct and dynamic interventions that support staff and learners. The behaviour policy applies to all students currently on roll at the school. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their own positive behaviour and to encourage others to do the same. We emphasise the communal nature of positive behaviour and that all students should challenge and report any behaviour that has a negative impact upon others within our community.

### Our supportive policy is designed to:

- teach, maintain and encourage the highest standards of positive behaviour everywhere in school.
- support prompt, predictable challenge of any behaviour that is unsafe, discriminatory or that negatively targets or impacts upon others within our community.
- be inclusive, fair and based upon reflection when behaviour is inappropriate.
- maintain good order on transport, educational visits or in other placements such as work experience or college courses.
- secure behaviour which does not threaten the health or safety of students, staff or members of the public.
- provide protection to individual staff from harmful conduct by students at the school when not on the school site.
- provide reassurance to members of the public about school care and the conduct of students and, thus, protect the reputation of the school and its community.

Our policy is accessible and displayed on our website. It is aligned with a number of other key policy documents, which are outlined below. In it we demonstrate how we consider the needs of all students and staff, so that all members of our school can feel safe and a sense of belonging to a community with shared values.

## 2. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2024](#)

[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](#)

In addition, this policy is based on:

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

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

## 3. Definitions

**Unacceptable behaviour** may include behaviours such as those listed below.

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Poor punctuality
- Use of mobile phone or similar device on our school site
- 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/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Possession of stolen items
  - Tobacco and cigarette papers
  - Possession of, or use of e-cigarettes or vapes
  - Possession of, or use of fireworks
  - Possession of, or sharing of 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. Roles and responsibilities**

### **4.1 The role of students in ensuring positive behaviour**

The first responsibility for positive behaviour lies with each individual child. We try to ensure that our school systems are clear and run in such a way that no child can be in any doubt about acceptable standards of behaviour, which we try always to explain clearly and uphold consistently. We have a simple code of conduct which is displayed in all classrooms. We display additional reminders about how to behave around our school site. Behaviour advice is highlighted clearly in students' organisers and on our school website. Pastoral staff, as well as subject teachers, explicitly teach behaviour expectations regularly throughout the year and via assemblies. Additional behaviour support and guidance is provided during times of transition and induction for all students via our induction process. This may be for entire cohorts, specific groups or individual students. Pupil voice is gathered regularly regarding the behaviour culture within school.

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student is made aware of the school behaviour standards, expectations, pastoral support, and consequences. Students will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and by doing so are making a positive contribution to the wider school community. Students have an important responsibility to:

- follow our behaviour policy
- listen, be kind, tolerant and respectful when working with adults and each other.
- be reflective if they make mistakes or behave in an inappropriate way. Accepting when you have made a mistake and accepting the consequences is a key part of being part of a community.
- think carefully about their use appropriate language at all times. The school has a zero-tolerance approach to bullying and discriminatory behaviour of any kind.

Students have a right:

- to be taught in an environment that is safe, as inclusive as possible given the reasonable adjustments that the school can make and conducive to learning
- to be treated equally and in a kind and tolerant manner.
- to be protected from bullying, ridicule or discrimination. Students should also feel confident that they can share any concerns that they have with school staff and we fully encourage them to do so.
- All students are aware that they can raise any issue with senior staff and with our Designated Safeguarding Lead Team.

- All students are repeatedly reminded of the pastoral care that is available to them. Notices about where to get help are displayed in every classroom.

#### **4.2 The role of parents and carers in ensuring positive behaviour**

Parents and carers play a key role in the success of Durham Johnston Comprehensive School. We expect parents to support their children as they grow and develop into good citizens of the future who can make a positive contribution to society as adults.

Parents and carers play a crucial in helping schools develop and maintain positive behaviour. We encourage primary carers to read and understand our behaviour policy and, to support their child in adhering to it. There is an important role to play at home in supporting positive behaviour and success in school. If there is a concern about our approach regarding behaviour, we ask that parents or carers raise this directly with the school while continuing to work in partnership with us. We appreciate such support and we work hard to build and maintain positive relationships with families and care providers, for example, by providing regular updates about their child's behaviour, encouraging celebration of student success, by advertising enrichment opportunities and support for students, or holding sessions for parents and carers to help them understand the school's behaviour policy alongside other key aspects of life at Durham Johnston Comprehensive School. Where appropriate, care givers are included in pastoral work following inappropriate behaviour, including attending reviews of specific behaviour interventions in place. We welcome parents and carers taking an appropriate part in the life of the school and community.

We believe that children need to see a unified approach and to have clear boundaries. In more practical terms, we expect parents and carers to ensure that their children are always in school, on time, wearing a full and correct uniform and well equipped to learn. We expect parents and carers to support and encourage their child's learning at all times. We will support care givers in their duty to ensure that children are kind and well-mannered, understand how to be polite and cooperative citizens and are able to foster mutually respectful relationships. Additionally, we expect vigilance about their child's use of social media and to monitor it as carefully as possible. We ask that parents and carers maintain regular contact with us in school, including the provision of absence notes, attendance at parents' evenings and by signing their child's organiser on a weekly basis.

Parents and carers have a responsibility to:

- prepare their child appropriately for school (for example, by ensuring that their children are observing the school uniform policy).
- support their child in adhering to the school's behaviour policy. Reinforce the policy at home where appropriate.
- inform us of any changes in circumstances that may affect their child's behaviour
- take a positive and active role in any pastoral work or intervention that follows misbehaviour.
- raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

Parents and carers have a right to information relating to:

- the school promotion of positive behaviour.
- the expected standard of behaviour in school
- how they can help their child to behave appropriately and to achieve success.

### **4.3 The role of school staff in modelling positive behaviour**

For the adult members of our community the seven Nolan Principles of Public Life are crucial. We work hard to make sure that the young people within our community value such positive attributes too. The Nolan Principles of Public Life are:

1. Selflessness: putting others' needs before one's own
2. Honesty: telling and valuing the truth
3. Accountability: taking responsibility for one's actions
4. Openness: explaining why one acts as one does
5. Integrity: being reliably a good, rounded person
6. Objectivity: making decisions based on facts.
7. Leadership: demonstrating all these to others

School staff will use consistent and clear language when acknowledging positive behaviour and addressing and challenging inappropriate behaviour.

When a member of school staff becomes aware of inappropriate behaviour, they will respond predictably, promptly, and assertively in accordance with this behaviour policy, so allowing students to know with certainty that negative behaviour will always be addressed. The first priority is always to ensure the safety of students and staff and to ensure, and restore where necessary, a calm environment. De-escalation techniques are employed in order to help prevent further behavioural issues arising or recurring. The aims of our response to inappropriate behaviour is to ensure the safety and wellbeing of all students, maintain the effective functioning of the school community and restore a calm and safe environment in which all students can learn, thrive and feel included.

We have had a whole school focus upon behaviour for learning and have collectively developed clear and consistent updates to our behaviour protocols. They are matched with our recording and logging system to promote consistency on response to low level disruption in lessons and during social times.

In response to parental surveys we plan to launch the Class Charts parent app to support improved and timely communication regarding behaviour to parents.

Staff in school 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
- challenging pupils to meet the school's expectations

### **4.4 The Headteacher and Senior Leadership Team are responsible for:**

- reviewing and approving this policy in conjunction with the governing body.
- ensuring that the school environment encourages positive behaviour.
- ensuring that staff deal effectively with poor behaviour.
- monitoring that the policy is implemented by staff consistently with all groups of pupils.
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

#### **4.5 The responsibilities of the Governing Body**

School Governors will maintain an oversight of the school behaviour policy and will scrutinise, integrate and challenge school leaders on the approach taken by the school to ensure outstanding behaviour and attitudes amongst the wider school community. The Governing Body will:

- Discuss school behaviour formally on a half-termly basis and question and challenge school leaders on data regarding school behaviour, attitudes and safeguarding.
- Review and approve the behaviour policy, in conjunction with the headteacher, annually.
- Monitor the effectiveness of the behaviour policy.
- Hold the headteacher to account for the implementation of the policy.
- Hear any complaints arising from the school's use of the behaviour policy.

#### **5. School Behaviour Curriculum**

We regard students as individuals, with distinct needs but equal in the opportunities that we provide and offer. We are proud of the academic and extra-curricular achievements of our students and determined to help them to fulfil their potential in their time at the school. We also want them to have a rounded education to prepare them for a rapidly changing society and life in modern Britain.

Pupils will be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, 'pupils are expected to line up quietly outside a classroom. A behaviour curriculum does not need to be exhaustive, but represent the key habits and routines required in the school. Reasonable adjustments are made to routines for pupils with additional needs, where appropriate, to ensure all pupils can meet behavioural expectations.

#### **6. Responding to behaviour.**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Following any form of sanction, additional strategies are always carefully considered in order to help students understand how to improve their behaviour and meet the behaviour expectations of the school. We always seek to be restorative or for students to reflect and modify their conduct. Although no longer a statutory or legal requirement, the school will usually send notification of



detention home in writing with a student at least 24 hours in advance of any detention that has been organised as a sanction. 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 consideration to factors that contribute to poor behaviour choices. Staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future and to maintain a calm, safe learning environment. It is important to consider how we can work together in our community so that such behaviour can be prevented from recurring.

We are committed to early intervention, so that we can promote positive behaviour and prevent patterns of misbehaviour from becoming more serious. Where misbehaviour is rooted in poor understanding of expectations or limited understanding of life in a large community, we will offer support and clear explanations. If inappropriate behaviour continues, we will contact parents and carers.

We will always investigate behaviour incidents where the facts do not readily present themselves. In serious cases, where there is the possibility of a fixed-term suspension or permanent exclusion, we will take statements from those involved such as witnesses to an incident. Those statements may be anonymised for use in presenting a case to the Disciplinary Committee of the school's Governing Body. Where possible or necessary, we will ensure that evidence is kept confidentially. We will always safeguard children and consider GDPR before making statements available to parents or carers.

While we are bound by natural justice to ensure that we act correctly, we are not required to match standards of evidence in criminal law. We are required to demonstrate that, on a balance of probabilities, a student has acted in an appropriate manner that has had a negative impact upon other students or the standards that we uphold as a community.

We use an incident reporting system, which ensures that colleagues are informed about behaviour incidents so that the correct intervention and support can be put into place. Staff within school are able to use this data to track student's behaviour trends and helps us plan interventions and to encourage reflection. This allows us to monitor particular patterns of behaviour for both individuals and for groups and then intervene or offer additional support.

Our policy is based upon investigating thoroughly and then adopting a restorative approach so that students learn from a situation, modify their behaviour and move on positively.

## **6.1 Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- 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

## 6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## 6.3 Responding to positive behaviour

Acknowledging positive behaviour encourages repetition and communicates our expectation and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's ethos. Positive reinforcements are applied clearly and fairly to reinforce the routines, expectations, and norms of our community.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. We expect good behaviour as a norm at Durham Johnston, positive behaviour will be rewarded with: and have a simple reward for subjects, which includes:

- Praise, thanks and positive feedback, verbal and written.
- Department commendations
- Cohort commendations and award schemes
- Communication to parents and carers via a phone call or written correspondence, such as newsletters.
- Whole class or cohort rewards and activities
- Whole school awards and recognition in assemblies and events
- House points
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility within our community

## 6.4 Responding to unacceptable behaviour

When *students choose to behave inappropriately*, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour. Please note that this list is neither exhaustive nor linear; students do not necessarily progress through the list as it is written; a specific incident may warrant the application of a more serious sanction such as those towards the bottom of the list.

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil for time outside of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Letter or phone call home to parents/carers
- Putting a pupil 'on report'
  - The offer of counselling, guidance or specific advice.
  - The confiscation of banned articles (see below).
  - Time out of class or time out of circulation within the school day. This may be time with another teacher or class or our behaviour support centre to regulate and reflect.
  - The completion of a restorative task, such as writing a letter of apology or carrying out a useful task in school such as tidying a classroom or a written task where students can reflect upon the impact of their behaviour on members of our community.
  - A detention, which can be organised by all members of our school staff. Staff will not set a detention if the detention is likely to put the student at increased risk.
  - The withdrawal of a school privilege.
  - A letter to parents or carers
  - A meeting with parents or carers.
  - A referral for further action to a Form Tutor, Middle Leader, Year Leader, Key Stage Post Holder or member of Leadership Group.
  - A referral to external agencies and collaborative enquiries into behaviour and circumstances outside of school.
  - A referral to the school's Special Educational Needs Co-ordinator for further investigation or assessment.
  - Restorative time in the school's Behaviour Support Centre.
  - An internal suspension in the school's Behaviour Support Centre.
  - A fixed suspension. If this is up to 5 days, this is usually served at home. If it is between 6 and 45 days, this is usually served in the behaviour unit of a partner school.
  - A referral to the Central Durham Schools' Behaviour and Inclusion Panel, which may include a managed move to another school, alternative provision or additional support
  - Permanent exclusion from the school (see below).

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

## **6.5 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 (see appendix 3 for a behaviour log)

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.

## 6.6 Searching, screening and confiscation

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.

A student using a phone or other technological device anywhere in school during school hours will have the item confiscated in line with very clear school guidance shared with students, parents and carers. Any confiscated devices must be turned off. The student will usually be allowed to collect any confiscated item after the end of the school day. Should a student persist in any single form of inappropriate behaviour, articles may be confiscated pending a parent or carer being invited into school to retrieve it.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Head Teacher or member of the DSL team, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in page 19 of the DfE guidance, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

- Possessions means any items that the pupil has or appears to have control of, including:
  - Desks
  - Lockers
  - 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 rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **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. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

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

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

### **6.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

### **6.8 Online misbehaviour**

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

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

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

### **6.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the Head teacher or member of the DSL Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead team (DSL team) will make a tandem report to children's social care, if appropriate.

### **6.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

- Report to the police

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

## 6.11 Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/</li> <li>• Biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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)

Pastoral staff know our students very well, our parents confirm this in responses to the parental surveys we conduct regularly. If staff suspect that bullying is occurring, or receive a report regarding a potential bullying incident from colleagues or students or their families and friends we will investigate thoroughly. This allows us to take appropriate action based upon the full facts of the situation. We endeavour to communicate with students families asap regarding the outcome of any investigation and seek support in finding a resolution.



We tailor pastoral programmes within school to focus on current issues this may include bullying and kindness. The pastoral programme may include PD in extended form, assemblies, Year Leader virtual assemblies and pastoral programmes, Newsletters, charity events and small group pastoral work and interventions.

## **6.12 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.

## **7. Serious sanctions**

### **7.1 Detention**

Pupils can be issued with detentions by any member of teaching or pastoral staff during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

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

If a student does not attend detention on the day for which notification is given the detention will be served as soon as possible thereafter. We do not need to inform parents of this. If a student has deliberately missed the detention, additional time may be added; if students escalate any situation the school, by necessity, will respond in kind. If a lunchtime or breaktime detention is deliberately missed by a student, the detention will be passed to a senior colleague and will be organised after school. After-school detentions may not be served at lunch or breaktime and the school does not have responsibility for the rearrangement of school transport if missed.

## 7.2 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. Pupils who have been removed will continue to receive education under supervision. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction 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. The removal may include a period of time in our behaviour support centre.

Pupils should be reintegrated into the classroom as soon as it is 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. Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil. This will support effective monitoring of behaviour issues and facilitate early intervention to promote a calm and safe learning environment.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, and will contact parents and carers to collaborate on a pastoral support programme or subject specific intervention. WE may recruit external support for behavioural management.

Very occasionally we may ask for a child to be removed from the school site. In accordance with our statutory responsibilities this might occur when:

- There is sufficient evidence that a student has committed a serious disciplinary offence and allowing the pupil to remain in school would potentially cause serious harm to the safety, education or welfare of the student or others in the school. Parents and carers would always be informed if such a decision were made. In these circumstances, the student may be suspended from school for a fixed period or whilst an investigation takes place. Such an investigation might lead to a permanent exclusion.
- For medical reasons, a student's presence on the school site represents a serious risk to their health or safety, or of other students or school staff. In these circumstances, the Headteacher, or Teacher with school responsibility in their absence, may send a student home after consultation with parents or carers. This is not a suspension and may occur for medical reasons.
- The student is given permission by the Headteacher, or Teacher with school responsibility in their absence, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary. This is not a suspension but an authorised absence. However, if the student continues to breach uniform rules in such a way as to be sent home to avoid school,

the student's absence may be counted as unauthorised. In all such cases, parents or carers will be notified and the absence will be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will always be considered carefully to ensure students are effectively safeguarded.

These are the only circumstances in which students may be required to leave the school site. Where a condition of attendance is that a student should be screened for possession of offensive weapons, and a student refuses to undergo such screening, the student can be refused entry to the school. This is not a suspension, but an unauthorised absence as the school has a fundamental duty to safeguard others.

Should a student choose to leave the site without permission we will respond swiftly and consistently. [Absconding checklist](#).

### **7.3 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will consider the fair treatment of students from groups who are vulnerable to suspension or exclusion as well as their statutory duty not to discriminate against students based upon protected characteristics.

Before deciding whether to suspend, the pastoral team will:

- Consider all the relevant facts and evidence on the balance of probabilities,
- Allow the student to give their version of events
- Consider particular vulnerabilities of the student.
- Consider whether all internal alternative solutions have been explored,

If the Headteacher decides to suspend a student, parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay. The parents will also be provided with the following information in writing:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, and that parents have a right to attend the meeting, or be represented at the meeting.

The Headteacher will also notify parents that for the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this

The headteacher will, without delay, notify the Chair of Governors of:

- Any suspension which would result in the student being suspended for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension which would result in the student missing a National Curriculum test or public exam
- The Headteacher will notify the governing body once per term of any other suspensions of which they have not previously been notified, and the number of suspensions which have been cancelled, including the circumstances and reasons for the cancellation.
- It is our practice to inform the Chair of Governors of all suspensions when they occur. The Local Authority (and when relevant, the Virtual School Head & Social Worker for LAC students) will be informed of all suspensions and permanent exclusions without delay (including the reason and length of the suspension/exclusion). If a child lives outside the school's local authority, the student's local authority will be informed.

A permanent exclusion represents the end of a child's time at Durham Johnston Comprehensive School. It is the final sanction and one which we do not use lightly. However, we are prepared to take this step to protect the orderly, safe and secure environment that allows our community to succeed. National guidance tells us that a decision to exclude a student permanently should be taken only:

- In response to serious breaches of the school's behaviour policy; and
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

As a Local Authority maintained school, Durham Johnston works within clearly defined parameters. A decision to exclude a child permanently is a serious one and would only be taken after a detailed investigation. Permanent exclusion will usually be the final step in a long process of additional support, guidance, sanctions and investigations into inappropriate behaviour and disciplinary breaches. There may be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. The decision can be made in respect of behaviour inside or outside of school. Schools have a statutory duty not to discriminate against students based on protected characteristics, such as disability or race. The Headteacher will also consider the fair treatment of students from groups who are vulnerable to suspension or exclusion. The Headteacher should, as far as possible, avoid permanently excluding any student with an EHC plan or a looked after child.

If the Headteacher decides to permanently exclude a student, parents will be informed of the permanent exclusion and the reason(s) for it, without delay. The parents will also be provided with the following information in writing:

- The reason(s) for the permanent exclusion
- Information about parents' right to make representations about the permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, and that parents have a right to attend the meeting, or be represented at the meeting (at their own expense)
- The headteacher will, without delay, notify the Chair of Governors

### **Cancelling suspensions or permanent exclusions**

The Headteacher may cancel a permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- As referred to above, the Headteacher will report to the governing board once per term on the number of cancellations
- The student will be allowed back in school

### **The Governing Body's duty to consider a suspension or permanent exclusion**

The governing body has a duty to consider parents' representations about a permanent exclusion. The governing body must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

1. the exclusion is permanent;
2. it is a fixed-period suspension which would bring the student's total number of school days of suspension to more than 15 in a term;
3. or it would result in a student missing a public examination

Where the student has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the board will consider and decide the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension or permanent exclusion to more than 5 in a term, the Governing Body:

- Must consider any representations made by parents
- Must arrange the meeting to consider the representations within a reasonable amount of time
- Can consider reinstatement

### **Students at risk of permanent exclusion**

If a student is at risk of permanent exclusion the student is likely to be referred to the Central Durham Behaviour Panel of local schools, Local Authority personnel and external agencies, in an attempt to find a solution that does not involve a permanent exclusion (such as supported off site provision or Alternative Provision). The decision to refer a student to the Behaviour Panel will be taken by the Pastoral Team.

## **8. Responding to misbehaviour from pupils with SEND**

### **8.1 Recognising the impact of SEND on behaviour**

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We consider very carefully how an inclusive, whole-school approach meets the needs of all of our students, including our students with a specific educational need or disability. We have a positive behaviour culture and create a calm environment which benefits students with SEND, enabling them to learn and to be successful alongside their peers.

We are aware that some behaviours are more likely be associated with particular types of SEND, such as a student with speech, language and communication needs who may not understand a verbal instruction. We are also aware of the need to manage student behaviour effectively, whether or not the individual has underlying needs. When a student is identified as having SEND, we use a graduated approach to assess, plan, deliver and then review the impact of the behaviour support being provided. We to provide training for our staff, so that they have a strong understanding of the needs of some students such as autism.

As part of meeting any of statutory duties, we always seek, as far as possible, to anticipate likely triggers of inappropriate behaviour and put in place support to prevent further occurrences. This may include interventions such as:

- 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
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **8.2 Adapting sanctions for pupils with SEND**

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

### **8.3 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.

### **8.4 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. Please use the link below to access further information about SEND from Durham Local Authority.

<https://www.durham.gov.uk/localoffer>.

## **9. Supporting pupils following a sanction**

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

This could include measures such as:

- Reintegration meetings
- Regular contact with the pastoral team, this may be with student's Form Tutor, Assistant Year Leader, Year Leader or Key Stage Lead.
- A report card with personalised behaviour goals may be employed.
- Small group work on appropriate skill such as social interaction, regulating emotions, restorative conversations.

## **10. Pupil transition**

### **10.1 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.

### **10.2 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.

## 11. Training

All school staff will be trained in the use of this policy as part of in-school training sessions throughout the school year.

All teaching staff, permanent or visiting, receive a guide to behaviour management each year and an induction programme/guide. Colleagues new to the school and newly qualified teachers receive induction training which includes positive behaviour management, professional conduct and inclusivity. Staff attend continuing professional development sessions that focus upon the needs of students at our school, the impact of SEND on behaviour and behaviour for learning. All colleagues are enabled to request help and advice without any inference of competence being drawn as a result.

We have highly qualified and effective staff and retain them here because of the high standards we expect and uphold. We will not tolerate behaviour from children which makes staff feel unsafe or undermined and we strive to ensure that behaviour advice and support given to teachers by colleagues is positive and supportive, enabling a teacher to build a rapport with students and a positive climate for learning in the classroom.

All school staff will receive regular safeguarding training, including regular sessions focussed upon Keeping Children Safe in Education

Departmental behaviour policies exist and are always based upon the whole school behaviour policy, to provide consistency in implementation. Subject leaders will plan so that teachers are confident about being able to summon help or support with all students. Safeguarding, attendance and behaviour are standing items on departmental meeting agendas. When intervention is necessary after an incident, colleagues will seek to work with the teacher involved so that they do not feel unsafe or undermined.

Form Tutors play a major role in behaviour management through consistent daily routines every morning. It is vital to our success that form tutors reinforce punctuality, uniform, equipment and expectations as well as their pastoral role with their class. Form Tutors are given clear instructions about their role throughout the year and also during pastoral meetings in order to lay the foundations for strong and productive relationships.

## 12. Policy Monitoring

This policy has been arrived at through consultation with staff (including teacher unions), parents and governors. It will be reviewed annually. Measurable outcomes will be reported to Governors' Pupil Wellbeing Committee.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the pastoral lead team.

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

- At school level
- By age group
- At the level of individual members of staff



- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Pupil and staff wellbeing committee.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Attendance and punctuality policy
- Mobile phone policy

### **Appendix 1: written statement of behaviour principles**

1. 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.
2. All pupils, staff and visitors are free from any form of discrimination.
3. Staff and volunteers set an excellent example to pupils at all times.
4. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
5. The behaviour policy is understood by pupils and staff.
6. The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
7. Pupils are helped to take responsibility for their actions.
8. Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

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

This written statement of behaviour principles is reviewed and approved by the Pupil and Staff wellbeing committee annually.