



**FORGE
VALLEY
SCHOOL**
& SIXTH FORM

BEHAVIOUR POLICY

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| Date of Issue: | September 2025 |
| Member of Staff Responsible: | Mr. Barker, Assistant Headteacher for Attendance & Behaviour |
| Ratified on: | September 2025 |
| Ratified by: | Full Governing Body: <i>S. Andrews</i> Mr S Andrews Co-Chair of Governors |
| Review Date: | September 2026 |

| Version | Section | Amendments | Date | Authors |
|---------|---------|---|----------|---------|
| 1.1 | 6 | Changes to school policy on phones and sanctions (highlighted in yellow) | 04/07/24 | DB |
| 1.1 | 4 | Including mobile phone use as a breach of behaviour policy (highlighted in yellow) | 04.07.24 | DB |
| 1.2 | 15 | Modify the wording regarding how the school will respond to sexual harassment and violence | 12/09/24 | MB |
| 1.2 | 5 | Modification of the wording around bullying and its definition | 12/09/24 | MB |
| 5 | 5 | What is cyberbullying. Further information added as to what constitutes cyberbullying. The school does not tolerate bullying in any form. There is no order of severity as all bullying is treated seriously. | 12/9/24 | MB |
| 1.3 | 11 | Addition of new subsection on ongoing and random searches where pupils have been previously found with prohibited items | 07/09/25 | MB |

We have carefully considered and analysed the impact of all school policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Contents

| | |
|---|----|
| 1 Important Contacts | 4 |
| 2 Aims | 5 |
| 3 Legislation, Statutory Requirements and Statutory Guidance | 5 |
| 4 Definitions | 6 |
| 5 Bullying | 7 |
| 6 Mobile Phones..... | 8 |
| 7 Roles and Responsibilities..... | 8 |
| 8 School Behaviour Curriculum..... | 9 |
| 9 Responding to Behaviour..... | 13 |
| 10 Use of Reasonable Force..... | 15 |
| 12 Off-site Misbehaviour | 20 |
| 13 Online Misbehaviour..... | 20 |
| 14 Suspected Criminal Behaviour..... | 21 |
| 15 The school's approach to sexual harassment and sexual violence | 21 |
| 16 Malicious Allegations..... | 21 |
| 17 Serious Sanctions..... | 22 |
| 18 Responding to misbehaviour from pupils with SEND | 23 |
| 19 Supporting pupils following a sanction | 25 |
| 20 Pupil transition | 25 |
| 21 Training | 25 |
| 22 Monitoring Arrangements | 25 |
| 23 Links with other policies | 26 |
| Appendix 1: written statement of behaviour principles..... | 26 |

1. Important Contacts

| Role / Organisation | Name | Contact Details |
|--|---------------------------------|---|
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| West MAST Team | — | 0114 250 6865 |
| North MAST Team | — | 0114 233 1189 |
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2 Aims

This policy aims to:

- Create a pro-active and positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination and or peer on peer abuse
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- To enable all pupils of whatever ability, age, sex or background to enjoy their time in the school, participate in extra-curricular activities and achieve their full potential
- To ensure and protect the school's reputation
- To promote in tackling unwanted behaviour

Our approach to behaviour is underpinned by the principle that all decisions will be made reasonably, fairly and proportionately. We have high expectations for every pupil, and we seek to achieve these through a whole-school approach which includes consistent teaching of routines, modelling of positive behaviour, and strong relationships.

3 Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2022
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- 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 In addition, this policy is based on:

- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association

Behaviour concerns can be an indicator of unmet needs or wider safeguarding issues. This policy must always be read alongside the Child Protection and Safeguarding Policy. Where behaviour gives rise to a safeguarding concern, staff will follow the school's safeguarding procedures immediately

4 Definitions

Wherever possible pupils should be encouraged to behave well towards others both inside and outside the classroom and all systems should promote this. They should be shown that their achievements are recognised and rewarded. Where such positive encouragements do not seem to work, individual staff may use the sanctions of reprimands or detentions as detailed in the school Behaviour for Learning Policy. Whole class detentions should be avoided.

Children who are persistently disruptive will be closely supported by the school and this support will be regularly evaluated. We will then ensure that all parties, staff, pupils, parents/carers along with any outside agency supporters, work together to reduce this disruptive behaviour.

We have clear lines of escalation and associated support in place within Forge Valley School. This has been ratified by the local authority Attendance and Inclusion team.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Littering
- Bringing a mobile phone onto school site

It is not possible to define every situation under the title of 'serious breaches of school discipline' but the most likely ones are as follows:

Serious misbehaviour 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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons:
 - Mobile Phones:
 - Alcohol:
 - Illegal drugs;
 - Stolen items:
 - Tobacco and cigarette papers;
 - Fireworks
 - Pornographic images, any article a staff member reasonably suspects have 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)

5 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 also a form of peer on peer abuse and will be serious misbehaviour. One- off incidents, whilst they may be very serious and always be dealt with, do not fall within the definition of 'bullying' Bullying is:

- Repeated, often over a period of time
- Deliberately hurtful
- Difficult to defend against
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

Bullying can include:

Forge Valley School does not tolerate bullying in any form, however, the resolution when bullying occurs may differ due to contextual factors

| 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: | 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 or gaming sites. It is an attack or abuse using technology, intended to cause harm, distress or personal loss. |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy
Anti Bullying policy

6 Mobile Phones

Pupils are not allowed to bring mobile phones onto school site. The school is not responsible for damage to or loss of mobile phones. Pupils seen using a mobile phone on school site, both inside and outside of the building, will have their mobile phone confiscated. Confiscated mobile phones will be stored securely in the school office. Parents must come into school to collect their child's mobile phone. Mobile phones will not be returned to pupils.

Pupils who do not cooperate with our policy on mobile phones, e.g. not handing over a mobile phone to staff, will be sanctioned



7 Roles and Responsibilities

7.1 The Governing Board

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

7.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

7.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.



7.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

7.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

The school is committed to ensuring that pupils and parents/carers are consulted about behaviour culture and policy. Views will be sought through surveys, pupil voice forums, parental meetings, and governor engagement. Feedback will be used to inform the review and development of the policy

8 School Behaviour Curriculum

At Forge Valley School, all staff are teachers of behaviour and our character/behaviour curriculum is focused on the proactive teaching of routines and habits - these which are used to promote excellent behaviour expected of all pupils. We believe in the development of a relational school culture where strong and long-lasting relationships between all members of the school community are important. The behaviour curriculum is taught explicitly, reinforced through assemblies, PSHE, tutor sessions, and the wider curriculum. Pupils are explicitly taught how to demonstrate respect, resilience, kindness, responsibility, and restorative approaches. This teaching is revisited regularly so that expectations are clear and consistent.

Forge Valley School is a safe, inclusive learning community where pupils and staff learn and thrive together. Our ethos is based upon everyone striving to become their very best. We aim to develop our pupils into reflective, confident, innovative, morally grounded, ambitious and resilient individuals ready to take their part in a dynamic and diverse 21st century.

8 School Behaviour Curriculum

As a school we believe that ambition and endeavour provide our pupils with the mind-set needed, not only to succeed academically, but in adult life in an ever-changing modern world. Our pupils are encouraged to become independent thinkers, develop foresight and believe that with hard work and resilience, they can achieve their dreams. Forge Valley School does not drive change through a punitive culture. Instead we have a proactive culture which is framed around the principles of providing high challenge and high support. We have adopted a culture of restorative practice.

Pastoral staff engage with a range of external providers to ensure that the enlistment of the right person at the right time. These pastoral staff have a clear escalation process to follow, which ensures that the provision for pupils meets their needs. The SEMH hub is a key driver for change in the removal of barriers that face our pupils. Please see the school website for our SEMH hub offer [here](#).

Specifically, with regards to behaviours, we work with pupils to ensure they have empathy and understanding and that they develop the skills of restorative practice. We understand that there are times when pupils make mistakes, but we want to ensure that pupils take responsibility for their actions and become good citizens within our modern world.

Our behaviour curriculum aims to:

- Teach and reinforce the behaviours, positive character traits and expected of all pupils
- To drive change through restorative practices rather than punitive measures
- Promote the values of the school
- Provide certainty on the consequences of unacceptable behaviour
- Be easy to understand and follow

Our behaviour curriculum is framed around a number of behaviours that we want to see. Where these expected behaviours are not met, staff will agree on the next steps in line with this behaviour policy. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The list need not be exhaustive but should represent the key themes, habits and routines required.

| Key Habits and Routines Pupils Are Expected to Develop | Expected Behaviours | How This Will Be Taught and Reinforced |
|--|---|--|
| To be punctual and to have attendance above 96% | Pupils are expected to arrive on time and to have good attendance | The school will track and monitor all pupils and apply the attendance policy. Pupils and their families will be supported and challenged by pastoral staff regarding punctuality and attendance issues. Barriers facing children will be identified and an appropriate action plan will be enacted for each child who needs it. |
| Being resilient and having ambition and endeavour | Pupils will ask questions when they don't understand. They will listen to people they don't agree with. They will not be afraid to say 'I don't know'. Pupils will work hard and enlist the support of their teachers or parents when they find things hard. Pupils will engage fully when in lesson and will complete all set homework or reading. Pupils will grapple with challenging concepts and they will not give up. | Teachers will develop and deliver a curriculum that is challenging and progressive. Teachers will expect all pupils to be engaged in learning and will act with compassion when they are not. Teachers will expect all pupils to ask questions and will encourage this through the development of a safe and inclusive classroom environment. Teachers will support pupils through effective questioning, modelling and scaffolding to support pupils when concepts are hard. |
| Conduct themselves well at social times and as they move around the school | Pupils will move around the building quietly and safely, using their designated staircase. Pupils will line up in single file outside each lesson. | Form tutors will reiterate expectations for moving around the building. Teachers will reiterate expectations when pupils line up and wait for lessons. Staff will welcome and greet pupils as they arrive in the morning and to each class. |
| Wear the correct uniform at all times | Pupils are expected to wear the uniform correctly and in line with the uniform policy at all times. | The uniform policy is shared annually with parents and reflects the needs of the community. Affordable uniform is made available via the school's partnership with the Hillsborough Red Cross. The school will support families where financial hardship is a barrier. All staff will reinforce expectations when pupils are in or out of lessons. |
| Being reflective and using restorative practice skills | Pupils will reflect on their behaviour and show empathy for others. Pupils will engage positively in restorative conversations, acting responsibly beyond simply saying "sorry". Pupils will be respectful and allow others to speak up. | When removed from a lesson, pupils will take part in restorative and reflective conversations. Heads of Year will meet with pupils/parents to discuss issues, using the Assess-Plan-Do-Review cycle to identify root causes. Pupils will be encouraged to engage in positive actions that address poor behaviour, developing ownership and responsibility. |

| Key Habits and Routines Pupils Are Expected to Develop | Expected Behaviours | How This Will Be Taught and Reinforced |
|---|--|---|
| Independent thinkers | They will base their opinions on a wide range of evidence and will not be influenced by biased information. Pupils will take charge of their own learning. | Pupils are taught to consider all forms of information before making up their own minds. PSHE covers the use of social media and how this can influence opinion. Pupils are encouraged to take charge of their own learning and be metacognitive. |
| Morally grounded, responsible and compassionate | Pupils will be kind and understanding of the different needs and identities of people in our community. Pupils will say kind things when they speak. Pupils will take care of others' belongings. When a pupil needs help, others will help them or get assistance. Pupils will not bully others and when they do they will reflect and act to put things right. | The school will not tolerate bullying of any kind. Unkind behaviour will always be challenged; pupils will be required to reflect and take responsibility for their actions. Form Tutors and Assemblies will reiterate the expectation of kindness. |
| Confidence | Pupils will be confident to speak up when something is not right. Pupils and parents will trust staff and seek help when needed. | All staff consider the view of all pupils involved in a behavioural incident. Staff will always be approachable, and mechanisms exist for pupils to report concerns about peers. Anti-bullying ambassadors support other pupils and play a high-profile role in the school. |
| Use the skills of restorative practice | Pupils will develop empathy and understand how their actions affect others. Pupils will engage positively in restorative conversations. | Staff will teach pupils to take responsibility for their actions and understand their impact. The school will re-teach and reiterate expectations as needed. |
| Accept sanctions when given | Pupils will receive sanctions such as detention, suspension, or restorative conversations and are expected to accept them. | Staff will work with pupils and parents to ensure sanctions are understood. Staff will ensure sanctions are proportionate and fair. |
| Refrain from behaving in a way that brings the school into disrepute, including when outside school or online | Pupils are expected to behave in a way that does not bring the school into disrepute, both inside and outside of school. | The Headteacher retains the right to act on behaviour in or out of school that brings the school into disrepute. The school will reinforce all key messages through assemblies, form times, and restorative conversations. |



9 Responding to Behaviour

9.1 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 school's 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
- Staff will model the good behaviour and communication to ensure that pupils understand what is expected
- 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

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information here.

9.3 Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

A system of rewards is the primary tool in managing behaviour and also leading to high levels of motivation. In particular, the achievements and contributions of pupils, both as individuals and groups, are recognised and commended. Staff will have a target to reward no less than 5 pupils per week with an extended comment on Bromcom which will result in a positive postcard. Positive behaviour will be rewarded with (this is not an exhaustive list):

- Verbal praise
- Reward stamp in planner
- The awarding of positive points postcards
- Evenings of Excellence
- Mention in staff briefing
- Telephone call/letter home for good attendance and/or behaviour
- Presentation of Achievement Certificates
- Commendation to the Head of Year, SLT Link and/or Headteacher

9.4 Responding to Misbehaviour

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.

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

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:

- A verbal reprimand
- Restorative conversation (Usually held in our restoration session on Tuesday, Wednesday and Thursday each week)
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break/lunchtime
- Detention at break or lunchtime, or after school. (The school is not required to give notice to parents/carers if a detention is issued, however we will always endeavour to give 24 hours' notice)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Suspension, off-site direction or Permanent Exclusion

Personal circumstances (pupil background, SEND and any other circumstances) of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.5 School Sanctions

Whilst in class we insist that all pupils engage in learning and do not disrupt the learning of others. We endeavour where possible to have restorative conversations with pupils and seek to place them back into the classroom should they be removed. Classroom teachers are in charge of behaviour in their classroom and senior leaders will always ensure that the teacher is happy for the child to return.

9.5 School Sanctions

In classrooms pupils follow a 4-stage warning system for inappropriate behaviour.

- **Warning 1** - Clear verbal warning issued to pupils with corrective behaviour – W1 noted on Bromcom*.
- **Warning 2** - Clear instructions must be given to the pupil on how to modify their behaviour. W2 noted on Bromcom*.
- **Warning 3** - The pupil will be asked to stand outside and on-call will be sent for. A senior member of staff will speak to the pupil on the expectations around their behaviour and what they need to see in the classroom. W3 noted on Bromcom*.
- **Warning 4** - If a pupil continues to disrupt the learning then on call (SLT) will be sent for again. The pupil is given a clear instruction to stand outside without moving or disrupting the learning of others. Mr Barrowclough will decide on the next steps which may result in Suspension. W4 removal noted on Bromcom*.

All behaviour entered onto Bromcom are observable on MCAS where parents can see both rewards and sanctions issued throughout the day.

The school reserves the right to apply sanctions were appropriate and in line with the behaviour breach. The school will manage the behaviour of pupils both in and out of class, on social media, on ICT equipment, on school trips, and were appropriate whilst outside of school and in school uniform. There may be occasions were the school will apply the behaviour policy for matters outside of school should it impact the safety and wellbeing of members within our school community. (Please see 7.3)

9.6 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 challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will 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 to create the plan and review it on a regular basis.

10 Use of Reasonable Force

10.1 Physical Restraint

The use of restraint is not taken lightly and is used to restrain or control a pupil in certain situations. In some situations, physical restraint may be used to stop pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision to physically intervene is down to the staff concerned and will depend on the individual circumstances that they are presented with. Where possible all reasonable adjustments will be made to resolve a situation prior to intervening physically.



10 Use of Reasonable Force

10.1 Physical restraint

Staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

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.

11 Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. 1

1.1 Confiscation

Any prohibited items (listed in section 3) 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, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

11.2 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 ensure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

11.2 Searching a Pupil

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 Mr Watson (Head of School), Ms Jackson (Designated Safeguarding Lead) or Mr Barker (Assistant Headteacher) to try and 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 from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. 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, desks or lockers. Outer clothing includes: Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt) Hats, scarves, gloves, shoes, boots

11.3 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.

11.3 Searching Pupils' Possessions

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

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

11.3a Ongoing and Random Searches

Where a pupil has previously been found in possession of prohibited or banned items, the school reserves the right to conduct further searches of that pupil for an extended period of time when they are next in school. The length of time this arrangement remains in place will be determined by the Headteacher (or their delegated senior leader), taking into account the nature of the incident, the risk posed, and the principle of proportionality. The school also reserves the right to carry out random searches of such pupils at the discretion of the Headteacher or designated senior leader.

All searches will be conducted in line with DfE statutory guidance and with due regard for safeguarding, dignity, and fairness. The safety of all pupils and staff will always remain the highest priority.

11.4 Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by **police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.**

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be Present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a Strip Search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

11.5 Screening

If the school has reasonable suspicion that a pupil/group of pupils is/are carrying any prohibited items listed in section 3, the school will carry out a search as detailed in section 9.2 above.

12 Off-site Misbehaviour

12.1 General off-site behaviour

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).

12.2 Off-site Behaviour (School Organised Activity)

When on a school day trip, evening visit, fieldwork or residential opportunity, the behaviour we expect from our pupils will be explained to them and to their parents. The pupils' health and safety must be of priority and the reputation of the school must also be considered. On any excursion outside of school, pupils of whatever age

- must be polite and well-mannered to all
- must not smoke
- must not enter into a relationship of a sexual or intimate nature
- must do as advised by their teacher
- must not use or have in their possession alcohol/drugs/or any other illegal substances.



12.2 Off-site Behaviour (School Organised Activity)

Depending on the severity of the offence pupils will be:

- reprimanded
- spoken to on their return with their parents present
- not be allowed to participate in further opportunities outside of school

And, in cases of serious breaches on residential visits:

- sexual misbehaviour
- use of alcohol/drugs/illegal substances
- misbehaviour, refusal to obey a teacher which endangers their well-being
- possession of weapons or instruments which could be used to hurt
- peer on peer abuse which may include bullying

They will be sent home, if it is the opinion of the lead teacher after discussion by telephone with the Headteacher or the named SLT member, parents will be informed immediately and advised to meet their child at the airport/railway station/school. Parents/carers may also be requested to collect their child from the trip location.

13 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. School will support parents to report any serious incidents which occur out of school time to the police.

14 Suspected Criminal Behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher, Mr Barrowclough, the Designated Safeguarding Lead, Ms Jackson or a member of the Senior Leadership Team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

15 The School's 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. Forge Valley School does not tolerate bullying in any form, however, the resolution when bullying occurs may differ due to contextual factors.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.



15 The School's Approach to Sexual Harassment and Sexual Violence

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 here for more information.

16 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 needs 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 here for more information on responding to allegations of abuse against staff or other pupils.

17 Serious Sanctions

17.1 Detention

All staff have been authorised by the Headteacher to give pupils detentions. Pupils can be issued with detentions during break, after school or on weekends during term time. The school will decide whether it is necessary to inform the pupil's parents. 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

17 Serious Sanctions

17.2 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 the supervision of a member of staff that is 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 who have been removed from the classroom are supervised by a member of the pastoral team and will be removed for a maximum of one lesson. The supervising staff member may be a senior leader or a senior teacher, usually in the same subject area. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

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

Teaching staff will inform parents on the same day that their child is removed from the classroom.

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

- Meetings with Heads of Year or Form Tutors
- Direction to the SEMH hub so that the pupil can be re-taught the necessary skills for good conduct
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans or contracts
- Use of Off-site direction
- Multi-agency assessment (using the LEA Attendance and Inclusion team or the Secondary Inclusion Panel)

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

17.3 Suspension, off-site direction and permanent exclusions

Suspension or permanent exclusion will only be used as a last resort. The school will always consider early intervention, pastoral support, alternative provision, or off-site direction or managed moves before deciding to suspend or exclude a pupil. The school can use suspension, off-site direction 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, direct off-site or exclude will be made by the Headteacher and only as a last resort.

Please refer to our exclusions policy for more information here.

17.4 Managed Moves and Off-Site Direction

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should only occur when it is in the pupil's best interests.

If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. An off site direction is used with the intention of providing the pupil with an opportunity to reflect on their behaviour and conduct and to do so within a new setting.

Parents and carers will be regularly informed of both positive and negative behaviour patterns, not only sanctions. This includes updates on achievements, improvements in behaviour, and contributions to school life, so that communication remains balanced and constructive.

18 Responding to Misbehaviour from Pupils with SEND

18.1 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.

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

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 consider the specific circumstances and requirements of the pupil concerned.



18 Responding to Misbehaviour from Pupils with SEND

18.1 Recognising the impact of SEND on behaviour

Our approach is to anticipate and remove triggers of misbehaviour below and may include:

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

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

In addition, the school recognises that looked-after children (LAC), previously looked-after children, and pupils with a social worker may be particularly vulnerable to behaviour difficulties or exclusion. The school will provide targeted pastoral support and work closely with external agencies to reduce risks of disadvantage for these groups.

18.2 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?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Reasonable adjustments will always be considered before applying a sanction. Staff will consider whether the behaviour was a direct result of a pupil's SEND and whether an alternative, supportive response is more appropriate.

18.3 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 to create the plan and review it on a regular basis.

18.4 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, we will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

19 Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. In these meetings we will always consider the views of the child and their parents when considering the next steps and a support plan for the pupil.

Support may include measures like:

Reintegration meetings

Restoration meetings

Daily contact with the pastoral lead

A report card with personalised behaviour goals

The involvement of external agencies such as CYT, MAST, Attendance and Inclusion, Secondary Inclusion Panel •

Direction to the SEMH Hub

20 Pupil Transition

20.1 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.

20.2 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

21 Training

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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.
- Restorative practice

All staff will receive annual updates on behaviour, safeguarding, equality and inclusion, and the impact of SEND on behaviour. This ensures consistency and compliance with statutory guidance.

22 Monitoring Arrangements

22.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- The data will be analysed every 5 weeks by Mr Barker (Assistant Headteacher), Ms Sowersby (Behaviour and Attendance Lead). Governors will also review behaviour data once per term.



22 Monitoring Arrangements

22.1 Monitoring and evaluating school behaviour

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 it.

The school will specifically monitor behaviour, rewards, and sanctions by protected characteristic (such as ethnicity, SEND, gender and disadvantage). Where disproportionality is identified, the governing board and senior leadership team will take action to ensure the behaviour system remains fair and inclusive for all.

22.2 Monitoring this Policy

This behaviour policy will be reviewed by the Headteacher and the full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Mr Barrowclough, Headteacher.

23 Links with other Policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Mobile phone policy

SEND Policy

Child protection and Safeguarding Policy

Anti-Bullying Policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in 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