



## Behaviour Policy

<b>Applicable to:</b>		Seaton Valley High School
	✓	Seaton Sluice Middle School
		Whytrig Middle School
<b>Approval body:</b>	Executive Headteacher	

**Status:**

<b>Statutory policy or document</b>	Yes
<b>Review frequency</b>	Annual
<b>Approval by</b>	Executive Headteacher

**Publication:**

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<b>Agreed to publish on school website</b>	Yes

**Review:**

<b>Frequency</b>	<b>Next Review Due</b>
Annually	Summer 2027

## Version Control:

Author	Creation Date	Version	Status
?	?? September 2012	0.0	
<b>Changed by</b>	<b>Revision Date</b>		
Head of School SSMS (SL)	?? September 2016	0.1	Initial draft based on 2012 policy
Business Manager (SH)	21 October 2016	0.2	Front cover added and font/formatting changed to meet accessibility guidelines
Head of School SSMS (SL)	?? October 2016	1.0	Final version for publication
Business Manager (BW)	27 September 2021	1.1	Updated in line with The Key for School Leaders model policy (August 2021)
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Business Director (BW)	11 June 2026	5.1	Updated in line with The Key model policy (April 2026)
Business Director (BW)	2 July 2026	6.0	Final approved version for publication

## 1 Rationale

*“Good behaviour is a necessary condition for effective teaching to take place”  
(Education Observed 5 - DFES 1987)*

- 1.1 The federation accepts this principle and seeks to create an environment in each school which encourages and reinforces good behaviour.
- 1.2 At Seaton Sluice Middle School, we strive to provide a caring and supportive environment, in which all pupils can learn and develop their individual skills and talents. We seek to teach, encourage and reward all aspects of good behaviour, and believe that through a consistent approach to positive behaviour we will help pupils to make the correct behaviour choices in school and the wider community.
- 1.3 A clear, approved, understood policy (supported by all those who are involved in and with the school) is needed so our aims can be met.

## 2 Aims

- 2.1 This policy aims to:
  - create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
  - establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
  - outline the expectations and consequences of behaviour
  - provide a consistent approach to behaviour management that is applied equally to all pupils
  - define what we consider to be unacceptable behaviour, including bullying and discrimination

## 3 Legislation and statutory requirements

- 3.1 This policy is based on advice from the Department for Education (DfE) on:
  - [Behaviour in schools](#)
  - [Searching, screening and confiscation at school](#)
  - [The Equality Act 2010](#)
  - [Keeping Children Safe in Education](#)
  - [School suspensions and permanent exclusions](#)
  - [Use of reasonable force in schools](#)
  - [Supporting pupils with medical conditions at school](#)
  - [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
  - [Sharing nudes and semi-nudes](#)
- 3.2 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 give schools the authority to confiscate pupils’ property
  - [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 4 Definitions

### 4.1 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

### 4.2 Serious misbehaviour is defined as:

- repeated breaches of the school rules
- any form of child-on-child abuse, including but may not be limited to:
  - bullying
  - abuse in intimate personal relationships between children
  - physical abuse
  - 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, physical behaviour, and online sexual harassment
  - causing someone to engage in sexual activity without consent
  - upskirting
  - initiation/hazing type violence and rituals
- misogyny/misandry
- vandalism
- theft
- fighting
- smoking
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited/banned items, including:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - e-cigarettes, vapes or DAB pens
  - fireworks
  - pornographic images
  - mobile phones
  - 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)

## 5 Bullying

5.1 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.

### 5.2 Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

5.3 Details of our approach to preventing and addressing bullying are set out in the federation's Anti-Bullying Policy, which can be found on the federation's website.

## 6 Roles and responsibilities

6.1 The **governing body** is responsible for:

- reviewing and approving the federation's Written Statement of Behaviour Principles which is published on the federation website; this responsibility is delegated to the Pupil Support Committee
- monitoring the Behaviour Policy's effectiveness
- holding the Executive Headteacher to account for implementation of the Behaviour Policy

6.2 The **Executive Headteacher** is responsible for:

- reviewing this Behaviour Policy
- giving due consideration to the federation's Written Statement of Behaviour Principles
- approving this policy

6.3 The **Head of School** is responsible for:

- ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently
- 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 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 federation's Child Protection 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

6.4 **All 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
- recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour

- considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- recording behaviour incidents promptly (both positive and negative)
- challenging pupils to meet the school's expectations

6.5 The **Senior Leadership Team** will support staff in responding to behaviour incidents.

6.6 **Parents/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 form teacher promptly
- take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- take part in the life of the school and its culture

6.7 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.

6.8 During their induction into the behaviour culture, **pupils** will be made aware of:

- the expected standard of behaviour they should be displaying at school
- that they have a duty to follow the Behaviour Policy
- the school's key rules and routines
- the rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- the pastoral support that is available to them to help them meet the behaviour standards

6.9 Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

6.10 Pupils will be supported to develop an understanding of the school's Behaviour Policy and wider culture.

6.11 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.

6.12 Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 7 Rewards and consequences

7.1 There are three main rules expected of everyone when they come to our school. They are:

- **Ready:** being ready and on time for school and each lesson and prepared for learning

- **Respectful:** showing respect to all members of the school community, self and environment
- **Safe:** being safe in the community, online, during lessons and around school

### Rewards

- 7.2 The school reward system is based on awarding merits and certificates for exceptional effort and work, as well as doing over and above what is expected. Our merit system is carefully managed through staff professional judgement, based on each individual. If the effort is excellent, given the individual pupil's ability and behaviour traits, then the merit may be awarded.
- 7.3 Key Stage assemblies will celebrate pupils in each class weekly. Star of the Week certificates are awarded for outstanding contribution to class progress either academically or socially. At the end of each term, a range of activities and rewards are available to pupils based on attendance and the number of merits awarded.
- 7.4 The school year culminates in our very own Awards Ceremony where subject prize, effort recognition and larger awards such as trophies and shields are awarded to students.
- 7.5 Messages, postcards and certificates are often sent home to inform parents/carers of successes - these are no limits to these rewards! There are also regular opportunities for activities and competitions between form classes.

### Consequences

- 7.6 Demerits are given out for a variety of reasons, such as when a pupil has incorrect equipment, incorrect uniform, or if their attitude or behaviour is unacceptable (e.g. running around school, shouting, being disruptive, not following instructions). If a pupil receives three demerits in a week they will have a lunchtime in reflection with a member of the Senior Leadership Team.
- 7.7 After school detention is a serious measure and should only be applied after many of the 'Early Intervention Strategies' have been tried (see below). Any detention should involve a phone conversation between the member of staff placing the child in detention and the parent informing them of the reasons for the detention. This conversation should include discussion on the interventions used so far and requesting parental support in stopping the behaviours from happening again.
- 7.8 Lunchtime reflections will last 30 minutes and are carried out by the relevant Student Progress Leader in the first instance. During reflection time, pupils will be encouraged to reflect on their behaviour and how to improve it. Occasionally, after-school detentions are given for more serious behaviour breaches. These are compulsory and non-negotiable, and we expect parents to support us with this sanction.
- 7.9 For persistent poor behaviour, pupils may be placed on report. This will be monitored by form teachers and/or Student Progress Leaders.
- 7.10 Parents/carers will be kept fully informed about the implications of the report systems.
- 7.11 Some pupils struggle to meet the high behaviour standards set by the school because they have specific behavioural, mental health or home issues. If the behaviour of

these pupils cannot be appropriately managed as set out above, a pastoral support plan or contract may be put in place. This will last for a specified period of up to six weeks. The pastoral contract will state specific support and consequences and be drawn up following a meeting with the parents/carers and the pupil.

7.12 The school takes a zero tolerance approach towards extreme defiance and insulting comments towards any staff member. A pupil who refuses to follow the specific instructions of a member of staff or makes any derogatory comments to them will be internally excluded for the rest of the day. Depending on the severity of the offence, it may lead to an exclusion from school. The parents/carers of pupils involved will always be contacted by a member of the Senior Leadership Team.

7.13 Any pupil who assaults a member of staff will be excluded from school.

## 8 Classroom management

8.1 The [Teachers' Standards](#) state that every teacher is required to “manage behaviour effectively to ensure a good and safe learning environment” and must:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8.2 Teachers are also expected to maintain high standards by “treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position”.

8.3 Effective classroom management is a balance between the teacher planning and delivering appropriate learning activities and the use of appropriate behaviour management techniques. This requires constant adjustment and communication with pupils and a good deal of professional judgement.

8.4 The ‘Early Intervention Strategies’ listed below are a guide to help support all staff to effectively deal with low level behaviour issues. These issues include being off task, talking at the wrong time, disturbing the class by calling out and distracting others.

### Early Intervention Strategies

- **Praise**
  - Regular praise to whole class
  - Continued praise to those who are doing well
  - Praise to the individuals who are doing well (ripple effect)
- **Positive relationships**
  - Build positive relationships with all pupils by demonstrating care, understanding and respect

- Demonstrate fairness and be explicit that any challenge is appropriate to the behaviour shown
- **Before challenging low level disruption attempt a range of ‘diversion’ techniques including use of Thrive language**
  - I am wondering why...
  - I am thinking that...
  - I am noticing...
  - I am imagining...
  - You need to complete task x in the next ... minutes
  - You must complete task x by the end of lesson
  - What number are you on?
  - Can you read to me what you have already?
  - Tell me what you are going to do next
  - Do you need any help?
  - I need you to... so that the other pupils and yourself can be successful today
  - You need to come over here so you can concentrate on your work better
  - You need to work with me so that I can help you do some excellent work
  - You need to work with pupil x, together you can do some excellent work
- **If following ‘diversion’ the disruption continues, try the following assertive (but calm) techniques**
  - Please stop activity x, I want you to do well in this lesson
  - Please stop activity x as it is distracting others from their learning and you wouldn’t want to stop them from learning
  - If this behaviour continues I will be writing a note in your planner
  - You must complete your work, if you don’t it must be completed at...
  - I will need to discuss this situation with you at the end of the lesson or break/lunch
  - Please wait outside until I can discuss this with you further

8.5 During every interaction with pupils it is to be remembered that some of them may mirror your actions and behaviour. An abrupt or confrontational approach may soon be matched by another reflected back to you. In the same way a calm and controlled approach will often have the effect of calming and controlling an angry pupil.

8.6 There are several benefits to the above approaches:

- They empower the staff to take control, directly intervene and effectively manage the behaviour in their class
- Almost all these interventions take place in the lesson time without giving yourself or others more work (detentions)
- Any extra input e.g. contacting parents/carers may take up some extra time outside of the lesson but this time should be repaid with improved behaviour in future lessons
- They reduce the risk of inflaming situations with punitive consequences too soon
- Other pupils will see that the staff are taking control and dealing with issues- no one is getting away with anything

#### Further Intervention Strategies

8.7 Some behaviours are completely unacceptable. These include disrespect and/or defiance of any member of staff, use of inappropriate language (including racist,

misogynistic or homophobic language), intimidation and bullying and any aggressive behaviour. These behaviours will lead to the use of a 'Further Intervention Strategy' immediately.

8.8 Pupils will have been warned that the following steps will happen:

- internal exclusion
- fixed term suspension
- managed move
- alternative provision
- permanent exclusion

## 9 Safeguarding

9.1 The federation recognises that:

- changes in behaviour may be an indicator that a pupil is in need of help or protection
- specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

9.2 We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

## 10 Restrictive interventions, including use of reasonable force

10.1 Our approach to restrictive interventions follows the DfE's latest guidance on [Use of reasonable force in schools](#).

10.2 Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

10.3 Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

### Reasonable Force

10.4 Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

10.5 All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- hurting themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils, in or out of lessons

10.6 Reasonable force must:

- always be used as a last resort
- be used in a way that maintains the safety and dignity of all concerned
- **never** be used as a form of punishment
- **never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

10.7 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.

10.8 Further information can be found in the federation's Use of Restrictive Interventions Policy, which is published on the federation's website.

### Seclusion

10.9 Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

10.10 We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

10.11 During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least one member of staff

10.12 As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

### Recording and Reporting Requirements

10.13 Staff have a legal duty to record and report all:

- significant incidents involving force
- seclusion incidents
- restraint incidents

## **11 Searching, screening and confiscation**

11.1 Searching and screening pupils is conducted in line with the DfE guidance on [Searching, screening and confiscation](#).

11.2 Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

11.3 We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

## **12 Child-on-child abuse**

12.1 We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

12.2 All child-on-child abuse is unacceptable and will be taken seriously.

12.3 Most cases of pupils hurting other pupils will be dealt with under this policy.

12.4 Where allegations raise safeguarding concerns, this will be managed under our Child Protection Policy, which contains further information on how we prevent and manage incidents of child-on-child abuse.

## **13 Behaviour outside of the classroom**

13.1 The highest standards of behaviour are expected from pupils as they move between lessons and during break and lunch times. Staff monitor behaviour around the school before the start of the school day, during break, lesson change over and after school (including bus duty). Corridor expectations and dining hall expectations are clearly displayed around school and link to the behaviour expectations of being ready, respectful and safe.

13.2 The federation continues to show a great interest in the behaviour of its pupils outside of school and may take action 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

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

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

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

## **14 Online misbehaviour**

14.1 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

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

## **15 Suspected criminal behaviour**

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

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

15.3 If a decision is made to report the matter to the police, the Executive Headteacher or Head of School will make the report.

15.4 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.

15.5 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.

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

16.1 The federation 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.

16.2 The federation has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please see the federation's Child Protection Policy (which can be found on the federation website) for more information.

## **17 Malicious allegations**

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

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

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

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

17.5 The federation's Child Protection Policy and Procedure for Dealing with Allegations of Abuse against Staff (available on request) provide more information on responding to allegations of abuse against staff or other pupils.

## 18 Responding to misbehaviour from pupils with SEND

### Recognising the Impact of SEND on Behaviour

- 18.1 The school recognises that pupils' behaviour may be impacted by an SEND. Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.
- 18.2 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.
- 18.3 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 plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- 18.4 As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.
- 18.5 We will utilise staff who know individual pupils with SEND well to:
- help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
  - develop proactive strategies to reduce the likelihood of restrictive interventions being used
- 18.6 We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.
- 18.7 Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

### Adapting Sanctions for Pupils with SEND

- 18.8 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

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

18.10 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.

#### Considering Whether a Pupil Displaying Challenging Behaviour May Have Unidentified SEND

18.11 The school's SENDCo may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

18.12 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.

18.13 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.

#### Pupils With an EHCP

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

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

### **19 Pupil transition**

19.1 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.

19.2 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.

19.3 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.

### **20 Training**

20.1 Staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management also forms part of continuing professional development.