



Behaviour Policy

Applicable to:	✓	Seaton Valley High School
		Seaton Sluice Middle School
		Whytrig Middle School
Approval body:	Executive Headteacher	

Status:

Statutory policy or document	Yes
Review frequency	Annual
Approval by	Executive Headteacher

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Agreed to publish on school website	Yes

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Changed by	Revision Date		
?	? September 2014	2.0	Final approved version for publication
Head of School (GS)	6 June 2019	2.1	Full review and update
Business Manager (BW)	12 June 2019	2.2	Amendments to style and formatting
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Head of School ACHS (RG)	19 January 2024	5.1	Annual review; proposed changes to some sections
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Business Director (BW)	11 June 2026	7.1	Updated in line with The Key model policy (April 2026)
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Business Director (BW)	11 September 2026	7.3	Updated in line with The Key model policy (September 2026) to reflect Keeping Children Safe in Education 2026

Assistant Headteacher (SW)	2 October 2026	7.4	Additional detail at section 7 regarding the Opportunities Framework
Business Director (BW)	5 October 2026	8.0	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 Valley High School, we strive to provide a caring and supportive environment, in which all pupils (both pre-16 pupils and post-16 students) 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

- 3.3 **Only the Executive Headteacher can permanently exclude or suspend a pupil from school on disciplinary grounds.** The decision to suspend or permanently exclude can be made in respect of behaviour inside or outside of school. The Executive Headteacher will only use permanent exclusion as a last resort.
- 3.4 This Behaviour Policy should be read in conjunction with the federation's Child Protection, Anti-Bullying, Suspension and Permanent Exclusion, Use of Restrictive Interventions, SEND, and ICT and Internet Acceptable Use policies.

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:
 - o bullying
 - o abuse in intimate personal relationships between children
 - o physical abuse
 - o sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - o sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - o causing someone to engage in sexual activity without consent
 - o upskirting
 - o initiation/hazing type violence and rituals
 - o consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- misogyny/misandry
- vandalism
- theft
- fighting
- smoking
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited/banned items, including:
 - o knives or weapons
 - o alcohol
 - o illegal drugs
 - o stolen items
 - o tobacco and cigarette papers
 - o e-cigarettes, vapes or DAB pens
 - o fireworks
 - o pornographic images
 - o mobile phones
 - o 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 behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- 5.2 Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.
- 5.3 Bullying is, therefore:
- deliberately hurtful
 - repeated, often over a period of time
 - difficult to defend against
- 5.4 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
 - reviewing this Behaviour Policy in conjunction with the Executive Headteacher
 - monitoring the Behaviour Policy's effectiveness
 - holding the Executive Headteacher to account for implementation of the Behaviour Policy
 - ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks
 - ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI
- 6.2 The **Executive Headteacher** is responsible for:
- reviewing this Behaviour Policy in conjunction with the Pupil Support Committee
 - giving due consideration to the federation's Written Statement of Behaviour Principles
 - approving this policy
- 6.3 The **Head of School** is responsible for:
- routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
 - 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, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- 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 are expected to challenge and report behaviour that is discriminatory, harmful or disrespectful towards others, including behaviour influenced by prejudice, misogyny, misandry or harmful online content.

6.12 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.

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

7 The behaviour curriculum

Rationale

7.1 A central feature of our policy is the explicit teaching of behaviour. We maintain a behaviour curriculum delivered through values-led tutor sessions. This curriculum explicitly teaches pupils what successful behaviour looks like and establishes the routines and habits needed for pupils to participate successfully in school:

- **Ready:** Students arrive at every lesson on time and prepared to engage.
- **Respectful:** Relationships are protected through a 'high-challenge, low-threat' approach.
- **Safe:** Psychological safety is rooted in predictability and the knowledge that every child's right to learn is protected. When children do not meet our expectations they should feel that their treatment has been consistent.

7.2 The Opportunities for Learning Framework (see Appendix A) both underpins and drives these values

7.3 The behaviour curriculum includes:

- Ready, Respectful, and Safe expectations
- entering and leaving classrooms
- movement around the school and lesson transitions
- equipment and organisation
- active listening and responding to instructions
- asking for help

- independent and collaborative learning habits
- appropriate use of language and respectful disagreement
- managing frustration and emotional regulation
- responding appropriately when corrected and accepting consequences
- repairing relationships
- digital and online conduct
- mobile phone expectations
- break, lunchtime, and dining hall routines
- behaviour on school transport and educational visits
- safeguarding and reporting concerns
- preventing bullying, discrimination, and sexual harassment
- challenging harmful or discriminatory language
- recognising when peers need help and accessing pastoral support

7.4 Behaviour routines are revisited throughout the year and whenever data indicates that pupils require additional teaching. Reasonable adjustments are made for pupils with additional needs.

Core Principles

7.5 The Opportunities for Learning model is not a standalone discipline system - it runs alongside two core principles of teaching and learning:

- **Quality First Teaching (QFT):** This is the most important driver of pupil behaviour. When lessons are well planned, high paced, and purposeful, we reduce the vacuum where low-level disruption occurs.
- **Adaptive Teaching and Inclusion:** It is imperative that we know the children in front of us. We need to ensure that strategies are in place to support children with specific needs, in line with pupil passports. We must "teach to the top" while scaffolding up, to ensure every child can access the opportunities provided.

Opportunities for Learning Framework

7.6 The Opportunities for Learning Framework is the school's central classroom behaviour system, designed to ensure classrooms are calm, safe, predictable, purposeful, and inclusive.

7.7 The framework is fair, gradual, and progressive. We explicitly replace the language of "warnings" with "Opportunities for Learning". This reinforces that:

- learning time is the priority
- pupils have structured opportunities to amend their behaviour
- adult responses are calm, predictable, and non-confrontational
- common nomenclature reduces cognitive load and promotes consistency

7.8 Staff apply agreed O-code responses rather than engaging in prolonged debates. The framework is supported by a Leadership/Pastoral walking rota operating every lesson.

Whole Class Reset

7.9 At the beginning of each lesson, staff establish the learning environment using the agreed reset script:

"Now we are all in the classroom, I want to remind you of our expectations; this is our whole class reset."

7.10 The reset provides pupils with a fair opportunity to transition into the learning environment without starting on an individual correction.

Opportunities for Learning: O1 to O5

7.11 The internal framework operates stages O1 to O5:

- **O1: First Opportunity**
 - The staff member:
 - clearly states the pupil's name
 - identifies the first opportunity
 - briefly states the reason
 - records the name and a single cross on the board under O1
 - *"[Name], you are talking off task, this is Opportunity 1"*
- **O2: Second Opportunity**
 - The staff member:
 - clearly states the pupil's name
 - identifies the second opportunity
 - briefly states the reason
 - records a second cross on the board
 - *"[Name], you are out of your seat without permission, this is Opportunity 2"*
- **O3: Third Opportunity**
 - The staff member:
 - clearly states the pupil's name
 - identifies the third opportunity
 - briefly states the reason
 - records a third cross on the board
 - *"[Name], you have not started your independent task, this is Opportunity 3"*
 - If a Leadership/Pastoral staff member on duty sees a pupil at O3, they may facilitate a brief conversation outside the room to help the pupil regulate and re-engage.
- **O4: Removal and Detention**
 - O4 represents a failure to engage with learning after previous opportunities.
 - *"[Name], you are talking during an independent task, this is Opportunity 4"*
 - Actions:
 - Removal from class to a pre-agreed, timetabled O4 learning location
 - Escorted by the Leadership/Pastoral duty staff member
 - A one-hour same-day detention (or next-day detention if issued Period 5)
 - Detentions consider travel safety, caring responsibilities, medical needs, and SEND
- **O5: Opportunities Room**
 - O5 is the highest internal stage, utilised when:

- an O4 removal is disrupted or refused
- a pupil fails to comply with O4 requirements
- a second O4 removal occurs on the same day
- leadership determines a sustained period of intervention is required
- Actions:
 - The pupil is placed in the Opportunities Room for five full periods, including break and lunch.
 - The room is a calm, supervised educational space providing curriculum-aligned work, restorative reflection, and pastoral support.
 - Following time in the Opportunities Room, pupils undergo structured reintegration, including a restorative discussion to identify triggers, repair harm, and reset expectations.

7.12 There is no O6 code within the internal classroom framework, as suspensions sit outside internal O-codes. As stated at 3.3 above, only the Executive Headteacher can permanently exclude or suspend a pupil from school on disciplinary grounds under DfE statutory exclusion guidance. Children can be suspended for a fixed period of time for persistent low level disruption and for significant one off incidents. Permanent exclusion can be used in cases of the most significant persistent disruption and one off incidents.

SPACE Protocol

7.13 Between opportunities, staff follow the SPACE Protocol to facilitate self-regulation and prevent escalation (see Appendix B).

Leadership/Pastoral Rota

7.14 A designated member of the Leadership or Pastoral team operates a lesson-by-lesson walking rota. The duty leader moves around school during every period to provide visible support, assist with de-escalation, respond to O3/O4 calls, escort removals, and support staff in real time.

Graduated and Holistic Approach to Behaviour

7.15 The school applies a graduated approach to managing behaviour through the consistent and fair implementation of the behaviour stages model.

Inclusion Meetings

7.16 Regular inclusion meetings review pupils holistically, examining behaviour, attendance, SEND, safeguarding, academic progress, and family context. The meeting determines root causes, reviews current interventions, agrees on adjustments, and assigns staff responsibilities.

Positive Recognition and Reinforcement

7.17 Positive reinforcement is essential to school culture. Staff recognise good conduct through specific verbal praise, positive phone calls home, tutor awards, achievement points, certificates, and leadership responsibilities.

Responding to Misbehaviour

- 7.18 Responses to misbehaviour are calm, predictable, proportionate, consistent, and context-informed. Sanctions and pastoral support operate simultaneously.

Detention

- 7.19 Detentions are used as lawful, proportionate consequences. Parental consent is not legally required for detentions. Staff evaluate age, SEND, travel safety, medical needs, and caring duties before issuing out-of-hours detentions.
- 7.20 Following detention, pupils undergo structured reintegration, including a restorative discussion to identify triggers, repair harm, and reset expectations.

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. Classroom management could be seen as a process of ‘keeping all the plates spinning’. This requires constant adjustment and communication with pupils and a good deal of professional judgement.

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 The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.
- 10.6 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
- 10.7 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
- 10.8 Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.
- 10.9 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.
- 10.10 Further information can be found in the federation's Use of Restrictive Interventions Policy, which is published on the federation's website.

Seclusion

10.11 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.

10.12 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.

10.13 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

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

Recording and Reporting Requirements

10.15 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", "part of growing up", or "boys being boys", 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 The vast majority of pupils who start in Year 9 come from the two middle schools in our federation, which means we are able to hold transition meetings between senior leaders, pastoral and SEND staff so that information and support strategies can be shared.

19.3 For those pupils who will be joining our federation in Year 9, we hold transition meetings with the relevant members of staff from the schools they are moving from.

19.4 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.

19.5 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.

19.6 In some cases pupils join our school during the year i.e. outside of the usual transition period. This could include a geographical move into the area, a transfer from a local school, or a managed move. In all these cases we will meet with the pupil and their parent/carer to discuss their strengths and any areas of support. We will also liaise with their previous school.

20 Training

20.1 Staff are provided with a range of training in relation to pupil behaviour. This includes understanding the federation's Written Statement of Behaviour Principles, understanding the behaviour expectations of Ready, Respectful and Safe, and how to effectively manage behaviour. Specific members of staff receive training on the proper use of restraint. Behaviour management also forms part of continuing professional development.

Appendix A: Opportunities for Learning Framework

Stage	Action	Seaton Valley Script (Common language) Key consistency words which must be said are highlighted in bold.	Rationale
Prevention	Whole Class Reset	<i>"As you are coming into the classroom I want to remind you of our expectations, this is our whole class reset"</i>	Providing a reset gives children a fair opportunity to adapt to classroom expectations as they enter from the corridor. This reset also prevents starting the lesson on a negative point.
O1	The staff member clearly states the child's name, first opportunity, brief reason, writes the child's name on the board and places a cross next to O1	<i>"[Name], you are talking during the do now task, this is opportunity one"</i>	The named child is aware of the O1 verbally, visually and the reason. Staff language is explicit, deliberate and brief.
O2	Staff member clearly states the child's name, second opportunity, brief reason and writes a second cross on the board	<i>"[Name], you have not started your independent task, this is opportunity two"</i>	The named child is aware of the O2 verbally, visually and the reason. Staff language is explicit, deliberate and brief.
O3	Staff member clearly states the child's name, third opportunity, brief reason and writes a third cross on the board	<i>"[Name], you are talking off task, this is opportunity three"</i>	The named child is aware of the O3 verbally, visually and the reason. Staff language is explicit, deliberate and brief. If the SLT on duty see's a child is on an O3, they will be asked to have a conversation outside of the classroom.
O4	One hour detention and removal	<i>"You have not taken your opportunities to learn, You must now go to Opportunity 4 removal."</i>	The O4 removal room will be a pre agreed timetabled lesson published for all staff, the child will simply move to the nearest available O4 room for the remainder of that lesson and then attend lessons thereafter. SLT on duty will remove the student and escort to the O4 removal room. Detention is set for one hour for the same day. Any O4 removals given during P5 will result in a detention the following day.
O5	Student is sent to the Inclusion Room for five full lessons, break and lunch from the point of removal		To be used if the O4 removal room is disrupted/refused , or if a second O4 removal occurs on the same day . This ensures that consequences remain fair and progressive as well as preventing multiple O4 removals in the same day.

Appendix B: SPACE Protocol

To provide opportunities for children to reset and amend their behaviour, it is important that staff must follow the SPACE Protocol in between each opportunity. This is an agreed convention to allow children to regulate and prevent rapid escalation:

- **S - Step Back:** Physically increase the distance to lower the threat level.
- **P - Provide Time:** Explicitly state, "I'll give you two minutes," and walk away.
- **A - Avoid the 'Last Word':** Do not get drawn into retorts; leave the student to make their choice.
- **C - Cease Talk:** Stop the verbal instructions; let the nomenclature and the silence work.
- **E - Evaluate from afar:** Monitor body language to see when they have re-engaged with the learning.