



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

Publication:

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Agreed to publish on school website	Yes

Review:

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Author	Creation Date	Version	Status
Head of School WMS (JS)	?? July 2017	1.0	Final version for publication
Changed by	Revision Date		
Business Manager (BW)	17 October 2021	1.1	Updated in line with The Key for School Leaders model policy (August 2021)
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Business Director (BW)	22 May 2024	4.1	Clarification of Head of School’s role at 4.3
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Business Director (BW)	11 June 2026	5.1	Updated in line with The Key model policy (April 2026)
Head of School WMS (JS)	16 June 2026	5.2	Annual review
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 Whytrig 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 We encourage good behaviour and discourage inappropriate behaviour by having:

- clear expectations
- a package of rewards for those pupils who choose to follow them
- specific interventions for those pupils who choose not to

Expectations

7.2 There are three main elements 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

7.3 At Whytrig Middle School there are a set of expectations that support the three main elements:

- **To be on time for school and each lesson with the correct equipment**
- **To do as we are old first time and without comment**
- **To show respect for ourselves;** we can do this by:
 - coming to school to be the best we can be and with a positive attitude
 - being prepared to try and maybe fail
 - being honest and trustworthy
 - wearing the correct uniform and keeping it tidy
 - being healthy and safe
- **To show respect for others;** we can do this by:
 - being courteous and polite
 - accepting and understanding we are not all the same
 - allowing others to learn in lessons
 - only using kind words when speaking to others
 - keeping hands feet and objects to ourselves
 - listening when we need to
 - moving around the school site quietly and calmly
 - accepting mistakes graciously
 - being attentive hard-working learners in lessons
 - by being gracious in victory and defeat
- **To show respect for property;** we can do this by:
 - keeping our planner neat and tidy and with us in lessons at all times
 - keeping our planner, books and belongings in good order
 - keeping our lockers neat, tidy and locked
 - keeping our locker keys safe and replacing them if we lose them
 - having our name written on our belongings such as uniform and packed lunch box
 - leaving things alone if they don't belong to us
 - not exchanging money or belongings with other pupils
- **To show respect for the environment and community;** we can do this by:
 - putting our litter and rubbish in the bins provided
 - taking our packed lunch boxes home each evening
 - avoiding damage to the school and grounds
 - keeping the school (including dinner hall) and corridors neat and tidy
 - cleaning up after ourselves in the dinner hall
 - remembering we are ambassadors for our school at all times

Rewards

7.4 Pupils will gain rewards by following the school rules. When our pupils do something well, their teacher will recognise this by speaking to them in class or writing

comments on their work. Our rewards when children follow the rules and display good behaviour are:

- verbal praise
- positive message or phone call home
- 'good behaviour' acknowledged in their diary at the end of each week (if there are less than three demerits in the diary for that week)
- access to a weekly class reward, such as a raffle; this reward is decided and organised by the child's class teacher with their class
- non-uniform pass, to be used either on specified dates or at a date of the pupil's choice depending upon the reason for issue
- end of half term reward, for pupils who have received zero negative marks during the half term; this will usually be a non-uniform day on the first Friday of the new half term
- a medal and a certificate for pupils who have had no red demerits in the full academic year

7.5 Excellent effort in a child's classwork or homework could mean they would be awarded a merit, which will be recorded on the school's Management Information System (Bromcom) and displayed on the My Child At School (MCAS) App. There are special awards given on reaching merit milestones:

- Gold (25 merits)
- Excellent (50 merits)
- Superstar (75 merits)
- Owl (100 merits)
- CXXV (125 merits)
- 150 merits

7.6 Whenever a child reaches a milestone, they receive recognition for their achievement. These are collected in the form of badges and stickers. On the first occasion of reaching each milestone, the child will also get a pin badge relevant to that award which they can wear with pride on their School sweatshirt. Children who earn a Gold Award in two terms of the academic year qualify for the end of year reward visit.

7.7 Each child is assigned a 'House' on entry to Whytrig. Throughout the school year, when children are rewarded with merits for their efforts, they are contributing to their House's merit total as each single merit earns a point for the House. The winning House each term is then announced in the end of term assembly.

Consequences

7.8 It is important that children know the consequences if they choose not to follow the school rules. This is a fair system because it is consistent and any consequences are known in advance of choosing to break the rule.

7.9 In lessons, inappropriate behaviour may result in one of the following:

- a warning (may be verbal, non-verbal or diary on teacher's desk)
- a demerit, recorded on Bromcom and displayed on the MCAS App
- time out (an opportunity for the child to reconsider their behaviour and make the correct choice)
- a referral made to a year group leader for a child persistently ignoring the rules and not modifying their behaviour or as a result of a high level isolated incident,

such as fighting for example; if a pupil is given a referral, the usual consequence will be an after school detention taken by a senior member of staff - however, in some incidents, the consequence could be greater

- fixed period in inclusion (in designated room on site)
- fixed term suspension

7.10 Any pupil who receives five demerits in one week will automatically be given a senior teacher detention after school.

7.11 Any pupil who receives three referrals in one week may be placed on report. This may also lead to a one day internal suspension where they will work in isolation.

7.12 At break and lunchtime, inappropriate behaviour may result in the following:

- a warning (may be verbal or non-verbal)
- a demerit, recorded on the Bromcom by duty staff and displayed on the MCAS App
- a referral
- fixed period in inclusion (in designated room on site)
- fixed term suspension

7.13 At least twenty four hours' notice will be given to parents or carers if a child receives a detention as a result of their behaviour. This will be done by telephone, email, letter or through the MCAS App. Detentions after school take place from 3:30pm-4:15pm and are supervised by senior members of staff.

7.14 We recognise that in the majority of cases, a warning or demerit will be sufficient to help a child with their behaviour. However, in some cases it may be necessary to suspend a pupil from school for a specified period of time. Suspensions can be internal (period of inclusion in school) or external (fixed term suspension), depending on the severity of the behaviour. This will be considered when:

- a pupil has persistently broken school rules
- a pupil has gone through the behaviour report system and failed to make an improvement
- there has been a serious physical attack on another person
- persistent bullying and/or extortion takes place
- a theft occurs
- a pupil exhibits uncontrollable or abusive behaviour which is persistent and detrimental to the class teaching situation, or the running of the school in general
- racial or homophobic abuse, fighting, swearing at an adult has occurred, or anything that seriously threatens the health and safety of the school

7.15 A pupil who has been suspended or has received an isolation in school will not be allowed to take part in the behaviour reward at the end of the half term in which the suspension occurred. In exceptional cases, if behaviour is deemed to be a health and safety risk to other pupils or adults, it might be necessary to withdraw the entitlement to participate on a school visit.

7.16 If a pupil receives a school isolation for the same type of behaviour on multiple occasions, this may lead to a fixed term suspension.

7.17 If a pupil is suspended for a fixed period for the same type of behaviour on multiple occasions, this could result in a permanent suspension. Permanent suspension may

also occur, however, for one single incident, if it was considered to be of an extremely serious nature. All suspensions will be recorded with the local authority and parents will be involved and informed of the circumstances. Parents also have the right to make representations to the governing body and/or the local authority.

7.18 If class teachers identify a pattern of behaviour in one of their pupils which gives them cause for concern, strategies such as a behaviour monitoring diary or report card may be used. Report cards are in three stages and will be used by staff to monitor behaviour and to set targets to help pupils get back on track:

- **Pink** - Class Teacher
- **Green** - Year Group Leader
- **Red** - Head of School

7.19 A Head of School report card will also be used on a pupil's entry back to the classroom after suspension. Targets and strategies for improvement will be discussed with the pupil, parent/carer, Year Group Leader and teacher before the pupil is allowed back into school. Input from outside agencies may also be asked for at this time.

7.20 Our aim for all our pupils is to ensure that they can take a full and active part in school life, gaining the most from learning situations. To this end, we will work with them to ensure that they are always 'prompt and prepared' with regards to:

- **Uniform and Equipment**
 - Class teachers will check equipment each morning. If pupils do not have the correct equipment/uniform, they will receive a demerit and it will be lent to them for the day.
 - Pupils who do not have the correct PE kit will receive a demerit and they will be given spare PE kit to ensure that all pupils can take part in PE lessons.
 - Pupils who consistently do not wear their ties/uniform (including make up) correctly or continue to flout other uniform rules will receive a demerit and may not be allowed the privilege of removing their ties in the summer (class teachers will monitor and keep a record of this).
 - Teachers will keep pupils' books in the classroom wherever possible and ensure that worksheets are correctly filed or collected in.
- **Lateness**
 - Children who are late for lessons will receive a demerit and will make up the time they have missed.
 - Children who are late for school will be referred to the Education Welfare Officer and will make up time missed if they are consistently late.
- **Homework**
 - If a pupil does not complete their homework they will receive a reminder to complete homework (which does not count as a negative mark) and a further 24 hours to complete it. If they do not complete their homework after this, they will receive a demerit.
 - A supervised homework club will run daily at the end of the school day.
 - Children who regularly fail to complete homework on time will be asked to attend homework club. In some situations it might be necessary for them to complete outstanding work at an after school homework session. In this instance 24 hours' notice will be given.

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 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.

Appendix: Key routines

Everyday Routines	
Start of school day	<ul style="list-style-type: none"> • Pupils represent the school on their journey to school, so the behaviour rules apply. • Site open for pupils from 8:30am. • Pupils enter the building at 8:00am for breakfast club through the main reception. • Duty staff on yard area and main entrance from 8:30am.
Morning whistle blown at 8:50am	<ul style="list-style-type: none"> • Pupils put their packed lunch box/container in the trolley if they have one. • KS2 children make their way to their classrooms and line up outside their classroom external door to be greeted by their class teacher. • KS3 pupils line up silently in their form classes and are greeted by their class teacher and brought into school. • Mobile phones (if brought to school) are switched off on entry to our site and are collected by the class teacher and stored in the form class. • Pupils remove coats in school and go to form class to prepare for the school day. • Form teacher checks that the pupil is wearing correct uniform and has the correct equipment.
Morning registration	<ul style="list-style-type: none"> • Pupils are to be in class by 8:55am ready for the register. • Pupils who arrive late at school must enter through the main reception area and inform the receptionist and/or sign in on the late arrival screen.
Afternoon registration	<ul style="list-style-type: none"> • The lesson 4 teacher takes the register at 1:05pm.
Moving around the site	<ul style="list-style-type: none"> • Pupils walk in a calm and quiet manner around the school, keeping to the left in corridors. • During lesson changeovers, pupils move calmly and quickly to their next lesson, lining up quietly outside their classroom awaiting the teacher's instruction.
End of school day	<ul style="list-style-type: none"> • Pupils are dismissed from their class at 3:30pm. • Pupils move calmly out of their year group exit routes. • Pupils collect their packed lunch box/container if they have one. • Duty staff supervise at the main entrance as pupils exit the site. • Pupils exit the site calmly, ensuring they take into account road safety on their journey home. • Pupils do not cycle or ride scooters on the school yard. • Pupils represent the school on their journey home, so the behaviour rules apply.
Lessons	
General	<ul style="list-style-type: none"> • Pupils line up quietly outside their classroom awaiting the teacher's instruction. • The teacher stands on the classroom threshold and greets the pupils on entry. • Seating plans are organised by teaching staff for each lesson.

	<ul style="list-style-type: none"> • Pupils enter the classroom calmly and quietly and sit in their designated seat when instructed. • Pupils have a 'Do Now' task to complete on entry to class. • At lesson end, pupils ensure seating place is tidy and borrowed equipment returned to correct place. • Pupils tuck in chairs and stand quietly behind them until they are dismissed by the teacher. • For lessons that take place in other parts of the site, all Key Stage 2 pupils are collected from and returned to WMS by the teacher responsible for the class. For Year 7 pupils, this applies for the first half term of the school year (unless exceptions apply).
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Assemblies	
Before assembly	<ul style="list-style-type: none"> • The teacher taking the pupils to the hall checks their uniform. • Pupils line up in register order. • Key Stage 3 pupils sit on raised seating.
Going to assembly	<ul style="list-style-type: none"> • Teachers lead pupils to assembly in main hall. • Pupils stay in register order. • Pupils walk quietly in line on their way to the hall.
Entering assembly	<ul style="list-style-type: none"> • Teacher and children enter the hall in silence. • Teacher leads pupils to their seating area. • Pupils sit down in silence.
During assembly	<ul style="list-style-type: none"> • Pupils sit in silence unless directed otherwise by the person taking the assembly (eg when participation is required). • Pupils celebrate the success of others (with applause).
Leaving assembly	<ul style="list-style-type: none"> • Pupils sit quietly awaiting to be dismissed. • Teachers lead pupils back to class rooms. • Pupils stay in register order. • Pupils walk quietly in line on their way back to class room.

Break/Lunchtimes	
Morning break	<ul style="list-style-type: none"> • Pupils use the toilets if they need to. • Duty staff ensure the building is cleared and pupils are on yard area. • Pupils leave the building in a calm and orderly way. • Pupils with responsibilities monitor the main building doors. • Duty staff patrol the yard, activity areas and porch area. • Pupils listen to directions of staff about grassed areas being in use or not. • If a child has a concern, does not feel well or there is an issue they will report it to the staff on duty. • On whistle at end of break pupils follow the same routine for lining up as with the morning whistle. • Duty staff dismiss children to lessons. • Pupils enter the building in a calm and orderly way.

Lunchtimes	<ul style="list-style-type: none"> ● Staff who teach children during Lesson 3 will take pupils to the main hall at 12:10pm and remain supervising them until 12:20pm. ● Lunch duty staff will supervise the children from 12:20pm. ● Pupils get packed lunch boxes (if appropriate) from their year group trolley and sit at a table. ● Pupils line up in a calm and orderly way if they are using the canteen. ● Lunch duty staff control the flow of pupils using the canteen. ● Pupils eat their lunch keeping mess to a minimum and tables tidy. ● When lunch is finished, all tables are cleared by pupils as they leave. Packed lunch boxes are returned to crates. ● If a child has a concern, does not feel well or there is an issue they will report it to the staff on lunch duty. ● Pupils listen to directions of staff about grassed areas being in use or not. ● On whistle at the end of lunchtime (1:05pm) pupils follow the same routine for lining up as with the morning whistle and are greeted by their lesson 4 teacher and brought into school.
Wet break/Lunchtimes	<ul style="list-style-type: none"> ● Pupils use the toilets if they need to. ● Pupils remain in their form classes and are encouraged to do school work or something productive. ● Pupils behave in a way that is acceptable for a classroom. ● Duty staff monitor classrooms and corridors.