



TWHF Behaviour Policy

Key Document Details

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1. Aims and expectations

- 1.1 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.2 Whilst each individual school within the Trust has its own statement of behaviour principles reflecting the context of the school, this over-arching policy sets out the Trust's core, values-based beliefs and expectations about pupil/student behaviour and the important role staff have to play in responding effectively.
- 1.3 It is a primary aim of our trust that every member of the school community feels valued, respected, and safe. We are a caring community, whose values are built on mutual trust and respect for all.
- 1.4 Relationships are key. The trust expects every member of the school community to behave in a considerate, and respectful way towards others.
- 1.5 We treat all pupils and students fairly and apply this behaviour policy in a consistent way.
- 1.6 We teach our pupils and students to care for one another and respect boundaries around their bodies and belongings.
- 1.7 Staff receive training to ensure they are trauma aware and also trauma responsive, so that they have the skill and tools to support pupils/students effectively.
- 1.8 The effectiveness of this policy can be measured by staff and pupil/student well-being.
- 1.9 To define what we consider to be unacceptable behaviour, including bullying and discrimination
- 1.10 Outlines how pupils/students are expected to behave.

2. Our understanding of behaviour

- 2.1 For all pupils/students to engage with their learning they need to feel safe, secure and listened to.
- 2.2 Pupils/students need consistent expectations/rules in place which are clear, regularly re-visited and adapted where needed.
- 2.3 Relationships are at the heart of our approach to behaviour across the Trust.
- 2.4 Staff recognise that behaviour is a form of communication and needs to be actively listened to.

- 2.5 Where pupils/students have suffered or are suffering from abuse or neglect, we recognise that they will need additional support when they are distressed and displaying challenging or disruptive behaviour.
- 2.6 Where pupils have additional needs, we recognise that these may include support with managing behaviour.
- 2.7 For staff to respond effectively to challenging or disruptive behaviour, they need to understand what the behaviour is telling them about the child and their needs

3. Definitions

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, vaping devices
 - Fireworks

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of each school's approach to preventing and addressing bullying are set out in their anti-bullying policy.

5. Anti-bullying

We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create barriers to learning and can have serious consequences for the mental health and well-being of our pupils and students.

- 5.1** We promote positive relationships to help prevent bullying in the first instance and require all members of our community to work with the school to prevent bullying.
- 5.2** The trust and each school within it does not accept bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and are well-supported, together with their families.

6. Roles and responsibilities

6.1 The role of the teacher/tutor

- a) It is the responsibility of the teacher/tutor to ensure that pupils/students know and understand the school rules and expectations about behaviour.
- b) The teachers/tutors in our schools have high expectations of the children in terms of behaviour, and they strive to promote positive relationships.
- c) The teacher/tutor treats each child fairly and with respect and understanding. Also providing a personalised approach to the specific behavioural needs of particular pupils.
- d) The teachers/tutors are responsible for implementing the behaviour policy and the school's statement of procedures consistently.
- e) The teacher/tutor will work alongside members of the school safeguarding team to ensure that where safeguarding or child protection concerns have been identified, this informs teaching and learning so that adaptations can be made, where required.
- f) The teacher/tutor reports to parents about the progress of each child in their class, in line with the whole-school policy. The teacher/tutor may also contact a parent if there are concerns about the behaviour or welfare of a child.

6.2 The role of the safeguarding team

- a) The Designated Safeguarding Lead will work in partnership with teachers and tutors to ensure headline information about safeguarding and child protection is shared, on a need to know basis.
- b) The DSL will work collaboratively with teaching staff and tutors to ensure they have the

knowledge and understanding to adapt teaching and learning in light of any complex trauma a pupil/student may have experienced/be experiencing.

6.3 The role of the senior leadership team of Schools and TWHF

- a) It is the responsibility of the Executive Directors supported by the CEO, under the **School Standards and Framework Act 1998 and the behaviour and discipline in schools advice for headteachers and school staff (DFE-00023-2014)** to ensure that the Principals and staff interpret the school behaviour policy consistently throughout the school, and to report to governors and trustees, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.
- b) The Principal of each setting supports the staff and the Executive Director by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

6.4 The role of the Principal/Head of School

- a) Reviewing and approving the school statement of procedures
- b) Ensuring that their school environment encourages positive behaviour
- c) Ensuring that staff deal effectively with poor behaviour
- d) Monitoring how staff implement the policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- e) Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- f) 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
- g) Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- h) Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- i) Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- j) The Principal of the school has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal only has the authority to permanently exclude a child.

6.5 The role of governors (Local Board of Governors)

- a) The governors have the responsibility for overseeing the implementation of this policy in its school.
- b) The governors support the CEO, Executive Directors and Principal in ensuring this policy and associated policies are adhered to in its school.

6.6 The role of the board of trustees

- a) The board is responsible for monitoring the effectiveness of this behaviour policy and holding each Executive Director, Principal/Head of School and Local Governing Body to account for its implementation.

6.7 The role of parents

- a) Each school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- b) Each school explains the school values and expectations of behaviour in the school prospectus or welcome documentation, and we expect parents to read these and support them.
- c) We expect parents to support their child's learning, and to co-operate with the school, as set out in each schools' home-school agreement. We try to build a supportive dialogue between the home and the school, and staff inform parents immediately if there are concerns about their child's welfare or behaviour.
- d) If the school has to use reasonable sanctions with a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Principal if it is not resolved. If the concern remains, they should follow the TWHF complaints procedure.

6.8 Responsibilities of pupils / Pupil code of conduct

In all schools pupils/students are expected to:

- a) Behave in an orderly and self-controlled way
- b) Show respect to members of staff, each other and their environment
- c) In class, make it possible for all pupils to learn
- d) Move calmly around the school
- e) Treat the school buildings and school property with respect
- f) Wear the correct uniform at all times
- g) Accept sanctions when given
- h) Refrain from behaving in a way that brings the school into disrepute, including when outside the school.

Ongoing support for pupils will be provided:

- a) Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- b) Pupils will be supported to develop an understanding of school's behaviour policy and wider culture.
- c) 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.
- d) Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display rules or expectations of behaviour in classrooms
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

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

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

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

Please refer to the school's child protection/safeguarding policies for more information.

7.3 Responding to good behavior

Praise and positive re-enforcement are used by staff to achieve the Trust's aims. Individual schools will outline how they do this within their Statement of Behaviour Principles. These will include:

- teachers congratulate children;
- teachers give children success points;
- sharing good work with other classes/teachers
- acknowledgement of good behaviour during assembly times;
- sharing good news with parents
- Other celebrations in line with each school's statement of behaviour principles.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the values, routines and expectations of the school's behaviour culture.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

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

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour sanctions in the future.

Sanctions used by each school will be laid out in their Statement of Behaviour Principles. Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in **Use of reasonable force – advice for headteachers, staff and governing bodies.**(Reference: DFE-00295-2013) and the **Education Act 1996 (section 550A: The Use of Force to Control or Restrain Pupils)**. Reasonable force covers a range of interventions that involve physical contact with pupils.

Staff can use reasonable force to prevent pupils/students from hurting themselves or others, from damaging property or from causing disorder. The actions that we take are in line with government guidelines on the restraint of children.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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.

7.6 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) July 2022.

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Principal/Head of School will make the report.

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

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Approach to sexual harassment and sexual violence

Each school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

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

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

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

Please refer to the school's child protection/safeguarding and associated policies for more information.

7.11 Malicious allegations

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

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

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

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

Please refer to our child protection/safeguarding policy for more information on responding to allegations of abuse against staff, other adults or other pupils.

8. Suspensions and permanent exclusions

- 8.1** Schools can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or excluded will only be made as a last resort.
- 8.2** Only the Principal has the legal authority to permanently exclude a pupil from school. The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.
- 8.3** If the Principal suspends a pupil, s/he informs the parents without delay about the duration and reason for suspension. Parents will be informed, without delay, if an exclusion is permanent. The Principal will also make clear to parents:
- Their right to make representations about the exclusion to the governing board
 - How any representations should be made
 - That the local governing body have a legal duty to meet to consider any permanent exclusion and parents have a right to attend.
- 8.4** The Principal informs the LA and the local governing board about any permanent exclusion, suspensions beyond five days in any one term and any suspension or exclusion which would result in the pupil missing a public examination or national curriculum test. The CEO must be copied into all such correspondence.
- 8.5** The governing body itself cannot either suspend/exclude a pupil or extend a suspension period made by the Principal.
- 8.6** The governing body has a disciplinary committee which is made up of between three and five members. This committee considers the reinstatement of an excluded pupil on behalf of the governing board.
- 8.7** When the committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the pupil, parents and the LA, and consider whether the pupil should be reinstated.
- 8.8** If the committee decides that a pupil should be reinstated, the Principal of that setting must comply with this ruling.

Every school must follow the statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, July 2022' when considering any suspension or exclusion.

<https://www.gov.uk/government/publications/school-exclusion>

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned. Where required these will be outlined in behaviour plans, stress-reduction plans or similar.

All schools will outline further strategies that may be adopted in their Statement of Behaviour Principles.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

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

If the school has a concern about a pupil with an EHC plan's behaviour, it will make contact with the borough or local authority to discuss their issues. If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil Support

The Trust and each school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Each school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11. Pupil transition

11.1 Inducting incoming pupils

Each 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.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant school staff at the start of the term or year.

12. Training

As part of their induction process and continuing professional development, our staff are provided with regular training on managing behaviour. This will take place within individual schools routinely as well as through TWHF and external providers where required. This will include training on:

- Effective behaviour and classroom management
- Individual needs of the pupils in each school
- How SEND and mental health needs impact behaviour
- The proper use of restraint (Team Teach training where required)

13. Monitoring

13.1 Monitoring and evaluating school behaviour

Each school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by Principals, local governors, Executive Directors and Trustees.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 Monitoring this policy

The Principal and the Executive Directors monitor the effectiveness of this policy on a regular basis. The Principal also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The effectiveness of the policy can be measured by staff and pupil/student well-being.

This policy will be reviewed annually, or more frequently if needed, by TWHF leadership team to address findings from the regular monitoring of the behaviour data and to ensure it remains in line with latest government guidance. At each review, the policy will be reviewed by the CEO.

14. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.