

# BEHAVIOUR POLICY

December 2025

We consider equality implications before and at the time that we develop policy and take decisions, not as an afterthought, and we keep them under review on a continuing basis. All policies are approved by the governing board and reviewed annually.



*But the plans of the Lord stand firm for ever, the purposes of his heart through all generations.*

*Psalm 33:11  
New International Version*

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## 1. Legislation and advice

This policy complies with the Education and Inspections Act (2006), and is based on the latest advice from the Department for Education:

- Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)
- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)
- Mental health and behaviour in schools (November 2018)
- Behaviour in Schools: Advice for headteachers and school staff (July 2022)
- Searching, Screening and Confiscation: Advice for schools (July 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023)

## 2. Written statement of general principles

Our written statement of general principles:

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

## 3. Creating and maintaining high standards of behaviour

### 3.1 Developing a school behaviour policy

The headteacher determines measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

In developing this policy, we have sought to include detail on the following:

- purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
- leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- school systems and social norms – including rules, routines, and consequence systems;
- staff induction, development and support – including regular training for staff on behaviour;
- pupil transition – including induction and re-induction into behaviour systems, rules, and routines;
- pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
- banned items – a list of items which are banned by the school and for which a search can be made.

We have also sought to make it:

- accessible and easily understood: clear and easily understood by pupils, staff and parents;
- aligned and coherent: aligned to other key policy documents;
- inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
- consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members; and
- supportive: address how pupils will be supported to meet high standards of behaviour.

### 3.2 Communicating the behaviour policy

Communicating the school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

The headteacher must make the measures generally known within the school and to parents of registered pupils at the school, and must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

### 3.3 A whole-school approach to behaviour

We ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. The school's approach to behaviour should be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect.

The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some pupils may require additional support to meet our behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

### 3.4 The school behaviour curriculum

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties.

Going for gold is at the heart of our school behaviour curriculum and the focus of collective worship every Friday. It builds upon our ethos reflected in our vision and values.

Our vision is to nurture a loving, faith-based learning environment where mighty oaks from little acorns grow – everyone is welcome here.

Our 6Rs and values help make it a lived reality.

#### Our 6Rs

We champion learning powers, grounded in scripture, and leading to greater success both at school and in life. House Credits are awarded for demonstrating them.

#### **Reasoning**

the process of thinking about things in a logical way

*'Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.'*

Matthew 7:24

**Reflection**

careful thought about something

*So the Lord God banished him from the Garden of Eden to work the ground from which he had been taken.*

Genesis 3:23

**Resilience**

the ability of people or things to recover quickly after something unpleasant

*He waited seven more days and again sent out the dove from the ark.*

Genesis 8:10

**Resourcefulness**

the quality of being good at finding ways of doing things and solving problems

*When they had all had enough to eat, he said to his disciples, 'Gather the pieces that are left over. Let nothing be wasted.'*

John 6:12

**Respect**

polite behaviour towards somebody that you think is important

*Then Jesus came from Galilee to the Jordan to be baptised by John.*

Matthew 3:13

**Responsibility**

a duty to take care of something

*'Raise your staff and stretch out your hand over the sea to divide the water so that the Israelites can go through the sea on dry ground.'*

Exodus 14:16

## Our Values

Each half term, we focus on a particular value, underpinned by resources from Imaginor, 'supporting spiritual and moral development in schools'.

## Fundamental British Values

We also promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our school behaviour curriculum is prominently displayed in each class:

## Going for Gold

Gold means your behaviour and effort in class are truly outstanding and you're the best you can be



Silver means your behaviour and effort in class are exceeding our expectations and you're reaching for the stars




Bronze means your behaviour and effort in class are meeting our expectations and you're ready to learn




 Northaw CE Primary School

## Back on Track


Level 1 means your behaviour is not meeting our expectations – warning issued




Level 2 means your behaviour is at risk of causing disruption – consequence given



Level 3 means your behaviour is now causing disruption – parent informed



 Northaw CE Primary School Following either persistently disruptive or completely unacceptable behaviour, the HT becomes involved – removal from the classroom

Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils is made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines are simple for everyone to understand and follow.

Pupils are expected to support us in providing safe and calm environments where everyone can learn and thrive by:

- accepting sanctions
- behaving politely
- considering others
- eating quietly
- following instructions
- moving quietly
- respecting school property
- showing kindness
- sitting properly
- wearing school uniform

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. We are mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

### 3.5 The role of school leaders

The school leadership team is highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

They will also wish to ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

### 3.6 The role of teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff also receive clear guidance about school expectations of their own conduct at school.

### 3.7 The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. We might wish to repeat elements of this induction for all pupils at suitable points in the academic year.

Provision is made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction is provided for pupils who are mid-phase arrivals.

### 3.8 The role of parents

The role of parents is crucial in helping us develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

We reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents are included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

### 3.9 Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care 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 any of these duties, we, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure takes into account the specific circumstances and requirements of the pupil concerned.

## 4. Responding to behaviour

### 4.1 Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of rewards include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity.

*Staff have additional behaviour guidance detailing acceptable rewards.*

### 4.2 Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority is to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond 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 and recurring and we may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils are supported to

understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

### 4.3 Acceptable forms of sanction

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

Examples of sanctions include:

- a verbal reprimand and reminder of the expectations of behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- school based community service, such as tidying a classroom;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

*Staff have additional behaviour guidance detailing acceptable sanctions.*

Corporal punishment by school staff is illegal in all circumstances.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

We consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

If a pupil in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires.

## 4.4 Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

We consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

The school does not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

We consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

The school also considers whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for us to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

## 4.5 Supporting pupils following a sanction

Following a sanction, strategies are considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate.

Designated staff are appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

## 4.6 The use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are

likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

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.

## 4.7 Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

## 4.8 Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, we must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

## 4.9 Governance of removal

The headteacher:

- a) maintains overall strategic oversight of the school's arrangements for any removals; and
- b) designs a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

We collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. We make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific teachers may require more support.

Separately, we analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, the headteacher and teachers should:

- a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Staff supervising areas used for removal are suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

### 4.10 Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The headteacher 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.

### 4.11 Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

## 4.12 Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

# 5. Preventing recurrence of misbehaviour

## 5.1 Initial intervention following behavioural incidents

We adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this is provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

We have a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions we can consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- pupil support units; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where the school has serious concerns about a pupil's behaviour, we consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

## 5.2 Pupil support units

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- a) as a planned intervention for behavioural or pastoral reasons
- b) as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit should be aligned to the culture of the whole school and compatible with the school's behaviour policy.

When developing a pupil support unit, we should consider:

- referring pupils based on their needs, including sharing information on previous behaviour incidents with multi-agency partners if appropriate and consulting with parents on the pupil support unit placement;
- delivering a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the school's curriculum, and supports reintegration. The curriculum can be personalised to address specific support needs individual pupils may have;
- maintaining a positive, visible presence from school leaders to make the pupil support unit an integral part of the school;
- deploying staff with the appropriate skills set to the pupil support unit so pupils can be supported with their behaviour and learning needs to ensure effective impact and progress;
- reviewing reintegration plans at regular intervals; and
- actively involving pupils and parents in reintegration discussions.

We actively monitor the progress of all pupils in pupil support units, including those attending a unit at a different school.

We consider the distance and transport to the host unit when a pupil is attending a pupil support unit in a different school. This may involve collaborating with the local authority when the pupil is eligible for free home-to-school travel.

## 5.3 Reintegration

We have a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. We consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

## 5.4 Monitoring and evaluating school behaviour

We have strong and effective systems for data capture, including all components of the behaviour culture. This is monitored and objectively analysed regularly by skilled staff. We have a clear

monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately.

We collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help the school ensure that it is meeting its duties under the Equality Act 2010.

## 6. Guidance on specific behaviour issues

### 6.1 Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow general safeguarding principles. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident is considered on a case-by-case basis.

We are clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

We should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

### 6.2 Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. We are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### 6.3 Mobile phones

Except in the second half of the summer term, when pupils in Year 6 can bring mobile phones to school, leaving them at reception, mobile phones are banned.

### 6.4 Suspected criminal behaviour

In cases when a member of staff or the headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and we should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we should ensure any further action they take does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. It would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

# Appendix 1

## Anti-discrimination practices

Every school is legally required to have both an Accessibility Plan and Equality Objectives; however, we wish to go beyond this, fully committing to anti-discrimination practices. Equality is central to our mission as a church school, and it is essential this finds expression in everything we do.

We do not tolerate discrimination (the practice of treating somebody or a particular group in society less fairly than others) of any kind at Northaw, including homophobia (dislike or unfair treatment of gay people) and racism (the unfair treatment of people who belong to a different race). Everyone is welcome here.

## Prevention of discrimination

We believe promoting diversity is the surest means of preventing discrimination. We aim to achieve this in several ways; however, we also accept this work is never finished and are always open to suggestions from stakeholders about how this agenda can be developed further:

- Our lately reimagined curriculum, The Northaw Curriculum, is academically rigorous while also fundamentally inclusive. For example, in music, our listening selection is not limited to classical pieces – pupils are exposed to a wide range of compositions from Sahela Re by Kishori Amonkar to Inkanyezi Nezazi by Ladysmith Black Mambazo, from Smalltown Boy by Bronski Beat to Say My Name by Destiny's Child.
- Pupils are taught they cannot be bystanders to discrimination: they have a responsibility towards each other to inform adults.
- There are numerous occasions throughout the year now when we celebrate what makes us unique, including:
  - Black History Month
  - International Mother Language Day
  - Neurodiversity Celebration Week
  - World Autism Acceptance Month
  - Pride Month
- We are alert to the potentially damaging impact of the language used in matters of disability, gender, race and sexuality.
- We aspire to provide a daily act of collective worship that is inclusive, invitational and inspiring. For example, there are weekly opportunities for encountering the festivals of religions and worldviews other than Christianity.
- We consider equality implications before and at the time that we develop policy and take decisions, not as an afterthought, and we keep them under review on a continuing basis. All policies are approved by the governing board and reviewed annually.
- We follow Jigsaw, a mindful approach to personal, social, health and economic education.
- We have developed links with Amwell View School, Cooperscroft Care Home, Hertsmere Jewish Primary School, Indrapuram Public School (Crossings Republik) in India, Middleton School, Phoenix Group, Queenswood and Kiyunga Parents Primary School in Uganda.
- We have purchased a wide range of age-appropriate, inclusive fiction and non-fiction books for the library and reading corners.

- We practise democracy at Northaw through the School Council. The School Council is a group of school students who have been elected by the other students to represent their views about decisions that affect the school. Meetings are chaired by the Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl. Just before this, members lead meetings of the Class Council, when every pupil has a chance to suggest ways of improving Northaw. They can then bring any issues raised to the School Council.
- We prioritise training needs linked to equality.
- We recently appointed Mr Herbert as Equality Leader; he works closely with Mrs Whitaker, our Inclusion Leader, in supporting pupils to feel safe and happy at school.
- We want the governing board to be increasingly reflective of the community we serve, collecting and publishing governing board diversity data to this end.

## Responding to discrimination

Unfortunately and despite our collective efforts in promoting diversity, there are times when we must respond to incidents of discrimination. The following principles guide our approach:

- Discrimination is never ignored, and every form is treated seriously.
- The headteacher is immediately informed of incidents of discrimination and completes an investigation before taking further steps.
- The needs of any victims are prioritised, reiterating discrimination is unacceptable at Northaw and everyone is welcome here.
- As with any behaviour incident, when deciding on suitable consequences (up to permanent exclusion), the headteacher will take account of several factors, including:
  - what is said and/or done
  - related behaviours
  - the circumstances
  - how much certainty there is about what happened
  - previously logged incidents and other reports from adults
  - the age of the child involved and their level of understanding
  - any special educational needs and/or disabilities
  - any disadvantages experienced
  - any victims and their feelings
  - furthering reconciliation and preventing recurrences
- The parents or carers of both any victim and the perpetrator are contacted directly by the headteacher or a nominated representative before school ends.
- Pupils in the classes affected are addressed by the headteacher; this is subsequently reinforced by teachers in PSHE lessons.
- A statement reiterating discrimination is unacceptable at school is contained in the next publication of the Northaw Newsround.
- Incidents of discrimination are logged electronically.
- The governing board is updated termly on incidents of homophobia and racism.

This appendix has been informed by Flourishing for All: Anti-bullying Guidance for Church of England Schools.

## Appendix 2

### Preventing and tackling bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

Every school must have measures in place to prevent all forms of bullying.

#### What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

#### Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

## Dealing with bullying

### Prevention

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We, therefore, aim to:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable.
- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils.
- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where

a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.

- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

### Signs of bullying

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others

### Intervention – support for pupils who are bullied

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

### Vulnerable pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

### **Where bullying has a severe impact**

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. We should ensure we make appropriate provision for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then we should consider whether the child will benefit from being assessed for SEN.

While bullied children will not be routinely considered as requiring SEN support, schools and where appropriate local authorities should provide support in a proportionate and tailored way to meet individual needs. Some bullied children will have SEN.

### **Separate on site provision**

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. We should respond sensitively where an absence arises as a result of bullying.

We should do all we can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that provides respite for bullied pupils, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

### **Alternative provision**

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school, then other arrangements must be made for the pupil to continue their education. In the first instance this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

### **Intervention - discipline and tackling underlying issues of bullying**

We apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

This appendix has been informed by Flourishing for All: Anti-bullying Guidance for Church of England Schools.