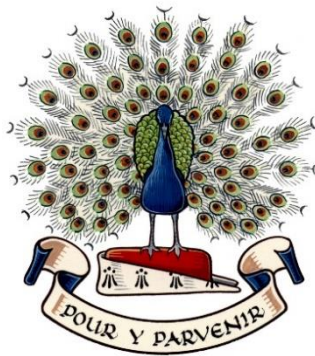


LADY MANNERS SCHOOL

BEHAVIOUR POLICY



BEHAVIOUR POLICY

1. AIMS

This policy aims to:

- ensure all members of the school community are treated with equal high regard.
- create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe, secure and supportive environment.
- promote and reward good behaviour.
- establish a whole-school consistent approach to maintaining high standards of behaviour that reflect the values of the school, that is applied equally to all students and any sanctions are applied in a fair and consistent manner.
- promote respect, fairness and inclusion, equality of opportunity, welfare, and good relations across the whole community.
- eliminate all forms of discrimination, harassment, and bullying.
- ensure that the quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.
- ensure all staff promote the positive behaviour of students through adhering to this policy and through their responsibility to ensure that the curriculum is delivered in a manner which addresses the individual needs of students and the use of a variety of pedagogical styles to minimise any disruptive behaviour.
- outline the expectations and consequences of behaviour
- reward good behaviour

This policy will apply at all times when students are on site, are taking part in off-site school-led activities or are travelling to and from school.

2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)

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- [Supporting students 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. DEFINITIONS

Unacceptable behaviour includes but not limited to:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes
- non-completion of classwork or homework
- poor attitude
- incorrect uniform

Serious unacceptable behaviour is defined as:

- repeated breaches of the school rules
 - any form of bullying
 - 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
 - sexual violence or sexual assault
 - vandalism
 - theft
 - fighting
 - smoking/vaping
 - racist, sexist, homophobic or any discriminatory behaviour
 - possession of any prohibited items including but not limited to:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
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- tobacco and cigarette papers
- 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

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

Please see Lady Manners School's **Anti-Bullying Policy** which explains how the school aims to maintain a school community which does not tolerate any form of bullying.

5. ROLES AND RESPONSIBILITIES

5.1 The Governing Board

The Governors are responsible for:

- reviewing this behaviour policy in conjunction with the Headteacher
- monitoring the policy's effectiveness
- holding the Headteacher to account for its implementation

5.2 The Headteacher/Senior Team

The Headteacher is responsible for:

- reviewing this policy in conjunction with the governors
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring that the policy is implemented by staff consistently with all groups of students
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- 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
- ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

5.3 Teachers and Staff

Staff are responsible for:

- creating a calm and safe environment for students
- establishing and maintaining clear boundaries of acceptable student behaviour
- implementing the behaviour policy consistently
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students

- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular students
- recording behaviour incidents promptly
- challenging students to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents and carers, where possible, should:

- get to know the school's behaviour policy and reinforce it at home where appropriate
- support their child in adhering to the school's behaviour policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the school promptly
- take part in any meetings following unacceptable behaviour
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

Lady Manners School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

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

6. BEHAVIOUR EXPECTATIONS

6.1 Code of Conduct

At Lady Manners School, we expect all members of the community to adhere to our simple Code of Conduct to support the ethos and values of Lady Manners School. In **SHORT**, our Code of Conduct states everyone should be:

- Safe
- Honest
- Organised
- Respectful
- Tidy

Our full Code of Conduct uses the '**SHORT**' abbreviation and provides detail of those five areas:

Safety

- Move around the school carefully and sensibly, always walk on the left.
- Queue quietly in single file or pairs.
- Carry your bags or store them in your locker.
- Sit on chairs or stools - not on table tops, radiators or windowsills.
- Emergency equipment and alarms exist for our safety and must not be misused in any way.
- Any electrical equipment and sockets must be used carefully and only when you have been given permission to do so.
- Use recognised crossing points on the bus bay. Wait behind the white line. Only get on or off a bus when it has completely stopped; and do so in single file.
- Remain on the school premises at all times unless an authorised absence has been granted by your Head of Year.
- Some areas are 'Out of Bounds', and you must not go there - these areas include the substations and behind the library. Depending upon weather conditions, or work in progress on site, it may sometimes be necessary to add to these 'Out of Bounds' areas.
- No alcohol, tobacco, e-cigs, lighters, aerosols, illegal substances, solvents, fireworks nor any weapons or imitation weapons are allowed in school. Lady Manners School is a 'No Smoking' establishment for all members of the school community and all visitors.
- Mobile phones or other electronic devices can only be brought to school for emergency use before and after school. They must be kept switched off and out of sight during the school day.
- Keep safe on-line and never pass your details on to or arrange to meet someone you do not know.
- Always seek help immediately from an adult, if you feel unsafe.

Honesty

- Always tell the truth and take responsibility for your actions and pride in your achievements.
- Tell an adult if you are worried about something.
- If you become aware of a problem or a dangerous situation, then you must report it to a member of staff.
- Any breakages or accidental damage must be reported immediately.
- Valuable items should not be brought to school. If, despite this rule, students choose to do so, school will not be held responsible for any damage or loss of the item.

Organisation

- Arrive for school and for individual lessons on time.
- Take all necessary equipment to lessons including stationery, books, PE kit, food items.
- Work should be presented neatly using a blue or black pen for written work and a pencil and ruler for diagrams and sketches. Work should have an underlined title and dated.
- Classwork and homework must be completed to the set deadlines.

Respect

- Always show respect and concern for all.
- Always display kindness, courtesy, and good manners.
- Take care of your belongings and respect those of others.
- Whenever a register is being taken, sit quietly and answer your name appropriately.
- Listen carefully when your teacher is speaking, or a member of your class is answering the teacher's question.
- Look after your environment including the school buildings, furniture, and equipment.
- It is disrespectful to use offensive language and you must not do so.

Tidiness

- It is important to create a smart appearance and wear your uniform correctly. This includes the whole of the school day and your journeys to and from school.
- Put litter in the bins provided and leave all areas clean and tidy. This includes ensuring that your own work area is clean and tidy before you leave a lesson.
- Chewing gum is not allowed in school.
- Take care of your lockers.
- All packed lunches and any food and drink purchased in the dining halls must be consumed there. Good table manners are always appropriate.
- All your work should be presented well, and you should keep your book in good order.

6.2 Classroom Routines

In order to ensure that all students have a supportive environment in which they can learn, the following are the expectations of every classroom:

- Students will arrive on time and immediately enter the classroom, where possible, to avoid congestion in the corridors.
- Students will sit in the places assigned to them by their teacher.
- Students must have all their equipment/books on desks immediately without being asked.
- The register will be completed at the start of the lesson with a formal response.
- There will be silence when the teacher or a class member is talking and no shouting out.
- Students will work hard to reach their potential and seek help respectfully when needed.
- Students will be recognised for their positive behaviour and approach to their work.
- Students must stand behind their seats and leave in an orderly way when directed by their teacher.

6.3 Mobile Phones

At Lady Manners School, we understand that mobile phones bring about an aspect of safety for our students on their journeys to and from school.

Teachers can give permission for a student to use their mobile phone as part of a learning activity or to photograph information. Other than when a teacher has given permission, mobile phones are not required during the school day and should not be seen or heard.

Mobile phones must be turned off as students arrive at school and stored in a locker or the student's bag. Mobile phones may be turned back on once the student has left the school building at the end of the day.

If a mobile phone is seen, it will be confiscated until the end of the day in the first instance. If this is repeated further sanctions will be issued.

Sixth Form students are allowed to use their mobile phones in the Sixth Form centre and during lessons (when directed by the teacher). They must not use their mobile phones in the main school.

7. RESPONDING TO BEHAVIOUR

7.1 Classroom Management

Staff, students, parents and carers want:

- positive and calm classrooms conducive to an encouraging learning environment
- any disruption to be dealt with quickly, consistently and not allowed to escalate or affect other learners.
- consistency and everyone to play their part.

7.2 Safeguarding

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

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

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

Please refer to our safeguarding policy for more information

7.3 Responding to Good Behaviour

We are committed to recognising the outstanding behaviour, attitudes and approaches from our students.

When a student's behaviour meets or goes above and beyond our expected behaviour standard, positive reinforcements and rewards will be applied clearly and fairly to reinforce and recognise our outstanding students and our excellent behaviour culture.

The rewards system promotes desired behaviour, effort, achievement and attitude.

A formal rewards system operates whereby staff issue positive house points to a student for recognised work and effort. Staff recognise achievement and effort through house points on Class Charts and tracking grades.

Students are recognised in achievement assemblies held regularly.

Individual congratulatory letters and postcards may be sent home acknowledging specific individual achievements.

House points contribute towards the house system's 'Wrench Shield'.

The annual Presentation Evening recognises diligence shown by students in each year group, along with many other achievements recognised across the school.

Rewards is a constantly evolving area in order to meet the needs and successes of our students.

7.4 Responding To Unacceptable Behaviour In And Out Of Class

When a student'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 this behaviour.

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 students know with certainty that unacceptable behaviour will always be addressed.

All students 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 student to help them to meet behaviour standards in the future.

Class Charts Negatives

Lady Manners School records any of the following conduct issues as a negative on Class Charts which parents can access via the Class Charts app:

- **Late** - when a student arrives late to form time or to a lesson without a valid reason such as a music lesson or a late bus;
- **Equipment** - when a student does not have their equipment: pen, pencil, ruler, white board and pen, relevant books/equipment, subject specific such as calculator, food ingredients, PE kit;
- **Mobile Phones** - When a student's phone is seen in the school day;
- **Poor approach to classwork** - when a student does not try their best with their works or displays behaviour which affects learning;
- **Homework** - when a student does not have their homework or there is an issue with the homework such as no effort made;
- **Chewing gum** - when a student is caught chewing or with chewing gum, which is banned in school.

Out of Class Behaviour: Behaviour Cards

Each student has a behaviour card which they carry in the blazer pocket.

If a student behaves inappropriately such as:

- shouting
- pushing
- swearing
- running
- being out of bounds

Or If a student is not in the correct uniform such as:

- shirt untucked
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- no blazer
- no tie
- trainers
- extra piercings

their card will be signed by the member of staff.

If a student receives 5 signatures, they will receive a detention.

In-class Behaviour Process: Stages 1 to 4

In lessons, the behaviour stages will be followed consistently by staff. These stages are to ensure that learning is not disrupted. Students will have several opportunities to improve their behaviour. These stages will also be recorded on Class Charts. The stages are explained below.

S1

First formal warning

If a student has to be reminded to not disrupt the learning, they will be given their first warning which will be recorded on Class Charts

S2

Final Warning

If the same student has to be reminded again for disrupting the learning, then they are on S2 which will be recorded on Class Charts

S3

Lunchtime Detention

If the same student continues to disrupt the learning, then they are on S3 and will be given a lunchtime detention which will be recorded on Class Charts.

S4 /On call

Sent out of lesson to Isolation

If a student still continues to disrupt learning (despite encouragement to behave) on call will be requested and S4 will be recorded on Class Charts. The student will be removed and taken to isolation where they will remain for one full day. The teacher will pass the details of the incident on to the pastoral year group team so an appropriate sanction and support can be implemented.

Their Head of Year and their teacher will see them during this time and make a decision on further action:

- extended stay in isolation
- meeting with a teacher/curriculum leader
- loss of social times
- lunchtime/after school detention
- on report

All incidents of removal from the classroom will be recorded along with details of the incident that led to the removal, and any protected characteristics of the student.

7.5. Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

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 student, including SEND, mental health needs or medical conditions.

7.6 Confiscation, Searches, Screening

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

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

Searching A Student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Deputy Headteacher or Headteacher, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks, bags or lockers.

Outer clothing includes:

- any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- hats, scarves, gloves, shoes, boots

Informing The Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- if they believe that a search has revealed a safeguarding risk
- all searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- what happened
- what was found, if anything
- what has been confiscated, if anything
- what action the school has taken, including any sanctions that have been applied to their child

Support After A Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer

harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult.

7.7 Off-site Unacceptable Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, when the student 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 student of our school
- sanctions may also be applied where a student has displayed unacceptable behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:
 - could have repercussions for the orderly running of the school
 - poses a threat to another student
 - could adversely affect the reputation of the school

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

7.8 Online Unacceptable Behaviour

The school can issue behaviour sanctions to students for online unacceptable behaviour when:

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

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

7.9 Suspected Criminal Behaviour

If a student 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.

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 Zero-tolerance Approach To Sexual Harassment And Sexual Violence

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

Students 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

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- carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally
 - refer to early help or other external agencies
 - refer to children's social care
 - report to the police

Please refer to our safeguarding policy for more information

8. SANCTIONS

8.1 Detention

- Students can be issued with detentions during breaks or after school
- Any teacher, at any time, is able to issue their own detention.
- Failure to attend a detention (without good reason) will result in an after-school detention.
- All after school detentions will be issued in liaison with the Curriculum leader, Director of learning or Head of Year and arrangements will be made with parents.

When imposing a detention, the school will consider whether doing so would:

- compromise the student's safety
- conflict with a medical appointment
- prevent the student from getting home safely
- interrupt the student's caring responsibilities

8.2 Suspension and permanent exclusions

The school will 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 exclude will be made by the Headteacher and only as a last resort.

Please refer to our exclusions policy for more information

8.3 Sanctions for students with SEND

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

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

When dealing with unacceptable behaviour from students 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 student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- When considering a behavioural sanction for a student with SEND, the school will take into account:
 - Whether the student was unable to understand the rule or instruction?
 - Whether the student was unable to act differently at the time as a result of their SEND?
 - Whether the student is likely to behave aggressively due to their particular SEND?

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.

8.4 Supporting Students Following A Sanction

Following a sanction, the school will consider strategies to support students to understand how to improve their behaviour and meet the expectations of the school.

This can be in different forms including:

- reintegration meetings
- pastoral support
- a referral to further or external support
- a report card

9. MALICIOUS ALLEGATIONS

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students accused of misconduct.

10. STUDENT TRANSITION

10.1 Inducting Incoming Students

The school will support incoming students to meet behaviour standards by offering pastoral support to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing Students For Transition

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

11. TRAINING

As part of our staff's ongoing continual professional development and induction for new staff, training is provided regularly on managing behaviour for all of our students.

12. MONITORING ARRANGEMENTS

The school will collect data on the following:

- behavioural incidents, including removal from the classroom
- attendance, permanent exclusion and suspension
- incidents of searching, screening and confiscation
- surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it