



Behaviour Strategy

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Developed by:	Fiona Ordway and Behaviour Working Group, June 2024
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Within this policy the term CEO refers to the CEO of the Trust. The term Headteacher refers to the Headteacher of the school (or Executive Headteacher, where applicable). *For any matters relating to staff who work outside of a single school setting, the Head of Service is the responsible person where the term "Headteacher" is used. If an issue/potential issue is connected with a Headteacher or Head of Service, the CEO is the responsible person where the term "Headteacher" is used.*

The Trustees of the Twynham Learning Trust (the Trust) are Charity Trustees and Company Directors and for the purpose of this policy these terms are interchangeable.

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

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1. Twynham Learning (TL) Statement of Intent for Behaviour in Schools

Principles:

1. This statement of intent codifies the high expectations and standards of pupil behaviour that will be seen in all TL schools.
2. This statement is predicated on a fundamental principle: *"All teachers have the right to teach and all pupils have the right to learn in an environment that is safe, highly focused and productive and absolutely free from low level distraction and disruption."*
3. We will not tolerate one pupil stopping another pupil learning effectively and to the very best of their ability.
4. As such, we believe that correct behaviours in school start with the individual pupil. We expect all pupils to (age appropriately) self-regulate their behaviour. Thereafter, adult regulation will take place if a pupil is unable to self-regulate, with the pupil being sanctioned appropriately in accordance to a well-defined and rapidly escalating scale of interventions aimed at repeated behaviour.
5. We do not reward good behaviour, it is just something we expect in all TL schools. We will reward exceptional behaviour, where pupil conducts goes beyond the norms of what is to naturally be expected.

We expect all TL pupils to be:

1. Respectful of self, their peers and their teachers respecting the right of their peers to learn and the right of their teachers to teach.
2. Polite when interacting with all peers and adults.
3. Punctual.
4. Appropriately equipped for schools in accordance with school specific guidelines.
5. Highly attentive when their teacher is teaching or their peers are speaking.
6. Work hard and produce work at the standard demanded by their teacher.
7. Understanding of the fact that if their work is not of a high enough standard, they will be expected to complete it to the standard that is demanded in their own time and to their teacher's stated deadline.

We expect TL school leaders to:

1. Be highly visible on campus, leading from the front in terms of ethos, culture, behaviour, rewards and sanctions.
2. Intentionally build the culture recognising that it cannot be left to chance with the culture being centred around:
 - i. Positivity, aspiration and respect for all.
 - ii. Pupils being and feeling safe.
 - iii. Building positive relationships with all students.
 - iv. Bullying, discrimination and child-on-child abuse are dealt with quickly, effectively and consistently if it occurs.
 - v. Value and care for pupils, collectively and individually.
 - vi. Love of learning.
3. Challenge the slightest instance of poor behaviour: *"The standard you walk by is the standard you accept."*
4. Prioritise standards of behaviour, regularly communicate its importance and the expected norms to stakeholders and actively quality assure it to ensure that the school and its classrooms

are always calm and orderly with all pupils highly attentive and working hard to produce the standard of work demanded by their teachers.

5. To have a behaviour curriculum that explicitly teaches pupils what we mean by good behaviour, how to behave and the value of good behaviour with the curriculum being enacted intentionally over time recognising that behaviour needs to be *'taught not caught'*.
6. Provide clear guidance with regards to the routines and expectations that will be seen in every classroom around the school with regards to both standards of behaviour and standards of work as routines are the building blocks of culture.
7. Have strong, robust and effective systems which:
 - i. Guarantee all teachers the right to teach and pupils the right to learn in classrooms that are absolutely free from low level distraction and disruption.
 - ii. Allow teachers to effectively address standards of work that do not meet the standard that they demand of their pupils.
8. An escalating system of sanctions which are followed with high fidelity with a highly robust system of interventions that can be used for repeated behaviour.
9. Have a system of rewards that recognises exceptional behaviour recognising that praise is the most effective reward.

We expect TL staff to:

1. Pro-actively, and in partnership with the school leadership, build culture focused on positivity, aspiration, respect and love of learning.
2. Challenge the slightest instance of poor behaviour: *"The standard you walk by is the standard you accept."*
3. Ensure consistent classroom routines and expectations with regards to pupil behaviour and standard of work, in line with school guidance.
4. Follow school systems to the letter to ensure both high standards of behaviour and high standards of work.
5. Apply the escalating system of sanctions with high fidelity.
6. Reward exceptional behaviour where appropriate.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'

- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Policy and Procedure (T)
- Special Educational Needs and Disability (SEND) Policy (T)
- Suspension and Exclusion Policy (T)
- Child Protection and Safeguarding Policy (T)
- Working together to Safeguard Children (T)
- Drug and Alcohol Policy (T)
- Behaviour Policy (S)
- Anti-bullying Policy (S)
- Child Protection and Safeguarding Procedure (S)

3. Definitions of misbehaviour

For the purposes of this policy, TL schools will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Child-on-child abuse
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

- Refusal to follow reasonable requests made by staff

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Roles and Responsibilities

The Academy Trust and Local Advisory Boards (LABs) have overall responsibility for:

- Making a Statement of Intent for behaviour in schools, and providing guidance for the Headteacher on promoting good behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Academy Trust’s Complaints Policy and Procedure.
- Ensuring this policy is published on schools’ websites.

The Headteacher has responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Acting in accordance with the Statement of Intent for Behaviour in Schools made by the Academy Trust, and having due regard to guidance provided by the Academy Trust and Local Advisory Board on promoting good behaviour.
- Establishing high expectations of pupils’ conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.

- Reporting to the LAB on the implementation of this policy, including its effectiveness.
- Ensuring this policy is published on the school website.

The SENCO will be responsible for:

- Collaborating with the LAB, Headteacher and the senior mental health lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policies to support pupils with SEND, in line with the TL Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

The senior mental health lead has responsibility for:

- Supporting the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits and using 'Zones of Regulation' where appropriate.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring they feel included in their child's educational experiences.

All members of staff will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive, calm, safe and high-quality learning environment.
- Setting high expectations for every pupil.
- Teaching and modelling high levels of expected behaviour and positive relationships, as defined by this policy.
- Communicating the school expectations, routines, values and standards in every interaction with pupils.

- Challenging pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Being aware of the signs of behavioural difficulties and reporting any changes in behaviour or concerns to the relevant staff in their school setting, or to the Designated Safeguarding Lead, where there is a safeguarding concern.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.
- Considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Developing supportive, respectful and trustworthy relationships with each other.

Pupils are responsible for:

- Following this policy and the school's behaviour strategy, upholding the school rules.
- Contributing to the culture of the school
- Their own behaviour both inside school and out in the wider community.
- Providing feedback on the school's behaviour culture and reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Getting to know this policy and the school's behaviour policy, and, where possible, taking part in the life of the school and its culture.
- Supporting this behaviour strategy and the school's behaviour policy and reinforcing the policy at home, as appropriate.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Raising any concerns about the management of behaviour directly with the school while continuing to work in partnership with them.

5. Staff induction, training development and support

1. This policy will be shared with all Twynham Learning staff and made accessible on every school website.
2. All new staff will be 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. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.
3. Schools will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g., SEND and mental health needs.
4. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.
5. The Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

6. Staff will know where and how to ask for assistance if they are struggling to build and maintain an effective culture of positive behaviour.
7. Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

6. Responding to exceptional behaviour

1. Acknowledging exceptional 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 will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Each school will publicise their rewards strategy and can be found using the links at the end of this policy. Rewards may include, but are not limited to:
 - verbal praise;
 - communicating praise to parents via phone call or written correspondence;
 - the use of positive behaviour points
 - 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.

7. Responding to misbehaviour

1. When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school's behaviour policy, which can be found using the links at the end of this policy.
2. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.
3. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.
4. The aims of any response to misbehaviour should be 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.
5. 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 should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.
6. 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.

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

1. Schools should 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.
2. A school should 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.
3. Schools should consider whether a pupil's SEND has contributed to the misbehaviour/dysregulated behaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and DfE 'Special education needs and disability code of practice: 0-25 years'
4. The school should also consider 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 the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

9. Supporting pupils following a sanction

1. Relevant leaders will keep a record on the school's Management Information System (MIS) of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.
2. Following a sanction, strategies may be considered to help pupils 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.

10. Acceptable forms of sanction

1. Schools 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.
2. 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 (see section 11 of this policy).
3. A sanction will be lawful if it satisfies the following three conditions:
 - The decision to sanction a pupil is made by a paid member of school staff or an unpaid member of staff authorised by the Headteacher;
 - The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
 - It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.
4. In considering whether a sanction is reasonable in all circumstances, schools will consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
5. The Headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
6. Corporal punishment by school staff is illegal in all circumstances.
7. Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.
8. Examples of sanctions may include, but are not limited to:
 - a verbal reprimand and reminder of the expectations of behaviour;
 - the setting of written tasks such as an account of their behaviour;

- loss of privileges – for instance, the loss of a prized responsibility;
 - detention
 - school based community service, such as tidying a classroom or the care/upkeep of school grounds including the removal of litter from the school site;
 - regular reporting including early morning reporting;
 - removal from the classroom;
 - suspension; and
 - in the most serious of circumstances, permanent exclusion.
9. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and potentially may occur at the same time if necessary.
10. Schools will 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 as set out in Part 1 of Keeping children safe in education, school staff will follow the Child Protection and Safeguarding Policy (T) 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.
11. 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.

Detentions

12. A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.
13. When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.
14. Teachers have authority to issue detention to pupils, including same-day detentions.
15. Detention (including detention outside of school hours) can be used as a possible sanction in all TL schools.
16. A detention outside normal school hours will be lawful if it meets the following conditions:
- the conditions outlined in paragraphs 18-20 below
 - the pupil is under 18 (unless the detention is during lunch break);
 - the Headteacher has communicated to pupils and parents that detentions outside school sessions may be used; and
 - the detention is held at any of the following times:
 - any school day where the pupil does not have permission to be absent;
 - weekends during term - except a weekend during, preceding or following the half term break; or
 - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the

first day of term, during the half-term break, or after the last school day of the term.

17. The Headteacher of each TL school will decide which members of staff can issue detentions.
18. Parental consent is not required for detentions that satisfy the conditions mentioned in paragraph 16.
19. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
20. School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - whether the detention is likely to put the pupil at increased risk;
 - whether the pupil has known caring responsibilities;
 - whether the detention timing conflicts with a medical appointment;
 - whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
 - whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Removal from the classroom

21. 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.
22. 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, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.
23. 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.
24. 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.

25. Headteachers will:

- make clear in the school behaviour procedures that removal may be used as a response to serious misbehaviour;
- maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy;
- make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;
- outline in the behaviour strategy the principles governing the length of time that it is appropriate for a pupil to be in removal;
- ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and
- design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

26. Schools should:

- collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal.
- 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 departments or teachers may require more support.
- 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.

27. When dealing with individual removal cases, Headteachers and teachers should:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- 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;
- 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 policy;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- 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 Headteacher has agreed the pupil will be removed from the classroom for a prolonged period of time. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

28. 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.
29. Staff supervising areas used for removal should be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.
30. Headteachers, or staff authorised by the Headteacher, may direct a pupil to complete a period of removal from the classroom at another TL school. This will be coded as 'Off-site educational activity' (B) and is at the discretion of the school.

Suspension and Permanent Exclusion

31. All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers 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.
32. The Department for Education are clear that they trust Headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. More information on suspensions and permanent exclusions can be found in the Twynham Learning Suspensions and Permanent Exclusions Policy.

Managed moves

33. 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. More information on Managed Moves and Off-site Direction can be found in the Twynham Learning Suspension and Permanent Exclusion Policy.

Searching, screening and confiscation

34. All TL schools will comply with the guidance set out in the *DfE (2022) Searching, screening and confiscation* guidance.
35. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (as defined in the DfE guidance above) or any other item that the school rules identify as a banned item.
36. 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.

The use of reasonable force

37. All TL schools will comply with the guidance set out in the *DfE (2013) Use of reasonable force in schools* guidance, or subsequent iterations of this guidance, as released by the DfE.
38. 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'.
39. 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.
40. Headteachers 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.
41. 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.

11. Behaviour outside of school premises

1. Schools 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 schools 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.

12. Preventing recurrence of misbehaviour

Initial interventions

2. A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used.
3. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the leadership team and pastoral staff are aware of any pupil that is:
 - Persistently misbehaving

- Not improving their behaviour following low-level sanctions
 - Displaying a sudden change in behaviour from previous patterns of behaviour
4. Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:
- Frequently engaging with parents, including home visits where necessary
 - Providing mentoring and coaching
 - Short-term behaviour report cards
 - Long-term behaviour plans
 - Pupil support units
 - Engagement with local partners and agencies
 - Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan
 - A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

5. Positive behaviour will be taught to all pupils as part of the school's behaviour curriculum, as outlined in the school's behaviour policy, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum defines positive behaviour and makes it clear what this looks like, including the key habits and routines required by the school.
6. Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g., SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive staff-pupil relationships

7. Positive teacher-pupil relationships are key to combatting unacceptable behaviour. Schools will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

8. Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.
9. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.
10. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil

concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

13. Pupil support units

1. 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:
 - as a planned intervention for behavioural or pastoral reasons
 - as a final preventative measure to support pupils at risk of exclusion.
2. 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 this policy and the school's behaviour strategy.
3. Schools may choose to place students in a Pupil Support Unit based at another school. This will be a form of alternative provision and those arranging and providing the placement must adhere to their legal duties, which are set out in legislation and summarised in the [DfE \(2013\) *Alternative Provision*](#) statutory guidance. When a placement is commissioned by another school, the pupils must be admitted in accordance with the 'host' school's published admissions arrangements and registered as a pupil at the 'host' school in accordance with the Education (Pupil Registration) (England) Regulations 2006. The pupil should remain dual registered at the referring school.
4. All staff should ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.
5. Where a pupil has an Education, Health and Care (EHC) plan, the relevant statutory duties on the referring school and local authority will also continue to apply. The referring school should, where possible, contact the relevant authority at an early stage if it is contemplating a placement for a pupil with an EHC plan in a pupil support unit that is in another school. If the referring school wants to place a pupil with a plan in a unit that is in another school, the local authority will need to follow the statutory procedures for amending the setting on the plan.
6. When developing a pupil support unit, schools 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.
7. Home schools should actively monitor the progress of all pupils in pupil support units, including those attending a unit at a different school.
 8. Home schools should consider the distance and transport to the host unit when a pupil is attending a pupil support unit in a different school to the home school. This may involve collaborating with the local authority when the pupil is eligible for free home-to-school travel.
 9. Following time spent in a pupil support unit, schools will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour. Strategies to reintegrate the pupil may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies.

14.Guidance on specific behaviour issues

Child-on-child sexual violence and harassment

1. Sexual violence and sexual harassment are never acceptable and will not be tolerated in TL schools. Those pupils whose behaviour falls below expectations will be sanctioned whilst other investigations by the police and/or children's social care are ongoing.
2. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.
3. 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.
4. Following any report of child-on-child sexual violence or sexual harassment offline or online, schools will follow the general safeguarding principles set out in the *DfE (2023) Keeping children safe in education (KCSIE)* - especially Part 5. Each incident will be considered on a case-by-case basis. The schools' procedures for handling child-on-child sexual abuse and harassment are detailed in the school's Child Protection and Safeguarding Policy or procedures.
5. 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 this behaviour policy and the school's

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.

Behaviour incidents online

6. 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.
7. At all TL schools, even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity.
8. 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 will be addressed in accordance with the same principles as offline behaviour, including following the TL Child Protection and Safeguarding Policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.
9. In cases where a school suspects a pupil of criminal behaviour online, they will follow the guidance below under 'Suspected criminal behaviour'.
10. 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.
11. 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. TL schools will 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.

Mobile phones

12. All schools must have a policy that creates a mobile free environment by prohibiting the use of mobile phones and other smart technology with similar functionality to mobile phones, through the school day, including during lessons, the time between lessons, breaktimes and lunchtime. Details can be found in each school's Behaviour Policy.

Suspected criminal behaviour

13. In cases when a member of staff or Headteacher suspects criminal behaviour, the school will 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 schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools

retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

14. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in the DfE (2023) Keeping children safe in education (KCSIE) guidance, it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

15. Monitoring and evaluating school behaviour

1. TL schools will 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, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.
2. School leaders and staff will analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level.
3. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

16. Expectations, routines and school-specific systems

1. By clicking on the links below, you will find more information about each individual school's behaviour policies, including specific expectations, routines and school systems:
2. Links to Websites:
 - [Christchurch Junior School](#)
 - [Stourfield Infant School](#)
 - [Stourfield Junior School](#)
 - [Twynham Primary School](#)
 - [The Grange School](#)
 - [Poole High School](#)
 - [Twynham School](#)

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?

Behaviour Strategy

2. Upon whom will this impact?

Students and staff

3. How would the work impact upon groups; are they included and considered?

<i>The Equality Strands</i>	Negative impact	Positive impact	No impact
Minority ethnic groups		✓	
Gender		✓	
Disability		✓	
Religion, faith or belief		✓	
Sexual orientation		✓	
Transgender		✓	
Age (N/A to pre-school and school children)			✓
Rurality		✓	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	✓		
Gender	✓		
Disability	✓		
Religion, Faith or belief	✓		
Sexual Orientation	✓		
Transgender	✓		
Age	✓		
Rurality	✓		

Does the initial screening highlight potential issues that may be illegal? No

Do you consider that a full Equality Impact Assessment is required? No

Initial screening carried out by Fiona Ordway, 16/6/2024.