

Behaviour policy and statement of restorative and relational principles

Yattendon School



Yattendon School
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Approved by:	Ashlee Woodruff	Date: 26 th November 2024
Last reviewed on:	November 2025	
Next review due by:	November 2026	

Contents

Introduction	3
1. Aims	3
2. Legislation, statutory requirements and statutory guidance	4
3. Definitions.....	4
4. Bullying	6
5. Roles and responsibilities	10
6. School behaviour curriculum	12
7. Responding to behaviour.....	14
8. Serious sanctions	22
9. Responding to misbehaviour from pupils with SEND.....	23
10. Supporting pupils following a sanction.....	25
11. Pupil transition.....	25
12. Training	26
13. Monitoring arrangements	26
14. Links with other policies	27
Appendix 1: written statement of behaviour principles	28

Introduction

At Yattendon School we want to create warm, responsive and caring relationships where our children's voices are valued so that they thrive socially and emotionally as well as academically. We are a hardworking school and expect high standard from our pupils in terms of learning and behaviour.

Our Behaviour Policy brings together our school values and our Nurture Approach to help guide our pupils as they develop and learn. Our priority is to create and maintain an environment where our pupils can flourish academically, socially and emotionally. We want everyone at Yattendon to feel safe and to keep our community safe and welcoming.

This policy explains what we expect of children, the ways in which we work to achieve our aims, how we act when things go wrong, and the partnership needed between home and school if we are to be successful. It is informed by our Child Protection and Safeguarding policy and by Keeping Children Safe in Education (2025)

1. Aims

This policy aims to:

- establish high and clear expectations of all members of the school community;
- ensure that the policy is understood and implemented fairly and consistently;
- create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- develop in pupils an awareness of their own feelings and an acknowledgement that their actions and words have consequences that affect others;
- teach pupils to take responsibility for their behaviour, make good choices and learn to self-regulate;
- outline the expectations and consequences of behaviour;
- develop positive relationships through a restorative approach, which promotes self-esteem, self-control and respect for others;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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

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

3. Definitions

Behaviour of concern is defined as:

- Minor disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Seriously concerning 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 such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

➤ Vandalism

➤ Threatening behaviour likely to cause distress

➤ Theft

➤ Fighting

➤ Vaping or smoking

➤ Racist, sexist, homophobic or discriminatory behaviour

➤ Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

Our Anti-Bullying Policy

Objectives of this Policy:

- To ensure that everyone in the Yattendon School community has an understanding of what bullying is and how the school will deal with incidences of bullying
- To develop a listening caring ethos at Yattendon where any form of bullying is not tolerated and dealt with in the appropriate manner
- To encourage discussion and not make premature assumptions and to foster a problem solving approach
- The staff is made aware of the anti-bullying policy by the Senior Leadership Team and has access to where the policy is kept.
- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the bully in modifying behaviour and the victim in feeling safe, empowered and supported.

Procedures

- Children should report bullying incidents to available staff or someone who they can trust. In cases of serious bullying, the incidents will be recorded by staff on CPOMs and investigated initially by the class teacher, followed by the following individuals if an incident is not resolved: year leader, senior teachers, inclusion leader, deputy head teacher, head teacher. If the issue is not resolved with intervention from the class teacher, then the issue should be raised through the chain of communication.
- Parents must report any bullying incidents to the class teacher in person, either by phone or to the class email address.
- In serious cases, parents will be informed and will be asked to come in to a meeting to discuss the problem.
- The bullying behaviour or threats of bullying will be investigated and the bullying addressed.
- Appropriate feedback will be given to the parent reporting the bullying in a timely manner.
- The school accepts that any child could display bullying behaviour and as a school, we have a moral imperative to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

Outcomes

- The school will investigate the incident(s).
- Restorative conversation will take place that support both parties and support the bully to change their behaviour.

- The restorative conversations will include what strategies need to be in place to prevent these behaviours occurring again.
- Appropriate, logical and proportionate consequences will be put in place.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place and it will be considered that the incident/incidents are closed.

The school strongly believes that all children can be bullied or become a bully and as such, all parties once an issue has been addressed should be allowed to move on from the issue at hand.

Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Having a listening and caring ethos
- Encouraging discussion and don't make premature assumptions
- Adopting a problem solving approach using our relational and restorative approaches
- The staff being made aware of this anti-bullying section of the behaviour policy by Senior Leadership Team and has access to where the policy is kept.
- Exploring issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Supporting the bully and the victim in modifying behaviour
- Providing information through notice boards, posters and Child line.
- Providing support through teaching children about bullying, why their voices are important and what they can do if they are bullied or they know someone who is being bullied.
- Teaching the children about being an up-stander, not a by-stander

The anti-bullying section of the policy works alongside the behaviour policy. This is discussed with the children in class so they are informed of the procedures

Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>

- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The local committee will appoint a named board-level lead for safeguarding who will take leadership responsibility for the school's safeguarding arrangements. All governors and trustees will receive safeguarding and child protection training at induction and regular refresher training, to enable them to provide strategic challenge and assurance.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure that relational practice and rewards and consequences are applied consistently to all groups of pupils
- 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 nurturing behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of 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 pupils the support they need when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents on CPOMs when serious or repeated
- Challenging and supporting pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to serious and/or repeated behaviour incidents.

All staff who work directly with children must read Part One of Keeping Children Safe in Education (2025) and confirm this in writing to the headteacher. Staff who do not work directly with children must read Part One or Annex A. The school will keep a record of who has read the guidance, when, and evidence of any related induction training.

5.4 Parents and carers

Parents and carers 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 class teacher promptly
- Take part in any pastoral work following behaviour incidents (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

At Yattendon School we always 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 Pupils

Pupils 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Yattendon School we understand that children are learning and they need to be guided and supported in order to understand the consequences of their behaviour choices and actions. We understand that positive behaviour needs to be modelled and reinforced explicitly using direct and indirect teaching.

The vast majority of children at Yattendon School react positively to clear and consistent boundaries. When reminded of these, they behave well and respond to the encouragement and the positive behaviour management strategies of their teachers and other adults across the school.

It is important that all staff consistently use positive behaviour management strategies and celebrate good behaviour choices. We want children to understand how behaviour and learning are connected.

We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged, demonstrated and reinforced.

Pupils are expected to:

- Be kind and follow our Ready, Respectful, Safe rules at all times
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Take part in restorative conversations helpfully and willingly
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Pupils are allowed to bring mobile phones to school on three conditions:

- They switch their phones off and hand them to the class teacher at the beginning of the day and collect them at the end of the day;
- They do not switch the phone on whilst on the school premises unless given express permission;
- The pupil and their parent/carer has read and signed the 'Acceptable Use Agreement' and understands and abides by its content.

Please refer to the 'Acceptable Use Agreement' for more detail.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a high support/high challenge environment that encourages pupils to be engaged in academic and social learning;
- Display the behaviour agreement and their own classroom rules
- Develop a positive relationship with pupils by
 - Getting to know the pupil well as a valued individual
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information please see the Child Protection Policy and statements here: www.yattendon.org/policies

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with (but is not limited to):

Specific verbal praise

Moving up through bronze, silver and gold on our behaviour chart

Being awarded house points for their team

Communicating praise to parents/carers via a phone call or written correspondence

- Certificates, trophies, shields awarded in line with our school Vision and Values

7.4 Responding to misbehaviour

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

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

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

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

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

The school may use one or more of the following responses to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Sending the pupil out of the class to the nominated buddy class
- Expecting missed learning to be completed at break or lunchtime
- Loss of break time or lunchtime (if this is a logical consequence i.e. for unsafe play or fighting)
- Loss of privileges – for instance, the loss of a prized responsibility

- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances (See exclusions policy)

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property – where there is a danger of hurting themselves or others
- 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/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

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 pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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 pupil, 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 pupil 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 pupil; **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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

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

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or 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 pupil’s outer clothing, pockets, possessions or tray.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules

Strip Searches

School staff must not conduct strip searches. If there is an exceptional circumstance where a strip search is being considered, the headteacher must contact the police and local authority/designated safeguarding lead and follow their advice. Parents/carers should be informed as soon as possible unless doing so would put a child at greater risk. Any decision and action must be fully recorded and reported to the governing board in line with KCSIE.

All incidents of reasonable force, searches (including who conducted them and witnesses), and safeguarding incidents must be logged on CPOMs within 24 hours. The DSL will review logs weekly and provide termly anonymised analysis to the governing board, including any patterns by protected characteristic.

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Behaving in a way that contravenes our Acceptable Use Agreement when online outside of school hours (see Online Misbehaviour))

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the head teacher or deputy head teacher will make the report.

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

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

7.10 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.

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help

- Refer to children’s social care
- Report to the police

If a pupil discloses that explicit images (nude or semi-nude) have been shared, staff must **not view, copy, print or forward the image(s)**. The member of staff should report immediately to the Designated Safeguarding Lead (DSL). Where safe to do so, preserve evidence — secure the device by turning screens off and leaving the device switched on and in a safe place — but do **not** attempt to access, search for, or download images. The DSL will:

- assess the safeguarding risk;
- determine whether to contact parents/carers, the police and/or CEOP; and
- ensure the incident is recorded on CPOMs (or the school’s safeguarding record system).

Any decision to view images will only be taken in exceptional circumstances, will be led and documented by the DSL, and will follow the procedures set out in *Keeping Children Safe in Education (KCSIE)*. If images are viewed (for example, because the DSL needs to assess level of risk), the viewing must be strictly limited, recorded, and only performed by the DSL or an appropriate safeguarding professional.

Please refer to our child protection and safeguarding policy for more information:

<https://www.yattendon.org/policies/>

7.11 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy please see appendix 3 in the Child Protection policy for more information on responding to allegations of abuse against staff or other pupils

8. Serious sanctions

8.1 Time Out

Pupils can be issued with 'time out' during break or lunchtime. Children will be told they are missing their break or lunch time and will be aware of the reason.

The school will decide whether it is necessary to inform the pupil's parents/carers.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum. It may be that they spend some time with the member of staff discussing behaviour and using a strategy such as a comic strip conversation.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants to help regulation and reinforce behaviour expectations
- Referral to pastoral support such as Forest School, ELSA, check-ins with trusted adults or Learning Space play therapy in more complex cases
- Short-term behaviour charts or plan
- Long-term behaviour plans
- Referral to external agencies for support
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMs along with details of the incident that led to the removal.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour that 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: <https://www.yattendon.org/policies/>

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Some examples of these preventative measures are suggested here and are available to access via the Surrey Local Offer Ordinarily Available Provision Toolkit:

- Short, planned movement breaks for a pupil with SEND who finds 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
- Use of separation spaces (regulation station or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

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

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

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

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

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

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

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

Details about how to contact Surrey County Council department for learning support and SEND can be found here:

<https://www.surreycc.gov.uk/council-and-democracy/contact-us/contact-us-about-send-and-additional-learning-support>

Persistent or prolonged absence and pupils missing from education may indicate safeguarding concerns. Staff should report attendance concerns to the DSL immediately; the DSL will consider early help, referral to children's social care or other safeguarding responses.

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings
- Daily contact with a senior leader/ELSA
- A behaviour chart with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by ensuring children are directly taught about behaviour expectations and the school rules and values. They are also taught about who to go to if they have a problem and the people available to help them at Yattendon School.

11.2 Preparing outgoing pupils for transition

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

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The restorative and relational approach
- The needs of the pupils at the school
- The culture and ethos of the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term and reported to governors in the head teacher's report.

Pastoral care notes will be circulated weekly about the needs of individual pupils and any specific trends noted in the analysis of behaviour and changes in approach or direction needed will be circulated in a similar way.

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

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Yattendon School Local Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Whistleblowing policy
- Anti-bullying policy
- Acceptable Use Agreement

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

