Behavioural Policy

Date Adopted by LGB:	15.10.25
Interim Review:	
Review Date:	15.10.26

1. Purpose of the Policy

Our school is committed to providing a safe, supportive and respectful learning environment where all pupils can thrive. This Behaviour Policy sets out clear expectations and responsibilities for positive behaviour, ensuring consistency across the whole school community.

At Whitefriars, our approach to behaviour is rooted in our shared values. We believe that every child should feel safe, supported and valued, and that all pupils should be striving to demonstrate their very best behaviour in every aspect of school life. Our behaviour expectations are not simply about following rules, but about living out the values that shape who we are and how we treat one another.

We encourage Peace, Remembrance, Courage and Dignity in the way we face challenges and resolve conflict. Trust, Justice and Truthfulness guide the fairness and honesty we expect in all interactions. Thankfulness, Service and Generosity inspire us to act with kindness and contribute positively to the life of our school. Compassion, Forgiveness, Friendship and Respect underpin the relationships that build a strong and caring community. Through Wisdom, Community, Hope, Perseverance and Joy, we nurture resilience, celebrate achievements, and work together to create a school where everyone can flourish.

By embedding these values in our behaviour management, we support pupils in making thoughtful choices, taking responsibility for their actions, and developing the character and self-discipline needed for life beyond school.

2. Aims

- To promote a positive, respectful and inclusive school culture.
- To clearly outline the expected behaviour of pupils.
- To define the roles and responsibilities of staff, pupils and parents in maintaining high standards of behaviour.
- To provide clear procedures for managing behaviour consistently and fairly.

3. School Expectations

Understanding behaviour: experiences, needs and feelings

Children and young people (CYP) do not behave in isolation — all behaviour is a form of communication. What an adult sees externally (anger, withdrawal, defiance, hyperactivity) is often the surface expression of an underlying emotion or unmet need.

- Past experiences: Adverse Childhood Experiences (ACEs) such as trauma, abuse, neglect, attachment disruption, bereavement, or exposure to violence can leave CYP with heightened stress responses. This may present as hypervigilance, difficulty trusting adults, or strong emotional reactions that seem disproportionate to the situation.
- Current unmet needs: Physical discomfort (hunger, thirst, tiredness, pain), sensory processing differences (overload from noise, light or touch), communication difficulties, or unidentified/unsupported special educational needs can all drive behaviour.
- Emotional and relational factors: A child who feels unsafe, excluded, or misunderstood may resort to behaviour that challenges as a way of seeking connection, control, or escape.
- The school environment: Predictability, classroom climate, peer dynamics, and relationships with staff all directly affect how CYP feel and behave. A supportive, consistent environment can buffer against stress, while an unpredictable or punitive environment can escalate distress.

Staff mindset: Every behaviour tells us something. Instead of asking *"what is wrong with this child?"*, staff should ask *"what has happened to this child, and what are they trying to tell me?"* Adopting this lens helps staff respond with curiosity, compassion and professionalism rather than frustration.

All pupils are expected to:

- Be respectful to others.
- Listen and follow instructions the first time.
- Be kind, honest and fair.
- Take responsibility for their actions.
- Move around school safely and sensibly.
- Try their best in all learning activities.

At our school, positive behaviour is expected at all times. We do not give stickers, certificates or material rewards for behaviour that meets our expectations. Instead, we develop pupils' intrinsic motivation to behave well and take pride in doing the right thing. Children are guided to understand that being kind, respectful and responsible is the standard — not something to be externally rewarded.

4. Roles and Responsibilities

4.1 Headteacher

The Headteacher will:

- Lead the implementation of this Behaviour Policy and ensure it is consistently applied.
- Create a safe and respectful school environment.
- Support staff in managing behaviour effectively.
- Ensure staff are trained and confident in positive behaviour strategies.
- Communicate with parents/carers about behaviour issues when needed.
- Monitor and evaluate behaviour data to identify patterns and act accordingly.

4.2 Teachers

Teachers will:

- Establish clear rules and routines within their classrooms.
- Model respectful and positive behaviour at all times.
- Use consistent behaviour strategies in line with school policy ensuring that the policy is delivered consistently and fairly..
- Promote self-reflection and intrinsic motivation in pupils.
- Apply fair consequences for poor behaviour, using restorative approaches where appropriate.
- Record incidents of poor behaviour or learning disruption on Arbor in a timely and accurate manner.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Communicate concerns with parents and seek support from senior leaders when necessary.
- Where appropriate, in liaison with the Attendance and Behaviour Champion, implement a Behaviour Plan ensuring the plan is consistently adhered to by all involved with the child

4.3 Support Staff (Teaching Assistants, Lunchtime Supervisors, Office Staff etc.)

Support Staff will:

- Promote and model the school's behaviour expectations at all times.
- Use consistent behaviour strategies in line with school policy ensuring that the policy is delivered consistently and fairly..
- Supervise and interact positively with pupils during learning and non-learning times (e.g., break and lunch).
- Use agreed strategies to manage low-level behaviour effectively.
- Report and record incidents of poor behaviour or disruption on Arbor
- Support inclusion by recognising individual needs and adjustments.
- Report significant concerns to the class teacher or a senior member of staff.
- Adhere to the consistent implementation of a school behaviour plan for individual pupils.

4.4 Attendance and Behaviour Champion

The Attendance and Behaviour Champion will:

- Support the consistent implementation of the Behaviour Policy across the school.
- Work directly with pupils who are struggling to meet behaviour expectations, offering mentoring, check-ins, and pastoral support.
- Provide early intervention for pupils at risk of persistent poor behaviour or low attendance.
- Liaise with class teachers, support staff and the senior leadership team to monitor identified pupils.
- Support restorative conversations and behaviour reflections with pupils as required.
- Write detailed behaviour plans for individual pupils where needed, share them with all relevant stakeholders (e.g. class teachers, support staff, parents, SLT), and monitor their implementation and impact.
- Monitor behaviour data on Arbor, helping to identify patterns and support targeted intervention.
- Communicate regularly with families to promote strong attendance and address any concerns.
- Deliver or support small-group or 1:1 interventions aimed at improving emotional regulation, social skills and school readiness.
- Work with external agencies (where appropriate) to support pupils with complex needs.

4.5 Pupils

Pupils will:

- Follow school rules and classroom expectations.
- Show respect to all adults and other pupils.
- Take responsibility for their behaviour.
- Report any concerns such as bullying to a trusted adult.
- Make positive behaviour choices every day because it is the right thing to do.

4.6 Parents and Carers

Parents and Carers will:

- Support the school's Behaviour Policy and values.
- Encourage respectful and responsible behaviour at home and at school.
- Communicate openly with the school about any issues that may affect their child's behaviour.
- Attend meetings if concerns about behaviour arise.
- Work with the school to support any agreed behaviour plans or interventions.

5. Staff induction, development and support

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.

The SMT 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.

The SMT and 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. Behaviour Support and Intervention

Where pupils need additional support to meet behaviour expectations, the school will:

- Use a graduated response tailored to individual needs.
- Provide pastoral support through key adults or wellbeing programmes.
- Work in partnership with external agencies if appropriate.
- Create individual behaviour plans or risk assessments if needed.

7. Behaviour curriculum

- Positive behaviour will be taught to all pupils as part of the behaviour curriculum (Zones of Regulation), 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 will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.
- 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 teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses 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.

7.1 The Zones of Regulation

The Zones of Regulation is a whole-school strategy, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate. These include: use of language / application of colours to feelings / considering their response to these feelings and calming and regulating activities. It is delivered through regular whole-class teaching sessions, as well as through more bespoke interventions - in response to individual need. This approach helps children to: • understand themselves better • rationalise their worries and/or concerns • learn to co-regulate, through adult modelling techniques and strategies and consequently, • become better able to manage their own emotions independently – self-regulation

8. Consequences for Inappropriate Behaviour

- Clear, stepped consequences (e.g., reminders, time out, loss of privileges).
- Restorative conversations to repair harm.
- Communication with parents if patterns of behaviour emerge.
- Fixed-term exclusions only in serious cases, as a last resort, in line with government guidance.

8.1. Recording behaviour

- Arbor (School MIS) is used to record all negative behaviours which have resulted in a child being moved onto orange or red. Notifications are automatically sent to significant adults e.g. class teacher, attendance and behaviour champion, assistant headteacher, to ensure that all relevant staff are aware of a child's negative behaviour. Notifications are monitored closely by both the head teacher and behaviour lead and are presented to the Trust termly as part of the Academy Improvement Review (AIR) meetings. Behaviours are recorded on a severity scale (-1 to -5) which are used consistently across all DNEAT Trust schools – See Appendix F.

Behaviours listed as -1 to -3 are monitored closely and sanctions are issued by the class teacher. -4 and -5 behaviours are dealt with by a member of the Senior Management Team. These behaviours usually involve communication with the child's parents and the possible implementation of a behaviour plan.

Level	Severity
Level 5 - All level 5 incidents marked S for safeguarding, internal suspensions, suspensions and permanent exclusions must have a corresponding investigation within the safeguarding system	
Discriminatory language / behaviour: ableist (S)	-5
Discriminatory language / behaviour: homophobic (S)	-5
Discriminatory language / behaviour: racist (S)	-5
Discriminatory language / behaviour: religious (S)	-5
Discriminatory language / behaviour: sexist (S)	-5
Discriminatory language / behaviour: social, emotional and mental health (SEMH) (S)	-5
Sustained verbal abuse / bullying (not online) (S)	-5
Sustained online verbal abuse / bullying (S)	-5
Child on child abuse (S)	-5
Attempting / leaving the school grounds without permission (S)	-5
Severe damage to school property (S)	-5
Spitting with intent	-5
Possession of a weapon or illicit object / banned item (S)	-5
Stealing	-5
Use of aggressive / violent behaviour with intent to cause deliberate injury (S)	-5
Physical assault on a pupil (S)	-5
Physical assault on a member of staff / volunteer (S)	-5
Harmful sexual behaviours (including sexual harassment / violence) (S)	-5
Drugs / alcohol / harmful substances (S)	-5
Level 5 other (S)	-5
Level 4	
Persistent defiance	-4
Ongoing disrespect to adults / peers	-4
Inappropriate language or gestures (including swearing)	-4
Threatening behaviour towards peers	-4
Throwing equipment / objects (e.g. chairs, scissors)	-4
Level 4 other	-4
Level 3	
Persistent disruption of teaching and learning	-3
Use of mobile phone / smart watch on school site	-3
Potential bullying behaviours (not online)	-3
Potential online bullying behaviours	-3
Physical assault (e.g. pushing, rough play)	-3
Level 3 other	-3
Level 2	

Repeated refusal to work / follow instructions	-2
Dishonesty	-2
Name calling	-2
Minor physical assault (e.g. poking, pulling hair)	-2
Level 2 other	-2
Level 1	
Lack of attention	-1
Failure to follow instructions	-1
Low level disruption to learning (e.g. calling out)	-1
Disrespecting resources	-1
Level 1 other	-1

9. Monitoring and Review

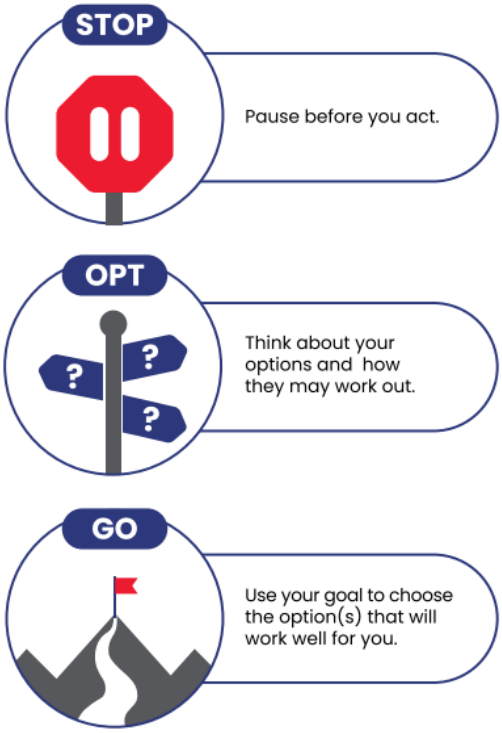
- Behaviour trends will be reviewed termly by the Senior leadership team and Attendance and Behaviour Champion.
- The Behaviour Policy will be reviewed annually in consultation with staff, pupils, and parents.

10. Managing Behaviour

In line with Teacher Standard 7, teachers are responsible for establishing and maintaining good behaviour within their classrooms. They are expected to manage low-level behaviours (L2 and below) through the use of effective classroom management strategies. Approaches may vary across the school depending on the age and needs of the children, but the principle remains that teachers take responsibility for addressing and resolving these behaviours within their own classroom environment. Where behaviour goes beyond L2, or when classroom strategies have not successfully resolved an issue, the teacher will escalate using the Stop–Opt–Go approach (Zones of Regulation). This ensures consistency across the school while also supporting pupils to reflect on their choices and develop self-regulation strategies.

10.1 Stop–Opt–Go Behaviour Reflection System

At our school, we use the Stop–Opt–Go approach as a restorative and reflective behaviour strategy to support pupils in understanding and improving their actions. This structured, stepped system provides children with the opportunity to reflect on their choices, understand the impact of their behaviour, and plan for more positive actions in the future. This system is used particularly when a pupil's behaviour moves beyond a verbal reminder or results in an Arbor entry of Level -2 or higher.



Step 1 – STOP

This stage gives the child the opportunity to pause and acknowledge that a rule or expectation has not been followed.

- The adult calmly addresses the behaviour and gives a clear reminder or instruction.
- The pupil is asked to reflect on what happened and which school rule was not followed, supported by staff where necessary.
- The behaviour is recorded on Arbor if appropriate (-2 or higher), with a clear explanation of the context. Examples of adult actions:

⇒ Verbal reminder
⇒ Refocus direction
⇒ Moved within class
⇒ Time-out in the classroom or another space

Step 2 – OPT (Options)

At this stage the pupil is supported to consider their behaviour in more depth.

- The child has a reflective conversation on why the behaviour happened and is encouraged to recognise how their actions affected others.
- Together, the adult and child identify more positive options they could have chosen. Typical outcomes may include:
  - ⇒ Restorative conversation
  - ⇒ Apology or action to repair harm
  - ⇒ Loss of privilege (e.g. time out from a preferred activity)
  - ⇒ Further Arbor recording (-2 or -3)

Step 3 – GO (Moving Forward)

- This final stage focuses on making a clear, proactive plan to move forward positively.
- The pupil identifies what they will do differently to show a positive behaviour.
- Adults may offer additional support or check-ins to help the pupil succeed.
- If the negative behaviour continues, staff guide the child through a reflective written form (during a Reflection Zone – Appendix 4), using age-appropriate language and strategies (e.g. Zones of Regulation).
- If necessary, the school may involve parents or wider pastoral support to ensure follow-through. This may involve:
  - ⇒ Daily check-ins with an adult
  - ⇒ Emotional regulation or mentoring support
  - ⇒ Parent communication

The Purpose of Stop–Opt–Go

The Stop–Opt–Go approach encourages:

- Accountability: Pupils take responsibility for their behaviour.
- Restoration: Relationships are repaired through reflection and empathy.
- Growth: Pupils learn how to manage emotions, make better choices, and reintegrate into learning.

This system is not a punishment but a structured tool to develop emotional regulation, build positive behaviour habits, and maintain a respectful and calm school culture.

10.1 Immediate Response to Unacceptable Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. All staff are expected to respond promptly, predictably, and confidently to maintain a calm, safe, and respectful learning environment.

After any incident, staff will reflect on what led to the behaviour and consider how to reduce the likelihood of it recurring, including any need for adjustments or support for the pupil. If the negative behaviour continues, staff guide the child through a reflective written form (during a Reflection Zone), Staff should consider what led to the behaviour and how to potentially reduce the risk of the negative behaviour reoccurring including any need for support/adjustments for the pupil.

The Attendance and Behaviour Champion will monitor all reported incidents in order to:

- Monitor patterns of behaviour over time
- Identify pupils who may be at risk of underlying mental health or safeguarding concerns
- Inform early intervention strategies

All staff are expected to remain alert to changes in a pupil's behaviour that may indicate the need for additional support or protection.

10.2 Support and Sanctions

Supportive actions may be taken alongside sanctions to help address the causes of behaviour and prevent recurrence. These may include:

- Targeted discussions with the pupil
- Contact with parents/carers
- Safeguarding follow-up by the Designated Safeguarding Lead (DSL) if concerns extend beyond behaviour

Where a pupil's behaviour is seriously disruptive or presents an immediate concern, the following procedures will be followed:

- The pupil will be sent to the Headteacher or, in their absence, an Assistant Headteacher.
- If classroom strategies have been exhausted or the behaviour is extreme, the pupil may be removed from the classroom. A senior leader will determine the length of removal and any appropriate sanctions, including detentions.
- Parents will be informed on the same day, wherever possible, and may be invited to discuss the incident.

10.3 Initial Interventions

The school uses a range of early intervention strategies to support pupils and reduce the likelihood of escalation. These interventions will be tailored to the child's individual needs and may take place:

- In class
- In small groups
- On a one-to-one basis

Staff will ensure that the SLT and Inclusion team are informed of any pupil who is:

- Persistently misbehaving
- Not responding to low-level sanctions
- Displaying a sudden or unusual change in behaviour

Examples of early interventions include:

- Frequent parent engagement, including home visits where appropriate
- Behaviour mentoring or coaching
- Behaviour plans
- Referrals to external partners or specialist agencies
- For pupils with SEND, a review of current provision and, where an EHCP is in place, liaison with the Local Authority for reassessment

Where concerns extend beyond school (e.g. housing, family, mental health), a multi-agency Early Help Assessment will be considered.

10.4 Escalated Response to Persistent Misbehaviour

If initial interventions are not effective, or behaviour becomes significantly disruptive or unsafe, the following steps may be taken:

- The Headteacher will review whether a suspension is appropriate.
- An assessment will be carried out to determine if any underlying needs—such as undiagnosed learning difficulties, communication needs, or mental health concerns—are contributing to the behaviour.
- If the pupil is identified as having Social, Emotional and Mental Health (SEMH) needs, appropriate SEND support will be put in place, funded from the school's notional SEND budget.
- If SEND is not identified but the pupil still requires structured support, an Individual Behaviour Plan will be created, outlining the provision and expectations in place.

10.5 Access to Clubs (Breakfast and After-School Provision)

The school expects children to uphold the same high standards of behaviour during extended provision (Breakfast Club, After-School Club and extra-curricular clubs) as they do during the school day. These activities are an important part of school life and should be safe, enjoyable and inclusive for all.

- Linked to school behaviour: Children who are struggling to regulate their behaviour during the school day, and who are repeatedly demonstrating poor behaviour choices, may not be permitted to attend school-run clubs.
- Rationale: This measure ensures that extended provision remains a positive, safe and calm environment for all pupils and staff. It also gives children the time and space they may need to re-focus on their core school routines before re-engaging in additional activities.
- Temporary withdrawal: Decisions to withdraw a pupil from Breakfast Club, After-School Club or extra-curricular activities will be made by the Headteacher (or delegated senior leader) and will usually be for a fixed period. Parents/carers will always be informed of the decision and the reasons for it.
- Support and review: During any period of withdrawal, the child will be supported through their individual behaviour plan or pastoral interventions to help them rebuild positive behaviour patterns. Access to clubs will be reviewed regularly, and re-entry will be encouraged once improvements are sustained.
- Consistency and fairness: Withdrawal from clubs will be used as part of a wider graduated response, not as a first step, and will always be proportionate to the behaviours displayed.

10.6 Serious or Repeated Incidents

Where behaviour does not improve despite support, or where incidents are severe:

- The Headteacher will consider whether a permanent exclusion, managed move, or off-site direction is appropriate.
- All serious cases will follow the process outlined in the school's Exclusion Flowchart (Appendix 3).

10.7 Legal Considerations for Disciplinary Action

For any form of disciplinary action to be lawful, the school will ensure:

- The decision is made by a paid member of staff or someone authorised by the Headteacher.
- The behaviour occurred on school premises or under the supervision of staff, e.g. during a school trip.
- The decision is reasonable and non-discriminatory, in line with the Equality Act and other relevant legislation.

Discipline will always take into account:

- The pupil's age and stage of development
- Religious and cultural context
- SEND or SEMH needs
- Any safeguarding, bullying or home-life concerns

10.8 De-escalation strategies
Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

10.9 Preventative measures for pupils with SEND
Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

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

10.10 Physical Intervention

The school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with Step Up/Step On advice. If an incident occurs where physical intervention is required, staff will act using appropriate techniques (as outlined in the training sessions.)

10.11 Norfolk Steps:

As a school, all staff are 'Step On' trained and some staff are 'Step Up' trained. Miss Crowther and Mrs Sturge are the Steps Lead Professionals at Whitefriars and are responsible for the correct use of Steps procedures. They ensure training is up to date and techniques are being used appropriately to effectively support the behaviour of all children at Whitefriars.

Step On is an approach that we use consistently throughout the school to promote positive behaviour strategies. This consistent approach allows us to de-escalate behaviour situations through positive reinforcement. Behaviour analysis and tracking takes place to ensure specific behaviour needs are dealt with effectively.

Within this approach, physical intervention may be used to keep children safe. This is in line with our safeguarding policy and procedures. If an incident occurs where physical intervention is required, staff will act using the appropriate technique. If regular physical intervention is necessary, a behaviour support plan will be put in place and shared with the relevant parents or carers.

Step Up is an approach used when behaviour escalates from what can be managed using the Step On approach. Step Up focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks.

Step Up procedures (See Appendix 2)will only be used when absolutely necessary and will always be communicated with the relevant parents or carers. Following the use of Step Up intervention, the incident will be reported and recorded appropriately. A debrief of the situation will be done by one of the Steps Lead Professionals with the child and adults involved.

As a school, we do not operate a 'no contact' policy. There is a real risk that such policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. The use of reasonable force is always a last resort for staff. It is unlikely that this will be required at Whitefriars but we follow the relevant Norfolk Steps guidance and legislation.

All Norfolk Steps restraints are used in the best interests of the child and are reasonable, proportionate and necessary to reduce harm.

Norfolk Steps techniques seek to avoid injury to the CYP; however, it is possible that accidental and non-intentional bruising or scratching can occur as an unfortunate out come when trying to maintain

safety. Such outcomes are not necessarily an indicator of misappropriation of the technique. Full evaluation and review of such outcomes will be undertaken by personnel from the senior leadership team.

11. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

12. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in this policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Powers of teachers to search a pupil

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare and to maintain high standards of behaviour through which pupils can learn and thrive.

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. A list of these can be found in Appendix C.

- A pupil may be searched by an authorised member of staff where a member of staff has reasonable suspicion that the pupil is in possession of illegal substances or items. In the event that a pupil needs to be searched, the following procedure must be followed:
- Before any search takes place, it should be explained to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- The search must be conducted with a member of the Senior Management Team also present, in an appropriate location away from other pupils.
- The member of staff conducting the search must be of the same sex as the pupil being searched.
- The member of staff must record in writing when and where the search took place, the grounds for the search and the outcomes of the search.
- Parents/carers will be informed as soon as is practicable about the search and the outcomes.
- If a child refuses to be searched, the parents will be informed that this is the case and the police will then be contacted for further support and guidance.

A Designated Safeguarding Lead (DSL) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve a DSL without delay if they believe that a search has revealed a safeguarding risk.

If the DSL finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The DSL should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

14. Confiscation

The school's policy on confiscation is outlined in the following criteria.
An item might be confiscated if:

- the item poses a risk to staff or pupils
- the item is prohibited or identified in the school rules for which a search has been made
- the item is evidence in relation to a crime

Any of the above confiscations should be reported to the Head teacher and to the child's parent. The information should then be recorded on the school's Safeguarding reporting system.

15. Mobile phones

In the interests of keeping children safe, it is our policy to allow pupils to have a mobile phone with them in school, left with the child's class teacher during the school day.

Appendix 1: Information for Staff

At our school, we use the Stop–Opt–Go approach as a restorative and reflective behaviour strategy to support pupils in understanding and improving their actions. This structured, stepped system provides children with the opportunity to reflect on their choices, understand the impact of their behaviour, and plan for more positive actions in the future. This system is used particularly when a pupil's behaviour moves beyond a verbal reminder or results in an Arbor entry of Level -2 or higher.

The Stop–Opt–Go approach encourages:

- Accountability: Pupils take responsibility for their behaviour.
- Restoration: Relationships are repaired through reflection and empathy.
- Growth: Pupils learn how to manage emotions, make better choices, and reintegrate into learning.

This system is not a punishment but a structured tool to develop emotional regulation, build positive behaviour habits, and maintain a respectful and calm school culture.

Step 1 – STOP

This stage gives the child the opportunity to pause and acknowledge that a rule or expectation has not been followed.

- The adult calmly addresses the behaviour and gives a clear reminder or instruction.
- The pupil is asked to reflect on what happened and which school rule was not followed, supported by staff where necessary.
- The behaviour is recorded on Arbor if appropriate (-2 or higher), with a clear explanation of the context.

  Examples of adult actions:

  ⇒ Verbal reminder

Step 2 – OPT (Options)

At this stage the pupil is supported to consider their behaviour in more depth.

- The child has a reflective conversation on why the behaviour happened and is encouraged to recognise how their actions affected others.
- Together, the adult and child identify more positive options they could have chosen. Typical outcomes may include:

  ⇒ Restorative conversation

  ⇒ Apology or action to repair harm

  ⇒ Loss of privilege (e.g. time out from a preferred activity)

Step 3 – GO (Moving Forward)

- This final stage focuses on making a clear, proactive plan to move forward positively.
- The pupil identifies what they will do differently to show a positive behaviour.
- Adults may offer additional support or check-ins to help the pupil succeed.
- If the negative behaviour continues, staff guide the child through a reflective written form (during a Reflection Zone), using age-appropriate language and strategies (e.g. Zones of Regulation).
- If necessary, the school may involve parents or wider pastoral support to ensure follow-through. This may involve:

  ⇒ Daily check-ins with an adult

Appendix 2: Physical Intervention

The use of open and closed hands allows an adult to hold, guide or escort a child without gripping and is a non-restrictive hold, meaning the child can always come out of it (protecting their physical rights). Pupils who are allowed to plant their feet may choose to drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options but the desired outcome is safety not destination.

OPEN HAND Fingers together, thumb away from fingers, palms parallel to floor. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

CLOSED HAND: Fingers and thumb together. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

OFFERING AN ARM: (for support, to guide or escort)

- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security

CLOSED HAND GUIDED SHOULDER HUG:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed.

CLOSED HAND SUPPORTIVE HUG:

CLOSED HAND GUIDED ARM HUG:

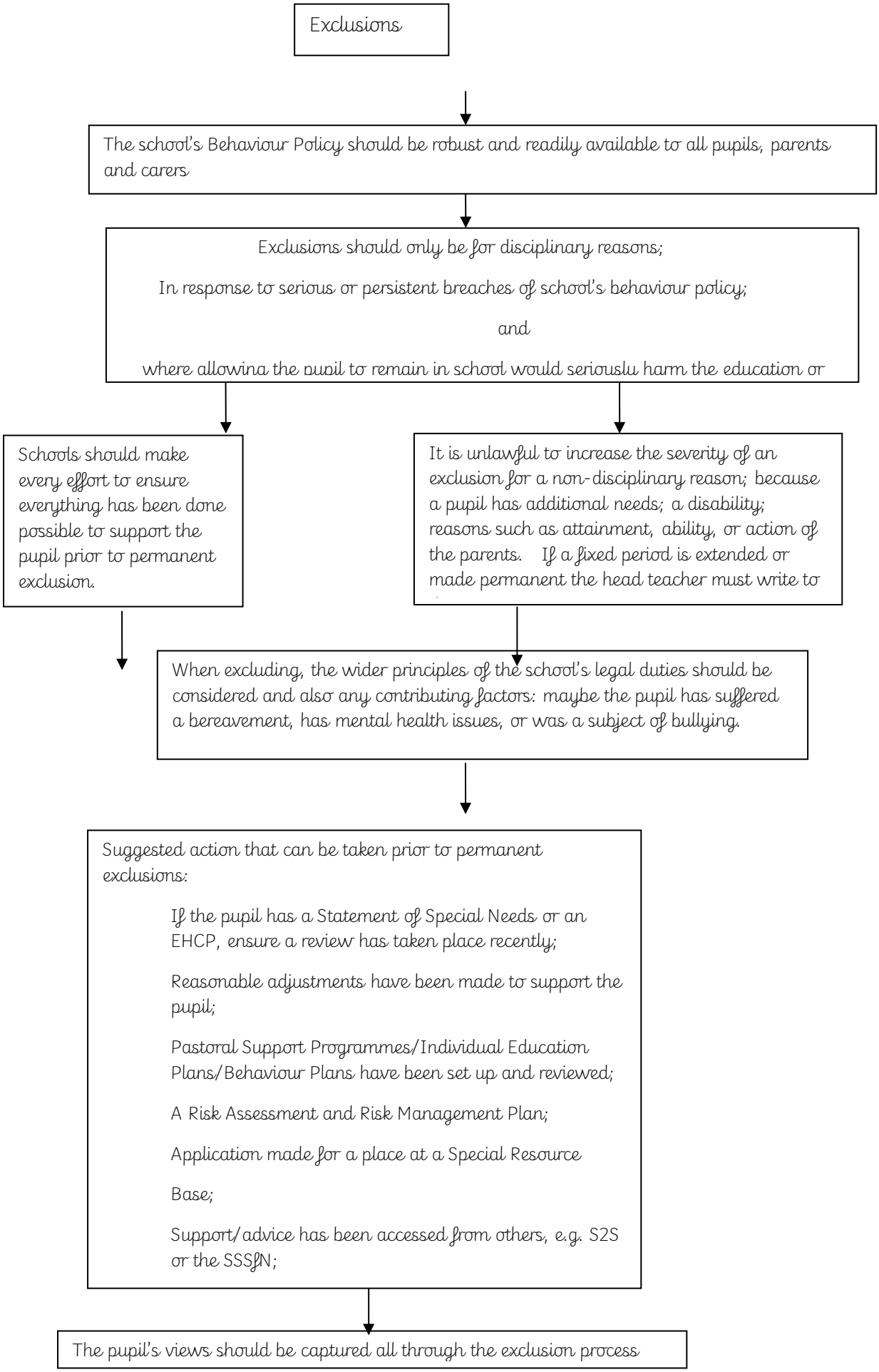
CLOSED HAND PAIRED GUIDED ARM:

OPEN HAND GUIDED ARM:

OPEN HAND PAIRED GUIDED ARM:

OPEN HAND GUIDE: to protect or turn

Appendix 3: Exclusion Flowchart



Referral form to SSSfN

Head teacher or acting head decides to exclude permanently

If pupil is excluded in a morning session the exclusion takes effect from that afternoon. Notice must be given to parents without delay;

If pupil is excluded at the end of afternoon session exclusion takes effect from the next school day. Notice must be given to parents without delay, if compulsory school age by the end of the afternoon session

It should only be in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Notify the parent without delay ideally by telephone, followed by a letter. Notice must be in writing and state all the required facts in the guidance

If pupil is provided with alternative provision meeting all regulation requirements before the 6th day, they are marked on the school register under code B

(Education off site)

Governing body and the LA must be informed without delay and the 'home' LA if different

If pupil is not provided with alternative provision until the 6th day, they should be marked absent on the school register using code E (Exclusion)

Provision must be made by the LA from the 6th school day of exclusion

If any exclusion would result in the pupil missing public examination, the governing body should try to meet before the date of the examination.

The governing body must convene a meeting within 15th school days to consider the exclusion. The governing body must invite the parent, pupil, head teacher and (if a maintained school) an LA Officer at a mutually agreed time. Academies can invite the LA Officer to attend. Supporting evidence should be circulated as far as possible at least 5 days before the meeting, including written statements, witness statements and capturing the excluded pupil's views and a list of attendees.

At maintained school (and academies with permission) the governing body may ask the LA Officer for advice and the LA Officer can ask questions and make representations, but the governing body must make its decision alone, asking the other parties to withdraw. Only the clerk may stay.

The governing body must inform the parent, the head teacher and the LA Officer of its decision in writing without delay stating the reasons. They must also state the last date for lodging an application for a review (this will be 15 school days after the date the letter is received by parents) and explain that the grounds for the review must be set out in writing, requesting a Special Education Needs expert if required. A copy of the letter should be placed on the pupil's school record, with copies of relevant papers and minutes kept in Governors' confidential files

If the parent makes an application for a review within the time limit, the review should be held within 15 days after the day on which the review is lodged. The review panel considers the case and has only three options: uphold the exclusion; recommend the governing body reconsider their decision; or quash the decision and direct that the governing body considers the exclusion again.

If the governing body's decision is upheld, the pupil is removed from the admission attendance register only after the review process has been completed

Appendix 4:

STOP, OPT & GO

Child's name	Date of behaviour:
Staff member supporting:	Date of reflection:

Pupil Signature:

What is the problem, trigger, or spark?

Pause before you act. Share an impulse.

Share OPTions and predict how each might work out.
Include using a regulation tool as an option.

Share a GOal you may have.

Together, act out the options. Circle options that might work well, and cross out options that might not work well.