



*‘Be the best you can be; together we grow from acorns
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

BEHAVIOUR POLICY

Ratified by:	Local Academy Committee	In consultation with:	Senior Leadership Team
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1. Aims

This policy aims to:

- 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
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- 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 most recent guidance from the Department for Education (DfE), and other relevant statutory guidance including:

- [Behaviour in schools - GOV.UK](#)
- [Searching, screening and confiscation in schools - GOV.UK](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions - GOV.UK](#)
- [Use of reasonable force in schools - GOV.UK](#)
- [Supporting pupils with medical conditions at school - GOV.UK](#)
- [SEND code of practice: 0 to 25 years - GOV.UK](#)

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 the Severn Federation Academy Trust funding agreement and articles of association.

3. Statement of Intent

Bream Church of England school believes that:

- All pupils are capable of good behaviour.
- Pupils behave better in class when the curriculum is relevant, exciting and challenging.
- Rules, rewards and consequences work best when all adults in the school community apply them consistently.
- Adults have a responsibility to model as well as teach good behaviour and communication.



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- The physical environment of the school impacts on behaviour.

Our Behaviour Policy is informed by our Christian Vision and Values which underpin every aspect of our community's life and work, including our curriculum. We aim to create a culture which reflects our Christian ethos and modern British values. The values which relate particularly to this Policy are respect, friendship, forgiveness, truthfulness, courage and trust.

Our Christian Vision, 'Be the best you can be; together we grow, from acorns to oaks, flourishing in God's love.' is taken from Isaiah 61:3 – Oaks of Righteousness. "They will be called oaks of righteousness, a planting of the Lord for the display of his splendour."

This is a prophecy that looks at all sorts of people from all sorts of backgrounds. We have a real desire and belief that all children from all backgrounds will become magnificent people, making a difference in the world.

At Bream Church of England Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere which is focused on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. We adopt a trauma-informed approach, recognising that behaviour can be a form of communication and that pupils may need support to regulate their emotions and respond positively.

At Bream Church of England Primary School, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of work
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes



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- 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
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Mobile phones and similar devices

5. Protected Characteristics

Under the Equality Act 2010, the following are recognised as protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school is committed to ensuring that no pupil is disadvantaged or treated unfairly on the basis of these characteristics, and will monitor behaviour systems to ensure equity and fairness.



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6. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Everyone has the right to be treated with respect and kindness, no one deserves to be a victim of bullying and those who are bullying need to learn different ways of behaving.

All Local Academy Committee members teaching and non-teaching staff, pupils and parents/carers should understand what bullying is.



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As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.

- To implement procedures to confront bullying of any form.
- To listen to all parties involved in incidents.
- To investigate incidents promptly and as fully as possible.
- To take appropriate action and to refer to a member of the SLT as appropriate.
- To share with parents/carers of the victim and bully, incidents of serious and /or persistent bullying.
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- To discuss/report incidents with other agencies and organisations when appropriate and make referrals to those organisations when appropriate.
- To implement a range of follow-up support/interventions appropriate to the situation.
- To liaise with the wider community if the bullying is taking place off the school site.
- To monitor the effectiveness of actions taken and reassess/take more actions if appropriate.
- Liaise with the Designated Safeguard Lead if there are safeguarding issues or concerns – a DSL may refer to MASH.

6.1 Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking confidence
- changes in behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6.2 Strategies for Preventing Bullying

- An active school council with representatives from each year group.
- Taking part in Anti-Bullying week annually. (November)
- Taking part in Safer Internet Day annually. (February)
- A robust RSHE curriculum for all year groups.
- Specific curriculum inputs for online safety and cyberbullying.
- Weekly celebrations.
- Pupil voice.



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- Positive Plan / ELSA support / Play Leaders / School Listening Post.
- Parent events and training.
- Regular staff training and development.
- All staff model expected behavior.

6.3 Procedures

Report bullying incidents to any member of staff or a member of the SLT. In all cases of bullying, the incidents will be recorded by staff on CPOMS.

In particular cases parents/carers should be informed and will be asked to come in to a meeting to discuss the problem.

If necessary and appropriate, police will be consulted.

The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. Help will be given to the perpetrator/bully (bullies) to support them to change their behavior.

6.4 Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may also take place.
- Counselling (Listening Post, SLT, other)
- Use of home / school communication books.
- Use of reasonable and appropriate sanctions.
- Involvement of external agencies.
- Monitoring by Teachers/SLT.
- Formal recording (racism/homophobia)
- Liaison with parent/carer/social worker.
- In serious cases, suspension or even exclusion will be considered.
- If possible, the pupils will be reconciled.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

7. Roles and Responsibilities

7.1 The Local Academy Committee

The Local Academy Committee is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy



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- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Ensuring that exclusion decisions are lawful, reasonable and proportionate
- Monitoring how staff implement this policy to ensure rewards and sanctions 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 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 both sanctions and support 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 (see section 13.1)

7.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- All staff are expected to apply the behaviour policy consistently; any inconsistencies will be addressed through monitoring, support and training.
- 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7.4 Parents and Carers

Parents/carers and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour



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

The school will endeavour to build a positive relationship with parents/carers 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.

7.5 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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- 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.

8. School Behaviour Curriculum

At Bream Church of England Primary School, we wish to create a community that is caring, responsible and tolerant that operates within an agreed framework. Behaviour expectations are explicitly taught, modelled, practised and regularly revisited as part of the school's behaviour curriculum.

Pupils are expected to:

- 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



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- Accept sanctions when given and develop a sense of personal responsibility
- 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.

9. Phones

9.1 Rationale and Expectations

Our school is committed to maintaining a safe, focused and disruption-free learning environment. In line with DfE guidance, the school operates as a mobile phone-free environment during the school day. Mobile phones can present safeguarding risks, disrupt learning, and negatively impact pupils' wellbeing and social interaction.

9.2 Bringing Mobile Phones to School

We discourage pupils from bringing mobile phones to school wherever possible. However, we recognise that some pupils may need a phone for safety reasons when travelling to and from school.

Any pupil who brings a mobile phone to school must hand it to a designated adult immediately on arrival.

Phones will be securely stored by the school for the duration of the school day.

Pupils may collect their phone from the office at the end of the day.

Mobile phones must be switched off before being handed in.

The school cannot take responsibility for phones that are not handed in in accordance with this policy.

9.3 Mobile Phone-Free School Day

Pupils are not permitted to access or use mobile phones at any point during the school day, including:

- During lessons
- At break times or lunch
- While moving around the school site
- In toilets or changing areas

This applies unless a specific exemption has been granted (see Section 8.6).

9.4 Sanctions for Breach of Policy

Failure to follow this policy will result in proportionate sanctions:

- First incident: Phone confiscated and stored in the office; returned to the pupil at the end of the day.
- Second incident: Phone confiscated; returned only to a parent/carers.



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- Repeated incidents: Escalation in line with the behaviour policy, which may include loss of privileges, time out of class, increased supervision, or a meeting with parents/carers.

Where a pupil refuses to hand over a phone, this will be treated as a serious behaviour concern and addressed in line with the school's behaviour policy.

Any misuse of a phone (e.g. taking photos/videos, bullying, accessing inappropriate material) will be treated as a serious incident, and may involve safeguarding procedures and parents/carers being contacted immediately.

9.5 Travel to and From School

We recognise that mobile phones may provide reassurance and safety for pupils travelling independently.

To support this:

- Pupils may carry a phone for use before arriving at school and after leaving the site.
- Phones must be switched off and handed in immediately upon arrival.
- Pupils should not use phones on the school site, including at the gates.
- Parents/carers are encouraged to discuss safe and responsible use of phones outside of school.

9.6 Exceptions and Reasonable Adjustments

We will make reasonable adjustments for pupils who require access to a mobile phone due to:

- Medical needs
- Safeguarding arrangements
- Special educational needs or disabilities (SEND)
- Exceptional personal circumstances

In these cases:

- An agreed plan will be put in place with parents/carers
- Use will be limited to the agreed purpose only
- Staff will supervise use where appropriate

9.7 Trips, Visits and Residential

Mobile phone arrangements for trips will be clearly communicated to parents/carers in advance:

- On day trips: Phones are usually not required and may be collected if brought.
- On residential trips: Phones are usually not required and may be collected if brought

Misuse will result in confiscation and may affect participation in activities



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9.8 Loss, Damage and Liability

Phones are brought to school at the owner's risk. While the school will take reasonable care, it cannot accept liability for loss or damage unless caused by negligence.

10. Responding to Behaviour

10.1 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 stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Using consistent and varied praise
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement – each class will develop their own reward system appropriate to the age of the pupils
 - Using a mixture of private and public praise with the pupils
 - Referring back to our school and Trust vision and Christian values
 - House points

11. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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 which is available on our school website; www.breamcofe.co.uk/policies



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11.1 Child-on-Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as 'banter' or 'just having a laugh' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our Safeguarding policy. Our Safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

12. Responding to Good Behaviour

When a pupil's behaviour meets or goes above and 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:

- House points
- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, stickers, recognition in weekly celebration assembly
- Positions of responsibility, such as being entrusted with a particular job
- Whole- class or year group rewards, such as a popular activity

13. 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 behavioural issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies; www.sfat.uk/policies

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Any sanctions will be appropriate to the incident and monitored closely for any further reoccurrence. They will be decided upon by the member of staff



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who is dealing with the incident in the first instance. If the behaviour persists, or a pupil is non-compliant with the sanction, the case will be passed on to a member of the SLT.

Any incidents of a serious nature will be passed straight to the SLT and the parent/carer will be informed.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of an appropriate task in relation to their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of some break or lunchtime
- Loss of privileges
- School-based consequence, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Recording incidents and actions on CPOMS
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

14. Restrictive Intervention, Including Use of Reasonable Force

Our approach to restrictive interventions follows the Department of Education [Use of reasonable force in schools - GOV.UK](#)

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

14.1 Reasonable Force

Reasonable force covers a range of interventions that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances. .

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property



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- Causing disorder among pupils, in or out of lessons
- Reasonable force must: Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible.
- Be recorded on CPOMS and reported to parents/carers
- 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.

14.2 Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or willful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them, such as the sensory room, the library or the nest.
- The pupil will be supervised at all times, by at least one member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave,

14.3 Recording and Reporting Requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our Restrictive Intervention policy for more information on this legal duty; www.sfat.uk/policies

15. Confiscation, Searches, Screening

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



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15.1 Confiscation

Any prohibited items 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.

15.2 Searching a Child

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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the 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



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➤ 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.

If they still refuse to co-operate, the member of staff will contact a member of the SLT/DSL to try and determine why the pupil is refusing to comply.

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 from causing disorder.

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, bags or draws.

Outer clothing includes:

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

15.3 Searching Pupils' Possessions

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

- Drawers
- 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 4) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

15.4 Informing the Designated Safeguarding Lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on CPOMS.



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15.5 Informing parents/carers

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

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

15.6 Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

15.7 Strip Searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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

15.8 Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the child's parents/carers to inform them that the police are going to strip search the child before the strip search takes place, and ask them if they would like to come into school to act as the child's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.



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15.9 Who Will be Present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the child or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

15.10 Care After a Strip Search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

16. Off-site Misbehavior

Sanctions 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)



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- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions 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

Sanctions 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).

17. 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

This includes the use of personal devices outside school where it impacts pupils or the wider school community

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

18. 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, a member of the SLT 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.

18.1 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.



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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

Please refer to our child protection and safeguarding policy for more information. These can be found on the school website; www.breamcofe.co.uk/policies

19. 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 needs 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 the Allegations of Abuse Against Staff and Low Level Concern policy on the Trust website; www.sfat.uk/policies.

20. Serious Sanctions

20.1 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. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary.



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Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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 who have been removed from the classroom are supervised by a member of the SLT and this is not punitive isolation.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. It may be necessary in some incidents for the majority of the class to be moved to a safe place while the behaviours of an individual are being deescalated.

Pupils should be reintegrated into the classroom as soon as 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:

- Meetings with the school Listening Post
- Use of teaching assistants/trusted adults
- Short term behaviour targets
- Long term behaviour plans
- Partnership work with GFAPS
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

20.2 Suspension and Permanent Exclusions

The school will use suspension and permanent exclusion only where it is necessary and proportionate, in line with the most recent DfE guidance. Suspension and permanent exclusion are used as a last resort. However, the school does not operate a 'no exclusion' policy, as in some circumstances exclusion is necessary to maintain the safety and wellbeing of pupils and staff.

Suspension and permanent exclusion are used as a last resort in response to:

- Serious breaches of the behaviour policy
- Persistent disruptive behaviour where other strategies have not been successful

Before making a decision, the school will consider:



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- The pupil's individual circumstances, including any SEND
- Whether reasonable adjustments have been made
- The use of alternative strategies and interventions
- The impact on other pupils and staff

The school will consider all appropriate alternatives, including pastoral support, early help, reasonable adjustments for SEND, and, where appropriate, managed moves or alternative provision.

Where a pupil is suspended:

- Parents/carers will be informed without delay
- Work will be provided for the pupil during the suspension period
- A supportive reintegration meeting will be arranged on return to support a successful transition back into school and to prevent recurrence
- A pupil will not be suspended for more than 45 school days in a single academic year

Permanent exclusion will only be considered in the most serious circumstances, or, where allowing the pupil to remain in school would seriously harm the education or welfare of others.

The school will work closely with parents/carers and external agencies where appropriate to seek alternatives to exclusion wherever possible. Suspension or permanent exclusion will only be used on disciplinary grounds. All decisions will be clearly recorded, including the reasons for the suspension or exclusion, and parents/carers will be informed without delay in line with statutory requirements.

All decisions will be made by the headteacher and will follow statutory guidance. Only the headteacher (or acting headteacher) has the authority to suspend or permanently exclude a pupil.

Please refer to our Exclusions policy for more information. This is available on the Trust website: <https://www.sfat.uk/policies/>

21. Responding to Misbehaviour from Pupils with SEND

21.1 Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). The school will consider whether unmet needs may have contributed to the behaviour before applying sanctions.

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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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](#))



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- 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.

Our approach to anticipating and removing triggers of misbehaviour:

- 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 a 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 (sensory zones/nurture rooms) where pupils can regulate their emotions during a moment of sensory overload)

21.2 Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

21.3 Challenging Behaviour and Unidentified SEND

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.

21.4 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.



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

Our casework officer comes from Gloucestershire Local Authority and would be contacted by the school SENDCo, with parental involvement if needed.

22. Supporting Pupils Following a Sanction

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

- Reintegration meetings
- Daily check ins with a trusted adult
- Regular contact with the school listening post
- Personalised behaviour goals
- Home/school contact book

23. Pupil Transition

23.1 Inducting Incoming Pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

23.2 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

24. Training

The behaviour policy is discussed with all staff regularly and they are provided with training and regular support on managing behaviour, including training on:

- The proper use of restraint – Team Teach (Some staff)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Trauma based approaches
- My Happy Minds work

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.



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25. Monitoring Arrangements

25.1 Monitoring and Evaluating School Behaviour

The school and Trust will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Incidents involving restrictive intervention and the use of reasonable force
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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

- At school level
- By age group
- At the level of individual members of staff
- 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 it. The school will ensure that behaviour systems do not disproportionately impact pupils with protected characteristics or vulnerabilities, and will take action where patterns are identified.

26. Monitoring this Policy

This behaviour policy will be reviewed by the Headteacher and the Local Academy Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Local Academy Committee.

27. Links with Other Policies

This behaviour policy is linked to the following policies

- Suspensions & Exclusions policy
- Child protection and safeguarding policy
- Attendance Policy
- Equality and Diversity Policy
- Online Safety Policy
- Anti-Bullying (and Hate) Policy
- Remote Learning Policy



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➤ SEND Policy

This policy is available on the school website: www.breamcofe.co.uk/policies

Paper copies are available on request from the School Office.

Appendices Overleaf



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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 are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Local Academy Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.