Behaviour Policy

Crisp Vocational Provision

Crisp Vocational Provision Ltd

Building futures for tomorrow

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Aims

This policy aims to:

- Promote Positive Behaviour: Encourage students to exhibit respectful, responsible, and positive behaviour through clear expectations and consistent reinforcement.
- Ensure Safety and Well-being: Create a safe and supportive environment where students feel secure and valued, reducing incidents of bullying and violence. All stakeholders are entitled to a safe and secure environment.
- Support Individual Needs: Recognise and address the diverse needs of students, providing tailored interventions and support to help them succeed.
- Foster Inclusivity: Promote an inclusive atmosphere where all students, regardless of background or ability, feel accepted and able to participate fully.
- Develop Social Skills: Help students develop essential social and emotional skills, such as empathy, cooperation, and conflict resolution.
- Encourage Academic Engagement: Support students in engaging with their learning, fostering a positive attitude towards education and personal growth.
- Build Strong Relationships: Strengthen relationships between students, staff, and families to create a cohesive and collaborative community.
- Promote Accountability: Encourage students to take responsibility for their actions and understand the consequences of their behaviour.
- Provide Clear Communication: Ensure that behaviour expectations and policies are clearly communicated to students, staff, and parents.

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2023
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools 2025
- Arranging Alternative School A Guide for Local Authorities and Schools 2025
- Supporting pupils with medical conditions at school
- SEND Code of Practice 2024

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.

Definitions

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- 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 such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- 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

Bullying

Any behaviour which makes another person feel uncomfortable or threatened may be seen as bullying – whether intended or not.

At Crisp Vocation Provision, we respond to bullying incidents where the behaviour is repeated. There are many definitions of bullying but most have three things in common. It is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for those being bullied to defend themselves

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, spreading rumours
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, comments or remarks, 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 appearance, sexual reputation or performance, or inappropriate touching Staff should note that: The practice of 'upskirting' (taking a picture under someone's clothes) is a criminal offence The dividing line between sexual harassment and sexual assault is not clear cut, and 'unwanted touching' could fall into the latter category. This possibility should be carefully considered when dealing with an incident by the safeguarding team. See the CVP Safeguarding and Child Protection policy for more guidance on this topic.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI). Cyber-bullying may occur in or out of school and can happen at all times of the day. Given the extent to which students engage with one another online, staff should be open to the likelihood that any type of bullying may have an online / cyber component that facilitates or encourages the abuse.

Bullying can impact on a person's self-confidence and often creates a cycle of poor performance and further criticism, potentially causing depression, stress, mental or physical ill-health, with consequent absence from school or work.

Bullying is listed as a type of child-on-child abuse in Keeping Children Safe in Education and in Crisp Vocation Provision's Safeguarding and Child Protection Policy. Engagement staff will always liaise with a member of the safeguarding team and consider whether there is a safeguarding concern present by an incident or pattern of bullying behaviour.

Some forms of bullying may break the law and may be reported to the police by Crisp Vocation Provision:

- Violence or assault;
- Theft;
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and peer on peer abuse;
- Hate crimes – any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

See additional antibullying policy for more details on strategies in the school.

Roles and responsibilities

The Proprietor

The proprietor is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation and efficacy.

The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure 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
- Ensure that the curriculum is appropriate, challenging and engaging
- 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)

Behaviour and Engagement Lead

The Behaviour and Engagement Lead is responsible for:

- Promoting Positive Behaviour
- Implement and uphold the School's behaviour policy, encouraging positive behaviour among students
- Oversee and monitor the behaviour, learning, and progress of students, particularly those facing challenges
- Provide targeted interventions and support for students with behavioural issues, including emotional support and encouragement
- Lead and develop a team of tutors and staff, enhancing their practice and ensuring consistent implementation of behaviour management strategies
- Maintain clear communication with students, staff, and parents regarding behaviour expectations and policies
- Ensure the welfare and safety of students, reporting any concerns to designated safeguarding officers
- Maintain a visible presence around the school during lessons and unstructured times to ensure standards and routines are upheld
- Provide regular reports to senior leaders on behaviour trends and issues, helping to inform decision-making
- Implement restorative practices to help students understand the impact of their behaviour and repair harm

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Ensuring lessons are purposeful
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Good behaviour should be rewarded, and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence. (See Anti- Bullying Policy)
- Communicating the settings's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model positive behaviour and promote it through active development of pupils' social, emotional and behavioural understanding
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

- Working with students to improve their behaviour and re-engage them with education

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

Parents, carers and referring agencies

Parents, carers and referring agencies 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 school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents, carers and referring agencies 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.

Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

School behaviour curriculum

We understand that pupils have often not been successful in other settings due to poor behaviour. At CVP we understand that depending on the length of time in school pupils will have to develop their own skills; however, we do expect to see progress in behaviour. Pupils are expected to make progress towards:

- Behave in a way that shows self-control
- Show respect to members of staff and each other

- In sessions, make it possible for all pupils to learn
- Move around the school as required depending on the session they are supposed to be in
- Treat the school buildings and property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

Mobile phones are not permitted on students when they are in school to safeguard all of the individuals that attend. As part of the behaviour agreement, signed by students on starting at CVP, there is the expectation that phones are handed in during the wanding process and morning welcome with staff. This takes place in the locker room and students are able to lock their belongings away in a secure space.
There are considerations made in special circumstances for those students who need to make a call during the day, and this will be shared with a member of staff in the morning and will be supervised at all times. The phone is expected to be locked away after the phone has been used.
For those students that have not handed phones in, they will not be allowed into sessions in the school until placed in a locker and closed away. The sanctions for not handing phones in include deduction of wages and phone calls home. This will be followed up by the engagement and behaviour team.

Responding to behaviour

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 the behaviour curriculum or their own classroom rules; expectations should be made clear. Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Encouraging students to take responsibility for their actions and repair harm through restorative conversations and activities
- Using positive reinforcement

Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information at www.crispvocationalschool.co.uk/policies.

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:

- An additional amount added in wages/vouchers
- Positive points on Arbor (again linking to wages)
- Reward trips and visits as incentives throughout the year
- Positive phone calls to parents/carers
- More opportunities for a range of different experiences

Responding to unwanted behaviour

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 unwanted or negative behaviour.

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.
All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Wherever possible us Reprimand In Private, Praise In Public accroach.
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

- Loss of privileges
- Deduction of wages
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Suspension
- Permanent exclusion, in the most serious of circumstances

Behaviour Interventions

In addition to our offer, if student behaviour requires extra intervention steps, we have a number of supportive measures above and beyond the behaviour curriculum

- Peer Mediation: Training students to help mediate conflicts among their peers, promoting a supportive school environment
- Check-in/Check-out (CICO) Systems: Providing students with regular check-ins with a mentor to set goals and review progress
- One to One intervention: Allowing students short breaks to help them manage their emotions and return to tasks with a fresh perspective
- Social Skills Training: Teaching students specific social skills, such as communication and conflict resolution, to improve interactions with peers
- Behaviour Contracts: Creating agreements between students and teachers outlining expected behaviours and consequences

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.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have the legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Reasonable in the circumstances means using no more force than is needed.
Force is used as a last resort, it is usually employed either to control pupils or to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
• In a school, force is used for two main purposes – to control pupils or to restrain them.
• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The School may use reasonable force to prevent a pupil from:

- committing an offence
- causing disorder
- damaging property
- leaving the classroom were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- attacking a member of staff or another pupil, or to stop a fight
- harming themselves through physical outbursts

At CVP we do not:
use force as a punishment – it is always unlawful to use force as a punishment.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

Searching, screening and confiscation

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes or vapes
- fireworks
- pornographic images

• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
Force cannot be used to search for items banned under the school rules.

Searching, screening, and confiscation is conducted in line with the DfE’s latest guidance on searching, screening, and confiscation.

Students are screened on entering the school to ensure that no concealed, harmful or dangerous items are brought into the school.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Parents / Carers are permitted to collect these items within 28 days of confiscation. After 28 days, the items will be disposed of.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- 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 an emergency search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

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

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

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

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

- Assess whether there is an urgent need for a search

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

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

The search will be carried out by a member of the senior leadership team. If they still refuse to co-operate, the member of staff will contact the headteacher 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 causing disorder.

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

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

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker. ‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Lockers
- Bags

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

An authorised member of staff can search a pupil’s possessions when the pupil and 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.

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 in the school's safeguarding system.

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

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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Off-site unwanted behaviour

Sanctions may be applied where a pupil has displayed challenging behaviour off-site when representing the school. This means negative when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school i.e alternative school events

Sanctions may also be applied where a pupil has shown unwanted behaviour off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Pose a threat to others or them as individuals

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).

Online behaviours

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Filtering and monitoring systems highlight this.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
If a decision is made to report the matter to the police, the headteacher or other member of the leadership team will make the report on her behalf, depending on the instance and severity.
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.

Zero-tolerance approach to sexual harassment and sexual violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information at www.cricpvocationalschool.co.uk/policies

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 sanction the pupil in accordance with this policy.

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Suspension and permanent exclusion

The school can use suspension and loss of placement in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort, along with confirmation of referrer who has responsibility for the individuals education.
Please see separate policy.

Responding to disruptive behaviour from pupils with SEND

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

When incidents of challenging or unwanted behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of undesirable or challenging will be connected to them.

SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the schools 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.

Adapting sanctions for pupils with SEND

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND
- If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.
- The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND
The setting's special educational needs coordinator (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.

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

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

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

Pupil transition

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. New students are expected to sign a behaviour contract on the first day during a meeting with the engagement and behaviour team.

Staff Training

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

- The needs of the pupils at the school
- The behaviour system we have in place
- Logging behaviour issues
- De-escalation techniques

- How SEND and mental health needs can impact behaviour and strategies to support individuals
- The proper use of restraint (Team Teach training)

Behaviour management will also form part of professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following by using Arbor:

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

The data will be analysed by the Pastoral & Attendance Officer and discussed as a standing agenda item at the weekly behaviour meeting. This will be overseen by the Headteacher.

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

- At a school level and on an individual basis.
- By age group
- By time of day/week/term
- By protected characteristic

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

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and shared with the proprietor 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 headteacher.

Links with other policies
This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy