Policy Title: **Behaviour Policy**	Effective Date:	February 2026
Leadership Team Member Responsible: Assistant Headteacher, Behaviour and Character	Review Date:	February 2027
Governors' Committee Responsible: Culture and Community		

Aims of the policy as agreed with the Governing Body

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all learners can 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 learners
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

1. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for Headteachers and school staff, 2016
- Behaviour in schools: advice for Headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

2. Definitions

Misbehaviour can include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Possession of banned items such as:
    - Chewing gum
    - Fizzy drinks including high energy drinks
    - Glass bottles
    - Aerosol cans

- Other tobacco products
- Vape equipment

Serious misbehaviour can include:

- 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
  - 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/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and 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 learner)

3. Bullying

Bullying is defined as the repetitive, intentional harming of a 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
TYPE OF BULLYING	DEFINITION

Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/bi-phobic 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

Tackling and preventing bullying is a priority at Sheldon, and we are committed to working with parents and learners to ensure our school remains a safe place to learn. We expect all staff members to promote anti-bullying messages in our school and to act swiftly to support any learner who shares concern.

We will not tolerate behaviour which is discriminatory in nature, and which causes harm to members of our community.

All learners should expect to attend our school and be treated with equality and respect regardless of their gender, race, religion or any other perceived difference.

Details of our school's approach to preventing and addressing bullying are set out in our anti bullying policy

4. Roles and responsibilities

4.1. The School Governors

Are responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. The culture and community committee will regularly review the school's use of withdrawal from class, off-site direction use, suspension data, and the managed move process. This will include monitoring this data against protected characteristics.

4.2. The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of learners
- 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 learners 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 and child protection policy to offer learners both consequences and support when necessary
- Ensuring that the data from Epraise is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy (see section 13.1)

4.3. Teachers and staff

Staff are responsible for:
- Creating a calm and safe environment for learners
- Establishing and maintaining clear boundaries of acceptable learner behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of learners
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging learners to meet the school's expectations

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

4.4. Parents and Carers

Parents 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
- 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 endeavor to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues. Key documents such as Sheldon School Inclusion Framework and Behaviour Actions and Consequences Explanation for Parents are published on our website.

4.5. Learners

Learners 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

Learners will be supported to meet the behaviour standards and will be provided with repeated

induction sessions wherever appropriate.

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

Learners 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 learners who are mid-phase arrivals.

4.6. Leadership Team

The Assistant Headteachers for Behaviour and Culture have strategic responsibility for behaviour and exclusions and is responsible for:

- Monitoring school behaviour and exclusion data; providing challenge and support as required
- Working with school leaders to support improvement in both learner behaviour as well as developing positive whole school culture
- Monitoring each school's effective implementation of the inclusion phases
- Working with school leaders to secure an ethos of social inclusion
- Supporting leaders through research and collaborative-led approaches
- Overseeing and monitoring the use of reduced education provision
- Overseeing the managed move process with partner schools
- Ensuring we follow national and local processes where challenging behaviour leads to a suspension from school – more information on exclusion is within the exclusion policy

5. School behaviour curriculum

We are all part of the Sheldon family, and everyone is expected to contribute to our collective well-being and achievement. Our values: Be Kind, Be Brave, Be the Best You, underpin our behaviour expectations.

Learners 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 learners to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Our behaviour curriculum is explicitly taught in all year groups and learners receive regular reminders of our systems and routines during lesson time, assemblies, tutor sessions and through discussions with key members of staff.
Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum.

5.1. Mobile phones

- All phones and other mobile devices etc. should be turned off and placed in the Yondr pouch as soon as learners arrive in school. They should not be taken out or used in the school building without permission from a staff member

- Exceptions may be made for medical or personal reasons only with prior agreement with the pastoral team
- Learners may not take any images or videos of learners or members of staff without permission
- Learners must never post images of staff or learners in school on any website, social networking site or similar and should not write about them in an offensive or slanderous manner
- Reasonable adjustments will be considered on an individual basis for pupils with medical conditions or disabilities

Post 16 learners

- Post 16 learners are permitted to use mobile phones in the Sixth Form areas only and not whilst walking around the site or in communal areas. If they bring mobile devices into school, they are to keep them on their person as long as they do not disrupt learning, as judged by the member of staff in charge. Any misuse of this privilege may result in it being withdrawn.
- All learners are responsible for mobile phones if they choose to bring them to school and the school is not liable in the case of loss or damage
- Reasonable adjustments will be considered on an individual basis for pupils with medical conditions or disabilities

6. Responding to behaviour

6.1. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They receive regular professional development to ensure that staff have the skills and support necessary to support all learners.

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Develop a positive relationship with learners, which may include:
    - Greeting learners in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally using least invasive strategies.
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

6.2. Safeguarding

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

We will consider whether a learner'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 safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Our Safeguarding team will work closely with staff and we will have a safeguarding first approach for learners whose behaviour is a concern.

6.3. Responding to good behaviour

When a learner'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:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as school council member, mentor or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

6.4. Responding to misbehaviour

When a learner'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 learners know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of emotions coaching and personalised scripts.

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

When giving behaviour consequences, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future. We will follow a graduated approach as laid out in our Behaviour Actions and Consequences document.

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

6.5. Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents/carers

When considering using reasonable force, staff should consider the risks and carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions. Where staff and parents/carers feel there is a greater risk of reasonable force needing to be used (usually related to SEND), staff and parents/carers will complete a risk assessment together and agree an approach to minimise the need for this, whilst agreeing an approach to manage any behaviours which prevent harm to them or others or risk damaging property.

Further details on the use of "reasonable force" can be found in our safeguarding policy. This includes guidance from the DFE " Use of reasonable force" Advice for headteachers, staff and governing bodies.

6.6. Confiscation

Any prohibited items (listed in section 2) found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

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

6.7. Searching a learner

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

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 learner, 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 learner 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 learner; **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 record of the search is logged on CPOMS.

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 learner. During this time the learner will be supervised and kept away from other learners.

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

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, 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 learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner 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 learner the opportunity to ask questions
- Seek the learner's co-operation

If the learner 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 the designated safeguarding lead (or deputy) to try and determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or causing disorder.

An authorised member of staff may search a learner's outer clothing, pockets, possessions, desks or lockers.

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

6.8. Searching learners' possessions

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

- Desks
- Lockers
- Bags

A learner's possessions can be searched for any item if they agree to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 2) and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner 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.

6.9. Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 2
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 2), including incidents where no items were found, will be recorded in the school's safeguarding system, CPOMS.

6.10. Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable via epriase or a phone call.

- 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

6.11. Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner 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 and child protection 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.

6.12. 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 learner's mental and physical wellbeing and the risk of not recovering the suspected item. Requesting that the Police come into school to conduct a strip-search would be rare in any school.

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 learner(s) involved. Staff retain a duty of care to the learner involved and will advocate for them at all times.

The school will follow the guidance set out in Searching, Screening and Confiscation 2022 at all times.

6.13. Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)

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

Consequences may also be applied where a learner 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 learner
- Could adversely affect the reputation of the school

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

6.14. Online misbehaviour

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

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

6.15. Suspected criminal behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. Sheldon use the guidance from the National police Chiefs Council, " When to call the Police " to inform decision making.

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, DSL (or deputies) or member of the Pastoral team will make the report. The school will not interfere with any police investigation.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the IFD

6.16. 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.

Learners 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 IFD
- Report to the police

Please refer to our safeguarding policy for more information

6.17. Malicious allegations

Where a learner 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 learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner 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 Designated Officer for Allegations (DOFA) will consider whether the learner 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 learners accused of misconduct.

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff or other learners.

7. Serious consequences

7.1. Detentions

Teaching staff, members of the Pastoral team and members of the Leadership team have been authorised by the Headteacher to give learner detentions.

Learners can be issued with detentions during break, and at lunchtime, under statutory guidance issued by the DfE.

Lunchtime detentions will be communicated to parents using the Epraise system.

Our staff are encouraged to work in partnership with parents/carers at all times and our eprasie behaviour management system allows parents/carers the opportunity to monitor their child's behaviour in real time.

7.2. Removal from classrooms

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

Learners 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 consequence and will only be used in response to serious misbehavior. Staff will only remove learners from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

RESET can be used to:

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

Learners who have been removed from the classroom are supervised by staff, members of the pastoral team, members of the learning support team, and in the Behaviour Support Centre. Learners are removed for the remainder of the lesson, in order to RESET. If the student fails to RESET additional time out of lessons may be needed. Decisions on the length of time the learner is removed in these cases are made on a case-by-case basis.

Parents/carers will be informed on the same day that their child is removed from the classroom. This is done through the Epraise system. RESET is clearly indicated against the demerit. The student will be provided with meaningful, supervised education.

Leaders maintain strategic oversight, and we analyse removal data, including by protected characteristics. Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, on Epraise.

The school will ensure that we are proactively identifying any underlying issues, which are affecting behaviour and engagement in learning. This also includes identifying learners whose behaviour means that they are escalating up the school's internal Inclusion phases.

7.3. Suspensions

The school can use suspensions and direction to Alternative Provision (AP) 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 direct to AP will be made by the Headteacher and only as a last resort.

The school reserves the right to Permanently Exclude in the most serious cases.

Following a suspension, a readmission meeting will take place – at this meeting an agreement on future conduct will be made, as well as any education needed in respect to the reason for suspension.

In all cases of suspensions and exclusions the school adheres to the statutory guidance as laid out in the DFE document "Statutory guidance **School suspensions and permanent exclusions"** **Link here**

8. Responding to misbehaviour from learners with SEND

8.1. Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners 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 learner caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of learners with SEND (Children and Families Act 2014)
- If a learner 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 learner concerned.

Example measures include:

- Short, planned movement breaks for a learner with SEND who finds it difficult to sit still for long periods
- Adjusting seating plans to allow a learner with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces where learners can regulate their emotions during a moment of sensory overload

8.2. Adapting sanctions for learners with SEND

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

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

8.3. Considering whether a learner displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENCO) may evaluate a learner 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, e.g. an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, 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.

SEND Reasonable Adjustments

SEND students are disproportionately represented in removals from lessons and suspensions. We have a duty to make reasonable adjustments to our behaviour management to ensure that this does not continue.

The school recognises that some students have social emotional needs, such as those with ADD/ADHD, autism or attachment disorder, who have additional needs that may result in them moving up the level system, at times without the ability to RESET. Careful consideration will be given on an individual basis for such students and reasonable adjustments will be made where possible. An IPP will be developed by the

SENCo and this is available on Epraise under documents. It is essential that teaching staff familiarise themselves with this IPP.

The basic right of all students and staff to be part of a safe school community will always remain central to any adjustments made. Reasonable adjustments include:

- Additional verbal or visual reminders of the expectations
- Time to process the reminder and calm down, preferably in a 1:1 situation or out of the room, before any escalation of the Behaviour Policy
- Staff recognise that a response to being challenged may be an impulsive reaction as opposed to further intentional misbehaviour and time to calm down will be offered.
- Reasonable adjustments for ADHD behaviour - for example calling out
- Any sanctions imposed will be completed as soon as is reasonably practical. Alternative venues and timings are also appropriate.

Decisions about sanctions for pupils with SEND are made case by case, considering whether SEND contributed to the behaviour, Equality Act duties (reasonable adjustments), and proportionality. We avoid blanket exclusions from adjustments, even for serious behaviours, and record our rationale

8.4. Learners 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. The LA has responsibility for ensuring provision needs can be met.

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

9. Supporting learners following a consequence

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

This could include measures such as:

- Daily contact with a key member of staff
- A report card with personalised behaviour goals
- A restorative meeting with the teacher
- A behaviour contract with clear expectations and support provided

Reintegration meetings are held after all suspensions or time spent under off-site direction.

10. Learner transition

10.1. Inducting incoming learners

The school will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This will be managed by the Year Head as part of the admissions process.
To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

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

- The proper use of restraint
- De-escalation strategies
- The needs of the learners at the school
- How SEND and mental health needs impact behaviour
- Attachment and trauma informed approaches
- Restorative practices

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, and suspension
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, learners, governors, trustees and other stakeholders about their perceptions and experiences of the school behaviour culture

The data will be analysed every term. 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 learners are identified by this analysis, the school will review its policies to tackle it.

12.2. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Governors 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 Behaviour Lead and Designated Safeguarding Lead.

Annual communication

Sheldon will *publicise* the behaviour policy annually to pupils, parents and staff and maintain publication on the school website.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- Student Phone Pouch policy