



PLAY LEARN ACHIEVE TOGETHER

Springvale Primary School

Policy Title: Behaviour

Date of Review: Spring 2026

Review by: Autumn 2029

Behaviour Lead: Mr Taylor

**Signed by:
Chair of Governors**

All policies are available at: www.springvaleprimary.org

1) School ethos

At Springvale Primary we aim to make a difference and support everyone to reach their full potential by living out our ethos of:

'Play together, learn together, achieve together.'

We aim to support the child and their entire family by going above and beyond our core role as educators. Springvale is committed to promoting high standards of academic achievement for all learners in all subjects across the primary curriculum. As a school we will continue to develop and instil key life skills and values in our pupils. We will encourage positive relationships and communications between home, our community and the wider world. We will encourage positive relationships and communications between home, our community and the wider world through:

- Recognising that education is a three-way process between: child, home and school.
- Nurturing and encouraging personal aspirations.
- Recognising that everyone can make a difference in the world.
- Teaching pupils about different cultures and providing cultural capital through exciting and broad experiences so that they are diverse and prepared for life as a global citizen.
- Ensuring that we are all working to a common goal.
- Being an accessible and welcoming community learning resource.
- Having respect for an understanding of others' beliefs and ways of life.

Springvale Primary is committed to promoting high standards of academic achievement for all learners in all subjects by:

- Providing a friendly and safe environment as a context for all learning activities.
- Developing active learners where all learning styles are recognised and developed.
- Providing vibrant exciting learning and teaching environments.
- Providing a broad, thematic approach to teaching that encompasses physical development, emotional intelligence and the arts.
- The recognition of all achievements.
- Encouraging a sense of personal achievement, pride in work and high self-esteem.
- Providing a range of opportunities and experiences through clubs and school visits.

As a school we will continue to develop and instil key life skills and values in our pupils by:

- Developing confidence, a sense of responsibility and independence.
- Promoting a respect for themselves and others.
- Valuing the contributions of all.
- Developing the concepts of fairness and right and wrong to encourage the highest possible standards of behaviour.
- Using and applying academic and social skills in a range of situations.

2) Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2023) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2025) Use of reasonable force and other restrictive interventions in schools
- DfE (2025) Keeping children safe in education 2025

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Pupil Code of Conduct
- Complaints Procedures Policy
- Inclusion Policy
- Suspension and Exclusion Policy
- Restraint Policy
- Child Protection and Safeguarding Policy

3) Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher and deputy headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching, support staff and volunteers, will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Headteacher
 - Deputy Headteacher
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4) Rationale of this policy

We believe that positive behaviour is essential for creating a safe, happy, and successful learning environment. Our Behaviour Policy sets out clear expectations for how we treat one another, how we learn, and how we contribute to our school community. This policy is built on the belief that good behaviour can be taught, encouraged, and celebrated. By working together—staff, pupils, and parents—we aim to help every child develop self-control, respect, and responsibility for their actions. The purpose of this policy is to:

- Promote a positive, caring atmosphere where all children feel safe, valued, and ready to learn.
- Encourage children to make good choices and understand the impact of their actions on others.
- Foster kindness, respect, and inclusion throughout the school community.
- Support staff in using consistent approaches to behaviour management across the school.
- Ensure that unacceptable behaviour is dealt with fairly and proportionately, focusing on helping children learn from their mistakes and restore relationships.

Our approach to behaviour reflects our school's values and ethos. We want every child to grow into a confident, respectful, and responsible learner who contributes positively to the life of the school and beyond.

5) Definitions

Word or phrase	Definition
Serious unacceptable behaviour	Behaviour that poses an immediate risk, a safeguarding issue or other serious concern and requires immediate senior leadership involvement, including sanctions.
Unacceptable behaviour	Behaviour that breaks school rules or expectations and has a negative impact on others. It requires intervention with sanctions and is usually dealt with by the class teacher but may involve senior leaders.
Low-level misbehaviour	Behaviour that disrupts learning or routines but does not involve harm, intimidation or significant risk. It is managed by the class teacher through classroom strategies and proportionate consequences.
Suspension	A temporary removal from school for a fixed period.
Exclusion	A permanent removal from the school.
Bullying	A type of harassment which persistently involves personal abuse or actions which humiliate, intimidate, frighten or demean the individual being bullied.
Discrimination	Not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and/or sexual orientation
Cyberbullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6) Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school. At the start of the day, at the end of break and at the end of lunch, pupils are expected to line up quietly outside their classroom door.

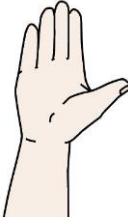
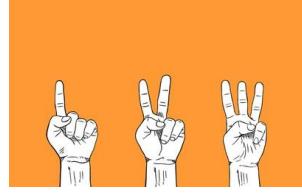
Class charter

At the start of the year, all teachers will create a class charter and this will be signed by all pupils. This charter will have our three school rules at the top and the pupils and teachers will write the rules for the classroom underneath it.

This will make expectations for the class very clear and teachers can refer back to it where necessary. It will be displayed prominently at the front of the classroom.

Routines and non-verbal signals

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour. The following non-verbal signals will be used across school to support orderly conduct and positive behaviour:

Team Stop	1, 2, 3	Talk to your Partner	My Turn, Your Turn
			

7) Rewarding Positive Behaviour

Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.

At school, we use the following rewards for positive behaviour:

Verbal praise and stickers

Pupils will be given verbal praise throughout the day and, on occasion, pupils will be awarded stickers for positive behaviour in and around school. Stickers will be awarded more often in EYFS and Key Stage One but all children can receive these.

Star of the Week Awards

Every week, teachers will choose two pupils to receive a Star of the Week Award for the following school rules: a) Being Kind and Gentle, b) Being Resilient and Brave and c) Being Ready to Learn. These awards will be given in our Achievers Assembly which is held every Friday morning and pupils can also choose a small prize.

Over and Above Awards

Every Monday during staff briefing, staff will decide whether any specific pupil has gone over and above what is expected of them in relation to positive behaviour. Only one child can receive this award each week and it will be awarded in the Achievers Assembly on the following Friday. This award may not be awarded every week and is reserved for only the most exemplary behaviour. Pupils receiving this award are given a certificate and a shield badge.

Class Dojo, including individual and whole-class certificates and prizes

The Class Dojo system is used across all classes and every adult in school has access. Class Dojo points are awarded for the following school rules (termed 'skills' on Class Dojo): a) Being Kind and Gentle, b) Being Resilient and Brave and c) Being Ready to Learn. In addition to these three school rules, class teachers will also decide a fourth 'skill' to award points for which will be based on their class target. This class target can change half-termly. Finally, an attendance 'skill' will also be offered half-termly for pupils who have achieved 98% attendance. All 'skills' are worth one point each except the attendance 'skill' which is worth ten points. Only one 'skill' can be awarded on each occasion and points are never deducted. Class Dojo points are reset annually.

Class Dojo points accumulate across the year. Once a pupil reaches a milestone, they will receive the following individual certificates and awards which have different threshold depending on the pupil's class:



Years 1 - 6



Nursery and Reception

Our school council have also chosen year group Class Dojo prizes. When an entire class reaches the below milestone Class Dojo point totals, they will all collectively receive the award. At the start of every year, pupils in each class choose six prizes and the class will achieve the prize at intervals of 6,000 points for Key Stage One and Two and at intervals of 3,000 points for Nursery and Reception.

School privileges

School trips and events, before- and after-school clubs, access to the MUGA and the trim-trail at break and lunchtimes and sitting on benches and completing jobs to support school staff will be considered privileges. Where behaviour becomes a concern, these privileges may be taken away as outlined in this policy. The school will develop strategies for ensuring that pupils with identified personal circumstances are not unfairly excluded from attendance rewards. For example, by setting individualised targets.

8) Managing misbehaviour incidents

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and school will use pre-agreed scripts and phrases to help restore calm. The aims of any response to misbehaviour should be to maintain the culture

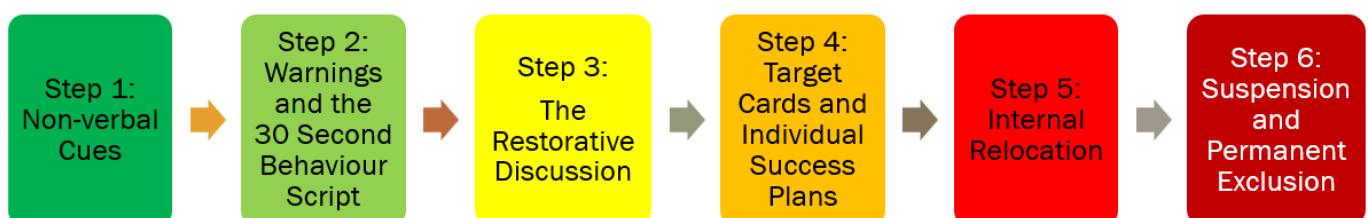
of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes. These include:

- **Deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **Protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **Improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education.

Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home. We use three categories to determine how serious a misbehaviour is. The table below lists examples of different misbehaviours and the relevant category it would be assigned to. This list is not exhaustive and should be used as a guide to determine the seriousness of the misbehaviour.

Low-level misbehaviour	Unacceptable behaviour	Serious unacceptable behaviour
Led by teacher, TA or SMSA		Led by SLT
Failure to complete or participate in lessons and activities	Vandalism	Bullying, including cyberbullying
Lesson disruption and talking in class	Discrimination	Physical aggression and violence, including biting and spitting
Any behaviour that inhibits the learning of pupils	Persistent disobedience or disruptive behaviour	Derogatory comments relating to protected characteristics
Disrespect	Theft	Any behaviour that seriously threatens the safety of themselves or others or presents a serious danger
Refusing to complete homework	Verbal abuse, such as swearing and threatening language	Refusing to comply with disciplinary sanctions
Lack of effort based on their ability		Possession of prohibited items
Refusing to stay in their seat, group or allocated learning space		Sexualised behaviour
		Attempting to leave the school grounds

Some of the steps outlined in this policy may be bypassed where deemed appropriate, proportionate and necessary. We use the following behaviour strategies and sanctions at this school, depending on the category of the misbehaviour:



Step 1: Non-verbal cues

When dealing with minor indiscretions, all staff will use non-verbal cues to remind pupils of correct behaviour where it is needed. This may include giving a child eye contact and tapping your ear to remind the child to listen or pointing to a child's chair if they have left it without permission.

Step 2: Warnings and the 30 second behaviour script

When dealing with low-level misbehaviour, staff should follow these steps:

- a) Issue a first warning to the pupil. Delivered privately, staff should clearly explain what behaviour the pupil needs to fix.
- b) Give the pupil a final chance warning by following the 30 second script in private:
 - i. I notice you are... [describe the behaviour].
 - ii. It's our school rule about... [state the rule that the pupil isn't following] that you broke.
 - iii. If this continues, you are choosing to... [make it clear what will happen as a result].
 - iv. Do you remember last week when... [positive past behaviour].
 - v. That is who I need to see today.
 - vi. Thank you for listening.
- c) If required but never directed, give the pupil an opportunity to reflect away from others (maximum of two minutes). This could be outside the classroom or at the side of the classroom/learning space.
- d) Always repair by praising their improved behaviour before break, lunchtime or at the end of the day.
- e) If no improvement is made and the misbehaviour continues, the issue may be escalated to Step 3.

Step 3: The restorative discussion

Step 3A: Unacceptable behaviour

The staff member dealing with the behaviour will facilitate a restorative conversation during breaktime or lunchtime. In EYFS and Year 1, this could be completed during free time.

At this school, we not use detentions. Instead, staff will use the following sentence with the pupil in private: 'We will reflect and restore at [break time or lunchtime or free time].'

If required but never directed, give the pupil an immediate opportunity to reflect away from others (maximum of two minutes) to help them regulate. This could be outside the classroom or at the side of the classroom/learning space.

The questions are:

- a. What happened?
- b. What were you thinking at the time?
- c. How did this make people feel?
- d. Who has been affected?
- e. How have they been affected?
- f. What should we do to put things right? Pupil and teacher to decide appropriate consequence together.
 - i. Apology - verbal or written.
 - ii. School-based community service (where the appropriate). For example, sweep the lunch hall if they have thrown food.
 - iii. Further independent reflection time during breaktime or lunchtime.
 - iv. Loss of privileges for a set time.
 - v. Internal relocation.
- g. How can we do things differently in the future?

For very young pupils, the number of questions may be reduced. During, before or after this discussion, pupils must complete a reflection log which will be stored by the class teacher. Incidents at this stage will be recorded using CPOMS and parents/carers must be informed the same day.

Step 3B: Serious unacceptable behaviour

The senior leader dealing with the behaviour will facilitate a restorative conversation immediately. This conversation will not be negotiated with the child and will be more direct.

If required, give the pupil an immediate opportunity to reflect away from others (maximum of two minutes) to help them regulate before speaking to them.

The following framework will be used:

- a) **Establish facts:** Tell me exactly what happened. Who was involved? Where and when did this happen?
- b) **Name the harm:** Who has been hurt or affected by this? How do you think they feel right now? Was anyone scared, upset or unsafe?
- c) **Establish the seriousness:** This behaviour is not allowed in our school because it causes harm and makes people unsafe.
- d) **Consequence:** Because of this behaviour, I have decided [appropriate sanction].
- e) **Repair:** What needs to happen to make this right? What does the other child need from you? How will we make sure this doesn't happen again?

During, before or after this discussion, pupils must complete a reflection log which will be stored by the senior leader. Incidents at this stage will be recorded using CPOMS. A phone call must be made to parents/carers to inform them of the incident at the earliest opportunity and in most cases a meeting must be arranged with them to discuss the matter further. Step 4, 5 and/or 6 may be used following this.

Step 4: Target cards and individual success plans

After four incidents in a half term of Step 3 interventions, the pupil (where age appropriate), the pupil's teacher, the deputy headteacher and the child's parents or carers (the relevant stakeholders) will meet and create an individual success plan (ISP) to support the pupil in managing their behaviour and the pupil will be placed on a target card.

The individual success plan will be written to better understand the pupil's needs, their challenges, their early warning signs and strategies for promoting positive behaviour. ISPs will be shared with all staff who work with the pupil to ensure they are supported fully and they will be reviewed every half term.

The target card will be created in collaboration with all relevant stakeholders. All stakeholders will meet and agree three targets that the pupil must follow over the course of one half-term. After each session of the day, including break times and lunchtimes, a relevant staff member should tick or dot the session to show that the pupil's behaviour has met or not met the specific targets. At the end of each day, the pupil must present the target card to a senior leader in school for praise or re-direction. If, after one half-term, the pupil successfully achieves 80% of their targets consistently, they will no longer be required to complete the target card.

If the target card or ISP proves unsuccessful, it may be combined with Step 5.

Step 5: Internal relocation and removal at lunchtimes

In some instances, a pupil's behaviour may be so persistent or serious, they may have to be relocated to another year group or the office of a member of SLT for the remainder of the session, for half a day, for a full day or for a fixed period lasting no more than one week in total. Pupils will be provided with work to complete while relocated. If this occurs two times in one half-term, all stakeholders will complete Step 4 together to prevent reoccurrence if it has not already been completed.

It may also be necessary for the pupil to be removed from the school during lunchtime. In this case, parents will be given one week's notice to make appropriate childcare arrangements.

Step 6: Suspension and permanent exclusion

If there continues to be serious concerns regarding a child's behaviour, and the support provided and the steps above have proved unsuccessful, the headteacher may suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. For further information, see the school's Suspension and Exclusion Policy.

Use of Reasonable Force (Restraint)

The school recognises its duty to safeguard all pupils and staff. In line with the Education and Inspections Act 2006, school staff have the legal power to use reasonable force to prevent a pupil from hurting themselves or others, damaging property, or seriously disrupting good order and discipline. Any use of reasonable force will be proportionate, appropriate to the situation, and used only when other strategies have failed or are not appropriate. Incidents will be recorded and reviewed in line with school procedures. Further guidance on when and how physical intervention may be used, including de-escalation and reporting requirements, can be found in the school's Restraint Policy.

Communication with parents

Parents or carers will be informed of any behaviour at Step 3 or above. At Step 4 and above, parents will be invited into school for meeting about their child's behaviour.

Use of CCTV

As a PFI building, our school has CCTV in operation in key areas in school to increase security of the building. To increase the efficiency of dealing with behaviour or safety issues images from the CCTV footage may be used to support the leadership team. We will, on occasion, use the footage to help us to address inconsistencies in issues reported by a child, parent or staff member. Footage may be shared with parents to highlight our concerns but only when the footage is appropriate to share or contains no other children. If this is not the case, we will report verbally on what staff can see.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

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

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

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

Any bullying, including cyberbullying (which may include messages or images generated using AI), witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

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

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

Recording incidents of misbehaviour

The school uses CPOMS to record incidents of serious unacceptable behaviour. In the case of this policy, all incidents at Step 3 and above will be recorded.

9) Prohibited items, searching pupils and confiscation

The headteacher and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation. Pupils will keep their mobile phones in their bags, turned off, and will not access them throughout the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above.

10) Pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions.

11) Monitoring and evaluating behaviour

The deputy headteacher will monitor and analyse behaviour data regularly to ensure that intervention is delivered quickly to address concerns quickly. The school will collect data regarding behaviour for:

- The school cohort as a whole.
- Individual year groups.
- Individual pupils.
- Demographic groups. For example, pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils. For example, pupils with SEND, LAC and pupils eligible for FSM.
- Pupils at risk of suspension and exclusion.

The deputy headteacher will conduct a thorough analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in behaviour.
- Particular days of misbehaviour.
- Historic trends of misbehaviour.

The deputy headteacher will provide regular reports to staff across the school to enable them to monitor the behaviour of pupils and to implement effective strategies. The deputy headteacher will also be responsible for monitoring how behaviour changes in response to any interventions implemented to improve behaviour in future.

The governing board will regularly review behaviour data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for behaviour support based on this data.