

Behaviour policy and statement of behaviour principles



A community inspiring lifelong learning.

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Position:	Chair of Governors
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Our Vision:

Our aim is to nurture the joy of learning to help children succeed not just in education but in life. We nurture and develop the whole child by being part of a community that works on academic, social, and emotional development. We have fun while learning because that enhances the learning. These are the hallmarks of Spinfield.

Our school rules are:

- **BE READY**
- **BE RESPECTFUL**
- **BE SAFE**

Introduction

To achieve the school's stated objectives, it is necessary to establish a common framework and policy for behaviour, maintained by the whole school community.

This policy can be read in conjunction with:

- Anti-bullying policy
- Child Protection and Safeguarding policy
- Confidentiality policy
- Control and restraint policy
- Guidelines for volunteering in school
- Positive Touch

OBJECTIVES FOR BEHAVIOUR IN SCHOOL:

At Spinfield we expect all of our staff, parents, volunteers and children to ensure respect and tolerance towards each other. Our objective is to develop the learning partnership between school, home and community enabling all of us to adapt confidently to a rapidly changing world, whilst maintaining clear expectations of behaviour.

- To create a safe environment in which all children can learn and reach their full potential
- To communicate clear expectations of standards so that children are aware of the behaviour expected of them in school and on trips and understand the reasons behind those expectations
- To develop in pupils, a sense of self-discipline and an acceptance of responsibility for their own actions

- To create conditions for a safe and orderly community in which effective learning can take place ensuring continuity in teaching and non-teaching expectations so children know how to behave throughout their years in school
- To encourage adults and children alike to treat each other with consideration, courtesy and respect in order to maintain kind and caring attitudes
- To develop concern for the school environment and foster caring for the school premises and grounds
- To aid co-operation between all members for the benefit of the whole school community

Policy

Spinfield prides itself on the quality of the relationships it enjoys at all levels; between staff and pupils, between pupils and pupils and between the school and other adults, parents and friends. Such relationships are characterised by the valuing of pupils and staff and through good models of adult behaviour. There is constant encouragement to develop self-esteem, self-discipline and a reflection on high standards of behaviour in the school generally.

2. 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 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

- Spinfield will prevent bullying by having an anti-bullying policy which is reviewed by members of staff and ratified by the Governing Board. Pupils are educated, through PSHE lessons, about bullying and the importance of being a good friend. If a case of bullying is reported, the procedures in the policy will be followed. If necessary, after the reported case, members of staff will review the policy and make adjustments from learning points.
- Pupils can report incidents of bullying to any member of staff. For parents, in the first instance, bullying should be reported to their child's class teacher who will then discuss the case with a member of the Senior Leadership Team (SLT)
- Spinfield school will take a personalised approach to investigating allegations of bullying. The perpetrator and victim will have the opportunity to explain what happened and, if appropriate, witness statements from bystanders will be taken.
- Please read the Anti Bullying Policy to understand how school will react to bullying that occurs off school premises or online
- Any incidents of bullying are logged onto CPOMS and these will be reviewed by the SLT.
- Sanction procedures - see sections 7 and 8
- How the school supports pupils who have been bullied, and those vulnerable to bullying is detailed in our Anti Bullying Policy.
- Whole-school proactive strategies to prevent bullying are detailed in our Anti Bullying Policy.

5. Roles and responsibilities

Principles of Behaviour

There are a few basic principles that should underpin all our assumptions of behaviour:-

- The need to respect the individual; understanding differing points of view, enabling others to learn and teach and respecting personal property
- The need to ensure that the actions of one do not compromise the health and safety of another
- A sense of community in belonging to and being identified with the school, working to foster a sense of pride in the work of others and themselves
- The development of respect and politeness in dealing with all members of the school community and public, and compliance without argument with requests from staff
- An acknowledgement that there are boundaries of acceptable behaviour and that the consequences that arise from breaking them are linked to the behaviour

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

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
- 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)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Working Together

We believe that strong partnerships with families are essential for supporting positive behaviour.

We will:

- Contact parents/carers early when behaviour concerns arise
- Hold collaborative meetings to identify causes and develop solutions
- Work with parents/carers to create consistent approaches at home and school
- Involve external professionals where appropriate (e.g., educational psychologists, social workers)
- Keep parents/carers informed of behaviour incidents and outcomes

Communication Methods

- We will contact parents/carers about behaviour through:
- Phone calls
- Face-to-face meetings
- Written communication (letters/emails)
- Video calls

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, 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 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.

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour 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.

6. School behaviour curriculum

There is an acknowledged correlation between the organisation and delivery of the curriculum and classroom behaviour. To ensure optimum behaviour the staff at Spinfield will:

- Receive induction training at the beginning of their employment and will be directed to read this policy so that they understand the approach taken
- Regular training at Inset and staff meetings will be provided
- Emphasise the positive aspects of pupils' work and contributions, creating a positive classroom atmosphere
- Plan and organise lessons to minimise the opportunities for disruption
- Work with children to promote positive behaviour and reward examples of this
- Know the pupils well
- Plan classroom layouts and organisation of resources to enable lessons and activities to progress without interruption
- Manage, group and plan work for pupils appropriately
- Make any rules clear and unambiguous, explaining why they are necessary
- If a child is not following the school rules talk to him/her about why this and work with them (and if necessary, parents) to devise a plan of support
- If necessary, target an individual pupil's behaviour, criticise that, not the individual. Target sanctions to match the individual and the behaviour
- Avoid whole group punishments whenever possible, although there will be occasions when it will be appropriate for the whole group to be kept in
- Analyse classroom practice to highlight areas where behaviour is regularly an issue. Seek help and support for strategies to change this

- Spinfield will work with parents, children and outside agencies, where appropriate, to ensure induction and re-induction into behaviour systems, rules, and routines support the child's return to the classroom/school
- Ensure that the PREVENT agenda is embedded as part of safeguarding in order for staff to be aware of behaviours that could be linked to radicalisation
- Ensure all children are taught British Values as a part of the curriculum

Inclusive Approach to Behaviour

- For children who have SEN and or disabilities the expectation for behaviour will be in line with this policy. However, Spinfield School recognises that children who have SEN and or disabilities may need additional support and modifications in order for them to learn in a safe environment in which all children can learn and reach their full potential. Spinfield will create calm environments which will benefit pupils with SEND, enabling them to learn. We recognise that some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction.
- Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.
- The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.

In particular, schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- 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.

6.1 Mobile phones

Spinfield is a phone free environment for pupils during the school day. Please see our mobile phone policy for further details.

Outline your approach to pupils using their mobile phones during the school day here, in line with the DfE's [mobile phone and behaviour](#) guidance. Alternatively, you could create a separate [mobile phone policy](#).

- Exceptions to the rules may be permitted, e.g. for medical or personal reasons

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

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

7.2 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.

7.3 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:

Daily Rewards:

- Verbal praise
- House points
- Positive notes/emails home
- Class rewards (KS1)
- Golden certificates presented in Friday assemblies

- Golden stickers presented by the Headteacher

Weekly Rewards:

- Star of the day / week (KS1)
- Golden Certificates
- Weekly house point count
- Doodle certificates

Termly/Annual Rewards:

- House of the half term (rewarded with a daily privilege eg first to lunch, extra play, wear their house colour)
- End of year awards presented to year 6

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further 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.

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

It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves by the adoption of strategies and agreed sanctions. It should be remembered that 'problems' are normal where children are learning about and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems **but by the way we deal with them.**

Our sanctions ladder:

Level 1 - Low-level disruption:

- Verbal reminder of expectations
- Tactical ignoring followed by praise for positive behaviour
- Change of seating

Level 2 - Continued or repeated low-level disruption:

- Loss of privilege (e.g., minutes from break time/monitor role removed)
- Time out within the classroom
- Conversation with pupil about behaviour choices
- Note in behaviour log on CPOMs

Level 3 - More serious or persistent misbehaviour:

- Removal to another classroom (for a specified time)
- Loss of break time/lunchtime privileges
- Meeting with Head/ SLT
- Contact with parents/carers
- Behaviour support plan implemented

Level 4 - Serious misbehaviour:

- Meeting with headteacher
- Internal exclusion
- Fixed-term suspension (in line with DfE guidance)
- Permanent exclusion (in exceptional circumstances)

Serious incidents that may result in immediate Level 4 sanctions include:

- Physical violence towards others
- Verbal abuse or threatening behaviour towards staff
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Sexual harassment or violence
- Possession of prohibited items (as defined in section 8)
- Persistent or severe disruption to learning

5.3 Removal from Classroom

Removal from the classroom will only be used:

- As a last resort after other strategies have been tried
- For a specified, limited time period
- With work provided for the pupil to complete
- With a clear plan for reintegration
- With follow-up to address the underlying cause

Level 2 or above will be recorded on CPOMS.

Behaviour beyond the classroom, in corridors, playground etc., relies on the consistent application of the principles of good behaviour and on the willingness of all staff to confront incidents as they occur.

Again, sanctions should seek to target the behaviour, not the individual. Appropriate sanctions will reflect on the public nature of such incidents and the messages the management of them conveys.

All children need the boost to their self-esteem by being rewarded and praised for achieving a good standard of work or behaviour. It is very important that the positive aspects of praise and reward should have great emphasis in our classroom practice.

There is a statutory duty to record and report all significant incidents including the use of force. These incidents are recorded in a special book which is kept locked in the head teachers office. A list is available of members of staff who have received Team Teach training in the use of reasonable force.

Child on Child abuse including measures to prevent child-on-child abuse and the response to incidents of such abuse managed through the Safeguarding Policy.

The behaviour policy also relates to misbehaviour outside the school gates, which is witnessed by school staff or reported to school.

With regard to an allegation against staff, the governors would not expect an automatic suspension and the head teacher would follow the advice in the “Dealing with allegations of abuse against teachers” and other staff guidance.

Spinfield will also follow guidance on any disciplinary action that may be taken against children who are found to have made malicious accusations against school staff.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil’s education in a supervised setting. Each case will be assessed on an individual basis, taking into account why the child was removed from class, whether the child has SEN needs and a decision will be made regarding how long the child remains out of their classroom.

If a child is removed from a class, the adult who has made the decision will inform the parents. either via a phone call or face to face and the conversation will be recorded on a Parent Meeting Form. The child may also be asked to reflect on their behaviour s/he will be asked to record their thoughts on a Behaviour Reflection document.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. The headteacher will be made aware that a child has been removed from class and parents should be informed on the same day if their child has been removed from the classroom.

When a child returns to the classroom, to help them reintegrate, an adult will talk to them to help them understand why they were removed and set up a plan to help the child avoid repeating the behaviour. They will be accompanied by an adult when they return to class and if appropriate, apologise for the behaviour.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

When dealing with individual removal cases, the headteacher and teacher should:

- a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

- c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with
- e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil 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 (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.

7.6 Searching, screening and confiscation

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

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.

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. At Spinfield that will be Designated Safeguarding Leads (3 females) and, where possible a male teacher.

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and 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.

If they still refuse to co-operate, the member of staff will contact the select appropriate headteacher / designated safeguarding lead (or deputy) / SMH lead], to try to 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:

- Desks
- 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.

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

7.7 Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 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 / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 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, this can be found on the school's website.

7.11 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation 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 and Allegations Against Staff including Low Level Concerns Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions - at Spinfield these are called "Time Out for Reflection" during break during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

The school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

8.2 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by the Head Teacher or another member of the SLT and will be removed for a maximum of a school day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short-term behaviour charts
- Engagement with other professional services
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

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

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion 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.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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 provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Adapting resources, furniture and equipment

- Adapting teaching styles
- Use of separation spaces (the Wellbeing Hub) where pupils can regulate their emotions during a moment of sensory overload

9.2 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.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

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

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

9.5 Behaviour as a Safeguarding Concern

The pupil's safety always comes first, even when they're behaving in a very challenging way. Any severe, persistent or concerning behavioural issues must be discussed with the DSL.

We recognise that changes in behaviour may indicate that a pupil is experiencing safeguarding issues.

We will:

- Consider safeguarding concerns as a potential cause of challenging behaviour
- Prioritise addressing any safeguarding concerns
- Discuss severe, persistent, or concerning behaviour with the Designated Safeguarding Lead (DSL)
- Offer safeguarding support to all pupils who need it
- Consider barriers to disclosure that some pupils may face

Our Approach

- When dealing with serious behaviour incidents, we will:
- Avoid automatic or heavily punitive sanctions
- Take time to understand the full context
- Consider whether safeguarding support or external referrals are needed
- Balance the needs of the individual with the safety of the wider school community

10. Supporting pupils following a sanction

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

- Reintegration meetings
- Daily contact with the SMHL and or Head Teacher
- A behaviour chart and plan with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. 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
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom and Head Teacher intervening
- 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, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the SLT.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board 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 Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. 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
- Allegations against staff including low level concerns
- Anti-Bullying

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Spinfield Behaviour Structure

Level 1: Warning / Reminder of expectations



Level 2: 2nd Warning



Level 3: Delayed start to playtime to reflect on and discuss behaviour with teacher



Level 4: Reflection Time for 10 minutes of a playtime (5 minutes for a comfort break)

- Child to fill out reflection form (Stay in under supervision of class teacher or member of SLT)

If the teacher considers the behaviour to be of a very serious nature, a comfort break may not be offered but the child will have time to be outside. This time will be separate from their peers and supervised by two members of staff.

3x Timeouts in a term



Level 5: Removal from classroom. Sent to the Head Teacher, Deputy or Assistant Head Teacher. Parents informed.

If 5x Timeouts per term, leads to Level 6

Level 6: Meeting with parents to discuss Behaviour Support Plan



Level 7: Fixed term internal exclusion

Isolation for the part or whole day – no outside break times with peers



Level 8: Fixed term Exclusion

following Buckinghamshire Guidance

For serious incidents – physical, destructive, continuous high-level difficulties

Example behaviours of each level:

Level 1-3

Not listening
Talking in class
Talking in assembly
Low level inappropriate behaviour

Level 4

Repetitive L1-3 behaviours
Hurting another child

Level 5

Physical, threatening or aggressive behaviour
Health & safety issues to that child or other children/staff
Disrespectful behaviour

Level 6 +

Consistent behavioural incidents.
Serious incidents that are a safety concern to themselves or others.

Children who have SEND needs will be supported to help them manage any behavioural difficulties, however they are subject to the same rules and consequences as all other children. This behaviour structure can be adapted to meet the individual child's needs.