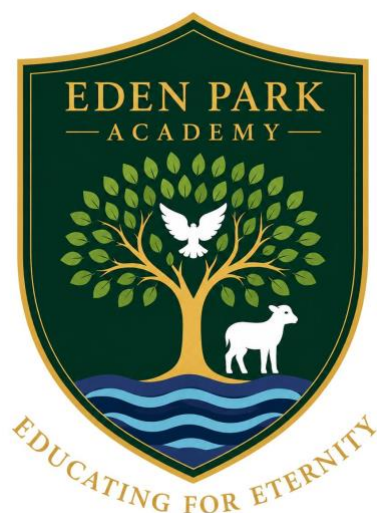


Behaviour Policy and Statement of Behaviour Principles



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1. Aims

Our school promotes an environment where students are encouraged to develop self-discipline, respect, and accountability, grounded in the teachings of Christ. As a Seventh-day Adventist school, our behaviour policy reflects our commitment to promoting Christian principles of love, respect, and forgiveness. We aim to provide a peaceful, nurturing environment where all members of our school community can grow spiritually and academically.

➤ This policy aims to:

- Create a positive, Christ-centred culture that promotes excellent behaviour, ensuring 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 Eden School, rooted in our Adventist faith.
- Outline the expectations and consequences of behaviour, with reference to Christian principles of respect, kindness, and forgiveness.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what is considered unacceptable behaviour, including bullying and discrimination, in light of the school's Christian ethos.

2. Legislation, statutory requirements and statutory guidance

This policy is aligned with statutory guidance and legislation, including:

- [Education \(Independent School Standards\) Regulations \(2014\)](#)
- [Independent Schools Inspectorate \(ISI\) regulations](#)
- [Keeping Children Safe in Education \(KCSIE\) 2025](#)
- [The Equality Act 2010](#)
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools \(2013\)](#)
- [Supporting pupils with medical conditions at school \(2015\)](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years \(2015, last updated 2020\)](#)

In addition, this policy is based on:

- [Schedule 1 of the Education \(Independent School Standards\) Regulations 2014:](#)
 - Paragraph 7: duty to safeguard and promote the welfare of children
 - Paragraph 9: requirement for a written behaviour policy
 - Paragraph 10: requirement for an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

At **The Eden School**, misbehaviour is understood as actions that are contrary to the values of respect, love, and responsibility as taught by Christ. Serious misbehaviour includes any actions that harm others, disrupt the learning environment, or fail to reflect the principles of Christian behaviour.

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, 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)

➤ As a Seventh-day Adventist school, **The Eden School** is committed to upholding the health principles found in the Bible. We believe in the original diet prescribed by God in the Garden of Eden when humanity was first created. This belief is integral to our lifestyle and behaviour expectations. To promote physical health, mental clarity, and spiritual well-being, the following dietary and lifestyle standards apply to all school activities, whether on campus or during trips, including residential trips abroad:

- **Prohibited Food and Drink Items:**

- **Meat and Fish:** We promote a plant-based diet in line with biblical principles and do not permit any form of meat or fish on school premises or during school trips.
- **Eggs and Dairy Products:** In keeping with our health principles, eggs and dairy products are discouraged and not allowed in the school environment.
- **Fizzy Drinks and Sweets:** We discourage the consumption of sugary drinks and snacks, including fizzy drinks, sweets, chocolates, and other similar confectionery items.
- **Caffeinated Beverages:** Coffee, tea, energy drinks, and other caffeinated beverages are not allowed, as they are believed to impair mental clarity and overall health.
- **Processed and Sugary Snacks:** We encourage whole, natural foods and do not permit highly processed snacks that are high in sugar, salt, or unhealthy fats.
- **Lifestyle Standards:**
 - **Jewellery:** As part of our commitment to modesty, **The Eden School** does not allow students or staff to wear jewellery on campus or during school-related events. This includes, but is not limited to, rings, necklaces, bracelets, earrings, and piercings.
 - **Modest Dress:** Students are expected to dress modestly, reflecting the school's Christian values. Clothing should be neat, respectful, and suitable for a learning environment, avoiding extremes of fashion that draw undue attention.
 - These standards are in place not only to foster a healthy, respectful school environment but also to reflect the spiritual values of the Adventist faith. We ask that all students, staff, and visitors respect these guidelines at all times while on school premises or participating in school events.

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 entirely inconsistent with our Christian values of treating others with love and respect. At **The Eden School**, we believe in fostering an environment where all individuals feel valued and protected, based on the biblical principle that we are all created in the image of God. We actively work to prevent bullying through Christian-based restorative practices, encouraging forgiveness and reconciliation among students.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
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TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

- Detailed procedures for dealing with Bullying can be found in The Eden School Anti-bullying and child Protection and Safeguarding Policies.

5. Roles and responsibilities

5.1 The governing board

The governing board ensures that the behaviour policy reflects the Christian values of the school and is regularly reviewed to maintain high standards of discipline aligned with the school's mission to provide a Christ-centred education.

- 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 embedding the Christian ethos in all aspects of behaviour management, ensuring that students are disciplined with compassion, understanding, and fairness, rooted in the teachings of Christ.

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

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

Expected Behaviours

The following behaviours are expected of all students at **The Eden School**. These key habits and routines reflect the values we seek to instil in our students and are essential for maintaining a **positive and productive learning environment**:

1. **Behave in an Orderly and Self-Controlled Way**
Students are encouraged to exercise **self-discipline** in all situations, demonstrating a sense of personal responsibility for their actions. Whether in class, during breaks, or moving between lessons, students are expected to be calm, organised, and considerate of others.
2. **Show Respect to Members of Staff and Each Other**
Respect is a core value of our school community. Students are expected to treat their teachers, peers, and other staff members with kindness and courtesy. This includes **listening** when others speak, **responding politely**, and demonstrating **empathy** in their interactions.
3. **In Class, make it Possible for All Pupils to Learn**
We believe that every student has the right to a quality education. In order to ensure that learning can take place, students are expected to **stay focused, participate actively**, and refrain from disruptive behaviours. By being mindful of their actions, students contribute to a classroom environment that supports academic success for all.
4. **Move Quietly and Respectfully Around the School**
Students are taught to move quietly through corridors and shared spaces, respecting the need for a calm and orderly school environment. This helps to maintain a peaceful atmosphere, minimising distractions and ensuring safety.
5. **Treat School Buildings and Property with Respect**
Students are expected to show respect for the school's physical environment, including classrooms, common areas, and outdoor spaces. This includes taking care of school property, such as books, equipment, and furniture, and ensuring that areas are kept clean and tidy.
6. **Wear the Correct Uniform at All Times**
Wearing the school uniform fosters a sense of belonging and pride in the school community. Students are expected to adhere to the school's dress code, understanding that their appearance reflects the values of **modesty** and **self-respect** that we promote.
7. **Accept Sanctions When Given**
When students make mistakes, we use **restorative discipline** to help them learn from their actions.

Students are expected to **accept consequences** in a mature and responsible manner, understanding that discipline is a path to personal growth and reconciliation.

8. **Refrain from Behaving in a Way That Brings the School into Disrepute**

Whether in school, outside school, or online, students are ambassadors of **The Eden School**. They are expected to act in a way that upholds the school's values of **integrity, respect, and kindness**, avoiding behaviours that could harm the school's reputation or community.

Adjustments to Routines

We recognise that some students may require **reasonable adjustments** to meet behavioural expectations due to individual needs or circumstances. At **The Eden School**, we are committed to ensuring that all students have the support they need to thrive. This may include modifications to classroom routines or additional pastoral support to help students manage their behaviour in a way that aligns with our expectations.

By fostering **key habits and routines** rooted in Christian values, we ensure that **The Eden School** is a place where students are nurtured in **body, mind, and spirit**, growing into confident, responsible, and compassionate individuals who reflect **Christ's love** in their daily lives.

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

- At **The Eden School**, we recognise the potential for mobile phones to be both a distraction and a useful tool for learning when used appropriately. Our approach to mobile phones aligns with the **DfE's mobile phone and behaviour guidance**, balancing the need for focus and discipline with the potential benefits of technology in education.

- **Mobile Phone Policy: Key Points**

1. **Handing in Mobile Phones**

Students are required to **hand in their mobile phones** at the school gate upon arrival. Phones will be collected and securely stored during the school day. Alternatively, if a **member of staff requests** a student's phone during the day, the student must immediately hand it over. This policy helps to **mitigate risks** of distraction, disruption, bullying, and inappropriate use of devices.

2. **Academic Use of Mobile Phones**

On some occasions, **teachers may permit students** to use their mobile phones under **strict supervision** to facilitate their academic work. These instances are solely at the discretion of the teacher, and phones must be used **for academic purposes only**. Once the permitted use is completed, phones must be returned to the designated area or back to the supervising staff member.

3. **Sanctions for Breaching the Mobile Phone Policy**

- **Bringing Phones on Site without Permission:** If a student brings a mobile phone to school without handing it in at the gate or if the phone is found in their possession during the school day, the following sanctions will apply:
 - First Offence: The phone will be confiscated and returned to the student at the end of the day, with a warning issued.
 - Second Offence: The phone will be confiscated and returned only to the parent or guardian after a meeting with staff.
 - Repeated Offences: Additional disciplinary actions, including detention or temporary exclusion, may be considered.
- **Using Phones without Authorisation:** If a student is found using a mobile phone during the school day without permission from staff:

□ The phone will be confiscated immediately and disciplinary actions will follow, such as a phone ban or detention.

4. **Mitigating the Risks of Mobile Phone Use**

To address the risks of **distraction, disruption, bullying, and abuse** associated with mobile phone use, we enforce a **strict no-phone policy** during class time, ensuring that phones are out of sight and out of use unless directly authorised by a member of staff for educational purposes. Phones will only be used under supervision, and any misuse will result in disciplinary action.

5. **Storage of Phones during the School Day**

Upon arrival at the school gate, students are required to hand in their phones, which will be stored securely in a designated area. Phones will only be returned at the end of the school day or under the supervision of a staff member for academic purposes.

6. **Exceptions to the Rule**

In certain cases, **exceptions** to the mobile phone policy may be permitted. These exceptions must be approved by the **Headteacher** and may include:

- **Medical reasons:** Students requiring phones for medical purposes (e.g., managing a health condition).
- **Personal reasons:** Students may need access to their phones for family emergencies or other personal reasons, which must be communicated in advance to the school administration.

➤ At **The Eden School**, we are committed to maintaining a **focused learning environment** where mobile phones are used in a controlled and purposeful way, ensuring that they enhance learning rather than disrupt it.

7. Responding to behaviour

At **The Eden School**, our approach to responding to behaviour is rooted in **Christian principles of restoration, justice, mercy, and personal responsibility**. We recognise that every student is on a journey of growth, and our goal is to guide them in developing **positive behaviours** that reflect the character of Christ. Our response to behaviour is designed to be **redemptive rather than punitive**, focusing on helping students learn from their mistakes and take responsibility for their actions.

Guiding Principles for Responding to Behaviour

1. **Restorative Discipline**

Our primary aim is to **restore relationships** and repair any harm caused by misbehaviour. We use **restorative practices** to help students reflect on their actions, understand the impact on others, and take steps to make amends. This approach is based on biblical principles of **forgiveness and reconciliation** (Matthew 18:15-17).

2. **Consistency and Fairness**

We believe that students thrive in an environment where expectations are clear and consistent. Staff members follow a consistent approach to responding to behaviour across the school, ensuring that all students are treated with **fairness and respect**. Sanctions and responses are proportionate to the behaviour in question and are administered in a spirit of **growth and learning** rather than punishment for its own sake.

3. **Positive Reinforcement**

We focus on **encouraging and reinforcing positive behaviour**. Our staff are trained to recognise and reward good behaviour through praise, recognition, and tangible rewards. This helps build a culture where students are motivated to meet expectations and contribute positively to the school community.

4. **Personal Accountability and Reflection**

When responding to misbehaviour, we encourage students to take **personal responsibility** for their actions. This involves helping them understand the choices they have made and guiding them to

consider the consequences. Reflection time and conversations with teachers or staff are used to support this process, enabling students to learn from their experiences.

5. **Escalation of Responses**

While we prioritise **restorative** approaches, certain behaviours require a more structured and formal response. Our escalation procedure includes:

- **Verbal reminders:** Gentle reminders to correct behaviour.
- **Behaviour warnings:** Formal warnings when behaviour is disruptive or inappropriate.
- **The Pink Slip:** This tool is used to track repeated or more serious infringements, which may require further intervention or sanctions.
- **Sanctions:** These may include detention, loss of privileges, or time spent in a reflective space to consider behaviour and its impact.

6. **Compassionate Support**

We recognise that some behavioural issues may stem from **underlying emotional, social, or personal difficulties**. In such cases, we work closely with parents and, where appropriate, external agencies to provide **pastoral support** and help students manage their behaviour in a constructive way. Our approach is one of **understanding and empathy**, reflecting Christ's example of compassion (Matthew 9:36).

7. **Communication with Parents and Guardians**

We believe in maintaining an **open dialogue** with parents and guardians when it comes to student behaviour. Regular communication ensures that parents are informed about their child's progress and can support behaviour development at home. In the case of serious or repeated misbehaviour, meetings are arranged with parents to discuss the best course of action and the support needed for improvement.

8. **Promoting a Culture of Growth**

Our goal is to create a **school culture** where students see behaviour as an opportunity for **personal growth** and development. Through guided reflection, mentoring, and the principles of **justice and mercy**, we seek to help students grow into responsible, thoughtful, and compassionate individuals.

7.1 Classroom management

At **The Eden School**, we believe that effective classroom management is essential for creating an environment that promotes **positive behaviour** and supports **academic success**. Both teaching and support staff are responsible for setting the tone and establishing the context for **behavioural expectations** in the classroom. Our approach to classroom management reflects our commitment to fostering **respectful, engaged, and self-disciplined** students who embody the values of our **Christian community**.

Expectations for Teaching and Support Staff

Our staff are expected to create a **stimulating environment** that not only encourages student engagement but also nurtures spiritual and personal growth. In line with our behaviour curriculum, staff members are responsible for developing positive relationships with students, grounded in mutual respect and the principles of **love, empathy, and forgiveness**.

Staff will:

Create and Maintain a Stimulating Environment

- Classrooms are designed to engage students, with displays and resources that promote **learning** and reflect the **behaviour curriculum** or specific **classroom rules**.
- The physical environment encourages students to take pride in their surroundings, helping them to **focus** and **stay on task**.

Display the Behaviour Curriculum or Classroom Rules

- Each classroom will display either the **whole-school behaviour curriculum** or classroom-specific rules, which reflect the values and expectations set by **The Eden School**.
- These rules are clearly communicated and referred to regularly, helping to establish a **consistent understanding** of expectations.

2. Develop Positive Relationships with Pupils

Staff will build strong, **positive relationships** with students, modelling Christ-like behaviour in all interactions. This may include:

- **Greeting pupils** at the door in the morning or at the start of each lesson, setting a **positive tone** for the day and building a sense of connection.
- **Establishing clear routines** that help students feel secure and understand what is expected of them in terms of both behaviour and learning.
- **Communicating expectations** of behaviour in both verbal and non-verbal ways, using **visual cues**, **body language**, and **tone** to reinforce positive behaviour.
- **Highlighting and promoting good behaviour**, offering praise, and using **positive reinforcement** to encourage students who demonstrate responsibility, respect, and self-discipline.
- **Concluding the day positively**, ensuring that even if challenges have arisen, students leave feeling valued and supported. The next day begins **afresh**, reflecting our commitment to forgiveness and new beginnings (Lamentations 3:22-23).

Plan for Low-Level Disruption

- Staff will have a clear plan for dealing with **low-level disruption**, addressing minor behaviour issues swiftly and effectively to prevent escalation. This may include **quiet reminders**, **seating adjustments**, or **brief conversations** with students outside of the classroom context.
- Discipline will be administered with **compassion** and **fairness**, always seeking to guide the student back to positive behaviour without resorting to excessive punishment.

Positive Reinforcement

- Staff will use **positive reinforcement** strategies, such as praise, rewards, and public recognition, to encourage and maintain positive behaviour in the classroom.
- **Incentives and rewards** may be given for excellent behaviour, fostering a classroom culture that celebrates the demonstration of **Christian values** such as respect, kindness, and cooperation.

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

At **The Eden School**, we believe in recognising and rewarding students when their behaviour meets or exceeds the expected standards. Positive reinforcement is central to creating a **Christ-centred culture** that encourages pupils to grow in **character, integrity, and responsibility**. By celebrating good behaviour, we reinforce the values that are at the heart of our school's ethos, promoting a community of **love, respect, and service**.

Positive behaviour will be acknowledged and rewarded in a way that is **fair** and **consistent**, ensuring that all students feel valued for their contributions. These rewards are an opportunity to reinforce the **routines, expectations, and norms of The Eden School's behaviour culture**, encouraging students to continue demonstrating exemplary conduct.

Positive Behaviour Rewards

1. Verbal Praise

Staff will offer immediate, **positive feedback** to students when they demonstrate good behaviour. Verbal praise may be given in class or in one-on-one interactions, affirming the student's behaviour and effort. This is often the first step in reinforcing positive actions, highlighting the student's alignment with the school's values.

2. Communicating Praise to Parents/Carers

Positive communication with parents and carers is a powerful way to reinforce good behaviour. Teachers and staff will inform parents of their child's achievements through:

- **Phone calls:** Directly praising a student's behaviour in conversations with parents/carers.
- **Written correspondence:** Sending **positive notes** home to let families know about the student's accomplishments and contributions to the school community.

3. Certificates, Prize Ceremonies, or Special Assemblies

Students who consistently demonstrate good behaviour or who have shown significant improvement will be recognised in more **formal ways**, such as:

- **Certificates:** Awarded in recognition of specific behaviours or achievements, such as consistent respect for others, responsibility, or service to the community.
- **Prize ceremonies or special assemblies:** Opportunities to celebrate students publicly, reinforcing the importance of good behaviour and providing positive role models for their peers.

4. Positions of Responsibility

Students who consistently meet or exceed behavioural expectations may be given opportunities to take on **positions of responsibility** within the school. This may include:

- **Prefect status:** Students may be appointed as **prefects**, representing the school and taking on leadership roles in supporting the behaviour of others.
- **Special projects or decision-making roles:** Students may be entrusted with decisions related to school life, such as leading a team, organising an event, or taking on other key responsibilities.

5. Whole-Class or Year-Group Rewards

To promote collective responsibility and teamwork, **whole-class** or **year-group** rewards may be given when groups of students demonstrate positive behaviour. These rewards help to foster a sense of **community** and **shared achievement**. Examples of group rewards include:

- **Popular activities:** Classes or year groups may be rewarded with special activities, such as extra sports sessions, creative workshops, or other activities that align with their interests.

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:

- A verbal reprimand and reminder of the expectations of behaviour
- Manual Labour
- Sending the pupil out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges– for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

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, and confiscation

Searching, 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.

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 behaviour lead headteacher / designated safeguarding lead (or deputy), 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

At **The Eden School**, we believe in treating every student with **dignity, respect**, and **compassion**, following the principles of **Christian love** and **empathy**. In alignment with these values and the teachings of **Jesus Christ**, we do not permit or conduct **strip searches** under any circumstances.

We regard strip searching as an **inhumane** and **undignifying** practice that contradicts the fundamental principles of **respect for personal dignity** and the right to **privacy**. Our approach to managing student behaviour and addressing concerns is rooted in **restorative practices**, which seek to resolve issues in a manner that upholds the **dignity of the individual** and promotes **healing** and **reconciliation**.

Our Approach to Addressing Serious Concerns

If a situation arises where there is a need to address concerns involving the potential possession of prohibited items (such as dangerous objects or substances), **The Eden School** will adopt the following procedures:

1. **Respect for Dignity**
At all times, we maintain the **dignity** of our students. Searches will be conducted in a way that is respectful, using non-invasive methods. A student's privacy and personal boundaries will always be upheld.
2. **Non-Invasive Searches**
Should a search be deemed necessary, it will be carried out in accordance with legal guidelines, which may include:
 - **Bag checks or locker checks.**
 - **Pat-down searches** conducted by staff of the same gender, in the presence of another staff member, and with the student's understanding and cooperation.
 - **Parental involvement:** We will always seek to involve parents or guardians in situations requiring a search, ensuring transparency and respect for the student and their family.
3. **Pastoral Support**
In any situation involving searches or serious concerns, we prioritise the **emotional well-being** of our students. Students involved will be provided with pastoral support before, during, and after the situation is resolved.
4. **Involving Authorities**
If there is a serious concern regarding the safety of the student or others, we may involve appropriate external authorities (such as the police), but **strip searches** will never be conducted by school staff. The student's **well-being** and **dignity** will always remain the primary concern.

At **The Eden School**, we are committed to fostering an environment where students feel **safe, respected**, and **valued**. By ensuring that no student is subjected to degrading or undignified treatment, we uphold the principles of **Christian care** and promote an atmosphere of **trust** and **mutual respect**.

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.

Screening

At **The Eden School**, the safety and well-being of our students, staff, and school community are of paramount importance. As part of our commitment to creating a **safe and secure learning environment**, we may

conduct **screening** of pupils upon entry to the school premises. Our approach to screening is based on the principles of **respect, dignity, and care**, ensuring that all procedures align with our **Christian values**.

Screening Arrangements

1. What the Screening Entails

- **Screening at Entry:** Upon entry to the school, pupils may be required to undergo **non-invasive screening** using handheld metal detectors or other approved methods. This may be done randomly or when there is reasonable concern regarding the presence of prohibited or dangerous items.
- **No Physical Searches:** Screenings will not involve removing any clothing, except for outer garments such as coats or jackets, and will be conducted by trained staff members to maintain a student's privacy and dignity.
- **Safety Focus:** These screenings are conducted to ensure that pupils are not in possession of items that could compromise the **safety** of the school community.

2. Reasonable Adjustments for Pupils with SEND

- We are sensitive to the needs of students with **Special Educational Needs and Disabilities (SEND)**, and all reasonable adjustments will be made to accommodate their specific requirements. Adjustments may include:
 - **Alternative screening methods** that are less intrusive or sensory-sensitive.
 - **Extra time or support** from a familiar staff member to help students feel comfortable and secure during the process.
 - **Personalised communication** to ensure students understand the screening process and why it is being conducted.
- The **SEND Coordinator** will be involved in determining the most appropriate adjustments, and parents/guardians will be consulted when necessary to ensure that the student's needs are respected.

3. Responding to Refusal of Screening

- If a pupil refuses to be screened, staff will approach the situation with **calmness and understanding**, first seeking to **understand the reasons** for the refusal. The pupil will be given the opportunity to express their concerns, and efforts will be made to explain the **importance of the screening** for the safety of everyone.
- **Dialogue with Parents:** If the refusal persists, parents or guardians will be contacted to discuss the situation. Involving parents helps to ensure transparency and addresses any misunderstandings or anxieties the pupil may have.
- **Alternative Approaches:** Where appropriate, alternative screening methods may be explored, depending on the specific circumstances.
- **Refusal without Valid Reason:** If the refusal is without valid reason and poses a potential risk to the school community, the school may consider further action, such as requiring the pupil to stay in a supervised area or, if necessary, involving external authorities to address the situation.

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 or a member of the senior leadership team or pastoral lead 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

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 for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

At **The Eden School**, teachers are empowered to authorise **detentions** for pupils who fail to meet the school's behaviour expectations. Detentions are part of our structured approach to discipline, intended to guide students towards **personal responsibility**, **accountability**, and **self-reflection**.

When Detentions Are Issued

Teachers may issue detentions when a pupil:

- Fails to produce required work,
- Fails to present the necessary equipment,
- Is not in the prescribed school uniform,

- Or behaves in a manner that breaches this behaviour policy.

In such cases, the teacher is authorised to apply the sanctions detailed on the **Pink Slip**, a key tool for tracking behavioural infractions and determining appropriate interventions.

Detention Timing

Detentions may be held:

- **During break or lunch times**,
- **After school** on designated days,
- **On weekends**, during term time, when appropriate.

Parental Notification

The school will decide whether it is necessary to **inform parents or carers** about a pupil's detention. This will depend on the nature of the behaviour and the timing or severity of the sanction. For example, parents are more likely to be notified for after-school or weekend detentions.

Considerations Before Imposing Detention

When deciding to impose a detention, the school will take into account the following factors to ensure that the detention does not place the student at risk or interfere with their well-being:

1. **Safety Concerns**
If imposing the detention would **compromise the pupil's safety**, such as affecting their ability to get home safely, the school may reconsider or make alternative arrangements.
2. **Medical Appointments**
Detentions will not be imposed if they conflict with any **pre-scheduled medical appointments**. Parents may be asked to provide confirmation of the appointment, and the detention will be rescheduled.
3. **Getting Home Safely**
In cases where pupils rely on specific transportation to get home, such as public transport, the school will ensure that the detention does not cause the pupil to miss their transport, or alternative arrangements will be made to ensure their **safe journey home**.
4. **Caring Responsibilities**
For students who have **caring responsibilities** at home (e.g., looking after siblings or family members), the school will make every effort to accommodate their circumstances. This may include rescheduling the detention or finding alternative ways to address the behaviour.

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 of behaviour, and will be removed for a maximum of 45 days in a single academic year.

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 :

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, 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.

>

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.

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 pastoral lead

A report card 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 proper use of restraint
- 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.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- 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 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 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 board of governors

14. Links with other policies

This behaviour policy is linked to the following policies

➤ Exclusions policy

➤ Child protection and safeguarding policy

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.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

Appendix 4: letters to parents/carers about pupil behaviour– templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter– return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this matter with me, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter– return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

