Behaviour Policy

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Author: Senior Deputy Head (Pastoral)
This policy is for Bury Grammar School

Under no circumstances are staff allowed to threaten or use corporal punishment on any child. This is strictly forbidden.

Scope of policy

This policy applies to all pupils at Bury Grammar School while they are a member of the School. Conduct contrary to the smooth running of the School, committed outside of school hours, on trips, at weekends and during the holidays will be dealt with under this policy.

Introduction

Bury Grammar School (BGS) promotes good behaviour in an environment where there is mutual respect and trust, and the voices of our pupils are heard. Positive relationships, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils.

As part of our whole-school commitment to safety and discipline, and in line with our CCTV Policy, monitored CCTV is used to support staff in maintaining a calm, safe and respectful environment. This complements, but does not replace, active supervision by staff.

BGS is an inclusive and tolerant community. We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

We expect pupils to behave at all times in a manner that reflects the best interests of the whole community. The School will ensure that its behavioural expectations are communicated to all pupils in an age-appropriate way when they first arrive in the school, and thereafter reminders given, as and when required.

The School is committed to promoting equal opportunities for all and an inclusive community. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the world. We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. It is expected that reasonable adjustments will be made to anything contained in this policy if a pupil has a disability which may affect their behaviour.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS).

Policy aims

The aim of this policy is to:

a. enable the Principal to carry out their responsibilities of maintaining order;
b. promote good behaviour;
c. ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community;
d. establish a culture where bullying, including cyberbullying, prejudice-based and discriminatory bullying is prevented in so far as is reasonably practicable;

e. achieve consistency of approach to promoting good behaviour and applying sanctions;

f. establish the importance of the parents' role in securing good behaviour;

g. establish the importance of making reasonable adjustments for the behaviour of pupils with special educational needs or disabilities.

h. clarify the supportive role of the behaviour policy in safeguarding, including recognising that some behavioural concerns may indicate unmet safeguarding needs or risks such as criminal exploitation, abuse, or mental health crises.

i. ensure that the use of technology, including the monitoring role of CCTV systems, supports a safe and respectful school environment and is proportionate, transparent, and compliant with the School's data protection duties.

j. recognise that persistent absence, severe absence and patterns of poor attendance may be indicators of safeguarding concerns, unmet needs or barriers to education and will be considered alongside behavioural concerns.

Legal framework

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

- Education (Independent School Standards) Regulations 2014 (ISSRs)
- The Early Years Foundation Stage Statutory Framework, DfE, December 2023
- ISI Inspection Framework, September 2025
- Handbook for the inspection of association independent schools, including residential (boarding) schools and registered early years settings, September 2024
- Keeping Children Safe in Education, DfE, September 2026
- Working Together to Safeguard Children (2026)
- Restrictive Interventions, including the Use of Reasonable Force in Schools (2026)
- "Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies", DfE, July 2023
- "Behaviour in Schools: Advice for Headteachers and School Staff" (February 2024).
- Equality Act 2010

Roles and responsibilities

Governors have overall responsibility for:

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

The Principal will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the School. This includes monitoring the policy's effectiveness in addressing any Social, Emotional and Mental Health (SEMH)-related drivers of poor behaviour.

- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the School rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Ensuring any use of CCTV to monitor behaviour is proportionate, explained to staff, pupils, and parents, and in line with the school's CCTV Policy and data protection law.

The Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the School engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SEND Coordinator, Senior Teacher Inclusion and the Head of Infants will be responsible for:

- Collaborating with the Principal and the Mental Health Lead, as part of the SLT, to determine the strategic development of the behaviour policy and provision in the School.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the School's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

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

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.

- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupil with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

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

Involvement of parents and guardians

The role of parents and guardians is crucial to the School developing and maintaining good behaviour. Parents and guardians who accept a place for their child at the School undertake to uphold the School's policies and procedures, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School has a number of support systems in place to meet the needs of all pupils.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

Staff induction, development and support

All new staff will be inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the School. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the School to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The Principal and SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the School.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

The staff voice will be considered when the School develops and refines its behaviour policies and procedures.

General Principles

When dealing with unacceptable behaviour of a pupil, the following principles should be adhered to:

- The promotion and maintenance of good discipline should be based on praise, reward and encouragement rather than on the threat of sanctions;
- When behaviour falls short of expectations, pupils should be reminded of how they are expected to uphold the values of the School and the home school agreement;
- Reasonable support will be provided for pupils to help them meet behavioural expectations;
- The School will seek the support and engagement of parents and other agencies where necessary;
- Support will be provided for pupils when they transition into the School to ensure they are aware of behavioural expectations;
- There must be no physical contact with pupils when reprimanding them;
- Whole group sanctions are rarely appropriate;
- Parental permission is not required to detain a pupil, nor does it matter that a parent is inconvenienced by an after-school detention, although the School will normally accommodate a reasonable 'one off' request for a detention to be postponed;
- Reasonable adjustments may need to be made for a pupil with special educational needs/disabilities and any recommendations written in a pupil profile must be followed;
- Staff should ensure that pupils are dealt with fairly; and the application of sanctions are proportionate;
- All pupils have a right to work in a calm, supportive and purposeful atmosphere and all pupils have the right to come to school without the fear of being bullied (see Anti-bullying Policy);
- The principles of 'Natural Justice' will always apply. When a pupil is accused of wrongdoing, they must be allowed to account for their actions. In cases of serious unacceptable behaviour or bullying, a thorough investigation must be completed;
- The burden of proof when establishing facts in any investigation under this policy will be 'on the balance of probability';
- A record of unacceptable behaviour and the decisions taken by the School will be kept. The Senior Deputy Head Pastoral and Senior Teacher Pastoral will keep a log of serious sanctions;
- If, during the course of reprimanding a pupil, a member of staff considers that they have acted in a way that may fall short of the professional standards expected from a teacher, or if a pupil makes an allegation against them, they should refer themselves or the incident to the Principal so as to be open and transparent.

Promoting good behaviour

Positive behaviour will be taught to all pupils as part of the pastoral curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The pastoral curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the School.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing unacceptable behaviour.

Mobile devices and personal technology

Bury Grammar School operates a mobile phone-free environment throughout the school day in accordance with the Mobile Device Policy. Pupils are expected to comply with the School's expectations regarding the possession and use of mobile phones, smartwatches and other personal electronic devices.

Until 30 September 2026, pupils must comply with the mobile device arrangements and sanctions set out in the Mobile Device Policy. Unauthorised possession or use of a mobile phone or other personal electronic device during the school day will be treated as a behavioural matter and will result in confiscation of the device, detention or another proportionate sanction in accordance with this Behaviour Policy, the Mobile Device Policy and the Behaviour Appendices.

From 1 October 2026, pupils in Years 5–11 who bring a mobile phone to School will be required to secure it in their allocated Yondr pouch in accordance with the Mobile Device Policy. The introduction of Yondr pouches does not change the School's existing mobile phone-free expectation; it provides an additional means of supporting its consistent implementation. Failure to comply with the Yondr arrangements will be treated as a behavioural matter under this policy and the Mobile Device Policy.

From 1 October 2026, deliberate attempts to circumvent the Yondr system will be regarded as serious unacceptable behaviour. This includes deliberately damaging or tampering with a pouch or unlocking station; retaining or using an unauthorised phone rather than securing it in the pouch; using a second, substitute or 'burner' phone or dummy device to circumvent the arrangements; deliberately unlocking or compromising a pouch without authorisation; or refusing to comply with a reasonable instruction concerning the secure storage of a mobile device. Such conduct may result in a temporary exclusion, including a one-day temporary exclusion where appropriate, with repeated, persistent or associated misconduct subject to escalation in accordance with this policy.

A pupil who has genuinely forgotten their pouch, promptly reports a faulty or accidentally damaged pouch, or has an agreed medical, SEND, safeguarding or welfare arrangement will **not** automatically be treated as having deliberately circumvented the system. The School will consider the individual circumstances and any reasonable adjustments required before determining an appropriate response.

More serious misuse of mobile or electronic devices, including unauthorised photography or filming, image-based abuse, online harassment, bullying, misuse of AI-generated content or any behaviour giving rise to safeguarding concerns, will be dealt with as serious misconduct and may also be managed under the Child Protection and Safeguarding Policy, Child-on-Child Abuse Policy or Online Safety Policy, and may involve external agencies where appropriate.

Sanctions for breaches of the Mobile Device Policy are intended to support the School's mobile phone-free environment and will be applied fairly and consistently, taking account of the individual circumstances and any reasonable adjustments required.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The School will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Praise and rewards

The School will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the School understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the School understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the School recognises that they need to be:

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

Details of the School's rewards procedures can be found at Appendix B.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the School's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

The School defines **"serious unacceptable behaviour"** as any behaviour which may cause harm to oneself or others, damage the reputation of the School within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of illegal or certain legal drugs, including alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, offensive remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Unauthorised use of a mobile phone or other personal electronic device
- Serious or deliberate breaches of the School's Mobile Device Policy, including deliberate circumvention of the Yondr pouch arrangements from 1 October 2026

The School defines **"low-level unacceptable behaviour"** as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour, or if there is a pattern of persistent low-level unacceptable behaviour.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and

may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour.
- Displaying multiple low-level concerns which, when viewed together, indicate an escalation of risk or emerging safeguarding concern

Examples of initial interventions to address unacceptable behaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including calls, emails and home visits where necessary
- Mentoring by the Senior Teacher Inclusion and Head of Infants
- Short-term behaviour report card
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil.

A Family Help or multi-agency assessment may be considered where concerns extend beyond a pupil's educational needs.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their unacceptable behaviour, the School will consider whether it is appropriate and lawful to sanction the pupil, or if a less serious sanction is appropriate. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND. The School takes its 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 seriously.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

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

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

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the School will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The School will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the School proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the School's Child Protection and Safeguarding Policy and discuss their concerns with the School's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Staff should exercise professional curiosity when considering behavioural concerns and seek to understand the wider context of a child's experiences, relationships, attendance, presentation, online activity and family circumstances.

Staff will consider whether behaviour may be linked to online harms, including cyberbullying, harmful content, online exploitation, coercion, misogyny, radicalisation, AI-enabled abuse or manipulation, inappropriate online communities, gaming platforms, large language AI chatbots or other safeguarding risks.

Responses to Poor Behaviour/ Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with promptly. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. Staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the School, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Improvement -** supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

Sanctions and Escalation

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with this policy at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School's expectations and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

After an initial incident of negative behaviour, sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable. The School aims to keep the use of formal sanctions to a minimum. Sanctions will be applied fairly and objectively. Sanctions may be applied to pupils on school visits even where an infringement of the Behaviour Policy or of a specific policy relating to the visit occurs outside normal school hours.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection and Safeguarding Policy.

EYFS

Children in the EYFS are in their most formative years with regards to understanding that they control their own behaviour and that all actions are a choice. Behavioural expectations will be explained through a variety of media to ensure that all children are aware in a language which is most age appropriate.

Primary Division

Poor behaviour in the Primary Division is managed initially through discussion, then through the use of Reflective Exercises. Details of the School's sanctions procedures for the primary division can be found at Appendix C.

Senior School and Sixth Form

In the senior school a hierarchy of sanctions is used to deter poor behaviour. Details of the School's sanctions procedures for the senior school and sixth form can be found at Appendix D.

Repeated Low-level unacceptable behaviour

The senior school operates two conduct pathways to tackle low-level unacceptable behaviour: *The academic pathway and the behaviour pathway.* Incidents of low-level unacceptable behaviour are recorded in one of these categories. Four incidents in a particular pathway in a half-term period will result in an after-school detention. Eight incidents will result in a Deputy Head detention and twelve incidents may result in a temporary exclusion.

Removal from the classroom

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will 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. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

The pupil will be moved to a room that is:

- In an appropriate area of the School
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The School will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space and to enable them to reflect on their behaviour

The School will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the School to decide. This could be for more than one school day. The School will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. A senior member of the pastoral team will request that the pupil's class teachers set them appropriate work to complete.

The senior member of the pastoral team will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the

expected standards of behaviour. Reintegration meetings will be held between the School, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

All school staff have authority to issue a detention to pupils, including same-day detentions and detentions that take place outside of school hours.

Parental consent is not required for detentions. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For an after-school detention the School will, as far as possible provide twenty-four hours' notice to the parents/guardian of the pupil ; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Temporary Exclusion

A temporary exclusion may be imposed by the Senior Deputy Head (Pastoral) or Head of Infants or Juniors after discussion with the Principal. This sanction may be imposed for a single incident of serious unacceptable behaviour or for a number of incidents of unacceptable behaviour where the judgment is that a period of temporary exclusion is necessary. The Senior Deputy Head (Pastoral) / Primary Heads will contact parents and require them to collect their child from the School as soon as possible. The School will also write to parents to confirm the details of the exclusion.

Permanent Exclusion/Required Removal

The Principal may exclude after consultation with the Chair of Governors. If a pupil is excluded or required to leave, his/her leaving status will be one of the following: "excluded", "removed" or "withdrawn by parents". "Removed" means that a pupil has been required to leave but without the record of exclusion. Where a pupil is at risk of being permanently excluded or required to leave, the School will follow the procedures detailed in the Exclusion and Required Removal Policy.

Parents have the right to appeal this action by following the School's Complaints Policy.

Supporting pupils following a sanction

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call or discussion with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

The pupil's views, wishes and feelings will be sought and considered when planning support, interventions, reintegration arrangements and behaviour improvement strategies, taking account of their age, understanding and any additional needs.

Preventing recurrence of misbehaviour

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of temporary and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an Family Help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Incidents relating to discrimination

Discrimination relates to the unjust or prejudicial treatment of different categories of people, for example on the grounds of ethnicity, age, sex or disability under the Equality Act. Any incident of discrimination that is witnessed by or comes to the attention of a member of staff will always be challenged, recorded on CPOMS and the Racism and Discrimination Log. Such incidents must never be dismissed as 'banter'.

CCTV and Behaviour Monitoring

The School uses closed-circuit television (CCTV) in accordance with the CCTV Policy to help promote safety and support effective behaviour management. CCTV is used as a supportive safeguarding measure, not a disciplinary tool in isolation. It enables review of incidents that occur in communal areas, entry points and other agreed school locations. Its use is proportionate, transparent, and compliant with data protection legislation and does not replace staff supervision.

Pupils and staff are made aware of where CCTV is operating. Signage is displayed, and information is provided to parents in line with data protection law requirements. CCTV footage may be reviewed in the case of serious behaviour concerns, safeguarding incidents, or damage to property.

Searching of Pupils

The School is permitted to search for and confiscate items that are dangerous, illegal or detrimental to school discipline. By using a locker provided to them by the School, pupils agree to having their locker searched if there are reasonable grounds to suspect that it may be being used to store prohibited items. On the rare occasions that it is necessary to search a pupil or their property, staff must follow the Searching Pupils Policy.

The Principal, or a member of staff authorised by the Principal, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Child Protection and Safeguarding Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Principal (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images; or
- Any item banned by the school rules (including electronic devices).

The School will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes.
- Lighters.

- Aerosols.
- Legal highs/psychoactive substances.

The School does not require, nor will seek, parental authorisation in advance of a search. The School will inform parents that a search has taken place for items prohibited under The Schools (Specification and Disposal of Articles) Regulations 2012.

Parents will be contacted and asked to attend school if a pupil refuses to give consent to be searched where there are reasonable grounds for a search to take place. The pupil will not be permitted to return to lessons until a meeting with parents has taken place and, under the discretion of the Deputy Head (Pastoral), a sanction equivalent to that given for the possession of the searched for item, may be issued.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the School's Searching Pupils Policy when conducting searches and confiscating items. Any search must be conducted by two members of staff, logged in line with safeguarding procedures, and pupils must be treated with dignity and respect throughout. CCTV may be used to support investigation but will not replace direct pastoral action.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Principal (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Principal (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the school rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the school rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection and Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the school rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, indecent images, including nude or semi-nude images or videos of a child, AI-generated or digitally manipulated indecent images, or other child sexual abuse material), staff must not view, copy, print, share or delete the material unless there is a clear safeguarding reason to do so. The device should be secured and handed to the Police without delay, in accordance with the School's Child Protection and Safeguarding Policy.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the school rules, and may then sanction the pupil in accordance with this policy and the Exclusions and Required Removal Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's exit route
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Rephrasing requests made up of negative words with positive phrases

Use of Restrictive Intervention and Reasonable Force

The use of restrictive intervention and reasonable force is governed by the School's Physical Intervention Policy and will always be used as a last resort, employing the least restrictive option available for the shortest possible time.

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the School's Physical Intervention Policy and current Department for Education guidance on restrictive interventions and the use of reasonable force in schools and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

In deciding whether reasonable force is required, the needs of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs, certain health conditions and disabilities.

Physical restraint will only be used as a last resort and as a method of restraint. The situations in which physical restraint may be appropriate are detailed in the School's Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity).

Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

After an instance of physical intervention, the pupil will be immediately taken to a member of SLT, and the pupil's parent will be contacted. We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable. Following any incident involving physical intervention, staff will consider whether the incident raises any wider safeguarding, wellbeing, SEND, attendance or family support concerns requiring further assessment, support or referral.

Where appropriate, the Principal may decide to temporarily remove the pupil from the School via exclusion. When this occurs, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the School contacting their parent.

Any violent or threatening behaviour will not be tolerated by the School and may result in a temporary exclusion in the first instance. It is at the discretion of the Principal to determine what behaviour necessitates an exclusion, in line with the Exclusions and Required Removals Policy.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School. Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

Monitoring will include consideration of any disproportionate use of restrictive intervention by SEND, disability, ethnicity, sex, mental health need, looked-after status or other identified vulnerability.

In addition, the Principal will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Malicious allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection and Safeguarding Policy and the Low Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Child Protection and Safeguarding Policy and Exclusions and Required Removals Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the

temporary or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

Behaviour outside of school premises

Pupils at the School must agree to represent the School in a positive manner. The guidance laid out in the Behaviour Policy and appendices will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for unacceptable behaviour outside of the school premises, including conduct online, provided the pupil is:

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

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

- Could negatively affect the reputation of the School.
- Impact the School or another pupil's wellbeing;
- Could pose a threat to another pupil, a member of staff at the School, or a member of the public.
- Could have repercussions for the orderly running of the School.

Any bullying witnessed outside of the school premises and reported to the School will be dealt with in accordance with the Anti-bullying Policy.

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

Complaints from members of the public about the behaviour of pupils from the School are taken very seriously.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Exclusions and Required Removals Policy.

Classroom rules and routines

The School has an established set of classroom routines and expectations to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. These can be found in Appendix A.

The Principal and SLT will ensure all teachers understand classroom routines and expectations and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom routines and expectations at the beginning of the academic year and

revisit these daily. Where appropriate, teachers will explain the rationale behind the routines and expectations to help pupils understand why they are needed and will model routines and expectations to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom routines or expectations to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom routines and expectations, teachers will reinforce them in a range of ways, e.g. placing posters on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom routines and expectations remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for unacceptable behaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Teaching and learning

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good

habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. Parents can expect their concerns or complaints to be dealt with in a professional and courteous manner. A copy of the School's Complaints Policy is on the School's website and can be sent to parents upon request. It sets out how parents can raise a formal complaint and how the School will handle it.

Liaison with other agencies

Where behaviour impacts on safeguarding, the School will work with other agencies such as the Police and children's services to safeguard the pupils in the School.

The School will also work with Family Help, health services and other relevant agencies where multi-agency support is required to meet a pupil's needs. Where staff believe that external agency decisions do not adequately safeguard a child, they will use local professional challenge and escalation procedures where appropriate.

Application, monitoring and review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The School collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent and temporary exclusion data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the school behaviour culture.

Monitoring will include consideration of any disproportionate patterns by SEND, disability, ethnicity, sex, looked-after status, attendance profile, mental health need or other identified vulnerability. Where patterns emerge, the School will consider whether additional support, reasonable adjustments, safeguarding intervention or staff training is required.

Monitoring will include review of any patterns relating to online harms, child-on-child abuse, attendance concerns and restrictive interventions.

Behaviour records will be considered alongside safeguarding records and chronologies where appropriate to identify cumulative concerns, recurring patterns or escalation of risk.

This policy will be implemented by staff and be subject to monitoring by members of the SLT and the Governing Body to ensure that it is applied consistently. It is reviewed annually taking into account pupil voice. Any deficiencies in policy are rectified immediately.

In the application of this policy, staff will pay regard to:

- Appendices to Behaviour Policy – Rewards and Sanctions
- The Exclusions and Require Removals Policy
- The Bury Grammar School Behaviour During Remote Education Procedures (within the Appendices to Behaviour Policy – Rewards and Sanctions)

Appendix A

Behaviour Policy Issues and Updates

Date	Policy version	Summary of key change(s)
23/08/23	1	Updated to give additional information and guidance related to school procedures and terminology relating to exclusions
01/09/2024	2	Update to classroom rules and routines, legal framework; KCSIE 2024, Update to staff induction and development and responses to poor behaviour
01/09/2025	3	Behaviour linked explicitly to safeguarding. Acknowledges that behaviour may indicate wider welfare concerns (e.g. exploitation, trauma, abuse). CCTV Usage *(New from Sept 2025)*: o CCTV referenced as a supportive behavioural monitoring tool. o Clear legal basis, data protection compliance, and policy alignment. o Not used as a replacement for supervision or primary evidence in isolation. Legal Framework Expanded: o Added: ▪ *KCSIE 2025* ▪ *Working Together to Safeguard Children 2023* ▪ *Surveillance Camera Code of Practice* • Child-on-Child Abuse Provisions: o Cross-referenced Child-on-Child Abuse Policy. o Acknowledges online and offline peer harm. o Clear expectations for response and support for all involved. • Mental Health and SEND Considerations: o Reinforces graduated response and trauma-informed practice. • Searching, Screening, Confiscation: o Emphasises dignity, supervision, and safeguarding logging. • Mobile Device and Online Conduct: o Aligns with Online Safety Policy and 2024 DfE mobile phone guidance. • Consistency Across Policies:

		○ Aligned with: Safeguarding, Online Safety, Attendance, Child-on-Child Abuse, and CCTV policies.
11/25	4	External legal review carried out. Changes made to several sections and new sections introduced.
September 2026	5	Updated to reflect KCSIE 2026 and Working Together 2026. Strengthened links between behaviour, attendance and safeguarding. Added references to Family Help, professional curiosity, pupil voice, online harms and monitoring of disproportionality. Updated legal framework and aligned behaviour responses with current restrictive intervention guidance.