The Forest Federation

of Soudley, Steam Mills and Woodside Primary Schools

Behaviour Policy

Date: Sept 2025

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 28: Every child has the right to an education.

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Statement of intent

The Forest Federation believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

To ensure the safety, wellbeing and education of all pupils:

- The schools will create calm and orderly environments to enable pupils to learn effectively.
- The schools will promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- The schools create positive and respectful cultures in which staff know and care about pupils.
- The schools ensure that all pupils, staff and visitors feel safe in the school environment through a high quality of care, support and guidance.
- Good behaviour at school is acknowledged and rewarded by all staff
- Pupils are held to high standards of attendance. The school will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.
- Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.
- The schools offer comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

The school is committed to:

- Creating a positive whole school ethos and policy that promotes positive relationships and behaviour.
- Maintaining calm and inclusive learning communities
- Recognising that all behaviour is a form of communication.
- Praising and rewarding good behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Challenging misbehaviour.
- Applying predictable, consistent sanctions where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The federation acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and addresses such needs via an individualised graduated response.

This policy includes Positive Handling and Anti-bullying.

1. Legal framework

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

- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for executive headteachers and school staff'
- DfE (annual) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'

This policy operates in conjunction with the following school documents and policies:

- Behaviour Principles written statement
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse policy
- Child Protection and Safeguarding Policy
- Acceptable Use Policy

This Behaviour policy includes the federation's stance on anti-bullying, positive handling and mobile phones.

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Creating a statement of behaviour principles and ensuring this is shared with all stakeholders.
- Ensuring that this policy does not discriminate on any grounds, including but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- Ensuring this policy is published on the school website.

The executive headteacher will be responsible for:

- 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.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- 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.

The executive headteacher, deputies and senior leaders will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring the day-to-day implementation of this policy.

The senior 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.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, executive headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions 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:

- The day-to-day implementation of this policy

- 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.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

Teachers' Standards state that teachers must manage behaviour effectively to ensure a good and safe learning environment:

• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

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

- The day-to-day implementation of this policy
- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the class teacher/SENCO and Senior leaders up-to-date with any changes in behaviour, as appropriate.
- Sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

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

Parents will be responsible for:

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

3. Definitions

For the purposes of this policy, the school will define "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 present as seriously disruptive behaviour. This includes, but is not limited to, the following:

- 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
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- 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

For the purposes of this policy, the school will define "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:

- Low-level disruption and talking in class
- Failure to complete classwork

- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Graffiti
- Having a mobile phone in class (if mobile phones are brought to school, they must be stored in the school office)

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will read the Behaviour Policy as part of their induction. They 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.

The SLT will arrange any appropriate training for staff, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs. A range of staff at each school will attend Positive Handling/Team Teach training.

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

5. 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.

See the school's SEMH Policy.

6. 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.
- 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.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school **Pupil Code of Conduct**, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive at 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.

Classroom rules and routines

The school has a set of clear rules, which define what is acceptable behaviour:

The Forest Federation

Our five rules mean that everyone can **shine!**

1. Listen to the **s**peaker
2. Be kind, caring and **h**onest
3. **I** will do my best
4. Be Rights Respecti**n**g
5. Respect yourself, others & the **e**nvironment

Article 28: Every child has the right to an education.

The federation expects classroom routines to be established and maintained to help pupils work well, with the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing. Routines can include:

- Line up quietly
- Walk in single lines when moving around the school as a class/group
- Be prepared for lessons
- Face the speaker
- Listen first time
- Take turns when speaking
- Tidy up after yourself

The executive headteacher will make sure that all staff understand classroom rules and routines and how to ensure them.

Staff will support pupils to understand and follow classroom rules and routines.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively

within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The federation recognises 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.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise

- Communicating praise to parents
- Going for Gold Certificates, stickers, Dojos
- Prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular job/project
- Trips and activities for a whole-class or year group

7. Prevention strategies, interventions and sanctions

a. Prevention strategies

Behaviour curriculum

The purpose of our behaviour curriculum is to keep all children fully included, engaged with learning and participating in their school communities. Positive behaviour will be overtly taught to all pupils within our nurturing ethos, so that children understand what behaviour is expected and what is not acceptable.

Research has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

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

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

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

All rules are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this. Each class teacher/class team will put in place a reward system such as Going for Gold, class Dojo rewards etc

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key. 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.

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.
- 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.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND and staff will ensure that communication about appropriate behaviour is at the child's level and within their understanding. Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

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

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

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Training for staff in understanding autism and other conditions
- Overt teaching eg about emotions, social situations, self-regulation

b. Interventions

A range of initial intervention strategies will be used to help pupils manage their behaviour and reduce the likelihood of more severe sanctions. 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. This could be for:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of interventions to address misbehaviour will include, but are not limited to, the following:

- Review of 'effective classroom management' strategies and application of praise/rewards
- Reiterate expectations and be explicit about which school rule is not being adhered to
- Overt teaching
- Clear redirection of behaviour so that the child knows what that looks like compared to the rule and encouragement that the rule is adhered to
- Warning of consequence and 'choices' language (eg you can choose to complete this activity at your table or at another table/you can choose to complete this activity now or at playtime)
- Loss of playtime/activity
- Move child to another area/class
- Engagement with parents
- Involve a senior leader
- Involve executive headteacher

Physical intervention

Positive Handling Policy: Positive Handling (formerly known as Physical Restraint) is rare. It is limited to emergency situations and used only as a last resort e.g. if children or staff are in danger.

Section 550A of the Education Act 1996 allows teachers, and other members of staff at a school who are authorised by the Head Teacher, to use positive handling as is reasonable in

circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause severe disruption or injury to themselves, others or damage to property.

1. The term 'reasonable force' covers a broad range of actions which involve a degree of physical contact with pupils.

2. Positive Handling is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more contact than is needed.

4. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil away from a situation.

5. Restraint means to hold back physically. It could be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid inadvertent injury.

When can Positive Handling be used?

• Positive Handling can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

• remove disruptive children from the classroom where they have refused to follow an instruction to do so;

• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

• restrain a pupil at risk of harming themselves through physical outbursts.

The executive head, executive deputy head and at least three members of staff per school are trained in Team Teach/Positive Handling.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, a senior leader will be alerted and the pupil's parent will be contacted. The member of staff will record the incident on My Concern. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension to allow time for a safety plan to be created.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

c. Sanctions

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

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

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 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. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil 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.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour.. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school can impose detention on a pupil, unless the headteacher withdraws this power from any teacher. Parental consent will not be required for detentions, so the school can issue detention as a sanction without first notifying the pupil's parents, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allowed for the pupil to eat, drink and use the toilet.

Suspension/Exclusion

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension to allow time for a safety plan to be created. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy (refer to separate policy).

9. Behaviour outside of school premises

Pupils at the school must represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

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

- Wearing school uniform.
- Travelling to or from school.

- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

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

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

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

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

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

10. **Data collection and behaviour evaluation**

The school will collect data from the following sources:

1. Behaviour incident information (on My Concern)
2. Attendance, permanent exclusion and suspension data
3. Use of pupil support units, off-site directions and managed moves
4. Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

11. **Monitoring and review**

This policy will be reviewed annually by the Governing Body. This policy will be made available on each school's website.