



Penn Fields School Behaviour Management Policy

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1. Aims and expectations.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, inclusive community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and Student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and Student referral units in England, including Student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting Students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is founded on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its Students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate Students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate Students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Penn Fields School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviours.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and addressing unacceptable behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers/guardians.
- Developing relationships with our Students to enable early intervention.
- A shared approach which involves Students in the implementation of the Penn Fields School policy and associated procedures.
- Promoting a culture of praise and encouragement in which all Students can feel safe, valued and able to achieve to the best of their ability.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the Student)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

The school's response to bullying begins before a child is bullied. We take a proactive approach and endeavour to prevent bullying through better understanding and proactive intervention methods. School staff members proactively gather intelligence regarding potential situations that may lead to bullying. These situations are dealt with swiftly and effectively. Staff are trained to look for common indicators that a child is being bullied, which may include:

- Unexplained injuries.
- Lost or destroyed clothing, books, electronics or jewellery.
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating.
- Appearing tired and distracted in class, often due to difficulty sleeping.
- Declining grades, loss of interest in schoolwork, or not wanting to go to school.
- Sudden loss of friends or avoidance of social situations.
- Feelings of helplessness or decreased self-esteem.
- Self-destructive behaviour such as running away from home, harming themselves or talking about suicide.
- Displaying signs of stress or anxiety.

Once a member of staff has identified a potential victim of bullying, whether through spotting the signs or through a report, the following process will be followed:

Incidents will be reported to the the School Welfare Manager who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the appropriate SLT members. The incident must be recorded on My Concern and parents will be informed.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the behaviour policy.

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of Students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all Students to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer Students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of Students are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

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

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

5.4 Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with staff promptly
- Take part in any support offered following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Students

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

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

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for Students who are mid-phase arrivals.

6. Student code of conduct

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all Students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Hand their mobile phone to their Tutor on arrival to school. Staff will store the phones securely in their classroom.

7. Responding to behaviour

7.1 Managing Student Behaviour Positively

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

They will:

- Create and maintain a stimulating environment that encourages Students to be engaged
- Develop a positive relationship with Students, which may include:

- Greeting Students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a Student is in need of help or protection.

We will consider whether a Student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [Safeguarding Information | Penn Fields School](#).

7.3 Behaviour Management

It is the responsibility of the class teacher to ensure that appropriate rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher and support staff treat each child fairly and enforces the classroom code consistently. Staff treat all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. They follow the school policy giving a child an appropriate warning. If behaviour does not improve the Phase Manager or member of the SLT are sent for. All incidents are recorded on the My Concern.

The class teacher discusses appropriate behaviour with each class. Penn Fields School has school rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class or they may be addressed in assembly time.

The school welfare officer liaises with external agencies, as necessary, to support and guide the progress of each child. She may, for example, discuss the needs of a child with a social worker or Inspire (CLDT). Class teachers are kept fully informed of any action taken. The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. Teachers may contact a parent if there are concerns about the behaviour or welfare of a child. A discussion with the welfare officer should take place prior to any phone calls being made.

8. Rewards and sanctions

The school acknowledges all the efforts and achievements of children, both in and out of school. We record information regarding Student achievement in and out of school, for example, attendance, sports, music or swimming certificates etc.

8.1 List of rewards and sanctions

When a Student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Staff reward Students with Dojo's
- Staff praise children for good behaviour and manners.
- Staff give children stickers
- Individual class groups have visual behaviour charts appropriate to the needs of the children
- Children take good work to show other members of staff.
- The school informs parents of excellent work and behaviour through postcards or phone calls home and through the use of Pinq.
- We hold 'Good Work' assemblies where children's work and behaviour is recognised. We have certificates for 'Worker' and 'Star Dojo' every week and their name is recorded in the 'Golden Book'. At the end of every half-term the star Dojo and 'worker' for both upper and lower school are rewarded with a gift voucher. Across school we also have VIP (very important person), a Student from each year group is identified and at the end of each term and together they are awarded with an activity.

8.2 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All Students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a Student to help them to meet behaviour standards in the future.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher prompts him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he/she calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, or hurts another Student, the class teacher informs a Senior Leader and the teacher or TLSA records the incident on My Concern and the child receives an appropriate sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

8.3 Suspensions and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

8.4 Reasonable force

Teachers in our school do not hit, push or slap children. All staff are Team Teach trained. The actions that we take are in line with government guidelines on the restraint of children.

Reasonable force covers a range of interventions that involve physical contact with Students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a Student from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the Student, including SEND, mental health needs or medical conditions.

8.5 Confiscation and searches

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

Confiscation

Any prohibited items (listed in section 3) found in a Student's possession as a result of a search will be confiscated. These items will not be returned to the Student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to Students after discussion with senior leaders and parents, if appropriate.

Searching a Student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the Student. During this time the Student will be supervised and kept away from other Students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the Student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the Student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other Students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the Student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other Students or staff at risk
- Consider whether the search would pose a safeguarding risk to the Student
- Explain to the Student why they are being searched
- Explain to the Student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

- Explain how and where the search will be carried out
- Give the Student the opportunity to ask questions
- Seek the Student's co-operation

If the Student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, DSL or DDSL, to try and determine why the Student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the Student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the Student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a Student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching Students' possessions

Possessions means any items that the Student has or appears to have control of, including:

- Trays
- Lockers
- Bags

A Student's possessions can be searched for any item if the Student agrees to the search. If the Student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a Student's possessions when the Student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a Student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on My Concern.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the Student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

8.6 Off-site behaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- In any other way identifiable as a Student of our school

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

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

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

8.7 Online behaviour

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

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

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

8.8 Suspected criminal behaviour

If a Student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT or the DSL/DDSL will make the report.

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

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

8.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information [Safeguarding Information | Penn Fields School](#)

9. Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the Student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and Students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other Students.

10. Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from Students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled Student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of Students with SEND ([Children and Families Act 2014](#))
- The provisions set out in their EHCP must be secured and the school must co-operate with the local authority and other bodies

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

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

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

10.1 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent Students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour **will** be differentiated to cater to the needs of the Student.

The school's welfare officer will evaluate a Student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from Inspire community Learning Disability Team, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

Further student support could involve:

- Supervised sessions to resolve difficulties
- Individualized student support plan
- Session with the school Well-being Mentor
- Drawing & Talking Therapy
- Intervention with the Student Engagement Team
- Introduction of Zone of Regulation
- Observations by the Local Authority by the Educational Psychologist
- Observations by a private Educational Psychologist
- Onsite Base 25 counselling
- SaLT intervention, including Friendship Street & Lego Therapy
- Loud Mouth Theatre
- Team building sessions with identified groups of students

Alongside the above student support, there could be parent support that can include:

- Bespoke sessions with Dr Jenny Nock - Educator & Chartered Psychologist
- Parent / carer workshops on separation anxiety, teenage brain and co-regulation

10.2 Adapting sanctions for Students with SEND

When considering a behavioural sanction for a Student with SEND, the school will take into account:

- Whether the Student was unable to understand the rule or instruction?
- Whether the Student was unable to act differently at the time as a result of their SEND?
- Whether the Student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the Student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11. Student transition

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

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

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of Student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, Students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Welfare Manager

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

- At school level
- By age group

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

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

14. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body at a minimum of 12 months. At each review, the policy will be approved by the headteacher and governing body.

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

15. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection policy
- Anti-Bullying Policy
- E-Safety Policy
- Managing Safeguarding Allegations Policy

16. Appendix 1: written statement of behaviour principles

Every Student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All Students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to Students at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by Students and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Students are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and Students' home life

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

17.Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

18. Student Risk assessment.

Conducted by:

Name of Student:

Class:

Date:

Factor / Hazard	Control measures	Risk L/M/H	Actions required	Action by & date
		H		
		M		
		M		

Reviewed Date:

Signed: