Behaviour Policy

Hazrat Khadijatul Kubra School

Approved by:	Board of Trustees
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Introduction

At Hazrat Khadijatul Kubra Girls School, our approach to behaviour is rooted in Islamic values and the development of positive character. We aim to create a safe, respectful and inclusive environment where pupils can thrive academically, socially and spiritually.

"The best among you are the best in character." (Bukhari)

We believe that high standards of behaviour are built through positive relationships, clear expectations and a shared commitment to our values of **Compassion, Resilience, Ambition, Respect and Courage**. Pupils are encouraged to take responsibility for their actions, demonstrate respect for others and contribute positively to the school community.

Staff are expected to be consistent, fair and supportive in promoting positive behaviour. Through effective teaching, strong pastoral care and clear boundaries, we seek to create a calm and purposeful learning environment in which all pupils feel safe, valued and able to achieve their full potential.

In line with current safeguarding expectations, we recognise that behaviour can be influenced by a range of factors, including wellbeing, mental health, special educational needs and disabilities (SEND), family circumstances and wider safeguarding concerns. Where difficulties arise, we will seek to understand underlying needs and provide appropriate support whilst maintaining high expectations for behaviour.

The primary aim of this policy is to promote excellent conduct, self-discipline and Islamic character (Akhlaq), enabling pupils to become confident, responsible and compassionate young Muslims who make a positive contribution to society.

"*I have been sent as a Messenger, to perfect character" (Bukhari)*

We recognise that all members of the school community have rights and responsibilities. Our expectations are rooted in mutual respect, personal responsibility and consideration for others, reflecting the Islamic teaching:

"None of you truly believes until they wish for their brother what they wish for themselves."
(Bukhari)

1. Aims

This policy aims to:

- Create a positive, safe and inclusive environment where all pupils can learn and thrive.
- Promote high standards of behaviour, conduct and character, reflecting the values and ethos of the school.
- Foster a culture of respect, responsibility and positive relationships across the school community.
- Ensure a consistent and fair approach to behaviour management.
- Support pupils to develop self-discipline, resilience and accountability for their actions.
- Promote safeguarding, wellbeing and inclusion by recognising and responding appropriately to pupils' individual needs.

- Define unacceptable behaviours, including bullying, discrimination, harassment and child-on-child abuse.
- Set out the rewards, support and consequences used to encourage positive behaviour and address misconduct.

2. Legislation, Statutory Requirements and Guidance

This policy is based on current legislation and statutory guidance relating to behaviour, safeguarding, equality and pupil welfare, including:

- Behaviour in Schools
- Searching, Screening and Confiscation
- Keeping Children Safe in Education 2026
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School
- The Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice
- Working Together to Safeguard Children

This policy also reflects the requirements of Schedule 1 of the Education (Independent School Standards) Regulations 2014, including the school's duties to safeguard and promote the welfare of pupils, maintain a written behaviour policy and implement effective anti-bullying measures.

In implementing this policy, the school has regard to the rights and best interests of the child, including the right to education, protection from discrimination, the right to be heard and the promotion of their welfare and wellbeing.

3. Definitions

Misbehaviour

Misbehaviour may include:

- Disruption to learning or the orderly running of the school.
- Failure to follow reasonable instructions.
- Non-completion of classwork or homework.
- Poor attitude towards learning or others.
- Failure to meet the school's uniform expectations.
- Inappropriate conduct in lessons, during social times or whilst travelling to and from school.

Serious Misbehaviour

Serious misbehaviour may include:

- Repeated breaches of the Behaviour Policy.
- Bullying, including cyberbullying.
- Child-on-child abuse.
- Sexual violence or sexual harassment.
- Discriminatory, abusive or prejudicial behaviour.
- Verbal abuse, intimidation or threats.
- Fighting or physical aggression.
- Vandalism or deliberate damage to property.
- Theft.
- Smoking, vaping, possession of tobacco products or other prohibited substances.
- Possession, use or supply of alcohol, illegal drugs or other harmful substances.
- Possession of prohibited items.
- Conduct which places the safety, wellbeing or dignity of others at risk.
- Behaviour that brings the school into disrepute.

Prohibited Items

Prohibited items include, but are not limited to:

- Mobile phones and unauthorised electronic devices.
- Knives, weapons or items that could be used as weapons.
- Alcohol.
- Illegal drugs or drug-related paraphernalia.
- Stolen items.
- Tobacco products, vapes or e-cigarettes.
- Fireworks.
- Pornographic or inappropriate images.
- Any item that may be used to cause injury, damage property or commit an offence.

Bullying, Discrimination and Prejudice-Based Behaviour

The school will not tolerate any form of bullying, harassment, discrimination or prejudice-based behaviour.

This includes behaviour related to a person's:

- Race, ethnicity or nationality.
- Religion or belief.
- Disability or special educational needs.
- Sex.
- Sexual orientation.

- Gender reassignment.
- Any other protected characteristic.

Such behaviour may be directed at a specific individual or group, or expressed through generalised comments, language, images, jokes, stereotypes or online activity. Regardless of intent, behaviour that undermines the dignity, safety or inclusion of others will be addressed seriously and may be treated as a safeguarding concern.

4. Bullying

Bullying is the repeated, intentional harming of an individual or group where there is an imbalance of power. Bullying may be physical, verbal, emotional, relational or online and can have a significant impact on a pupil's wellbeing, safety and education.

Bullying is characterised by behaviour that is:

- Deliberately hurtful.
- Repeated over time.
- Difficult for the victim to defend against.

Bullying may include:

- **Emotional bullying** - excluding, intimidating, humiliating or deliberately causing distress.
- **Physical bullying** - hitting, kicking, pushing, damaging property or other forms of physical aggression.
- **Verbal bullying** - name-calling, teasing, insults, threats or spreading rumours.
- **Cyberbullying** - bullying through social media, messaging platforms, online gaming or other digital technologies.
- **Sexual bullying** - unwanted sexual comments, gestures, messages or physical conduct.
- **Prejudice-based bullying** - bullying related to a person's race, religion or belief, disability, sex, sexual orientation, gender reassignment or other protected characteristic.

The school will not tolerate bullying in any form and will respond promptly and appropriately to all reports and concerns. Incidents of bullying may also be considered within the context of safeguarding, child-on-child abuse and discriminatory behaviour where appropriate.

Further details are set out in the school's **Anti-Bullying Policy**.

Details of our school’s approach to preventing and addressing bullying are set out in our Anti Bullying Policy 2026

5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for:

- Reviewing the effectiveness of this policy.
- Holding the Headteacher to account for its implementation.
- Ensuring the school promotes high standards of behaviour, safeguarding and pupil wellbeing.
- Monitoring behaviour data and trends, including the impact on vulnerable groups.

5.2 The Headteacher

The Headteacher is responsible for:

- Implementing and reviewing this policy.
- Promoting a positive, safe and inclusive school culture.
- Ensuring behaviour expectations are understood and applied consistently by staff.
- Supporting staff to manage behaviour effectively through appropriate training and guidance.
- Ensuring staff understand the impact of safeguarding, SEND, mental health and other vulnerabilities on behaviour.
- Ensuring behaviour management is fair, proportionate and aligned with the school's safeguarding responsibilities.
- Monitoring behaviour, suspension and exclusion data to identify trends, patterns and any disproportionate impact on particular groups of pupils.
- Ensuring appropriate support and intervention are available for pupils whose behaviour may indicate unmet need or safeguarding concerns.
- Providing new staff with an effective induction to the school's behaviour culture, expectations and procedures.

5.3 Teachers and Staff

All staff are responsible for:

- Creating a calm, safe and inclusive learning environment.
- Establishing and maintaining high expectations of behaviour and conduct.
- Implementing this policy consistently and fairly.
- Modelling positive behaviour, respectful relationships and the school's values.
- Teaching and reinforcing expected behaviours, routines and standards.
- Providing appropriate support and reasonable adjustments for pupils with additional needs where required.
- Being alert to safeguarding, wellbeing, SEND and mental health concerns that may influence behaviour.
- Recording and reporting behaviour incidents in line with school procedures.

- Liaising with parents/carers and relevant staff to support positive behaviour and pupil progress.
- Using rewards, support and sanctions consistently to promote positive behaviour and address concerns.
- Promoting character development and the application of the school's values in everyday school life.
- Challenging pupils to meet the school's expectations and take responsibility for their actions.

The Senior Leadership Team will support staff in responding to behaviour incidents and implementing appropriate interventions where required.

5.4 Parents and Carers

Parents/carers are expected to:

- Support the school's behaviour policy and reinforce its expectations at home.
- Encourage their child to behave responsibly and respectfully.
- Inform the school of any circumstances that may affect their child's behaviour, wellbeing or learning.
- Work in partnership with the school to address any behavioural concerns.
- Attend meetings and engage with support or intervention plans where required.
- Respond to communications from the school regarding behaviour, attendance, punctuality or learning.
- Ensure their child attends school regularly, punctually, appropriately dressed and equipped for learning.
- Support their child's learning by encouraging the completion of homework and other school responsibilities.

The school will work collaboratively with parents/carers, keeping them informed of their child's behaviour, progress and wellbeing, and seeking to build positive relationships that support pupils to succeed

5.5 Pupils

Pupils are expected to:

- Understand and follow the school's behaviour expectations, rules and routines.
- Demonstrate respect, responsibility and consideration for others.
- Engage positively with learning and contribute to a calm and safe environment.
- Accept responsibility for their behaviour and the consequences of their actions.
- Seek support when needed and engage with interventions provided by the school.
- Uphold the school's values and act as positive members of the school community.

Pupils will be supported to understand and meet the school's behaviour expectations through induction, assemblies, tutor time, the curriculum and pastoral support. Additional support will be provided for new pupils, including those joining the school mid-year.

Pupil voice will be used to help evaluate and further develop the school's behaviour culture and practice.

6. School Behaviour Curriculum

Pupils are expected to:

- Demonstrate the school's values of **Compassion, Resilience, Ambition, Respect and Courage**.
- Treat others with kindness, courtesy, respect and tolerance.
- Follow staff instructions promptly and respectfully.
- Behave in a calm, orderly and self-disciplined manner.
- Contribute positively to learning and allow others to learn without disruption.
- Move around the school safely and responsibly.
- Wear the correct school uniform and be properly equipped for learning.
- Respect the school environment, property and the belongings of others.
- Take pride in keeping the school clean, tidy and welcoming.
- Show courtesy to pupils, staff and visitors.
- Accept responsibility for their actions and any consequences that may arise.

Where appropriate, reasonable adjustments will be made to support pupils in meeting the school's behaviour expectations.

6.1 Mobile Phones and Electronic Devices

To promote learning, wellbeing and online safety, pupils must not have mobile phones or other unauthorised electronic devices on their person during the school day.

Pupils who bring a mobile phone to school must hand it in at Reception on arrival and collect it at the end of the school day.

Exceptions may be made where a pupil has an identified medical or safeguarding need and prior permission has been granted by the school.

The school accepts no responsibility for the loss, theft or damage of mobile phones or other personal electronic devices brought onto the school site.

7. Responding to Behaviour

The school adopts a supportive, restorative and child-centred approach to behaviour management. Staff will seek to understand the reasons behind behaviour, taking into

account any safeguarding, wellbeing, SEND, mental health or other contextual factors that may be influencing a pupil's actions.

Where concerns arise, the school will work collaboratively with pupils, parents/carers and external agencies, where appropriate, to provide support, promote positive behaviour and prevent issues from escalating.

Positive relationships, restorative approaches, pastoral support and clear expectations are central to our behaviour culture. Sanctions will be proportionate, fair and used alongside strategies that support pupils to reflect on, understand and improve their behaviour.

7.1 Classroom Management

Teaching and support staff are responsible for establishing a positive learning environment and promoting high standards of behaviour.

Staff will:

- Create a calm, safe and purposeful learning environment.
- Establish and maintain clear routines and expectations.
- Build positive relationships with pupils.
- Model the behaviour and values expected from pupils.
- Recognise and celebrate positive behaviour and achievement.
- Use positive reinforcement and restorative approaches where appropriate.
- Address low-level disruption promptly and consistently.
- Encourage pupil engagement, participation and responsibility for learning.
- Conclude lessons positively and maintain high expectations throughout the school day.

Where appropriate, behaviour strategies will be adapted to meet the needs of individual pupils while maintaining consistent expectations across the school

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil requires additional support or may be at risk of harm.

Where behaviour raises safeguarding concerns, staff will consider whether a pupil may be experiencing abuse, neglect, exploitation, mental health difficulties, or other vulnerabilities. Appropriate action will be taken in accordance with the school's Child Protection and Safeguarding Policy.

This may include pastoral support, early help intervention, referral to external agencies, or a referral to children's social care where necessary.

7.3 Responding to Good Behaviour

The school places a strong emphasis on recognising and promoting positive behaviour, effort, character and achievement.

Positive behaviour will be acknowledged through praise, rewards and recognition. These will be applied consistently and fairly to reinforce the school's values, expectations and behaviour culture.

Rewards may include:

- Verbal praise and positive feedback.
- Merits and achievement points.
- Certificates and awards.
- Recognition in assemblies and school communications.
- Additional privileges and rewards determined by the school.

By celebrating positive behaviour, the school seeks to encourage pupils to develop self-discipline, responsibility and excellent character.

Promoting Positive Behaviour

The school seeks to recognise and reinforce positive behaviour, effort and character. We believe that pupils should be supported to take responsibility for their actions, reflect on their choices and develop the skills needed to become confident, responsible and productive members of society.

Positive behaviour is promoted through:

- Modelling and reinforcing the school's values and virtues.
- Consistent encouragement, praise and positive feedback.
- Supporting pupils to develop self-discipline, responsibility and self-regulation.
- Celebrating effort, achievement and positive contributions to the school community.
- Providing opportunities for pupils to take on leadership and responsibility.

Rewards and Recognition

Positive behaviour, effort and achievement may be recognised through:

- Verbal praise and positive feedback.
- Merits and house points.
- Positive communication with parents/carers.
- Certificates, awards and assemblies.
- Positions of responsibility and leadership opportunities.
- Whole-class or group rewards, including educational visits and enrichment activities.

By recognising positive behaviour consistently, we aim to develop pupils' confidence, motivation, character and commitment to the school's values.

7.4 Responding to Misbehaviour

Where behaviour falls below the school's expectations, staff will respond promptly, consistently and proportionately to restore a calm, safe and purposeful learning environment.

Staff will consider the individual circumstances of each incident, including any safeguarding, wellbeing, SEND, mental health or contextual factors that may have contributed to the behaviour. Where appropriate, support and intervention will be provided alongside any sanction.

De-escalation and restorative approaches will be used where appropriate to encourage reflection, repair relationships and prevent recurrence.

A range of sanctions may be used in response to unacceptable behaviour, including:

- Verbal reminder or reprimand.
- Reflection or restorative conversation.
- Completion of missed work during break, lunchtime or at home.
- Breaktime, lunchtime or after-school detention.
- Loss of privileges or responsibilities.
- Community-based school service.
- Behaviour report or behaviour contract.
- Removal from a lesson.
- Referral to a senior member of staff.
- Communication with parents/carers.
- Suspension.
- Permanent exclusion in the most serious cases.

Sanctions will be applied fairly, consistently and proportionately, taking account of the age, needs and circumstances of the pupil, whilst maintaining high expectations and safeguarding the wellbeing of the wider school community.

7.5 Reasonable Force

In exceptional circumstances, reasonable force may be used by trained or authorised staff to prevent a pupil from:

- Causing injury to themselves or others.
- Committing an offence.
- Causing serious disruption.
- Damaging property.

Any use of reasonable force will:

- Be lawful, reasonable, necessary and proportionate.
- Be used only for the minimum time required to prevent harm or serious disruption.
- Take account of the pupil's age, needs and individual circumstances, including any SEND, medical or mental health needs.
- Be carried out in a manner that preserves the safety and dignity of all involved.
- Never be used as a form of punishment.

All incidents involving reasonable force will be recorded and reported in accordance with the school's safeguarding and behaviour procedures, and parents/carers will be informed as soon as reasonably practicable.

7.6 Confiscation, Searches and Screening

The school will conduct searches, screening and confiscation in accordance with current statutory guidance and the school's safeguarding procedures.

Confiscation

Staff may confiscate any item that is prohibited, harmful, unsafe or likely to disrupt learning. Prohibited items will not normally be returned to pupils and may be passed to external agencies where appropriate.

Searches

Authorised staff may search a pupil, their possessions or school property where there are reasonable grounds to suspect that they are in possession of a prohibited item or an item that may pose a risk to safety, wellbeing or good order.

Searches will:

- Be carried out lawfully, respectfully and proportionately.
- Take place in an appropriate location.
- Be conducted by authorised staff.
- Consider the age, needs and vulnerabilities of the pupil, including any SEND, medical or safeguarding considerations.
- Be recorded and reported in accordance with school procedures.

Where appropriate, pupils will be encouraged to cooperate with the search and will be informed of the reasons for it.

Use of Reasonable Force

Reasonable force may only be used when lawful, necessary and proportionate, and only where permitted by legislation and school procedures.

Electronic Devices

Where there is good reason to do so, the school may examine, search or delete data from electronic devices in accordance with relevant legislation and safeguarding guidance.

The school will always seek to balance the need to maintain safety and discipline with the dignity, privacy, wellbeing and safeguarding needs of pupils.

Safeguarding and Record Keeping

Where a search gives rise to a safeguarding concern, or where there are reasonable grounds to suspect a pupil was in possession of a prohibited item, the matter will be referred to the Designated Safeguarding Lead (DSL) without delay.

All searches for prohibited items, including those where no item is found, will be recorded in accordance with the school's safeguarding and behaviour procedures.

Informing Parents/Carers

Parents/carers will be informed as soon as reasonably practicable following a search for a prohibited item. They will be provided with information about:

- The reason for the search.
- Any items found or confiscated.
- Any action taken by the school, including support, safeguarding measures or sanctions.

Support Following a Search

Following any search, the school will consider whether the pupil requires additional support and whether the circumstances give rise to any safeguarding, welfare, mental health or wellbeing concerns.

Where appropriate, concerns will be referred to the Designated Safeguarding Lead (DSL), who will consider whether pastoral support, early help or referral to external agencies is required.

Strip Searches

School staff do not have the power to carry out strip searches. Any strip search on school premises will only be undertaken by the police and in accordance with relevant legislation and statutory guidance.

Before involving the police, the school will carefully consider the risks to the pupil's safety, dignity and wellbeing and whether less intrusive alternatives are available.

Where police involvement is necessary, the school will continue to promote and safeguard the welfare of the pupil, maintain appropriate records and, wherever possible, inform parents/carers in accordance with statutory guidance and safeguarding procedures

Communication and Record-Keeping

Where a strip search is conducted by the police, the school will, wherever possible and unless there is an immediate risk of harm, inform parents/carers before the search takes place. Where this is not possible, parents/carers will be informed as soon as reasonably practicable afterwards.

The school will maintain appropriate records of any strip search conducted on school premises and will monitor these records to identify any emerging trends or concerns.

Appropriate Adults and Welfare

Where a strip search is conducted by the police, the school will ensure that the pupil's welfare, dignity and rights are protected at all times. An appropriate adult will be provided in accordance with relevant legislation and statutory guidance.

The school will work with the police, parents/carers and other relevant professionals to safeguard the wellbeing of the pupil throughout the process and ensure appropriate support is available following the incident.

This approach keeps the policy concise while still reflecting the key principles of:

- safeguarding and welfare;
- dignity and privacy;
- parental involvement where appropriate;
- compliance with police and statutory procedures.

The detailed requirements regarding the number of adults present, gender considerations and the role of the appropriate adult are already prescribed in national guidance and do not need to be reproduced within the Behaviour Policy itself.

Care Following a Strip Search

Following a strip search, the school will ensure that the pupil receives appropriate pastoral and safeguarding support, regardless of whether any prohibited item is found.

The Designated Safeguarding Lead (DSL) will consider whether any further action is required, including pastoral support, early help or referral to external agencies. The pupil will be given an opportunity to share their views and any ongoing welfare concerns will be monitored and addressed appropriately.

7.7 Off-Site Misbehaviour

The school may apply sanctions where a pupil's behaviour outside school falls below the expected standard and:

- Occurs whilst representing the school.
- Occurs whilst travelling to or from school.
- Occurs whilst wearing school uniform.
- Could adversely affect the safety, wellbeing or reputation of the school.
- Poses a risk to members of the school community.

The school may also respond to inappropriate online behaviour, including conduct that occurs outside school, where it impacts upon the safety, wellbeing or orderly running of the school.

Any sanctions imposed will be reasonable, proportionate and consistent with this policy.

7.8 Online Misbehaviour

The school may apply sanctions for online behaviour that:

- Causes harm or distress to another pupil or member of the school community.
- Constitutes bullying, harassment, discrimination or abuse.
- Poses a safeguarding risk.
- Disrupts the orderly running of the school.
- Brings the school into disrepute.

The school may respond to online behaviour occurring both inside and outside school where there is a clear impact on the safety, wellbeing or education of pupils. Consistent with safeguarding expectations, online incidents may be managed as child-on-child abuse or safeguarding concerns where appropriate.

7.9 Suspected Criminal Behaviour

Where a pupil's behaviour may constitute a criminal offence, the school will investigate the matter appropriately and may involve the police where necessary.

The school will preserve relevant evidence, cooperate with external agencies and take appropriate action in accordance with this policy and the school's safeguarding procedures.

Where appropriate, the Designated Safeguarding Lead (DSL) will consider whether a referral to children's social care or other agencies is required in order to safeguard and promote the welfare of the pupil or others.

7.10 Sexual Harassment and Sexual Violence

The school adopts a zero-tolerance approach to sexual violence, sexual harassment and harmful sexual behaviour.

All concerns and allegations will be taken seriously, responded to promptly and managed in a fair, proportionate and supportive manner. Pupils are encouraged to report any behaviour that makes them feel unsafe, uncomfortable or concerned.

Where concerns are raised, the school will consider:

- The wishes of the pupil.
- The safety and wellbeing of all pupils involved.
- Appropriate safeguarding and support measures.
- Whether the matter should be managed internally or referred to external agencies.

The school will carry out risk assessments where necessary and, where appropriate, make referrals to children's social care, the police or other agencies.

All incidents will be managed in accordance with the school's Child Protection and Safeguarding Policy.

7.11 Malicious Allegations

Where a pupil is found to have knowingly made a false or malicious allegation against a member of staff or another pupil, the school will consider an appropriate response in accordance with this Behaviour Policy.

Where an allegation is determined to be unfounded, unsubstantiated, false or malicious, the school will consider whether the pupil who made the allegation requires additional support, safeguarding intervention or pastoral care.

The school will also consider the wellbeing and support needs of those who have been the subject of the allegation.

All allegations involving staff or pupils will be managed in accordance with the school's Child Protection and Safeguarding Policy.

This version removes duplication, avoids repeating processes that should sit within the Safeguarding Policy, and reflects the KCSIE 2026 emphasis on:

- child-on-child abuse,
- harmful sexual behaviour,
- safeguarding-led responses,
- victim support,
- welfare of all parties involved,
- and avoiding a purely disciplinary approach.

8. Serious Sanctions

8.1 Detention

Detentions may be issued where pupils fail to meet the school's expectations. The school will take account of the pupil's individual circumstances when issuing a detention.

8.2 Removal from Lessons

A pupil may be removed from a lesson where their behaviour is seriously disrupting learning or affecting the safety and wellbeing of others.

Pupils will remain supervised and continue to receive appropriate educational provision. Parents/carers will be informed where appropriate, and support will be put in place to facilitate a successful return to lessons.

All removals will be recorded and monitored.

8.3 Suspension and Permanent Exclusion

Suspension and permanent exclusion will only be used in response to serious breaches of the Behaviour Policy or where a pupil's behaviour presents a significant risk to the safety, welfare or education of others.

The Headteacher will consider the individual circumstances of each case and any relevant safeguarding, SEND or wellbeing needs before making a decision.

The school will follow statutory guidance and seek to support reintegration wherever appropriate.

9. Responding to Misbehaviour from Pupils with SEND

9.1 Understanding the Impact of SEND

The school recognises that a pupil's behaviour may be influenced by SEND, additional needs, mental health or other vulnerabilities.

When responding to behaviour incidents, staff will consider whether a pupil's SEND may have contributed to their behaviour and will take account of their individual needs and circumstances. Any decisions regarding behaviour support, intervention or sanctions will be made on a case-by-case basis.

The school will make reasonable adjustments where appropriate and seek to identify and remove barriers to learning, participation and positive behaviour.

9.2 Support and Reasonable Adjustments

Where appropriate, the school will implement strategies and adjustments to support pupils in meeting behaviour expectations. These may include:

- Adapted routines or classroom arrangements.
- Additional pastoral support.
- Movement or sensory breaks.
- Individual behaviour support plans.
- Targeted interventions and mentoring.
- Staff training and guidance.

9.3 Identifying and Meeting Additional Needs

Where a pupil regularly displays challenging behaviour, the school will consider whether there may be underlying unmet needs.

The SENCO, pastoral staff and other relevant professionals may work with parents/carers and external agencies to assess needs, implement support and review progress.

9.4 Pupils with an Education, Health and Care Plan (EHCP)

The school will ensure that the provision specified within a pupil's EHCP is implemented.

Where concerns arise regarding a pupil's behaviour, the school will work closely with parents/carers, the local authority and relevant professionals to review support arrangements and, where appropriate, request a review of the EHCP.

10. Supporting Pupils Following a Sanction

Following a sanction, the school will support pupils to reflect on their behaviour, repair relationships where appropriate and meet future expectations.

Support may include:

- Restorative conversations.
- Reintegration meetings.
- Pastoral mentoring or monitoring.
- Behaviour targets or report cards.
- Additional support from relevant staff or external agencies.

11. Pupil Transition

11.1 Inducting Incoming Pupils

The school will support all new pupils, including mid-year admissions, to understand the school's behaviour expectations, values and routines through an appropriate induction programme.

Additional support will be provided where required to ensure pupils settle successfully into school life.

12. Training

All staff receive regular training and guidance on behaviour management, safeguarding and pupil wellbeing.

Training may include:

- Positive behaviour strategies.
- Child development and behaviour.
- Safeguarding responsibilities.
- SEND and mental health needs.
- Bullying, child-on-child abuse and online safety.

Behaviour management forms part of the school's ongoing professional development programme.

13. Monitoring Arrangements

13.1 Monitoring and Evaluating Behaviour

The school will monitor behaviour, rewards, sanctions, suspensions and exclusions to identify trends, evaluate effectiveness and ensure consistency.

Behaviour data will be reviewed regularly by senior leaders to:

- Monitor behaviour across the school.
- Identify patterns and emerging concerns.
- Evaluate the impact of interventions.
- Ensure fairness and consistency for all groups of pupils.
- Inform future policy and practice.

The Governing Board will receive appropriate information to support its monitoring and oversight responsibilities.

13.2 Monitoring this Policy

This policy will be reviewed annually by the Headteacher and Governing Board, or sooner if required by changes in legislation, statutory guidance or school practice.

The Board of Trustees is responsible for approving the policy and monitoring its implementation and effectiveness.

14. Links with Other Policies

This policy should be read alongside the following policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Exclusions Policy
- Attendance Policy
- Mobile Phone Policy
- SEND Policy
- Mental Health and Wellbeing Policy

Appendix 1: Behaviour Principles

- Every pupil has the right to learn in a safe, supportive and respectful environment.
- All members of the school community should be treated with dignity and respect.
- Bullying, discrimination, harassment and violence will not be tolerated.
- Positive behaviour, effort and achievement will be recognised and celebrated.
- Behaviour expectations, rewards and sanctions will be applied fairly, consistently and proportionately.
- Pupils will be supported to take responsibility for their actions and learn from their mistakes.
- Parents/carers will be encouraged to work in partnership with the school to promote positive behaviour.
- The school will consider safeguarding, SEND, mental health and wellbeing factors when responding to behaviour concerns.

The focus is on positive behaviour and staff will utilise different strategies to manage behaviour. If these fail, the sanction system below will be implemented

