

Behaviour Policy

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Content list

Section		Page number
1.	Rationale	
2.	Aims	
3.	Legislation, statutory requirements and statutory guidance	
4.	School policies	
5.	Definitions	
6.	Roles and Responsibilities	
7.	Behaviour standards and expectations	
8.	Safeguarding	
9.	Responding to good behaviour	
10.	Reasonable force	
11.	Confiscation and searches	
12.	Off-site misbehaviour	
13.	Online misbehaviour	
14.	Suspected criminal behaviour	
15.	Zero tolerance approach to sexual harassment and sexual violence	
16.	Malicious allegations	
17.	Recognising the impact of SEND on behaviour	
18.	Mobile phones	
19.	Monitoring of the policy	

1. **Rationale**

We are committed to delivering the highest standards of education. To achieve this, we expect the highest standards of behaviour from our pupils.

We will work hard to provide clear guidance of acceptable behaviour and will reward children who demonstrates this consistently.

We will work in partnership with parents and carers to ensure that the highest standards of behaviour our met.

2. **Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a fair and consistent approach to behaviour management,
- Provide an approach which is understanding of differences including the age and stage of the child and Special Educational Needs and Disabilities.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Create a rights respecting ethos in line with the UN Convention on the 'Rights of the Child' (UNCRC)

3. **Legislation, statutory requirements and statutory guidance**

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 pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

4. **School policies**

This policy should be read in conjunction with:

- Anti bullying policy

- Teaching and Learning Policy
- Child protection and safeguarding policy

5. **Definitions**

Unacceptable/poor behaviour is defined as:

- Disruption to teaching and learning
- Challenging behaviour at break and lunchtimes
- Poor attitude
- Repeated breaches of the school rules
- Any form of bullying (see anti bullying policy)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- 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/vape liquid etc
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

6. **Roles and responsibilities**

The governing body

The governing body are responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- 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
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and support staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers are responsible for:

- Understanding the school's behaviour policy and reinforcing it at home where appropriate
- Supporting their child to adhere to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Attending meetings to discuss their child's behaviour
- Reinforcing at home any support or interventions that their child receives to support behaviour
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Taking 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.

Pupils

Pupils will be made aware of the following:

- 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 (TRUSTED values)
- 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
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.


7. **Behaviour standards and expectations**

We apply the 'it's Good to be Green' behaviour management strategy.

What does acceptable behaviour look like?

We expect the following behaviours to be always applied and by doing so, the child will be meeting the expected behaviour 'green' standard. These reflect the school's TRUSTED values:

Togetherness 	We form positive connections with each other and the community around us.
Respect 	We show consideration to ourselves, each other, our building and our community.
Understanding 	We notice, emphasise and share the emotions of others.
Safe 	We make smart, safe and sensible choices.
Truthful 	We are honest and fair.
Excellence 	We always try our best and aim high.

Determination 	We keep going, even when things are hard.
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Classroom management

All 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 pupils to be engaged
- Display the behaviour charter

Develop a positive relationship with pupils, which will include:

- Greeting pupils 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
- Apply the Good to be Green strategy consistently
- Apply the school reward strategies, plus rewards specific for their class
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

It's Good to be Green

Set the Stage

At the start of the academic year (Autumn 1) all class teachers will work with their pupils to set the standards of behaviour for their classroom. This will include discussing this policy and explaining the school behaviour standards and expectations, rewards and consequences. . It will also include the expectations specific to their classroom. A class charter will be created and signed by all the pupils in their class. This links to the PSHE scheme that we use (JIGSAW).

At the start of each term (Autumn, Spring, Summer) the teacher will review and update the class charter with their pupils during a 'culture reset' session. This session will revisit the behaviour expectations.

Card System

During lesson time the adults will use the cards to let pupils know how they feel about their behaviour.

- Green card – children will start the day on a green card. Card will be reset to green in the afternoon for a fresh start.
- Stop and Think reminder - when the adult feels that a gentle reminder of the expected standards of behaviour is needed. This could be done by giving a verbal reminder of the class rules/expectations.
- Amber card (warning) – the expected level of behaviour is not being met. The adult will issue a warning to the child by giving an amber card, explaining specific reasons why the card is being turned and what the child needs to do to correct this.
- Red card (consequence) – unacceptable behaviour has continued following the issuing of an amber card or behaviour has been judged as 'red' immediately i.e. health and safety issue

All teaching and learning **red cards** will result in:

- The teacher will record details of the behaviour on Arbor
- The teacher will inform the parent/carer at the end of the day or via phone call
- The teacher will issue a consequence (reflection time)

We emphasise the importance of achieving our personal best, which includes completing work to the best of our ability. Children who fail to meet this standard and do not respond to interventions i.e. amber card warning, will eventually be issued with a red card and will miss their lunchtime to complete the work.

RED ALERT

When an incident is deemed serious enough that immediate intervention is required, a truly trusted child or adult will alert the school office immediately and a member of SLT will be sent for. SLT will assess the situation and may:

- Speak with the child

- Request involvement from the learning mentors
- Remove the child from the classroom for a period
- Place the child into reflection
- Removal from activities or events i.e. trip, tournament
- Place the child in another class, outside the classroom or relocate to another part of the school
- Internally or externally exclude the child
- Request a meeting with the parent/carer

This list is not exhaustive

All teaching and learning **RED ALERTs** will result in:

- The headteacher (or in her absence, a member of SLT) being alerted of the incident immediately. The headteacher / SLT member will attend the incident to support
- The teacher will record details of the behaviour on Arbor
- The headteacher, SLT or class teacher will inform the parent or carer at the end of the school day, either face to face or via phone call.
- A consequence will be issued by the Headteacher, in collaboration with the class teacher.

Lunchtime behaviour

Currently all classes have their own lunchtime supervisor, who supports and manages the pupils' behaviour over the lunchtime period. This is subject to change.

The lunchtime supervisors apply the following card system:

Amber card (warning) - the expected level of behaviour is not being met. The adult will issue a warning to the child, explaining specific reasons why the card has been issued and what the child needs to do to correct this. At this level the LTS may intervene by asking the pupil to have some time out on the yard.

Red Card - behaviour has been judged as being serious enough for the child to come off the yard for the rest of that day and miss the following days' lunchtime play (if appropriate)

The child will be sent to the reflection to 'reflect' on their behaviour.

The teacher will be informed and the incident will be recorded on Arbor

RED ALERT - The behaviour is deemed as extremely serious and immediate support is required.

- The child will be escorted immediately by an adult to the Headteacher (or SLT) or staff will come to the child.
- Staff who called for the RED ALERT will record the incident on Arbor and inform the necessary staff.
- The child may miss the next day's lunchtime (depending on the severity of the incident)

Depending on the incident, the headteacher may:

- request a meeting with parents/carers
- action further consequences i.e. internal or external exclusion
- Action support from the pastoral team to support the child to change their behaviour i.e. social stars
- Contact the local authority behaviour support team

In the absence of the headteacher, the Assistant Head teachers will take responsibility.

8. **Safeguarding**

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

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

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

Please refer to our child protection and safeguarding policy for more information.

9. **Responding to good behaviour**

When a pupil'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:
- Verbal praise
- Stickers, certificates, acknowledgement in assemblies, special assemblies etc
- Communication with parents and carers
- Positions or responsibility e.g. Truly Trusted
- Whole class rewards

We have a range of rewards and recognition available to children who display the highest standards of behaviour and attitude:

- Golden book awards
- PSHE value of the week
- Lunchtime award
- Truly Trusted badge
- Values stickers
- Headteacher awards

10. **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

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

11. **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 pupil's possession because of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. In the case of Duckmanton Primary School the Headteacher will conduct any searches, unless she is not available, then the Assistant Head Teacher will conduct. Searches will not take place by another member of staff unless it has been agreed by the Headteacher.

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

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

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency.

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

If the authorised member of staff considers a search to be necessary, he/she will seek the advice of the headteacher. During this time the pupil will be supervised and kept away from other pupils.

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

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

- Encourage the pupil to present any unauthorised items
- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

The headteacher will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or 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.

An authorised member of staff may search a pupil'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 pupils' possessions

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

- Desks/draws
- Bags
- Coats and coat pockets

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

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

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

Informing the designated safeguarding lead (DSL)

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

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

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. 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 pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

12. Off-site misbehaviour

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

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

In any other way identifiable as a pupil of our school

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

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

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

13. Online misbehaviour

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

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

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

14. Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, a member of SLT 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, if 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.

15. Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report. carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

16. **Malicious allegations**

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

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

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

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

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

17. **Recognising the impact of SEND on behaviour**

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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 pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Our approach may include:

- Short, planned movement breaks and a pupil with SEND who finds it difficult to sit still for long periods
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting seating plans to move a pupil away from lighting or noise that may cause them distress

- Adjusting uniform requirements for a pupil with sensory issues or who have severe eczema
- Training for staff in understanding SEND and medical conditions, such as autism
- Use of safe spaces, where pupils can regulate their emotions during moments of sensory overload

Adapting sanctions for pupils with SEND

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

- Consideration of the age and stage of the pupil
- External factors that may be affecting their behaviour
- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

For further information see the Special Educational Needs Policy.

18. Mobile phones

To ensure the safety, wellbeing and full engagement of all students, **mobile phones are not permitted to be used or carried on site during the school day**, except in cases of **absolute necessity** agreed in advance by the school.

Students must **not use mobile phones anywhere on school premises**, including classrooms, corridors, social areas, and outdoor spaces.

Where a mobile phone is required due to **absolute necessity** (for example, a verified medical need or safeguarding arrangement), the device **must be handed in to a designated member of staff** at the start of the school day and collected at the agreed time. Unauthorised possession or use of a phone will be treated as a breach of the Behaviour Policy.

This approach is in place to:

- support focused learning and positive behaviour
- reduce risks linked to distraction, cyberbullying, and inappropriate content
- protect students from theft, loss, or damage to personal property
- ensure the safety and safeguarding of all members of the school community

The school **does not accept liability** for the loss, theft, or damage of mobile phones brought onto the premises. Students are advised **not to bring phones to school** unless absolutely necessary and authorised. Any phone brought on site remains the responsibility of the student and their parent/carer.

If a phone is confiscated due to a policy breach, it will be handled in line with school procedures and may require parental collection.

The school works in partnership with parents and carers to support this policy and to promote safe, responsible digital behaviour beyond the school environment.

19. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

Appendix

1. Red Alerts and Logs
2. Daily Tracking Grid
3. Behaviour Debrief
4. ABC chart
5. Reward Chart
6. Restrictive Physical Intervention
7. Risk Assessments
8. DCC Incident recording
9. Relational Plan
10. Pupil Team Meeting
11. Responsive Co-regulation plan
12. Thinking Skills Checklist
13. Attachment information
14. You tube link to ACES video - <https://youtu.be/XHgLYI9KZ-A?si=YvCAE-Zn4JwQUjuN>

