



Sharples
S C H O O L

Behaviour policy and statement of behaviour principles

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment at Sharples School.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to behaviour management within Sharples School.
- Ensure that Sharples School is a safe and supportive environment.
- Define what we consider to be unacceptable behaviour at Sharples school, including bullying and discrimination
- Outline how pupils are expected to behave and show respect to all at Sharples School. • Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions at Sharples School.

Sustaining a Positive Behaviour Culture

At Sharples School, we recognise that positive behaviour does not happen by chance. It is developed through consistent expectations, explicit teaching, positive relationships and the shared commitment of every member of the school community. Every interaction between staff and students contributes to the culture we seek to establish.

Behaviour expectations are explicitly taught through our Behaviour Curriculum and reinforced through regular Standards Assemblies, tutor time activities and everyday classroom practice. Expectations are displayed in every classroom through the Sharples Way poster, ensuring that staff and pupils use consistent language when discussing behaviour, attendance and rewards.

Behaviour is the responsibility of every member of staff. Through consistent implementation of school systems, positive recognition and timely intervention, we aim to create a calm, safe and purposeful environment where every student can thrive.

We believe every child has the right to learn and every teacher has the right to teach without disruption.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- 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 gives schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

The School's behaviour policy is based on 'The Sharples Way' pathway. It is an expectation that all members of Sharples School will have a clear understanding of their rights and responsibilities and will behave in accordance with this.

Pupils are expected to be respectful of others and the school environment, aim for excellence in every lesson, be smartly dressed in full uniform, with full equipment and attend school, on time, every day.

We will not accept the following misbehaviour:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude or refusal
- Incorrect uniform

We will not accept the following serious behaviours:

- Repeated breaches of the school rules/misbehaviour
- Any form of bullying in the school community

- Serious actual, or threatened aggression and intimidation (either verbal or physical) against a member(s) of staff.
- 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 such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
 - Inappropriate behaviour in changing rooms or bathrooms
- Vandalism
- Theft
- Fighting
- Smoking including the use of e-cigarettes / vapes
- Racist, sexist, homophobic or discriminatory behaviour
- Use of a mobile phone
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - 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)
 - Bringing the school into disrepute, for example in the community, online or by any other means

4. Bullying

- Sharples School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe environment, where pupils are able to learn and fulfil their potential.

Bullying is defined as the repetitive, intentional harming of 1 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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

TYPE OF BULLYING	DEFINITION
AI	Generating content to impersonate, bully or harass another person Generating (including by digitally altering) or share explicit or offensive content, including, but not limited to, inappropriate or sexualised images of themselves or other people (known as ‘deepfakes’ or ‘deep nudes’) Input offensive, discriminatory or inappropriate content as a prompt. The school is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to: • Sexual grooming • Sexual harassment • Sexual extortion • Child sexual abuse/exploitation material • Harmful content • Harmful advertisements and promotions • Bullying Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately. Any such incident will be dealt with according to the procedures set out in the school’s child protection and safeguarding policy, and child protection referral process

5. Roles and responsibilities

5.1 The Board of trustees

The Board of Trustees establishes the principles that guide the school’s approach to promoting high standards of behaviour and discipline. Trustees contribute to the development and review of the Behaviour Policy and are responsible for monitoring its effectiveness and holding the headteacher to account for its implementation.

Trustees and governors receive regular reports and updates relating to:

- Behaviour patterns and emerging concerns
- The use, consistency and impact of rewards and sanctions
- Attendance and persistent absence
- The use of the Reflection Unit and Behaviour Improvement Centre
- Suspensions, permanent exclusions and off-site directions
- Behaviour outcomes for vulnerable groups, including pupils with SEND and pupils with protected characteristics
- The effectiveness of support, intervention and reintegration arrangements

Through reports and governor meetings, trustees and governors provide strategic support and challenge. They consider whether the school’s behaviour systems are fair, proportionate and consistently applied; whether appropriate support and reasonable adjustments are being provided; and whether the policy promotes safety, inclusion, mutual respect and high expectations.

Governors may also support the school by convening or attending a governor panel when a pupil’s behaviour has escalated to a serious level or before a pupil is placed on an off-site direction. The panel will consider the pupil’s behaviour record, the interventions and support already provided, the pupil’s needs and individual circumstances, and the effectiveness of the school’s graduated response.

The pupil and their parents/carers may be invited to attend the panel so that concerns, expectations, available support and possible next steps can be clearly communicated. Governors will provide appropriate scrutiny, support and challenge, helping to ensure that proposed actions are fair, proportionate and focused on securing sustained improvement. Where an off-site direction is being considered, the panel will also consider its objectives, proposed duration, review arrangements and how it will support the pupil's reintegration.

The headteacher remains responsible for decisions relating to individual pupils and the day-to-day implementation of this policy. Trustees and governors will not become involved in the routine management of behaviour or individual incidents unless they have a formal role under the school's procedures or relevant statutory guidance, including arrangements for reviewing suspensions and permanent exclusions.

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5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- 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 (see section 13.1)

5.3 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 particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

Staff training

- **All staff are expected to implement this policy consistently. Consistency does not mean treating every student identically; rather, it means responding fairly, predictably and in line with the school's agreed systems while making reasonable adjustments where appropriate. Consistent implementation builds trust, strengthens relationships and enables pupils to understand what is expected of them.**
- **All staff receive annual behaviour and safeguarding training before the start of the academic year to ensure a consistent understanding of expectations and procedures. New staff receive behaviour induction as part of their onboarding programme.**
- **Behaviour management is revisited throughout the year through CPD, briefings, coaching and updates to ensure consistency across the school.**

5.4 Parents and carers

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 the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while 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 Pupils

Pupils 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour 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.

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

6. Sharples behaviour curriculum

At Sharples we have a culture that promotes excellent behaviour. Expectations are consistent throughout school and are communicated to pupils by all staff.

Positive behaviour is explicitly taught in the same way as academic learning through modelling, rehearsal, explanation and regular reinforcement.

Behaviour expectations are revisited through half-termly Standards Assemblies led by senior leaders. These assemblies reinforce expectations around behaviour, attendance, uniform, routines and conduct within the wider community whilst responding to any emerging issues identified through behaviour monitoring.

Every classroom displays the Sharples Way poster, providing a consistent visual reminder of the behaviour pathway, rewards pathway and attendance expectations. Staff are expected to use this language consistently when discussing behaviour and recognising positive conduct.

Pupils 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 pupils 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 or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Registration

- Students should arrive punctually.
- Students sit down and place basic equipment (pen, pencil ruler and rubber) on their desks for checking.
- Students should wear the correct uniform.
- Students engage in activities as requested by their Form Tutor.

Movement to lessons

- Students must walk on the left-hand side of corridors in a quiet and orderly manner.

At the start of lessons

- Students should arrive punctually.
- Books and basic equipment should be out.
- Bags should be placed on the floor.

During lessons

- Students should not speak when the teacher is speaking to the whole class.
- Students should listen carefully and always do their best.
- Students should make it possible for all students to learn.
- All homework will be entered onto Bromcom in order for students to access it.

At break/lunchtime

- All students must remain on site but leave the school building unless they have permission to remain inside or are attending a club.
- At the sound of the bell or whistle, students should go straight to their lessons in a quiet and orderly manner.
- Outer clothing (coats, scarves, and gloves) must be removed before re-entering the building.

In and around the school, students should not:

- Leave classrooms or the school site without permission;
- Show intimidating or aggressive behaviour (verbal or physical);
- Use mobile phones, Smart watches or other electrical items (See mobile phone policy);
- Smoke / vape on or near the school site;
- Use bad language or swear.
- Chew gum or drink fizzy drinks;
- Drop litter.

Journey to/from school

● **Students are expected to uphold the values of the Sharples community whenever they wear school uniform or represent the school, including whilst travelling to and from school, on educational visits, sports fixtures and within the wider community.**

● **Students are** expected to act responsibly and conduct themselves in a manner considerate of others. To refrain from behaving in a way that brings the school into disrepute.

● Whilst in school uniform we consider students to be representatives of our school and therefore subject to school rules. Any behaviour that puts the safety or wellbeing of others at risk, or that damages the school's reputation, will not be tolerated.

Student Behaviour Expectations When Travelling on Buses

● It is essential that students always conduct themselves responsibly and respectfully when using transport to and from school. Failure to do so will lead to school sanctions being applied.

● Core expectations for student behaviour on the bus include, but are not limited to:

- No playing loud music or using devices in a disruptive manner.
- No intimidating or bullying other students.
- No throwing food or litter on the bus.
- No making inappropriate gestures or comments to members of the public.
- No distracting or disrupting the bus driver.

- Students must pay for the bus service, where applicable.

On school buses/transport students are expected to behave responsibly and considerately. Any contravention of this will result in a ban from using the bus.

6.1 Mobile phones

Sharples recognises that some students may bring a mobile phone to school for use when travelling to and from school. However, mobile phones and other smart devices can cause distraction, disrupt learning and contribute to cyberbullying, inappropriate online activity, harmful social media use and the unauthorised recording or sharing of images and information.

In line with the Department for Education's statutory Mobile phones in schools guidance, Sharples School is a **mobile phone-free environment by default**. Mobile phones and other smart technology must not be accessed or used at any point during the school day, including during lessons, movement between lessons, social times, break and lunchtime.

- Students are permitted to bring a mobile phone to and from school to support their personal safety when travelling.
- Every student who brings a mobile phone to school must switch it off, not place it on silent, and secure it inside their school-issued mobile phone pouch **before reaching the stairs at Hill Cot House**. In addition, wireless earphones and smart watches must also be placed inside the pouch. Staff will monitor compliance at this point each day. Students must not proceed beyond the stairs until their phone/devices has been secured correctly inside the pouch.
- The phone must remain switched off and secured inside the pouch throughout the school day. The pouch must not be opened until the student has left the school site at the end of the day, using the designated unlocking arrangements.
- Students must bring their mobile phone pouch to school each day, keep it with them and ensure that it remains secure and undamaged.
- These expectations also apply to smartwatches and other personal communication devices capable of sending or receiving messages or notifications, or recording audio, images or video. Such devices must be switched off and secured inside the pouch where practicable.
- Any student who brings a mobile phone or other applicable device onto the school site but does not secure it inside their pouch will be sanctioned in line with the school's **Mobile Phone Policy**.
- Any phone or applicable device that is seen, heard, accessed or used during the school day will be confiscated in line with the **Mobile Phone Policy**. A message will be sent home to inform the student's parent or carer, and the appropriate sanction will be applied in line with the **Mobile Phone Policy**.
- Any attempt to open, damage, tamper with or deliberately misuse a mobile phone pouch will be treated as a breach of the Behaviour Policy and Mobile Phone Policy. Parents or carers will be contacted, and the cost of replacing a deliberately damaged or lost pouch may be charged to the parent or carer with the appropriate sanction being implemented.
- Any refusal to place a device in the pouch or to hand over a mobile phone, smart device or pouch when requested by a member of staff will be treated as a serious breach of the Behaviour Policy. The student will be placed in the Reflection Unit for five days and the phone will be confiscated for five days. Parents or carers will be contacted.
- Where a parent or carer needs to contact a student, or a student needs to contact their parent or carer, this must be done through the school reception or the relevant Year Coordinator. Parents and carers must not contact students directly through their personal devices during the school day.
- Exceptions will only be agreed where there is a **documented** medical, safeguarding or other exceptional need, including where a reasonable adjustment is required under the Equality Act 2010. Any agreed arrangement will specify how the device will be stored and the purpose, times and locations for which it may be accessed. Permission must be agreed in advance by an appropriate senior member of staff.

Further information, including arrangements for issuing, replacing and using the pouches and the sanctions applied for breaches, is available in the school's Mobile Phone Policy.

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7. Responding to behaviour

7.1 Classroom management

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 pupils to be engaged
- Display the **Sharples Way** behaviour curriculum
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may 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
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Non-Compliance with School Uniform Policy

Our uniform policy is clear in its expectations for parents and pupils and **must** be followed at all times.

The school seeks to maintain high standards of school uniform and action will be taken where these standards are breached. Form Tutors, classroom staff, Year Co-ordinators and SLT will check that students are wearing the school uniform in the correct manner at the start of every lesson.

Most uniform breaches can be dealt with through a warning and immediate cooperation (e.g. untucked shirt). If a pupil displays repeated uniform breaches (of any kind more than once) this will be escalated through the behaviour pathway.

Where the breach of uniform policy is not, or cannot be rectified immediately, this is a serious breach, and if cooperation is not forthcoming from the student, then he/she will be isolated within the IEU and this will be logged on Bromcom. Parents will be informed by the Year Coordinator and will be expected to support the student to rectify their uniform in line with the policy.

When considering the behaviour of any pupil with SEND, Sharples will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

The wellbeing of the pupil will always be a priority and how this is done in relation to school uniform is detailed in our uniform policy.

7.3 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.

7.4 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 points are awarded through the ACE rewards system, recognising **A**cademic achievement, **C**ontribution to the community and **E**xcellence. This ensures that pupils are recognised not only for academic success but also for demonstrating the behaviours and values that contribute to a positive school culture.

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:

- Praise
- Positive reward points (P1,2,3 and 5)
- Letters, phone calls, certificates home to parents / carers
- Special responsibilities/privileges

7.5 Responding to misbehaviour

When a pupil'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 pupils know with certainty that misbehaviour will always be addressed.

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

All pupils 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 pupil to help them to meet behaviour standards in the future.

Use of sanctions

The Sharples Way Behaviour Pathway is used by all staff, incidents are logged on BROMCOM and the sanction as well as the reason it has been given, are made clear.

Students can be sanctioned for inappropriate behaviour both in school and outside of school. Sanctions applied must be proportionate to the offence committed and the student concerned.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Staff may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- N1-N4 Detention (teacher / departmental, Year Coordinator, SLT or headteacher)
- Pupil being moved to a different classroom
- Being placed on a behaviour report
- Confiscation and/or destruction of property
- Time allocated in the Reflection Unit
- Time allocated in the Behaviour Improvement Centre
- Being placed on a Step Out at a different provision
- A meeting with Parent(s) / Carer(s)
- Governors Disciplinary Panel
- An Off Site Direction (OSD) placement at another local school
- Receiving a suspension
- Permanent Exclusion

Should the student reach N4 on the Curriculum behaviour pathway, then a member of the Pastoral Team or Senior Leadership Team will collect the student, deal with the incident and make contact with parents/guardians if required.

Where the incident is dealt with by a member of the SLT an additional sanction may be enforced. The teacher concerned must follow up by recording the incident on Bromcom.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.6 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.6.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned

- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

7.6.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them [this may be in the Reflection Unit, Behaviour Improvement Centre or with a member of staff from the Pastoral Team or ELT]
- The pupil will be supervised at all times, by at least 1 member of staff.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

7.7 Searching and confiscation

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 as a result 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, ethos or values. These items will be returned to pupils after discussion with senior leaders and parents/carers, 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.

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; **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 pupil; **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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

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.

Staff will endeavour to conduct all searches in a room with CCTV and audio recording.

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 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

If the pupil 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 / designated safeguarding lead (or deputy) / pastoral lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff 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 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 pupil's outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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 (listed in section 3) and items identified in the school rules.

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 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 in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether 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 pupil'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 pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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 pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

- The pupil 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 pupil's decision and it will be signed by the appropriate adult.

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

The appropriate adult will:

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

Except for an appropriate adult of a different sex if the pupil 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 pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil 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 pupil 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 whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils 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.

7.8 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

7.9 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).

7.10 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.

7.11 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 the safeguarding team 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.

7.12 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

7.13 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.

8. Serious sanctions

8.1 Detention

Detention Policy and Procedure

Sharples School has a range of detentions issued in order of their severity and respective circumstances. All detentions issued are recorded on Bromcom and can be accessed by pupils and parents / carers via the Student Portal or the parent /carer phone application (MCAS).

Pupils can be issued with detentions during break, lunchtime, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Ten Minute Detentions

Issued when an N1 is given during a lesson and a verbal warning has failed to stop poor behaviour.

Year Coordinator Detention

Students who do not meet behaviour expectations or school standards are given a 45-minute detention for the following day. Year Coordinator detention is issued for:

- Failing to adhere to the curriculum behaviour pathway (log on Bromcom)
- Failing to adhere to the school procedures and expectations outside the classroom
- Failing to attend 10 minute detentions, refusal, being removed from the classroom and exiting the classroom without permission
- Chewing gum
- Repeated uniform infringements
- Students who have failed to attend a lunchtime late detention
- Students who have been late on 2 or more occasions during the week

Subject Detention

Departments have their own arrangements for holding a 45-minute detention (from 3.15 - 3.45) when a student fails to produce satisfactory work or in circumstances when homework has not been completed or equipment not brought.

Senior Leader Detention

Senior detention is held once per week on Fridays (15.15-16.30) in the school dining hall and is supervised by members of the Senior Leadership Team.

Senior Detention is set for:

- Students who have exhibited disruptive/dangerous/poor behaviour
- Students who have failed to attend previous Year Coordinator/Department detentions
- Students who have been late on at least 3 occasions during the week/failed to attend the Year Coordinator for 2 late occurrences
- Students who reach N3 on the Curriculum behaviour pathway.
- Students who have been moved to another classroom within the faculty
- Students who receive an Incident Requiring Intervention (IRI) on Bromcom

Headteacher Detention

Senior detention is held in the school dining hall and is supervised by members of the Senior Leadership Team at a time convenient to the Headteacher / Senior Leadership Team.

Headteacher Detention is set for:

- Students who have exhibited extreme disruptive/dangerous/poor behaviour

- Students who reach N4 on the Curriculum behaviour pathway.
- Students who have had to be removed from the faculty area

From 1st November – 1st February, timings for senior detentions are from 15.15 - 16.15 due to early sunset times, the start and end dates for this are clearly communicated by school. During this period, weekend detentions can be used to complete sanctions if students are unable to travel home during darker nights.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

8.2.1 Reflection Unit (RU)

We may use the Reflection Unit in response to serious or persistent breaches of this policy. Pupils may be sent to the RU during lessons if they are disruptive, and they will be expected to complete the core skills work.

Pupils who do not attend an escalated detention are also sent to the Reflection Unit.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with the Behaviour Mentor
- Behaviour reports
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.2.2 Behaviour Improvement Centre (BIC)

The Behaviour Improvement Centre (BIC) provides an intensive, short-term intervention for pupils whose behaviour has seriously or persistently breached the school's expectations. It represents the final stage of the school's internal behaviour pathway before suspension and is distinct from the Reflection Unit.

Placement in the BIC may be considered where:

- Serious or persistent misbehaviour has continued despite previous sanctions and support
- A pupil has not responded positively to placement in the Reflection Unit
- A pupil's behaviour presents a significant risk to the safety, wellbeing or education of others
- An intensive period of behaviour intervention is required to prevent suspension
- The seriousness of an incident warrants an immediate BIC placement

Placements in the BIC must be authorised by a member of the Senior Leadership Team. Pupils will be placed in the BIC for an agreed period of time. A placement may be extended where a senior leader considers this necessary and proportionate. All placements will be kept under regular review and will not continue for longer than is necessary.

The BIC operates from 9.00am until 4.00pm. Pupils remain within the centre throughout the school day and do not attend any mainstream lessons, including English and Maths.

During their placement, pupils will complete:

- Structured English and Maths work
- A targeted behaviour intervention programme
- Reading and literacy activities
- Restorative and reflective work
- Activities addressing the behaviour that led to the placement
- Individual behaviour targets and regular progress reviews

The primary purpose of the BIC is to secure meaningful and sustained behaviour change. Although pupils will continue to receive education, the programme places a greater emphasis on behaviour intervention, personal responsibility and preparation for successful reintegration than on full curriculum continuation.

Parents/carers will be informed when their child is placed in the BIC and will be provided with the reason for and expected duration of the placement. The school will consider the pupil's age, SEND, personal circumstances, vulnerabilities and any reasonable adjustments that may be required.

A reintegration meeting will take place following time in the BIC, this will be led by the student's SLT link. This meeting will determine whether the pupil is ready to return and what support, monitoring and expectations must be put in place.

During the reintegration meeting, the pupil must:

- Explain the behaviour that resulted in their placement in the BIC
- Identify the triggers, choices or circumstances that contributed to the behaviour
- Demonstrate what they have learned from the placement and the behaviour intervention programme
- Recognise the impact of their behaviour on others
- Agree clear and measurable targets for their return to mainstream lessons
- Commit to following the school's behaviour expectations

A PSP report will be put in place to monitor the pupil's behaviour and progress following reintegration. The pupil's targets will be shared with relevant staff and reviewed by their SLT link. Parents/carers will be informed of the reintegration arrangements and may be required to attend the meeting where appropriate.

If the pupil is not considered ready to return to mainstream lessons, or is unable to demonstrate meaningful reflection and engagement, their placement and support arrangements will be reviewed by their SLT link. Further action may be taken in accordance with the school's behaviour pathway, including an extension of the BIC placement or suspension.

All BIC placements, interventions, reviews and reintegration arrangements will be recorded on the school's behaviour system.

8.3 Off Site Direction

An Off Site Direction is set for:

- Students who display persistent poor / dangerous / disruptive behaviour and require reflection and behaviour modification strategies
- Students at risk of Permanent Exclusion
- Students who may need temporary isolation from other Sharples students

Students who receive an Off Site Direction will be required to attend another school / provision.

- Parents / carers will be notified of this sanction by phone call and follow up letter
- The host school will be provided with an information sheet detailing essential data including safeguarding concerns
- Work during the Off Site Direction will be provided by the host school
- Attendance at the Off Site Direction will be recorded by the host school with whom the Sharples Attendance Officer will liaise.
- During the placement, targets will be set for reflection on poor behaviours with the aim of modifying the pupil's behaviour going forward.
- Review meetings will be held during the Off Site Direction with Sharples, the host school, the student and their parent/carer. Progress during the placement will be reviewed, and clear targets will be put in place to move forward, with an identified adult in school who will support the student in meeting these targets.
- For any pupil who requires it, a risk assessment will be carried out and provided to the host school.

8.4 Suspension and permanent exclusion

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.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND and disability on behaviour

The school recognises that some pupils with special educational needs and/or disabilities (SEND) may display behaviour that is connected to an identified or emerging need. This may include behaviour resulting from communication difficulties, sensory needs, emotional dysregulation, anxiety, cognitive differences or difficulty understanding and responding to social situations.

Not every incident of misbehaviour involving a pupil with SEND will be related to their needs or disability. However, behaviour must be considered in the context of the individual pupil, and decisions will be made on a case-by-case basis.

The school also recognises that SEND and disability are not interchangeable. A pupil may be disabled within the meaning of the Equality Act 2010 without having identified SEN, and a pupil with SEN may not meet the legal definition of disability. The school will apply the appropriate legal duties in each case.

High expectations of behaviour apply to all pupils. Making reasonable adjustments does not mean that inappropriate or unsafe behaviour will be ignored. It means that the school will take account of disability and individual need when preventing behaviour, responding to incidents, selecting sanctions and providing support.

9.2 The school's legal duties

When responding to behaviour involving a pupil with SEND or a disability, the school will have regard to its duties under the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice and relevant statutory guidance.

These duties include:

- Taking reasonable steps to avoid a disabled pupil being placed at a substantial disadvantage by the school's policies, practices or arrangements
- Considering and making reasonable adjustments where required
- Using the school's best endeavours to secure the special educational provision required by pupils with SEN
- Securing the special educational provision specified in a pupil's Education, Health and Care plan
- Co-operating with the local authority and relevant agencies
- Having due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

The duty to make reasonable adjustments is anticipatory. The school will therefore consider likely barriers and triggers in advance and will not wait for an incident to occur before considering appropriate adjustments.

9.3 Discrimination arising from disability

Under section 15 of the Equality Act 2010, discrimination arising from disability may occur where a disabled pupil is treated unfavourably because of something arising in consequence of their disability, and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

Behaviour arising from a disability may include, for example, distress behaviour, emotional dysregulation, sensory responses, difficulties with communication or behaviour associated with an inability to understand or follow a particular instruction.

Before imposing a sanction where there is reason to believe that the behaviour arose from, or was substantially affected by, a pupil's disability, the school will consider:

- Whether the pupil is disabled within the meaning of the Equality Act 2010
- What the school knew, or could reasonably have been expected to know, about the disability
- Whether the behaviour arose as a consequence of the pupil's disability
- Whether appropriate provision and previously agreed reasonable adjustments were in place
- Whether those adjustments and support strategies were implemented effectively
- Whether any additional or different reasonable adjustments are required
- Whether the proposed sanction would treat the pupil unfavourably because of something arising from their disability
- The legitimate aim the school is seeking to achieve
- Whether the proposed response is proportionate to that aim
- Whether a less restrictive or less discriminatory response could achieve the same aim

The statutory formulation appears in section 15 of the Equality Act 2010.

9.4 Proportionate means of achieving a legitimate aim

Legitimate aims may include:

- Protecting the health, safety and wellbeing of pupils and staff
- Preventing harm
- Protecting the education and rights of other pupils
- Restoring a calm, orderly and safe learning environment
- Maintaining appropriate standards of conduct
- Supporting the pupil to regulate their behaviour and successfully access education
- Ensuring that disciplinary powers are exercised fairly

Identifying a legitimate aim does not automatically make a sanction lawful or appropriate. The school must also consider whether the proposed action is proportionate.

In determining proportionality, the school will consider:

- The seriousness and circumstances of the incident
- The extent to which the behaviour was connected to the pupil's disability
- The effect of the behaviour on the pupil and other members of the school community
- The pupil's age, understanding, vulnerabilities and individual needs
- The support and reasonable adjustments already provided
- Whether agreed provision was delivered
- The likely effectiveness and impact of the proposed sanction
- Whether an alternative intervention, adjustment or sanction would achieve the same legitimate aim with less disadvantage to the pupil
- Whether the response is no more restrictive than is reasonably necessary

The school will balance the needs and rights of the individual pupil with its responsibility to protect the safety, wellbeing and education of the whole school community.

A decision that a sanction is a proportionate means of achieving a legitimate aim will be based on the individual circumstances and available evidence. It will not be based on assumptions, stereotypes or generalisations about a particular need or disability.

9.5 The graduated response

Where behaviour may indicate that a pupil has unmet or inadequately supported needs, initial intervention will include consideration of whether appropriate provision is in place.

The school will use the graduated approach set out in the SEND Code of Practice:

- **Assess:** Identify the pupil's needs, barriers, triggers, strengths and the possible functions of the behaviour.
- **Plan:** Agree the provision, reasonable adjustments, preventative strategies, targets and intended outcomes.
- **Do:** Implement the agreed provision and ensure that relevant staff understand their responsibilities.
- **Review:** Evaluate the effectiveness of the provision and adjustments, taking account of the pupil's progress and the views of the pupil, parents/carers and relevant professionals.

The assess, plan, do and review cycle will be repeated and refined where necessary. The school will maintain a record of agreed strategies, interventions and outcomes. The graduated approach is set out in Part 6 of the SEND Code of Practice.

9.6 Anticipating and preventing misbehaviour

As far as reasonably possible, the school will anticipate likely triggers and put appropriate support in place to prevent avoidable incidents.

Preventative measures and reasonable adjustments may include:

- Short, planned movement or regulation breaks
- Adjustments to seating plans
- Visual timetables, prompts or additional processing time
- Advance warning of changes to routines
- Adapted instructions or communication methods
- Access to an agreed regulation or sensory space
- Adjustments to uniform requirements for pupils with sensory or medical needs
- Adapted behaviour targets or reporting arrangements
- Support during unstructured times
- Individual de-escalation or positive behaviour support strategies
- Staff training relating to a pupil's particular needs
- A behaviour support plan, pupil passport or individual risk assessment

Adjustments will be personalised and regularly reviewed. The examples above are not exhaustive and an adjustment that is appropriate for one pupil may not be appropriate for another.

9.7 Deciding whether to impose a sanction

Before imposing a sanction on a pupil with SEND or a disability, staff will consider:

- Whether the pupil understood the rule or instruction
- Whether the pupil was able to act differently at the time
- Whether the behaviour was affected by communication, sensory, cognitive, emotional or mental health needs
- Whether the pupil's SEND or disability contributed to the behaviour
- Whether an agreed reasonable adjustment was in place and implemented
- Whether the pupil's current provision is appropriate and sufficient
- Whether a safeguarding concern or unmet need may be contributing to the behaviour
- Whether the proposed sanction is appropriate, fair and proportionate
- What additional support is required to reduce the likelihood of recurrence

A pupil's SEND or disability will not automatically prevent the school from applying a sanction. Where a sanction is considered appropriate, the school may adapt its form, location, timing, duration or accompanying support as a reasonable adjustment.

Sanctions must not be applied because the school is unable to meet a pupil's needs. The school will not suspend or permanently exclude a pupil simply because they have a disability or additional needs that the school considers difficult to meet. [GOV.UK guidance on behaviour sanctions and exclusions](#).

9.8 Pupils with unidentified or emerging needs

Where a pupil repeatedly displays challenging, disruptive or distressed behaviour, the school will consider whether this may indicate an unmet or unidentified special educational need, disability, mental health need or safeguarding concern.

The SENCO may coordinate an assessment to determine whether there are underlying needs or barriers that are not currently being met. This may include:

- Reviewing behaviour patterns, triggers and previous interventions
- Consulting the pupil, parents/carers and relevant staff
- Observing the pupil in different contexts
- Reviewing attendance, attainment, communication and pastoral information
- Seeking advice from specialist teachers, educational psychologists, health professionals or other agencies where appropriate

Where needs are identified, the school will plan and review appropriate provision through the graduated response.

9.9 Pupils with an Education, Health and Care plan

The school will secure the special educational provision specified in a pupil's Education, Health and Care plan and will consider whether the behaviour indicates that the pupil's needs or provision should be reviewed.

Where there are significant concerns about the behaviour of a pupil with an EHC plan, the school will contact the local authority and work with the pupil, parents/carers and relevant professionals. An early or emergency review of the EHC plan may be requested where appropriate.

This may be necessary where:

- The pupil's needs appear to have changed
- The current provision is no longer sufficient
- Agreed provision is not having the intended impact
- There is a repeated or significant risk of suspension
- A permanent exclusion or off-site direction is being considered
- A change of placement may need to be considered

The school will not delay taking necessary and proportionate action to protect pupils or staff where there is an immediate risk of harm.

9.10 Recording and reviewing decisions

For serious or repeated incidents involving a pupil with SEND or a disability, the school will record, where relevant:

- The behaviour and surrounding circumstances
- The pupil's account and the views of parents/carers
- Any known or suspected connection between the behaviour and the pupil's SEND or disability
- The provision and reasonable adjustments in place
- Whether agreed strategies were followed
- The legitimate aim being pursued
- Why the response was considered proportionate
- Any less restrictive alternatives considered
- The sanction, support and reasonable adjustments agreed
- The arrangements for review and reintegration

This level of decision-making should be particularly clear where the school is considering an extended removal from lessons, placement in the Behaviour Improvement Centre, off-site direction, suspension or permanent exclusion.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- A behaviour mentor session

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

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 pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring behaviour systems

The school will complete the following quality assurance:

- Behaviour logs reviewed daily.
- SLT and pastoral teams analyse Bromcom reports.
- Trends monitored by year group, pupil group and incident type.
- Incorrect logging corrected.
- Escalations monitored.
- Early intervention implemented.
- Behaviour data informs CPD and policy review.

The effectiveness of the school's behaviour systems is regularly evaluated through Student Council meetings, pupil voice activities and Standards Assemblies.

Parents contribute to the ongoing development of behaviour systems through the Parent Forum and regular consultation opportunities.

13.2 Monitoring this policy

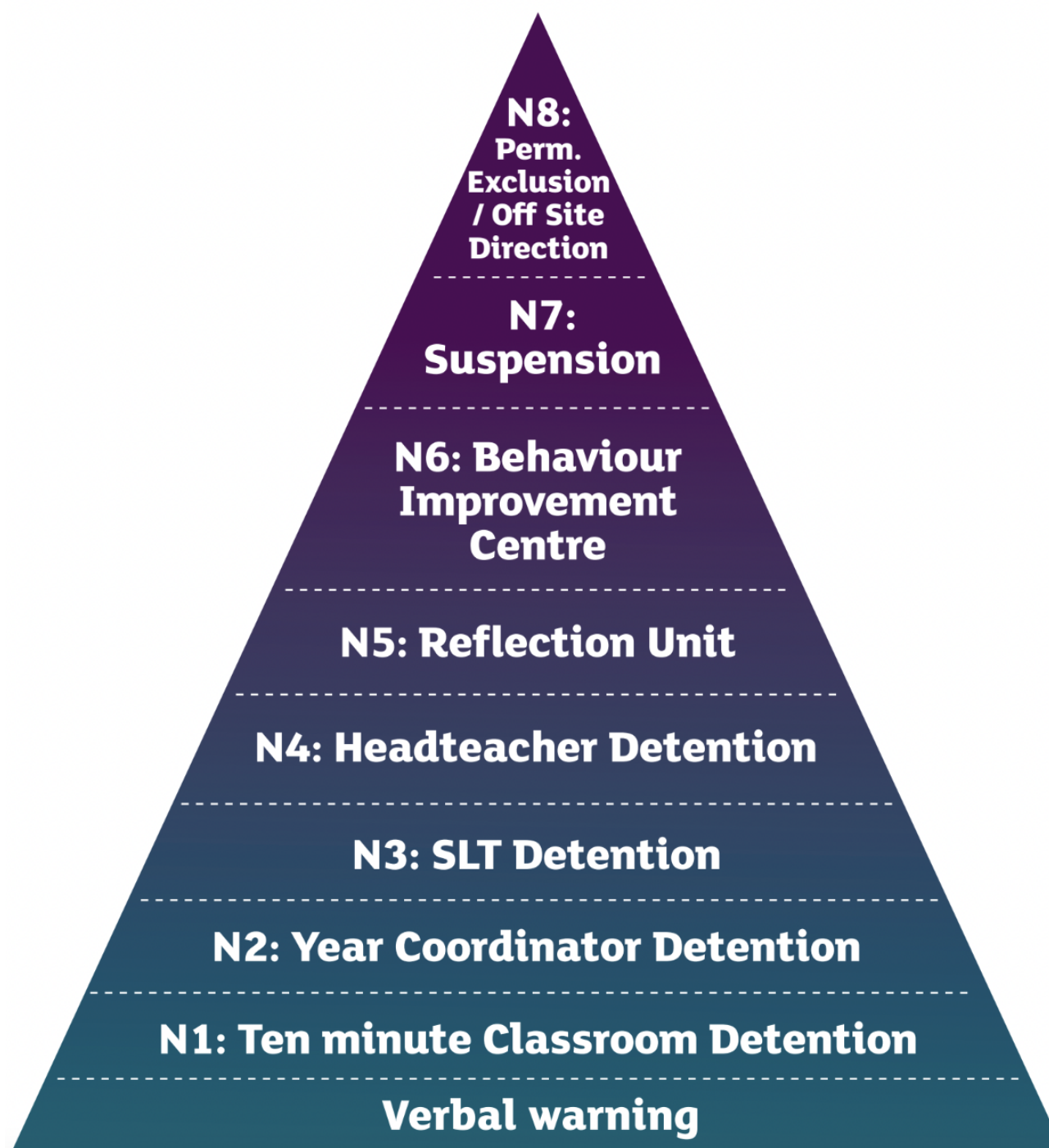
This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Links with other policies

This behaviour policy is linked to the following policies Exclusions policy

- Child protection and safeguarding policy
- Anti-bullying policy
- Mobile phone policy

Appendix 1: The Sharples Way and Behaviour pathway



The **SHARPLES** Way

SMART

Arriving to school and lessons on time, in full correct uniform with all equipment ready, and presenting yourself neatly.

HARDWORKING

Consistently engaging fully with classwork and homework, showing effort and resilience in every lesson.

AMBITIOUS

Aiming high in your learning and behaviour by striving for excellence and taking every opportunity.

RESPECTFUL

Treating staff, peers and the school environment with respect, and following all instructions calmly and cooperatively.

PRIDE

Taking pride in your work, conduct and school community by maintaining high standards in everything you do.

LEARN

Making it possible for yourself and others to learn by listening attentively, staying on task and avoiding disruption.

EXCELLENCE

Achieving your personal best academically and behaviourally, and contributing positively to the school's culture of high expectations.

SELF-DISCIPLINE

Demonstrate sensible behaviour at all times and make the correct decisions without being prompted or needing to be constantly reminded.



Sharples
SCHOOL

Appendix 2: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times through The Sharples Way, a clear set of expectations that all stakeholders at Sharples should follow 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 pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the Sharples Governing Board annually

