



Cooper Perry Primary School

Behaviour Policy

Pastoral Policy

Behaviour Policy

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Part A

A.1 Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to 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 – **Be Respectful. Be Responsible, Be Respectful. Be Open-Minded. Be Kind**
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

A.2 Approval and review

- The Policy was approved by the Board of Governors in March 2025
- The Policy is due for review by March 2026

A.3 Roles and Responsibilities

The Governing Board

The Cooper Perry Governing Board is 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 Cooper Perry Governing Board
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and their implementation
- Providing new staff with a clear induction into the school's behavioural culture
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour.
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary
- Ensuring that the data from My Concern is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

Staff

All adults are trained in 'When the Adult Changes, Everything Changes' this preventative approach for positive behaviour for learning includes:

- Calm, consistent Adults
- Positive Noticing
- Relentless routines
- Positive Mantras and Scripting Interventions
- Restorative Steps

Staff are responsible for:

- Creating a calm and safe environment for children
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through explicitly teaching the Cooper Perry Behaviour Curriculum, and in every interaction with children
- Modelling expected behaviour and positive relationships
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly on the My Concern platform.

Parents/Carers

Parents and carers, where possible, should:

- 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)

The school will endeavor 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.

Parent Conduct

- All members of Cooper Perry staff have the right to work without fear of violence and abuse so that they can be confident that they are operating within a safe environment.
- We expect parents and other visitors to behave in a professional and appropriate way towards members of school staff and work in partnership to support the education of Cooper Perry children.
- Where abusive behaviour towards staff, children or other parents is reported, we will take necessary steps to address this and prevent it from happening again.
- Parents and carers are expected to support this policy and understand their role in working in partnership with Cooper Perry Primary to ensure their children behave responsibly during their time at school and in the local community.

Children

Children will be made aware of the following through the explicit teaching of the Cooper Perry Behaviour Curriculum:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's rules and routines
- The rewards they can earn, and the consequences if they do not follow the school rules
- The pastoral support that is available to them to help

Extra support and induction to the Cooper Perry Behaviour Curriculum will be provided for children who are mid-phase arrivals.

Part B

B.1 Policy Statement

The Board of Governors of Cooper Perry Primary School believes that its school has a responsibility to promote a culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn

in a calm, safe and supportive environment. This is achieved by establishing a school wide approach to maintaining high standards of behaviour that reflect the values of Cooper Perry Primary School.

This Behaviour Policy and Procedure and any associated school rules and approaches will ensure that:

- our behaviour management approach is consistent, equitable for all children, and differentiated to address individual needs, fostering a positive and inclusive educational environment.

- all staff understand that behaviour is a form of communication and that it is crucial to explore the reasons behind challenging behaviours. Cooperation with the pupil, staff team, family, and relevant systems is encouraged to address underlying difficulties and provide effective support.
- every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- all children, staff and visitors are free from any form of discrimination.
- staff and volunteers set an excellent example to children at all times.
- rewards, sanctions are used consistently by staff, in line with the Behaviour Policy.
- the school will work to create an environment where removal from class and exclusion from school is not necessary because child behaviour does not require it. The school will only use these measures in response to serious or persistent breaches of this policy.
- the Behaviour Policy and Procedures are understood by children and staff.
- children are helped to take responsibility for their actions.
- good relationships are fostered, so that we can work together in an effective and considerate way.

The policy is implemented through our school rules:

- Be **ready** to learn and show pride and resilience in work and behaviour
- Be **respectful** to yourself, others and the school environment
- Be **safe** by making the right choices, both in and out of school

and the five pillars of practice (When the Adults Change, Paul Dix).

1. **Consistent, calm adult behavior**

- Adults do not shout or respond emotionally to poor behavior
- Responses are always rational and planned
- Adult behavior is consistent

2. **Positive noticing**

- Deliberately notice good behaviour – you will get more of the behaviour that you notice
- Focus on the children who do the right thing everyday
- Recognition mechanisms are used in every lesson to acknowledge effort not achievement

3. **Relentless routines**

- Meet and greet at the gate and in the classroom.
- School rules are limited to three words: ready, respectful, safe
- Deliberate teacher routines are designed to make transitions easy for everyone and are consistently applied across school.

4. **Positive mantras and scripted interventions**

- Interventions are designed so that staff can hold the boundaries while staying calm
- Rational steps to address poor behaviour include scripted interventions and planned conversations.
- Consistent use of the 30 second intervention scripts by all adults

5. **Restorative conversations**

- Restorative conversations are chosen for incidents that need restoration
- Relational paths out of difficult events are preferred to punishments
- Children are supported to understand the impact of their behaviour and take responsibility for it.

Part C - Procedures

C.1 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 child referral units in England, including child movement](#)
- [Use of reasonable force in schools](#)
- [Supporting children 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 children
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

C.2 Definitions

Misbehaviour is defined as, but is not limited to:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual 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

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- 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 child)

C.3 School Rules and Behaviour Curriculum

At Cooper Perry Primary School we deliver the behaviour curriculum through our PSHE curriculum, our collective worship programme and direct instruction in the classroom.

The [behaviour curriculum](#) is underpinned by our school rules **Ready, Respectful, Safe** and our values **Be Responsible** (for your own behaviour). **Be Respectful** (to all members of the school community). **Be Resilient** (bounce back from poor choices). **Be Open-Minded** (to the impact that your behaviour has on your learning and that of others). **Be Kind** (to all member of our school community and is modelled by all staff across the school).

C.4 Recognition and rewards

It is our belief that continual praise and recognition of each child's effort for positive behaviour for learning is fundamental to encourage the behaviour we wish to see. We consistently acknowledge positive behaviour at every opportunity, using both verbal praise and non-verbal cues, including displaying achievements on recognition boards. This initiative fosters a spirit of collaboration among learners, focusing on the positive behaviour of the day or week. Furthermore, we reward those who consistently go 'above and beyond' our behavioural standards by appointing them to roles such as Ambassadors, Librarians, Safeguarding Champions, and House Captains for Year 6.

All children and adults belong to a House at Cooper Perry Primary School. This sense of belonging is the basis of our recognition system. It encourages a real sense of pride, fostering our community spirit.

There are four houses:

- Earth (green)
- Air (yellow)
- Fire (red)
- Water (blue)

Children earn house points by exemplifying our School Rules and Values throughout their school life. This includes demonstrating resilience in Mathematics, being kind to classmates, embracing open-mindedness, or exceeding expectations in their work or behaviour.

We use Class Dojo to track house points; children receive a Headteacher's Award upon reaching each hundred. The house with the most points each half term enjoys an additional thirty minutes of play, while the house with the highest total for the year receives a special treat in the Summer Term.

Behaviour	House Points
Name on the 'Recognition Board'	10 points
Work that is 'above and beyond' expectations	10 points
Work that meets expectations	5 points
Demonstrating schools values	5 points
Following the school rules	5 points

Other rewards are as follows

Behaviour	Reward
Star of the Week	Certificate in Celebration Assembly
Peer Award	Certificate in Celebration Assembly
SHINE Award (termly)	Certificate and badge
Hot Chocolate Fridays (weekly)	Hot chocolate and biscuit with HT
Reading Champion (weekly)	Book
AR Quizzers (monthly)	Class certificate and book for class library
Word Millionaires	Certificate and badge
TT Rockstars (monthly)	15 minutes extra play for class (monthly)
Attendance Award (weekly)	15 minutes extra play for 1 class from EYFS/KS1 and 1 from KS2

C.5 Consequence and Support System

At Cooper Perry Primary School, everyone is expected to maintain the highest standards of positive behaviour for learning, to accept responsibility for their actions, and to encourage others to do the same. The dialogue between an adult and a child is a crucial component of our consequence and support system. All children are afforded the opportunity to make the right choice, with adult support provided through redirections and reminders, termed Positive Mantras. For the majority, a gentle 'nudge' suffices; however, some instances may require adults to implement scripted interventions in a calm and consistent manner for those hindering their own learning and that of peers.

Recognising that children including those with SEND may need specialised support to meet behaviour expectations, we apply carefully considered sanctions when these expectations are not met, ensuring effective communication between key staff members, including the SENCO, Headteacher, and relevant external agencies.

Some examples of SEND documents we use are:

- Individual support plans
- Pastoral support plans

- Individual health care plans
- Educational health care plans

The school recognises that children's behaviour may be affected by a special educational need or disability (SEND). If a child with SEND displays unacceptable behaviour, we will consider our response in relation to that child's need and on a case-by-case basis. When considering our response to unacceptable behaviour, we may make reasonable adjustments to:

- the consequence we give, including not to give one;
- how and / or when the consequence is explained to the child;
- When and / or where the consequence takes place;

If a child with SEND displays significant or persistent unacceptable behaviour, the SENCO will work with colleagues, external professionals and parents / carers to identify provision changes and additional support to reduce and avoid an escalation. This will be documented in an individualised plan.

We recognise that adverse childhood experiences (ACEs) can impact behaviour, and adapt our practices to minimise distress and maximise trust through trauma-informed approaches. We also recognise that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child'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 [Safeguarding Policy](#), and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Classroom	
Child's Choice	Adult Response
Makes the right choice	Adults will recognise those displaying ready, respectful, safe behaviours, and use the recognition board. Recognise the behaviours with positive mantras – <i>I've noticed that... I am really impressed with the way that you have...</i>
Makes initial wrong choice	Redirection and Reminders (First Attention to Best Conduct) Adults will – ● recognise those making the right choice and draw attention to it ● use other preventative strategies (non-verbal / verbal cues) to create a 'nudge' in the right direction ● Give the child a minute to make the right choice
Continues to make the wrong choice	This is the last chance the child has of correcting their own behaviour and taking control of the situation. If a child cannot regulate at this point then adults will deliver a script in a neutral tone and at the child's level. Below is an example script that will be used with children to scaffold conversations with children. It follows the principles set out in Paul Dix's book, <i>When the Adults Change, Everything Changes</i> . <i>**Intervention Script - Effective 30 second intervention Gentle approach, personal, non-threatening, side on, eye level or lower.</i> <i>I noticed you are... (having trouble getting started/wondering around the classroom)</i> <i>It was the rule about... (lining up/staying on task/being safe) that you broke.</i>

	<i>You have chosen to... (move to the back/catch up with your work).</i> <i>Do you remember last week when you... (arrived on time every day/got a positive postcard)?</i> <i>That is who I need to see today... Look around the room with a view to catch somebody following the rules. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.</i> <i>Thank you for listening (Then give the child some take up time).</i> When the child makes a ready, respectful and safe choice, adults will return to notice improvement and will recognise this using first attention to best conduct.
Wrong choice after a verbal warning	Reset – remove, regulate, restore If a child remains dysregulated and not ready to learn after the script has been delivered, a Reset can be used. Reset is designed to return children ready to learn, regulated and calm using the Zones of Regulation/Emotion Coaching. Learning and reflection is the topic of conversation rather than behaviour; this can be carried out by a member of support staff or a member of SLT depending on the severity of the situation. Class teachers will decide on the consequence not the member of staff holding the Reset - this allows the adult in the classroom to remain the authoritative figure. <i>The Headteacher will consider an alternative approach to behaviour management for children who are frequently removed from class.</i> <i>If it is determined there is a serious breach of our school rules and / or values this should be discussed with a member of SLT. The outcome of this discussion may result in further investigation, a programme of work, suspension or permanent exclusion.</i>
Restore	We use the following conversation structure with a child and member of staff following the completed period of reset: 1. What's happened? 2. What were your choices at the time? 3. Who else was affected by your behaviour? 4. What have you thought since? 5. How can we make this right now? Age appropriate resources will be used to allow all children to access a version of this conversation that is understandable to the child.
 <pre> graph LR A[Recognise and praise] --> B[Redirect and remind] B --> C[Script] C --> D[Reset] D --> E[Restore] </pre>	

Break and Lunchtime	
Makes the right choice	To support children to behave at break and lunch times, we have lunchtime supervisor rewards – certificates and stickers.
Makes initial wrong choice	Child is given a reminder and encouraged to make the right choice.
Continues to make the wrong choice	If a child continues to make the wrong choice, they are given a 'rethink' where they are supported by an adult to understand why the choices they are making are wrong and are required to stand by that adult for two minutes.
Wrong choice after a verbal warning	If a child continues to make wrong choices after a 'rethink', they receive a 10-minute time out. Where necessary a staff member will support the child through coregulation. If a child continues to make wrong choices, a member of the senior leadership team will be involved.

C.6 Detention

Cooper Perry Primary does not make use of formal detentions. However, there may be occasions where a child is kept back for part or all of a playtime or lunchtime as part of a staff member's proportionate response to a breach of the behaviour policy.

C.7 Suspension and permanent exclusion

The school will work to create an environment where exclusion from school is not necessary because child behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement, September 2022*).

Definitions:

- A **suspension** removes a child from school for a specific period of time. A child may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A **permanent exclusion** involves a child being removed from the school roll. The decision to exclude a child permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and

- where allowing the child to remain in school would seriously harm the education or welfare of the
- child or others such as staff or children in the school.

The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident;
- permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement, September 2022*).

The process:

- When a Headteacher decides to suspend or permanently exclude a child they will inform the child's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the child's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the child to return to school. (*This may be by email if they have given written consent for notice to be sent this way*).
- Representations should be made in writing to the Clerk to the Governing Body - details of how to do this will be provided in the notification letter.

C.8 Physical Intervention

There are circumstances when it is appropriate for members of staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

A child may only be intervened physically under the following circumstances:

- They are committing an offence
- They are causing injury to themselves and others
- They are damaging property – including their own
- They are damaging the good order and discipline at the school or among children

Parents/carers will be informed of the serious incident involving physical intervention by the relevant member of staff. Incidents of physical intervention are recorded and submitted to the Head Teacher.

C.9 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools](#) (July 2022).

Only the Head Teacher, or a member of staff authorised by the Head Teacher, have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

- mobile phones - Mobile phones are prohibited for use in school by children in order to ensure the safety and wellbeing of our children. The only exception to this rule is where there is a specific medical need that requires the use of a mobile phone such as Type 1 Diabetes.

Any child who brings a mobile phone onto site without the school's express permission will have the phone confiscated and parents/carers will be asked to collect the device.

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence
- to cause personal injury to, or damage to property of; any person (including the child).

an article specified in regulations:

- tobacco and cigarette papers / vapes
- matches
- fireworks
- pornographic images (may be in possession via a mobile phone).

If a child is found in possession of a prohibited item, the Designated Safeguarding Lead will be alerted, and the incident recorded as a safeguarding concern via My Concern. The outcome will align with the Behaviour and Safeguarding Policies. Parents/carers will be contacted as soon as practicable to inform them of the search, confiscation, outcome, and support measures for the child. The Head Teacher or an authorised staff member has the statutory power to confiscate, retain, or dispose of a child's property as reasonably deemed necessary.

C.10 Anti-Bullying

At Cooper Perry, we are committed to providing a safe, inclusive, and nurturing environment where every child feels valued, respected, and able to learn free from fear of bullying or discrimination. In line with the Keeping Children Safe in Education (2025) guidance, we recognise that bullying—whether verbal, physical, emotional, online, or indirect—can have a serious impact on a child's wellbeing, development, and safety. With the widespread availability of artificial intelligence (AI) tools, we acknowledge both their educational benefits and the potential misuse for bullying purposes. Notably, the creation of 'deepfakes' illustrates how AI can facilitate harassment through deceptive images, audio, or video. At our school, bullying of any kind, including peer-on-peer abuse and discriminatory behaviour, will not be tolerated.

We take all incidents of bullying seriously and respond promptly and effectively. All staff are trained to recognise the signs of bullying and know how to respond in line with our safeguarding and behaviour policies. Children are taught through our school values and daily interactions to be kind, respectful, open-minded, and to celebrate difference. Our whole-school approach encourages pupils to speak up if they feel unsafe or if they see others being hurt, and they are supported in doing so. We actively promote positive relationships and create a culture where everyone understands that bullying is unacceptable.

Signs of bullying are varied, and staff are vigilant in monitoring these indicators, recognising that manifestations may be physical, emotional, or behavioural.

- Physical signs may include unexplained bruises, scratches, or cuts, as well as missing belongings or damaged clothing and schoolwork.
- Emotional distress may involve a loss of interest in school activities, a tendency to withdraw or display secretive behaviour, unusual temper outbursts, and heightened anxiety.
- Behavioural changes could manifest as reluctance to attend school, extended travel times, requests for additional money, or difficulties concentrating.

The importance of bullying prevention cannot be overstated. Our school actively promotes awareness through assemblies and Personal, Social, Health and Economic (PSHE) education. Pupils are afforded regular opportunities to engage in discussions surrounding the definition of bullying and to distinguish it from typical

interpersonal conflicts, such as disagreements among friends. The annual 'Anti-bullying Week' serves to amplify these discussions and cultivate an understanding of the issue. Additionally, online safety is incorporated into the curriculum, and relevant information is disseminated to parents via newsletters and the school's website. Pupils are explicitly encouraged to report any concerns regarding bullying to a trusted adult within the school.

In response to any incidents of alleged bullying, it is imperative that all cases are reported to the Headteacher or Deputy Headteacher. An inquiry will be conducted swiftly, involving conversations with the alleged perpetrator(s), victim(s), and relevant witnesses, as well as parents when appropriate. Should the allegation be substantiated, the school will adopt a restorative approach, ensuring both the perpetrator(s) and victim(s) can discuss their experiences. It is crucial that the consequences of the perpetrator(s)' actions are clearly communicated, establishing that such conduct is unacceptable.

All incidents of bullying are recorded, and parents of both the victim and perpetrator must be informed promptly. Should the situation fail to improve, a meeting with the parents of the perpetrator(s) should be arranged to set clear expectations and boundaries for future conduct. Should further incidents occur, the school may involve outside agencies for additional support and implement necessary sanctions to ensure the bullying ceases effectively. The safety and well-being of all pupils remains our utmost priority.

C.11 Off-site unacceptable behaviour

School staff may apply sanctions where a child has misbehaved off-site while representing the school. Unacceptable behaviour includes that which occurs when the child is participating in any school-organised or school-related activity (e.g. school trips), travelling to or from school, wearing school uniform, or in any other way identifiable as a child of the school. Additionally, sanctions may be imposed for unacceptable behaviour off-site at any time, regardless of the above conditions, if such behaviour: could impact the orderly running of the school, poses a threat to another child, or adversely affects the school's reputation.

C.12 Online misbehaviour

School staff may issue behaviour sanctions for online misbehaviour when it poses a threat or harm to another child, disrupts the orderly running of the school, adversely affects the school's reputation, or identifies the child as a member of the school community. Such measures are vital for maintaining a safe and respectful educational environment.

C.13 Suspected criminal behaviour

In instances where a child is suspected of engaging in criminal behaviour, the Headteacher will promptly report the incident to the police. School staff will make every effort to preserve any relevant evidence for handover to the police. The Headteacher will also determine who will make the report to the police. Should officers arrive on school premises and question a child or children, appropriate support will be provided by an adult designated for this purpose. Additionally, if a report is submitted to the police, the designated safeguarding lead (DSL) will make a concurrent report to the Local Authority Designated Officer (LADO) where appropriate

C.14 Zero-tolerance approach to sexual harassment and sexual violence

The Headteacher will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Children are encouraged to report anything that makes them uncomfortable, regardless of how 'small' they believe it to be. The school's response will be proportionate, considered, supportive, and decided on a case-by-case basis. The Headteacher will be guided by the Safeguarding Policy when responding to reports and conducting risk assessments, where appropriate, to determine the necessary course of action, which may include managing incidents internally, referring to early help,

children's social care, or the police. Please refer to the School Safeguarding Policy and procedure for further information.

C.15 Malicious allegations

Where a child makes an allegation against a member of staff that is subsequently found to be deliberately invented or malicious, the school will assess the need for disciplinary action in accordance with this policy. Similarly, in instances where a child alleges sexual violence or sexual harassment against another child, and such allegations are determined to be maliciously fabricated, appropriate disciplinary measures will be considered. In all cases deemed unsubstantiated or false, the school, in consultation with the local authority designated officer (LADO) when applicable, will evaluate whether the child requires support, potentially leading to a referral to children's social care. Furthermore, the pastoral needs of staff and children involved will be duly considered. Please refer to the School Safeguarding Policy for further guidance.

C.16 Inducting incoming children

School staff will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider school culture.

C.17 Preparing outgoing children for transition

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

C.18 Training

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the children at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

C.19 Monitoring and evaluating school behaviour

Data will be collected on the following:

- attendance, permanent exclusion and suspension.
- incidents of searching, screening and confiscation.
- behavioural incidents, including removal from the classroom.
- use of child support units, off-site directions and managed moves.
- incidents of bullying and discriminatory behaviour.
- anonymous surveys for staff, children and other stakeholders on their perceptions and experiences of the behaviour culture.

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

- by age group.
- by vulnerable group.
- by protected characteristic.

Data will be collected, analysed and reported to the School's Governing Body.