

Behaviour Policy

A place where everyone belongs

Our vision: Templars - a place where everyone belongs; where everyone is proud to belong; and where everyone is welcomed, feels safe and strives to achieve their full potential.

Our mission: Every child. Every day. Every chance.

Our values: Care, Respect and Honesty.

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Safeguarding and equality are considered throughout the implementation of this document.

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Purpose of this Policy

Our ambition is to create a culture of exceptional behaviour where every child feels safe, valued, respected and empowered to achieve their very best.

This Behaviour Policy sets out the principles, expectations and procedures that underpin behaviour at Templars Primary School. It explains how we create a safe, calm and purposeful learning environment where positive behaviour is explicitly taught, consistently modelled and reinforced.

Our approach combines high expectations with strong relationships. We believe that every child can succeed when behaviour is understood, taught and supported within a culture of belonging, consistency and care.

This policy should be read alongside the Templars Way for Behaviour, which provides the practical guidance, routines, scripts and examples that support consistent implementation across the school.

Who this Policy Applies To

This policy applies to:

- all staff
- governors
- volunteers
- supply staff
- parents and carers

It should be read alongside the school's:

- Safeguarding and Child Protection Policy
- SEND Policy
- Anti-Bullying Policy
- Positive Handling and Restrictive Practice Policy
- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct
- Equality Policy

Our Behaviour Commitment

Every adult at Templars commits to:

- building positive relationships with every child
- maintaining consistently high expectations
- teaching behaviour explicitly
- responding calmly, fairly and proportionately
- recognising and celebrating success
- working in partnership with families

- supporting children to repair relationships and make better choices

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1. Behaviour Principles

At Templars Primary School, our approach to behaviour is underpinned by a small number of principles that guide every interaction, every decision and every response. These principles provide a shared understanding for staff, pupils and families and ensure that behaviour is managed consistently across the school.

1.1 Every child belongs

We believe that every child is a valued member of our school community. We are a No Outsiders school. Every child has the right to feel welcomed, safe, respected and included, regardless of their background, needs or previous experiences. Every interaction between adults and pupils is an opportunity to build trust, strengthen relationships, reinforce positive behaviour and promote a sense of belonging. Adults recognise the importance of these daily interactions in helping every child feel safe, valued and ready to learn.

1.2 Behaviour is taught

Positive behaviour is not assumed; it is explicitly taught, modelled, practised and reinforced. We teach children the routines, expectations and social behaviours that enable them to be successful learners and positive members of the school community.

1.3 Behaviour is communication

We recognise that behaviour often communicates an unmet need, an emotional response or a difficulty that a child may not yet have the skills to express appropriately. Adults seek to understand the reasons behind behaviour whilst maintaining clear expectations and appropriate boundaries.

Understanding behaviour never removes accountability. Instead, it helps us provide the right support so that children learn more appropriate ways of meeting their needs.

1.4 High expectations for all

We believe that all children can achieve high standards of behaviour. Expectations are applied consistently whilst recognising that some children may require reasonable adjustments, additional support or targeted intervention in order to achieve success.

Equity means providing children with what they need to succeed, rather than treating every child in exactly the same way.

1.5 Relationships first

Positive relationships are the foundation of effective behaviour management. Every interaction is an opportunity to strengthen relationships, teach expectations and reinforce positive behaviour.

Our guiding principle is: Connect Before Correct

By establishing connection before correction, adults are better able to support children to regulate emotions, reflect on behaviour and make positive choices.

1.6 Restorative practice

When behaviour falls below expectations, our priority is to repair relationships, restore learning and help children understand the impact of their actions.

Consequences are educational rather than punitive wherever possible. Children are supported to reflect, take responsibility and make positive changes whilst understanding that some behaviours require protective responses to ensure the safety of others.

2. Aims of the Behaviour Policy

The aim of this policy is to create a culture where every child feels they belong, experiences success and develops the knowledge, skills and attitudes needed to thrive both in school and beyond.

Through a consistent, relational and restorative approach, we aim to ensure that behaviour supports excellent learning, positive relationships and the safety and wellbeing of everyone in our school community.

Specifically, we aim to:

2.1 Promote a positive school culture

- establish a calm, safe and purposeful learning environment;
- foster a strong sense of belonging where every child feels welcomed, valued and respected;

- promote our school values of Care, Respect and Honesty in all aspects of school life.

2.2 Teach positive behaviour

- explicitly teach the behaviours, routines and social skills that enable children to be successful learners;
- help children develop self-regulation, resilience and emotional literacy;
- provide consistent opportunities for children to reflect upon and improve their behaviour.

2.3 Maintain high expectations

- establish clear and consistent expectations for behaviour across the school;
- ensure that all adults respond fairly, calmly and consistently;
- celebrate positive behaviour and recognise success.

2.4 Support every child to succeed

- recognise that behaviour is a form of communication and respond with curiosity as well as consistency;
- provide appropriate support, reasonable adjustments and targeted interventions where required;
- work closely with families and external agencies to remove barriers to success.

2.5 Protect the learning of all

- maintain classrooms where every child can learn free from disruption;
- respond proportionately when behaviour falls below expectations;
- ensure that restorative approaches are balanced with accountability and the safety of others
- ensure that all pupils and staff are able to learn and work free from disruption, bullying, discrimination, harassment and violence.

2.6 Work in partnership

- build strong relationships with parents and carers;
- work collaboratively with external professionals;
- ensure that behaviour is everyone's responsibility.

3. Roles and Responsibilities

Creating and maintaining a positive culture of behaviour is a shared responsibility. Every member of the school community contributes to creating an environment where pupils feel safe, valued, respected and supported to make positive choices.

Our vision of 'Every Child, Every Day, Every Chance' underpins our approach to behaviour. Through strong relationships, high expectations, consistent routines and appropriate support, we work together to ensure every child can belong, learn and succeed.

3.1 The Governing Board

The Governing Board is responsible for:

- ensuring the school has an effective Behaviour Policy which complies with statutory guidance;
- promoting a culture that reflects the school's vision, values and commitment to equality, inclusion and fairness;
- ensuring behaviour expectations support pupils' wellbeing, safety, learning and personal development;
- monitoring the effectiveness of the Behaviour Policy and holding leaders to account for its implementation and impact.

3.2 The Headteacher

The Headteacher is responsible for:

- establishing and maintaining high expectations for behaviour, relationships and conduct across the school;
- providing strategic leadership to ensure that behaviour practice reflects the school's vision, values and relational and restorative approach;
- leading the implementation, monitoring and regular review of this Behaviour Policy;
- ensuring that pupils are explicitly taught behaviour expectations and supported to develop self-regulation, responsibility and positive relationships;
- ensuring that staff receive appropriate training, coaching and support to implement this policy consistently, including the agreed stages of response and restorative approaches;
- promoting a positive culture of behaviour that enables every child to feel safe, valued, respected and ready to learn;
- ensuring that behaviour approaches are inclusive, equitable and aligned with safeguarding and SEND principles;
- monitoring behaviour patterns, evaluating the impact of behaviour strategies and ensuring appropriate interventions are in place to support pupils' wellbeing and success;
- ensuring that any use of reasonable force or physical intervention is lawful, proportionate, appropriately recorded, monitored and reviewed in accordance with statutory guidance;
- reporting to the Governing Board on behaviour culture, trends, the effectiveness of provision and the implementation of this policy;
- ensuring the Behaviour Policy is published, communicated and made readily available to pupils, parents, staff and governors.

3.3 Deputy Headteacher (Culture, Behaviour and Attendance)

The Deputy Headteacher is responsible for:

- leading the day-to-day implementation of the Behaviour Policy and ensuring it is applied consistently across the school;
- promoting a positive culture where high expectations, positive relationships and the school's values of Care, Respect and Honesty are evident in all aspects of school life;
- coaching, modelling and supporting staff to develop consistent, relational and restorative behaviour practice;
- monitoring behaviour trends, analysing behaviour data and evaluating the impact of behaviour strategies and interventions;
- ensuring pupils receive timely and appropriate support through the effective coordination of behaviour systems, targeted interventions and pastoral provision;
- working collaboratively with the Headteacher, SENDCo, Designated Safeguarding Lead, Mental Health Lead and other leaders to remove barriers to learning and improve outcomes for vulnerable pupils;
- ensuring behaviour systems, restorative approaches and agreed stages of response are implemented consistently across the school;
- monitoring the quality of behaviour provision through lesson visits, observations, pupil voice, staff coaching and behaviour reviews;
- contributing to staff training and the ongoing development of behaviour practice across the school;
- reporting to the Headteacher on behaviour culture, emerging priorities and the impact of behaviour provision.

3.4 Senior Leaders

Senior leaders are responsible for:

- modelling the school's values of Care, Respect and Honesty through their relationships, communication and actions;
- promoting high expectations for behaviour, conduct and relationships across the school;
- supporting staff to implement the Behaviour Policy consistently and confidently;
- providing timely support and guidance during behaviour incidents, ensuring responses are fair, proportionate and child-centred;
- coaching, mentoring and developing staff to strengthen behaviour practice and consistency;
- monitoring behaviour within their areas of responsibility and identifying patterns, strengths and areas for development;
- ensuring behaviour approaches are inclusive and take account of safeguarding, SEND and pupils' individual needs;
- working collaboratively with the Deputy Headteacher (Culture, Behaviour and Attendance), SENDCo, Designated Safeguarding Lead, Mental Health Lead and pastoral team to coordinate support for pupils where required;
- contributing to the evaluation and continuous improvement of behaviour systems across the school.

3.5 Mental Health, Wellbeing and Pastoral Leads

The Mental Health, Wellbeing and Pastoral Leads are responsible for:

- promoting a whole-school culture in which emotional wellbeing, belonging and positive relationships are prioritised;
- supporting staff to recognise and respond effectively where behaviour may be influenced by social, emotional or mental health needs;
- coordinating appropriate early intervention and pastoral support for pupils and families;
- promoting approaches that develop emotional literacy, resilience, confidence and self-regulation;
- working collaboratively with the SENDCo, DSL, Behaviour Lead, families and external professionals to ensure joined-up support;
- supporting the school's graduated response to SEMH needs, including relevant Coventry pathways and guidance.

3.6 Teachers and Support Staff

All staff are responsible for:

- modelling the school's values of Care, Respect and Honesty through their relationships, communication and actions;
- building positive, trusting relationships with pupils through a 'Connect Before Correct' approach;
- explicitly teaching, modelling and reinforcing the school's Behaviour Curriculum, routines and expectations;
- creating calm, safe, inclusive and predictable learning environments where every child has the opportunity to succeed;
- maintaining consistently high expectations for behaviour, conduct and learning;
- recognising and celebrating positive behaviour through specific praise, encouragement and meaningful feedback;
- responding to behaviour that falls below expectations calmly, consistently, proportionately and in accordance with the school's agreed stages of response;
- supporting pupils to understand the impact of their choices, take responsibility for their behaviour and repair relationships where appropriate;
- planning and adapting learning to remove barriers and enable all pupils to experience success;
- identifying barriers to positive behaviour and working collaboratively with colleagues to provide appropriate support and reasonable adjustments where required;
- recording behaviour and safeguarding concerns accurately and in a timely manner in accordance with school procedures;
- working in partnership with parents, carers and external professionals to promote **positive behaviour, wellbeing and successful outcomes for pupils.**

3.7 The SENDCo

The SENDCo are responsible for:

- working collaboratively with leaders, staff, families and external professionals to ensure behaviour support is inclusive and aligned with the school's SEND principles;
- ensuring that reasonable adjustments and appropriate support are considered where pupils experience barriers to positive behaviour;
- supporting staff to understand how communication needs, sensory needs, emotional regulation, learning differences and individual circumstances may influence behaviour;
- advising staff on adaptive approaches, strategies and interventions that promote independence, self-regulation, positive relationships and successful participation in school life;
- coordinating targeted support and behaviour planning for pupils with additional needs, ensuring interventions are regularly reviewed and adapted where necessary;
- working with external agencies to secure specialist advice and ensure joined-up support for pupils;
- contributing to the development, implementation and review of individual behaviour support plans, risk assessments and provision where appropriate;
- ensuring behaviour approaches are consistent with the school's SEND Policy, Equality Policy and commitment to equity, inclusion and high expectations for all pupils.

3.8 The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads are responsible for:

- ensuring that safeguarding concerns linked to behaviour are identified, recorded and responded to promptly;
- supporting staff to recognise when behaviour may indicate unmet need, abuse, neglect, exploitation, trauma or other safeguarding concerns;
- working collaboratively with the Deputy Headteacher (Culture, Behaviour and Attendance), SENDCo, Mental Health Lead and pastoral team to ensure pupils receive timely and appropriate support;
- coordinating safeguarding responses, making referrals where appropriate and working in partnership with external agencies to safeguard pupils;
- ensuring that behaviour support and safeguarding planning are aligned, particularly for pupils with complex needs or those who are vulnerable;
- providing advice and guidance to staff where behaviour concerns require safeguarding consideration;
- monitoring patterns of behaviour that may indicate emerging safeguarding concerns and ensuring appropriate action is taken;

- ensuring that behaviour records, safeguarding records and risk assessments contribute to a coordinated understanding of a child's needs and lived experience.

3.9 Pupils

Pupils are expected to:

- demonstrate the school's values of Care, Respect and Honesty through their words, actions and relationships;
- follow the school's Behaviour Curriculum, routines and expectations, enabling everyone to learn in a safe, calm and respectful environment;
- take responsibility for their behaviour and understand the impact their choices have on themselves and others;
- treat others with kindness, respect and consideration, celebrating difference and contributing positively to the school community;
- seek support from a trusted adult when they need help or are finding it difficult to make positive choices;
- reflect on their behaviour, learn from mistakes and take opportunities to repair relationships and make things right;
- work positively with staff and other pupils to create a school where everyone feels welcomed, safe and proud to belong.

3.10 Parents and Carers

Parents and carers play a vital role in supporting positive behaviour and are expected to:

- support the school's vision, values and Behaviour Policy;
- work in partnership with the school to promote their child's wellbeing, behaviour, attendance and success;
- reinforce the school's values of Care, Respect and Honesty at home and within the wider community;
- ensure their child attends school regularly, punctually and ready to learn;
- share relevant information that may affect their child's behaviour, wellbeing or ability to learn, enabling the school to provide appropriate support;
- engage positively with behaviour support strategies, restorative conversations and meetings where appropriate;
- communicate respectfully with staff and work collaboratively to resolve concerns in the best interests of their child;
- support their child to reflect on their behaviour, take responsibility for their actions and celebrate positive choices and achievements.

By working together, pupils, families and staff create a school community where everyone experiences care, respect and honesty, enabling every child, every day, every chance to belong, learn and flourish.

4. Promoting Positive Behaviour

At Templars Primary School, positive behaviour is deliberately developed through consistent teaching, strong relationships and clear expectations. We believe that children are most successful when expectations are explicitly taught, regularly practised and consistently reinforced by every adult.

Positive behaviour is everyone's responsibility and is promoted through every aspect of school life. Children are given regular opportunities to practise, rehearse and reflect upon expected behaviours, recognising that positive behaviour develops over time through consistent teaching and reinforcement.

4.1 Explicit Teaching of Behaviour

Behaviour is taught, modelled, practised and reinforced in the same way as any other aspect of learning.

Children are explicitly taught:

- classroom routines
- learning behaviours
- social expectations
- emotional regulation
- respectful communication
- conflict resolution
- independence
- responsibility

These expectations are revisited throughout the year and reinforced daily by all adults.

4.2 Consistent Routines

Predictable routines create calm, reduce anxiety and maximise learning.

Staff establish consistent routines for:

- arriving at school
- entering classrooms
- transitions
- lining up
- classroom learning
- assemblies
- lunchtime
- playtimes
- the end of the day

Positive behaviour is promoted throughout the school day, including during playtimes and lunchtimes, where adults actively teach, reinforce and celebrate positive behaviour.

Detailed routines are outlined in **The Templars Way for Behaviour**.

4.3 Positive Relationships

Positive relationships underpin effective behaviour management.

Adults are expected to:

- greet children positively
- know pupils well
- build trust
- model respectful behaviour
- remain calm
- maintain high expectations
- repair relationships following conflict

Our relational approach is guided by the principle of Connect Before Correct.

Adults seek to understand the child behind the behaviour whilst maintaining clear expectations and consistent boundaries.

Further practical guidance is provided in The Templars Way for Behaviour.

4.4 Recognition

Positive behaviour is recognised consistently across the school because we believe that encouragement, recognition and positive relationships help children develop confidence, responsibility and self-regulation.

Recognition focuses on the behaviours and values we wish to promote, including:

- effort and perseverance;
- kindness, compassion and empathy;
- resilience and determination;
- honesty and taking responsibility;
- respect for others and the school environment;
- positive contributions to the school community;
- progress, improvement and personal achievement.

Recognition may include:

- specific verbal praise;
- positive feedback;
- Dojos;
- celebration assemblies;
- certificates;
- communication with parents and carers;
- leadership recognition;

- class rewards and whole-school celebrations.

Recognition is meaningful, specific and inclusive, ensuring that every child has opportunities to experience success and feel valued as a member of the Templars community.

4.5 Behaviour Curriculum

Positive behaviour is explicitly taught through:

- explicit modelling by adults
- Learning to Learn
- PSHE
- Relationships Education
- assemblies
- No Outsiders
- classroom practice
- restorative conversations
- daily routines

Children are given regular opportunities to practise expected behaviours across different contexts.

4.6 Working in Partnership with Families

Positive behaviour is strengthened when school and home work together. The Behaviour Policy is shared with parents and carers to promote consistency and a shared understanding of expectations.

Parents and carers are kept informed of successes as well as concerns and are encouraged to work collaboratively with the school to support positive behaviour and attendance.

4.7 Early Years Foundation Stage

Behaviour expectations are taught in an age-appropriate way through relationships, routines, play and explicit modelling. Adults respond consistently using the same relational and restorative principles described throughout this policy, recognising children's developmental stage and individual needs.

5.Responding to Behaviour That Does Not Meet Expectations

At Templars Primary School, our primary aim is to teach, develop and strengthen positive behaviour. We recognise that all children make mistakes as they learn and develop. When behaviour does not meet expectations, adults respond in ways that are calm, consistent, relational and restorative whilst maintaining high expectations for every pupil.

Our responses are underpinned by our values of Care, Respect and Honesty and our vision of Every Child, Every Day, Every Chance. We seek not only to address the behaviour but also to understand what may have contributed to it, helping pupils develop the knowledge, skills and strategies needed to make positive choices in the future.

Responses are always proportionate, fair and appropriate to the individual circumstances of the child, whilst ensuring the safety, wellbeing and learning of the whole school community.

Depending on the nature, seriousness and context of the behaviour, consequences may include:

- a reminder or clear redirection;
- practising or repeating an expected routine;
- restorative or reflective work;
- completing missed or disrupted learning;
- temporary loss or restriction of an activity or privilege;
- supervised time away from a situation;
- communication with parents or carers;
- an individual behaviour contract or support plan;
- internal removal or alternative supervised provision;
- suspension or permanent exclusion in accordance with statutory guidance(July 26)

5.1 Responding to Behaviour

Adults respond to behaviour by:

- remaining calm and respectful;
- protecting the dignity of all those involved;
- maintaining clear expectations and consistent boundaries;
- seeking to understand the factors influencing behaviour;
- supporting pupils to regulate before expecting reflection;
- applying the school's agreed Behaviour Response Framework consistently.

Detailed guidance for staff is contained within The Templars Way for Behaviour.

5.2 Restorative Practice

Where relationships have been affected, adults use restorative approaches to help pupils:

- understand what has happened;
- recognise the impact of their behaviour on others;
- take responsibility for their actions;
- repair relationships where appropriate; and
- identify positive choices for the future.

Restorative conversations form part of the learning process and do not replace accountability. They are used alongside appropriate consequences and support pupils to develop empathy, responsibility and positive relationships.

5.3 Behaviour That Causes Harm

Where behaviour causes, or is likely to cause, harm to a person, learning, property or the wider school community, staff respond promptly to restore safety and minimise further harm.

This may include behaviour that:

- places pupils or adults at risk of harm;
- significantly disrupts learning;
- involves bullying, discriminatory language or behaviour, harassment or intimidation;
- results in deliberate damage to property; or
- seriously disrupts the safe and orderly running of the school.

In these circumstances, responses are both protective and educational, ensuring pupils are supported to understand the impact of their behaviour whilst maintaining the safety and wellbeing of others.

5.4 Protective Responses

Protective responses are immediate, proportionate actions taken to maintain safety, reduce risk, protect learning and support pupils to regain emotional regulation. They are preventative rather than punitive and are used only for as long as necessary.

Protective responses may include:

- increased adult support or supervision;
- a temporary change of adult, activity or learning environment;
- time and space to regulate emotions before returning to learning;
- temporary removal from a situation where safety or learning is at risk;
- adjustments to routines or support arrangements;
- implementation of agreed strategies within Behaviour Support Plans or Templars Risk Reduction Plans (TRRPs).

Protective responses are delivered calmly, respectfully and consistently, preserving the dignity of the pupil whilst prioritising the safety and wellbeing of the whole school community.

5.5 Educational Responses and Consequences

Where behaviour falls below expectations, pupils are supported to learn from their actions through educational responses and appropriate consequences.

Educational responses may include:

- restorative conversations;
- reflection activities;
- practising and rehearsing expected behaviours;
- explicit teaching of social, emotional and self-regulation skills;
- repairing relationships or making amends;
- targeted pastoral or wellbeing support.

Consequences are intended to be proportionate, reasonable and educational. They are designed to reinforce expectations, support reflection and maintain a safe learning environment rather than to punish.

5.6 Removal from a Learning Environment

Where a pupil's behaviour significantly disrupts learning or presents a risk to safety, the pupil may be temporarily supported to learn or regulate in another supervised area. Removal will be proportionate, used for the minimum time necessary and never used as an informal exclusion. The pupil will receive appropriate supervision and continued access to education, and staff will plan their successful return to the classroom. Incidents of repeated or extended removal will be recorded, monitored and reviewed by leaders, with additional support considered where necessary.

5.7 Consistency and Stages of Response

Staff follow the school's agreed Stages of Response to ensure behaviour is addressed consistently across the school.

Professional judgement is used alongside this consistent framework, taking account of:

- the age and stage of development of the pupil;
- any SEND or additional needs;
- safeguarding considerations;
- previous patterns of behaviour;
- reasonable adjustments where appropriate.

Detailed procedures are contained within The Templars Way for Behaviour.

5.8 Suspension and Permanent Exclusion

Suspension and permanent exclusion are serious disciplinary measures. They will be used lawfully, fairly and proportionately, in accordance with the Department for Education's statutory guidance, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement, effective from 26 July 2026.

Authority to Suspend or Permanently Exclude

Only the Headteacher may suspend or permanently exclude a pupil. In the Headteacher's absence, this power may be exercised only by a person who has been formally appointed to act as Headteacher. It does not transfer automatically to a Deputy Headteacher or another senior leader.

A suspension may be used where this is warranted as part of the school's response to behaviour. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year.

A permanent exclusion will be considered only: in response to a serious breach or persistent breaches of this Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, including pupils or staff.

Permanent exclusion will normally be a last resort. However, it may be necessary following a single exceptionally serious incident where the required statutory tests are met.

Decision-Making

Before deciding to suspend or permanently exclude a pupil, the Headteacher will:

establish the facts on the balance of probabilities;

ensure that the pupil is given an opportunity to express their views, taking account of their age, understanding and communication needs;

consider the individual circumstances of the incident;

consider whether the behaviour was influenced by unmet need, SEND, disability, mental health, trauma, safeguarding concerns or other contributing factors;

consider whether appropriate support, intervention and reasonable adjustments have been provided;

have due regard to the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice;

consider the safety, welfare and education of the pupil and the wider school community; and

ensure that the decision is lawful, reasonable, fair and proportionate.

The Headteacher will not use suspension or permanent exclusion because of a pupil's academic attainment or ability, the actions of a pupil's parents, or because the pupil has additional needs which the school believes it cannot meet.

Behaviour outside school may result in suspension or permanent exclusion where it falls within the scope of this Behaviour Policy.

Informal and Unlawful Exclusions

Templars Primary School will not use informal or unofficial exclusions. A pupil will not be sent home for disciplinary reasons without the absence being formally recorded as a suspension.

The school will not:

ask a parent to take a pupil home to calm down without recording a suspension;

impose an open-ended suspension;

extend an existing suspension;

convert a suspension into a permanent exclusion; or

pressure a parent to remove a pupil from the school or accept a managed move to avoid formal exclusion procedures.

Any subsequent suspension or permanent exclusion will be treated as a new decision and the appropriate statutory process will be followed.

Notification and Recording

Following a decision to suspend or permanently exclude a pupil, the Headteacher will notify the pupil's parents without delay. Written notification will include the reason for the decision, the period of any suspension, parents' rights to make representations and the arrangements for the pupil's education.

The Headteacher will also notify, as required:

the local authority, for every suspension and permanent exclusion;

the governing board;

the pupil's social worker, where the pupil has one;

the Virtual School Head, where the pupil is looked after; and

the pupil's home local authority where required.

The pupil's views, the evidence considered, contributing factors, reasonable adjustments and reasons for the decision will be recorded.

The Headteacher may cancel a suspension or permanent exclusion before the governing board has met to consider reinstatement. Where this occurs, all

relevant parties will be notified without delay, given the reason for the cancellation, and the pupil will be allowed to return to school without delay.

Education During a Suspension or Permanent Exclusion

During the first five school days, the school will take reasonable steps to provide suitable work which is accessible to the pupil and, where practicable, marked. The school's duties towards pupils with SEND and disabilities continue throughout the period of suspension or permanent exclusion.

For a suspension lasting more than five school days, the governing board will arrange suitable full-time education from no later than the sixth school day.

Following a permanent exclusion, the local authority is responsible for arranging suitable full-time education from no later than the sixth school day. The school will work with the local authority and other professionals to support an effective transition.

Parents will be informed of their legal duty to ensure that a pupil of compulsory school age is not present in a public place during school hours on the specified days without reasonable justification.

Governing Board Consideration

The governing board will consider suspensions and permanent exclusions in accordance with the statutory guidance.

The governing board must consider whether the pupil should be reinstated within 15 school days where:

the pupil has been permanently excluded;

a suspension would take the pupil's total number of suspended school days above 15 in a term; or

the suspension or permanent exclusion would result in the pupil missing a public examination or national curriculum test.

Where a pupil has been suspended for more than five but no more than 15 school days in a term, the governing board must consider reinstatement within 50 school days if the parents make representations.

For suspensions totalling five school days or fewer in a term, the governing board will consider any representations made by parents but cannot direct reinstatement and is not required to arrange a meeting.

The governing board will ensure that its consideration is lawful, procedurally fair and attentive to safeguarding, equality and SEND duties. Parents and pupils will be supported to understand and participate in the process.

Reintegration Following Suspension

Following a suspension, the school will support the pupil to return successfully to school and learning. A reintegration meeting will normally take place before or at the beginning of the pupil's return.

The reintegration strategy will:

- offer the pupil a fresh start;

- reinforce that the pupil is a valued member of the school community;

- help the pupil understand the impact of their behaviour;

- reteach relevant expectations and routines;

- identify any support or reasonable adjustments required;

- restore relationships where appropriate; and

- reduce the likelihood of further suspension.

A pupil will not be prevented from returning to school because a parent is unable or unwilling to attend a reintegration meeting.

Monitoring and Oversight

The Headteacher and governing board will monitor the use of suspension, permanent exclusion, managed moves and off-site direction. This will include patterns relating to SEND, disadvantage, children known to social care and protected characteristics.

Where suspensions are becoming frequent for an individual pupil, leaders will review whether suspension is an effective response and whether additional assessment, support, intervention or reasonable adjustments are required.

5.9 Recording, Follow-up and Reintegration

Behaviour incidents are recorded in accordance with the school's agreed procedures. More significant incidents are recorded on CPOMS and reviewed by leaders to identify patterns, evaluate the effectiveness of support and inform future planning.

Following behaviour incidents, pupils are supported to successfully re-engage with learning through restorative conversations, appropriate pastoral support and, where necessary, revised behaviour strategies or additional intervention.

The school is committed to ensuring that every behaviour incident provides an opportunity for learning, restoration and continued success.

6. Supporting Individual Needs

Templars Primary School is committed to ensuring that every child receives the support they need to develop positive behaviour, experience success and fully participate in school life.

We recognise that behaviour may be influenced by a range of individual, developmental and environmental factors. Whilst expectations for behaviour remain consistently high for every pupil, some children require reasonable adjustments, additional support or specialist intervention to help them achieve those expectations.

Our approach is underpinned by our values of Care, Respect and Honesty and our commitment to ensuring Every Child, Every Day, Every Chance. We believe that positive behaviour is best developed through strong relationships, inclusion, high expectations and a genuine sense of belonging.

6.1 Understanding Individual Needs

We recognise that behaviour is a form of communication and may be influenced by a range of factors, including:

- special educational needs and disabilities (SEND);
- social, emotional and mental health (SEMH) needs;
- speech, language and communication needs;
- sensory processing differences;
- trauma, adverse childhood experiences and attachment needs;
- mental health and emotional wellbeing;
- medical conditions;
- family circumstances;
- safeguarding concerns and contextual vulnerabilities; and
- other factors that may affect a child's ability to regulate their behaviour successfully.

Understanding the factors influencing behaviour does not remove accountability. Instead, it enables staff to provide appropriate support whilst maintaining high expectations for every pupil.

6.2 Relationships, Belonging and Inclusion

Positive relationships are the foundation of successful behaviour support.

Every child has the right to feel welcomed, valued, respected, emotionally safe and included within our school community. Staff seek to understand each child's strengths, needs and experiences, building trusting relationships that promote confidence, resilience and self-regulation.

Where pupils experience difficulties with behaviour, our priority is to preserve their sense of belonging whilst providing the support and guidance needed to help them make positive choices and experience success.

6.3 High Expectations and Reasonable Adjustments

We believe that every child can achieve high standards of behaviour when provided with the right support.

Equality does not always mean treating every child in exactly the same way. Where appropriate, reasonable adjustments will be made in accordance with the Equality Act 2010 and the SEND Code of Practice to enable pupils to access learning, regulate their behaviour and participate successfully in school life.

Reasonable adjustments may include:

- adapted routines;
- environmental adjustments;
- communication support;
- regulation or sensory strategies;
- additional adult support;
- personalised behaviour strategies;
- adaptations identified through Behaviour Support Plans or Templars Risk Reduction Plans (TRRPs).

Where appropriate, an individual Behaviour Contract may be agreed with the pupil and their family to establish clear goals, support strategies, recognition and review arrangements.

Such adjustments do not represent lower expectations. They enable pupils to meet the same high expectations through equitable support.

6.4 Graduated Support

Where a pupil requires additional support, the school follows a graduated approach based upon the Assess – Plan – Do – Review cycle.

Support is informed by ongoing assessment and may include:

- targeted pastoral support;
- social, emotional or self-regulation interventions;
- Individual Behaviour Support Plans;
- Templars Risk Reduction Plans (TRRPs);
- daily check-in and check-out with a trusted adult;
- adapted classroom practice;

- regulation or sensory support;
- structured support during less structured parts of the school day;
- mentoring;
- support from the SENDCo, Behaviour Lead, Mental Health Lead or other appropriate staff; and
- involvement of external agencies where appropriate.

Support is reviewed regularly to ensure it remains responsive to the pupil's changing needs.

6.5 Partnership with Pupils, Families and Professionals

Positive behaviour is strengthened when school, families and professionals work together.

Where additional needs are identified, the school works collaboratively with:

- pupils;
- parents and carers;
- the SENDCo;
- pastoral staff;
- safeguarding staff;
- the Mental Health Lead;
- educational psychologists;
- health professionals;
- Children's Services and Family Help; and
- other relevant agencies.

Where appropriate, Team Around the Child meetings or other multi-agency planning meetings may be convened to ensure coordinated support.

Parents and carers are involved throughout the planning, implementation and review of support strategies.

6.6 Behaviour Support Plans and Templars Risk Reduction Plans

Where behaviour presents an ongoing barrier to learning, wellbeing or safety, an Individual Behaviour Support Plan and/or a Templars Risk Reduction Plan (TRRP) may be implemented.

These plans are developed collaboratively with pupils, parents or carers and, where appropriate, external professionals.

Plans may identify:

- known triggers;
- protective factors;

- 
- strategies to reduce risk and promote safety; and
 - approaches that support successful participation in learning and school life.

Behaviour Support Plans and TRRPs are reviewed regularly and following significant incidents to ensure support remains effective and responsive to the child's needs.

6.7 Monitoring, Review and Escalation

Support arrangements are reviewed regularly to evaluate their effectiveness, celebrate progress and identify any further action required.

Where behaviour continues to present significant concern despite sustained support and appropriate reasonable adjustments, leaders will consider whether further assessment, specialist advice or additional provision is required.

Where appropriate, this may include:

- referrals to external services;
- additional assessments;
- requests for an Education, Health and Care Needs Assessment;
- Family Help or safeguarding support;
- review of wider provision within school.

Our aim is always to identify needs early, remove barriers to learning and provide the support necessary for every child to experience success.

Our Commitment

We recognise that children with additional needs should not be expected simply to fit the school's systems. Instead, we strive to ensure that our systems are sufficiently flexible, inclusive and evidence-informed to enable every child to flourish.

Through positive relationships, high expectations, reasonable adjustments and collaborative working, we seek not only to improve behaviour but to develop confident, resilient young people who know they belong, are valued and are capable of success.

7.Responding to Unsubstantiated, Unfounded, False or Malicious Allegations

At Templars Primary School, we are committed to maintaining a culture where every child feels safe, listened to and confident to report concerns. All allegations or disclosures involving members of staff or other adults working with children will be taken seriously and managed in accordance with the school's Safeguarding and



unsubstantiated, unfounded, false or malicious. A finding that an allegation is unsubstantiated, unfounded or false does not necessarily indicate that it was deliberately invented or made with malicious intent. A finding that an allegation is unsubstantiated or unfounded does not necessarily mean that it was intentionally false.

No behavioural consequence will be applied solely because an allegation is found to be unsubstantiated, unfounded or false. Behavioural responses will only be considered where there is clear evidence that an allegation was deliberately false or malicious, taking full account of the child's age, understanding, safeguarding needs and any underlying vulnerabilities.

Where, following a thorough and impartial investigation, an allegation is found to have been deliberately false and malicious, school leaders will consider the individual circumstances of the child before determining an appropriate response. In reaching any decision, leaders will consider:

- the child's age and stage of development;
- any identified or emerging SEND, communication or mental health needs;
- whether the behaviour may indicate unmet needs or vulnerabilities;
- the impact of the allegation on those involved;
- whether the child understood the consequences of their actions;
- any safeguarding concerns that may have influenced the child's behaviour.

Any response will be proportionate, educational and restorative wherever appropriate. The focus will be on helping the child understand the impact of their actions, repairing relationships where possible, and reducing the likelihood of recurrence. Where appropriate, support will also be offered to the member of staff and others affected by the allegation.

Any behavioural response will be consistent with the principles of this policy and the school's graduated approach to behaviour, while ensuring that children continue to feel safe to report genuine concerns. No child will ever be discouraged from raising a safeguarding concern in good faith.

8. Child-on-Child Abuse and Harmful Behaviours

At Templars Primary School, we believe that every child has the right to learn in an environment where they feel safe, respected and valued.

We recognise that children can abuse other children and that these behaviours can occur both inside and outside school, including online. Child-on-child abuse is never dismissed as 'banter', 'part of growing up' or an inevitable part of childhood. Such behaviour is unacceptable and will always be taken seriously.

All incidents of child-on-child abuse are treated as safeguarding concerns and managed in accordance with the school's **Safeguarding and Child Protection Policy**, alongside this Behaviour Policy where appropriate.

Child-on-child abuse may include, but is not limited to:

- bullying, including prejudice-based and discriminatory bullying;
- cyberbullying and online abuse;
- physical abuse;
- emotional abuse, intimidation, coercion or controlling behaviour;
- sexual harassment;
- sexual violence;
- making, sharing or threatening to share nude or semi-nude images or videos, including digitally altered or AI-generated images (sometimes referred to as "deepfakes" or "deep nudes");
- abuse motivated by protected characteristics, including racism, sexism, homophobia, biphobia, transphobia, disability or religion;
- harmful sexual behaviour.

8.1 Responding to Concerns

Where concerns are identified, staff will:

- act immediately to safeguard all children involved;
- listen carefully, remain calm and respond sensitively;
- avoid asking leading questions or conducting their own investigation;
- report concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL;
- record concerns promptly and accurately in accordance with the school's safeguarding procedures.

The Designated Safeguarding Lead will determine the appropriate safeguarding response, including whether external agencies should be involved.

Where appropriate, safeguarding action and behaviour responses may take place alongside one another. Any behaviour response will only be implemented where it is safe, appropriate and does not compromise safeguarding processes or any external investigation.

8.2 Sharing Nude or Semi-Nude Images, Including AI-Generated Images

The sharing, threatening to share, creating or manipulating nude or semi-nude images or videos, including AI-generated or AI-manipulated images (sometimes referred to as deepfakes or "deep nudes") by children is always treated as a safeguarding concern and managed in accordance with the school's Safeguarding and Child Protection Policy and current national guidance.

Staff will never intentionally view, copy, print, store or forward images unless specifically directed to do so by the Designated Safeguarding Lead or the Police. This includes images that have been digitally altered or generated using artificial intelligence.

Where incidents occur, the school will:

- prioritise the safety and wellbeing of all children involved;
- provide appropriate support to children who have experienced harm;
- work collaboratively with parents or carers where appropriate;
- consider education, support and proportionate behaviour responses where appropriate.

8.3 A Safeguarding and Restorative Approach

Where it is safe and appropriate to do so, pupils will be supported to understand the impact of their behaviour, repair relationships where appropriate and reduce the likelihood of future harm.

Restorative approaches will never replace safeguarding procedures and will only be considered once risks have been fully assessed and the Designated Safeguarding Lead is satisfied that they are appropriate.

Support will always be provided both to children who have experienced harm and to children whose behaviour has caused concern, recognising that both may require safeguarding, pastoral or therapeutic support.

8.4 Prevention

Preventing child-on-child abuse is an integral part of the school's curriculum and wider safeguarding culture.

Children are taught, through Relationships Education, PSHE, No Outsiders, assemblies and online safety education, about:

- respectful relationships;
- consent and personal boundaries in an age-appropriate way;
- kindness, empathy and inclusion;
- online safety and responsible digital behaviour;
- recognising and reporting abuse;
- celebrating diversity and challenging prejudice.

Children are encouraged to speak to a trusted adult if they are worried about themselves or another child. We promote a culture where concerns are listened to, taken seriously and acted upon.

8.5 Working in Partnership

Where incidents occur, the school works collaboratively with parents or carers and,



Our aim is always to safeguard children, promote accountability, strengthen relationships where appropriate and ensure every child feels safe, respected and included within our school community.

9. Prohibited Items, Searching, Screening and Confiscation

At Templars Primary School, the safety and wellbeing of every child and member of staff is our highest priority. On rare occasions, it may be necessary to search a pupil or their possessions where there are reasonable grounds to suspect they may be carrying a prohibited item or another item identified in the school's rules as liable to search.

Any search will be carried out lawfully, respectfully and with due regard for the pupil's age, dignity, wellbeing and individual needs. Wherever possible, staff will seek the pupil's cooperation and explain the reasons for the search in a calm and reassuring manner.

9.1 Prohibited Items

In accordance with current Department for Education guidance, prohibited items include:

- knives and offensive weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarettes, vapes and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence;
 - to cause personal injury to any person; or
 - to damage property.

Mobile Phones and Personal Devices

Pupils should not use mobile phones, smart watches, smart glasses or other personal communication devices during the school day. Where a pupil requires a device for travel or exceptional family circumstances, it must be switched off and stored in accordance with the school's agreed procedures. Devices may be confiscated where school rules are breached or where required to safeguard pupils, in accordance with the school's Online Safety Policy and current statutory guidance.

The school may also identify additional items within its published school rules that are banned because they pose a risk to safety, learning or the orderly running of the school. These may be searched for in accordance with current Department for Education guidance.

9.2 Searching Pupils

The Headteacher, or a member of staff authorised by the Headteacher, has the legal power to search a pupil or their possessions without consent where there are reasonable grounds to suspect they are carrying a prohibited item or another item that the school rules identify as liable to search.

Searches will be conducted in accordance with current statutory guidance.

Wherever practicable:

- the search will be carried out by a member of staff of the same sex as the pupil and witnessed by another member of staff;
- searches will take place away from other pupils;
- staff will respect the pupil's dignity and privacy throughout.

Staff will never undertake a strip search. Any such search can only be carried out by the Police in accordance with statutory procedures.

Searches for items that are not prohibited or identified in the school's rules will normally only take place with the pupil's consent.

Any search involving prohibited items will be recorded in accordance with statutory guidance and the school's safeguarding procedures.

9.3 Our Approach

Searching is not viewed as a behaviour management strategy. It is a safeguarding measure used only where necessary to reduce risk or protect the safety and welfare of pupils or staff.

Any search will:

- be proportionate to the identified risk;
- use the least intrusive approach possible;
- respect the pupil's dignity and privacy;
- take account of any SEND, communication or additional needs;
- be appropriately recorded where required.

Where prohibited items are found, staff will respond in accordance with statutory guidance, safeguarding procedures and this Behaviour Policy.

9.4 Use of Reasonable Force

In exceptional circumstances, authorised staff may use reasonable force where this is lawful and necessary to carry out a search for prohibited items or to

prevent serious harm.

Any use of reasonable force will always be:

- necessary;
- proportionate;
- the least restrictive option available; and
- used for the shortest time necessary to maintain safety.

Where physical intervention is required, the school's **Physical Intervention and Restrictive Practice** procedures will be followed.

9.5 Recording and Follow-up

Following any search or confiscation, leaders will:

- consider whether safeguarding concerns are present;
- inform parents or carers where required by statutory guidance or where it is in the child's best interests;
- consider whether additional pastoral, behavioural or SEND support is required;
- consider whether restorative conversations are appropriate once the pupil is emotionally regulated;
- determine whether wider action is required to reduce the likelihood of future incidents.

Our aim is always to balance safety with dignity, ensuring that children are supported to learn from incidents whilst maintaining positive relationships and a strong sense of belonging within our school community.

10. Behaviour Beyond the School Premises

At Templars Primary School, we believe that our values of **Care, Respect and Honesty** extend beyond the school gates. We encourage pupils to make positive choices wherever they are and to show consideration for themselves, others and the wider community.

We recognise that children continue to learn and develop beyond school, including when travelling to and from school, participating in community activities and engaging online. We therefore work in partnership with families to promote safe, respectful and responsible behaviour in all contexts.

10.1 Behaviour Beyond School

The school may respond to behaviour that takes place outside the school premises where it is reasonable and lawful to do so. This includes behaviour that:

- occurs whilst taking part in a school-organised or school-related activity;
- occurs whilst travelling to or from school;

- occurs when a pupil is wearing school uniform or is otherwise identifiable as a member of the school community;
- takes place online where it affects the safety or wellbeing of pupils or staff;
- has the potential to disrupt the orderly running of the school;
- negatively affects another member of the school community; or
- could adversely affect the reputation of the school.

Where concerns are reported by members of the public, parents, other schools or partner agencies, they will be considered carefully and investigated where appropriate.

10.2 Our Response

Our response will always be proportionate, fair and informed by the individual circumstances of the pupil.

Where appropriate, we will:

- work collaboratively with parents or carers;
- support pupils to reflect on the impact of their actions through restorative conversations;
- provide pastoral, safeguarding or additional support where required;
- apply reasonable adjustments for pupils with SEND or additional needs;
- implement proportionate consequences where these are necessary and in accordance with this Behaviour Policy.

Where behaviour beyond the school day involves bullying, child-on-child abuse, online safety concerns or safeguarding issues, these will be managed in accordance with the school's Safeguarding and Child Protection Policy and other relevant statutory guidance.

10.3 Online Behaviour

We recognise that online behaviour can have a significant impact on children's wellbeing, relationships and sense of belonging.

Where online behaviour affects members of the school community or gives rise to safeguarding concerns, the school will respond appropriately by working with children, families and, where necessary, external agencies to promote safe, respectful and responsible online behaviour.

Through our curriculum, pupils are taught how to use technology safely, respectfully and responsibly, including how to recognise online risks, protect themselves and others, and seek help if they are worried.

10.4 Our Commitment

Behaviour beyond the school day provides valuable opportunities for children to apply the values they learn in school.

Our aim is not simply to address inappropriate behaviour, but to help pupils develop the judgement, empathy and personal responsibility needed to become respectful, responsible and compassionate members of their communities.

11. Communication with Parents and Carers

11.1 Working in Partnership

At Templars Primary School, we recognise that positive behaviour is most effectively supported when school and home work together. Communication with parents and carers is intended to strengthen relationships, promote shared understanding and support positive outcomes for every pupil.

Where appropriate, we will:

- celebrate positive behaviour, effort, progress and personal achievements through home-school communication, including Studybugs, ClassDojo, telephone calls and face-to-face conversations;
- share concerns at the earliest appropriate opportunity so that support can be planned collaboratively;
- work with families to understand the factors influencing behaviour;
- agree consistent approaches between home and school; and
- involve parents and carers in developing and reviewing Behaviour Support Plans, Templars Risk Reduction Plans (TRRPs) and other individual support strategies where appropriate.

Our conversations with families focus on understanding, problem-solving and supporting positive change rather than assigning blame.

11.2 Communication Following Behaviour Incidents

Where a significant behaviour incident has occurred, parents or carers will normally be informed in a timely and appropriate manner.

Communication may take place through:

- Studybugs, ClassDojo or another agreed home-school communication platform;
- a telephone call;
- a face-to-face conversation;

- a planned meeting with school staff;
- email or a home-school communication book where this best supports the pupil and family.

The method of communication will be determined by:

- the nature and seriousness of the incident;
- the needs of the pupil and family;
- the need to maintain positive and collaborative relationships.

Where behaviour incidents are recorded on CPOMS, parents or carers will be informed where this is appropriate, proportionate and in the best interests of the child.

11.3 Our Communication Principles

All communication with families will be:

- factual;
- respectful;
- timely;
- solution-focused; and
- centred on the best interests of the child.

Staff will seek to:

- provide an accurate and balanced account of events;
- acknowledge the pupil's strengths alongside any concerns;
- explain any restorative actions, support strategies or reasonable adjustments being implemented;
- agree next steps that will help the pupil experience success.

Through open, honest and respectful communication, we aim to build strong partnerships that support every child's learning, wellbeing and positive behaviour.

12. Legal Framework and Related Policies

This Behaviour Policy has been developed with due regard to current legislation, statutory guidance and evidence-informed best practice. It should be read alongside the school's Safeguarding and Child Protection Policy and other related policies.

12.1 Monitoring, Evaluation and Review

The school monitors the implementation and impact of this policy through:

- behaviour records and analysis of patterns and trends;
- suspensions, exclusions, physical interventions, searches and removals;
- analysis by pupil group, including SEND, disadvantage and protected

characteristics;

- pupil, staff and parent voice;
- observations of routines, relationships and behaviour practice;
- reviews of Behaviour Support Plans, TRRPs and interventions;
- reports to the Governing Board.

Leaders will use this information to identify strengths, address inconsistencies, evaluate reasonable adjustments and improve provision. The policy will be reviewed annually, or sooner where legislation, statutory guidance, safeguarding learning or school evaluation indicates that changes are required.

12.2 Legislation

This policy has due regard to, but is not limited to, the following legislation:

- Education Act 1996;
- Education Act 2002;
- Education and Inspections Act 2006;
- Equality Act 2010;
- Children Act 1989;
- Children Act 2004;
- Health Act 2006;
- Voyeurism (Offences) Act 2019; and
- The School Information (England) Regulations 2008.

12.3 Statutory Guidance

This policy has been informed by the current versions of the following statutory guidance and Department for Education publications:

- **Behaviour in Schools: Advice for Headteachers and School Staff;**
- **Keeping Children Safe in Education;**
- **Searching, Screening and Confiscation;**
- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England;**
- **Use of Reasonable Force in Schools;**
- **Mental Health and Behaviour in Schools;**
- **SEND Code of Practice: 0 to 25 Years;**
- **Working Together to Safeguard Children;** and
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education.**

References should always be taken to mean the most recent published editions.

12.3 Related School Policies

This policy should be read alongside the following school policies and procedures:

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- Anti-Bullying Policy;
 - Online Safety Policy;
 - Attendance Policy;
 - Positive Handling / Physical Intervention Policy;
 - Staff Code of Conduct;
 - Complaints Policy;
 - Equality Information and Objectives;
 - Accessibility Plan;
 - Health and Safety Policy; and
 - Searching, Screening and Confiscation Procedures.