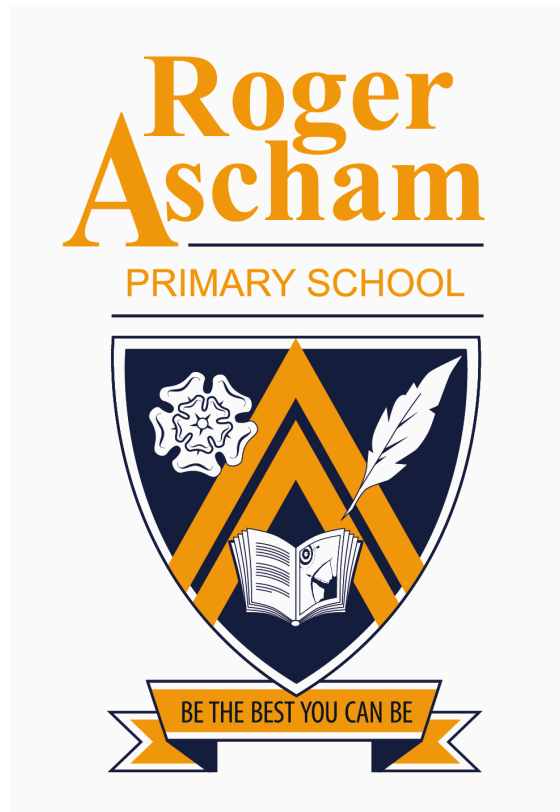


# Behaviour Policy

Roger Ascham Primary School



**Approved by:**

Local Governing  
Body

**Date:**

September 2024 (updated  
2026)

**Last reviewed on:**

March 2026

**Next review due  
by:**

March 2027

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# Roger Ascham Primary School: Behaviour Policy

## 1. Our Aims

By implementing this policy, the school aims to:

- Contribute towards achieving the school's aim – to encourage children to think for themselves and guide them towards acting in the best interests of us all.
- Ensure one another's happiness, well-being and safety.
- Prepare and equip children for life-long success; facilitate respect and celebrate difference; challenge thinking and learning.
- Help children recognise and learn about how their actions can have both positive and negative consequences on themselves and others.
- Create and maintain an environment in which children: can achieve the highest possible academic and personal standards; have a sense of belonging.
- Encourage children to develop self-control, resilience and the ability to self-regulate.

## 2. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### **3. Roles and Responsibilities**

#### **The Local Governing Body**

The Local Governing Body is responsible for:

- Reviewing and approving this behaviour policy annually
- Monitoring the implementation and effectiveness of the policy through termly behaviour data reports
- Ensuring the headteacher has the resources and support needed to implement the policy effectively
- Reviewing exclusion decisions in accordance with statutory guidance
- Ensuring staff receive appropriate training in behaviour management
- Monitoring behaviour data to identify patterns and trends, particularly for vulnerable groups
- Challenging the school where behaviour data indicates potential issues with inclusivity or disproportionate sanctions for particular groups

#### **The Headteacher**

The headteacher is responsible for:

- The day-to-day implementation of this policy
- Ensuring all staff understand and consistently apply the policy
- Making final decisions on serious sanctions, including suspensions and permanent exclusions
- Maintaining the statutory log for use of restrictive intervention
- Ensuring staff receive appropriate training and support
- Monitoring behaviour data and identifying patterns or concerns
- Reporting behaviour data to governors termly

- Reviewing this policy annually with staff input
- Ensuring parents are informed of the policy and their role in supporting positive behaviour
- Leading by example in modelling the school's values and expectations

### **All Staff**

All staff are responsible for:

- Implementing this policy consistently and fairly
- Modelling the behaviour and values we expect from pupils
- Using the Zones of Regulation framework to support pupils' self-regulation
- Recording behaviour incidents accurately and promptly
- Communicating with parents about behaviour concerns
- Managing behaviour as outlined in this policy
- Seeking support from senior staff when needed
- Contributing to the development and review of this policy
- Attending training on behaviour management and safeguarding

### **The SENCO**

The SENCO is responsible for:

- Advising staff on strategies to support pupils with SEND
- Creating individual behaviour plans and risk assessments for pupils who need them
- Monitoring behaviour data for pupils with SEND to ensure reasonable adjustments are effective
- Working with external agencies to secure additional support where needed
- Ensuring staff have the training and resources to support pupils with SEND
- Liaising with the DSL where behaviour may be linked to safeguarding concerns

### **Parents and Carers**

Parents and carers are responsible for:

- Supporting the school's approach to behaviour and reinforcing expectations at home
- Communicating with school about any factors that may affect their child's behaviour
- Attending meetings when requested to discuss their child's behaviour
- Working in partnership with school to implement strategies and support plans
- Ensuring their child attends school regularly and punctually
- Modelling respectful behaviour in all interactions with the school community

### **Pupils**

Pupils are responsible for:

- Following the four school rules at all times
- Treating everyone with respect and kindness
- Taking responsibility for their actions and learning from mistakes
- Using the strategies and 'tools' they have been taught to self-regulate
- Reporting concerns about bullying or behaviour that makes them feel unsafe
- Supporting their peers to make positive choices

## 4. School Rules

These are the same throughout the school and are publicly displayed:

- Care about yourself, the school and those around you;
- Listen to whoever is talking to you;
- Think about your learning and the way you behave;
- Try each day to be the best you can be.

The school rules are deliberately simple and positive. They describe behaviours we encourage all children to follow at all times. In this way, we aim to develop children's sense of responsibility and ability to self-regulate.

## 5. Promoting Positive Behaviour

We believe that qualified praise is the most powerful tool for increasing self-esteem and fostering a positive learning environment.

- Verbal Praise: Specific and immediate recognition of effort and adherence to the four rules.
- Merits: Awarded for exceptional work, kindness, or demonstrating resilience. An accumulation of merits during the year results in a bronze, silver or gold award.
- Weekly Assemblies: Every week follows a theme linked to an aspect of children's personal development. Children discuss their ideas and feedback to other classes; "Star of the Week" certificates celebrate personal and academic achievements.
- Leadership and responsibility: By taking on roles of responsibility in school, children are encouraged to recognise the positive impact of their contributions; engaging in school council meetings, as a class or as a group of representatives from classes across the school.

## 6. Supporting Self-Regulation

Children are provided with the language and consistent boundaries to help them express how they feel and strategies to self-regulate. We utilize the Zones of Regulation framework to help children identify their internal state and select "tools" to stay in a state ready for learning.

- **Co-Regulation:** Staff help children to recognise if they are in the Blue (low energy), Yellow (heightened), or Red (out of control) zones.
- **Tools:** Discussion focuses on finding the right "tool" to return to the Green Zone (calm and focused).
- **Autonomy:** Our goal is for children to make behaviour choices autonomously. Boundaries and expectations must be insisted upon, but being too rigid will result in children becoming overly reliant on adult instruction.

To ensure fairness and give children the opportunity to self-correct, staff follow these stages:

1. A quiet, private reminder - where possible - of the school rule being breached.
2. A clear warning of the specific consequence if the behavior continues.
3. A short period within the class - for example in the calm corner - or a space away from the class along with a "tool" from the Zones of Regulation to help them return to Green.
4. If the behavior persists or is serious, the sanctions in Section 9 are applied.

## 7. Behaviour Beyond the School Gate

The school's high expectations for behaviour apply whenever a pupil is identifiable as a member of Roger Ascham Primary. The Headteacher, in accordance with Department for Education directives, may apply sanctions for misbehaviour that occurs:

- While taking part in any school-organised or school-related activity;
- While travelling to or from school;
- While wearing school uniform;
- At any time, if the behaviour has repercussions for the orderly running of the school, poses a threat to another pupil or staff member, or adversely affects the reputation of the school.

## 8. Online Behaviour

The computing curriculum, and lessons that involve the use of ICT, will promote the safe and acceptable use of technology through an open dialogue with children about making appropriate online choices. Children should grow to understand the consequences – positive and negative – of their actions online. Any use of a school device should be carefully monitored by staff at all times. As a general rule, personal devices belonging to staff should remain out of sight of children.

Where the school rules are not adhered to, appropriate sanctions will be applied. Children's own devices should never be brought into school, unless left securely with a member of staff in the school office. Any device that a pupil has not handed in will be confiscated by staff until the child's legal parent or guardian collects it from the headteacher. Devices include phones, tablets, smart watches and fitness trackers.

Parents are responsible for online behaviour incidents that occur outside school. However, often incidents that occur online will affect the school culture. If a pupil's online behaviour outside of school poses a threat or causes harm to themselves or another pupil, if it could have repercussions for the orderly running of the school or its reputation, the headteacher will make the decision as to whether a sanction needs to be applied. Such incidents will usually involve the safeguarding team.

## 9. Sanctions

The intention of applying sanctions is to ensure fairness for all members of the school community. Sanctions are designed to assist children in taking responsibility for their actions and moving on positively after making mistakes. A sanction should always be accompanied by an explanation for the particular action being taken. Such explanations should consistently refer to the four school rules.

Each break time the headteacher, or another senior teacher, runs 'Work Club'. This is a space for pupils in the juniors who need help with self-regulation. It is also for those who need to finish class work or homework or share their concerns. Work Club helps children to recognise that there are consequences when their actions have had a negative impact and to resolve issues, supported and monitored by a senior member of staff. Any sanctions are consistently applied, proportionate and seen as fair, resulting in restorative processes where required.

### Sanctions Available:

- Reasoning within or outside a classroom setting.
- Restorative Meeting: A facilitated discussion to repair harm between parties.
- Discussion with the whole class or group.
- Keeping in at break or lunchtime; required to do extra work.
- Removal of privileges, e.g. responsibilities, extra-curricular activities, curriculum areas (not consistently so as to affect balance of education).
- Removing from an activity or lesson (inside the classroom, not outside).
- Written apology during own time.
- Referral to deputy head, senior teacher, or head.
- Internal suspension from class.
- Exclusion from school – fixed period (suspension) or permanent.

### Malicious Accusations

Where a pupil is found to have made a malicious accusation against a member of staff, the headteacher will treat this as a serious breach of the behaviour policy. A proportionate sanction will be applied, which may include exclusion, alongside pastoral support for the pupil.

# 10. Responses to Different Types of Behaviour

## Minor and Antisocial Behaviour

The following, 'as a one off', should be dealt with through reasoning. If the difficulty is not resolved, the matter should be referred to a senior teacher:

- Talking out of turn, hindering other pupils, making unnecessary noise, moving around the room without permission, general rowdiness, calculated idleness, or lack of punctuality.
- Lack of concern for others, running in corridors, being in the wrong place at the wrong time, unruliness.
- Cheeky or impertinent remarks: Handled through reasoning and class discussion followed by an appropriate apology. A second incident must be referred to a senior teacher.

## Serious Incidents (Referred to Headteacher)

A record is kept and sanctions applied consistently.

- **Leaving school premises without permission:** Discussion with pupil/parents, making up lost time during breaks.
- **Verbal abuse towards other pupils:** Discussion and apology. Persistent behaviour is considered bullying.
- **Physical aggression towards other pupils:** Discussion, apology, and 'staying in' for 3 to 5 days. Exclusion considered for persistent, intentional, or serious injury.
- **Physical destructiveness:** Reasoning, parental request for payment, and 'staying in' for 2 - 5 days. Persistent damage results in suspension.
- **Deliberate rudeness to staff:** Discussion, written apology, 2 days 'staying in'.
- **Verbal abuse towards teacher:** Discussion, written apology, removal of privileges, and 'staying in' for at least 2 days. Repeated occurrences can result in suspension.
- **Bullying:** Accusations of bullying will be investigated by the headteacher and sanctions applied accordingly. If a pupil bullies others and cannot see that it is wrong and correct the way they behave, they will be removed from the school.
- **Physical aggression towards staff:** Suspension. Persistent, intentional or an instance causing serious injury could result in exclusion.

All forms of aggression, physical and verbal, will be dealt with by a member of the senior management team. All incidents are reported to the headteacher. The headteacher records all incidents of verbal and physical aggression, including but not limited to: racial abuse; inappropriate sexualised behaviour, including teasing; homophobic comments or behaviour; online abuse.

## **11. Bullying**

The school views bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying takes many forms and can include: physical assault; teasing; making threats; name calling; cyberbullying.

It involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

Bullying can be motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. It can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or socially.

Bullying in any guise – physical, verbal, or social – is not tolerated.

The school takes a proactive approach to preventing bullying through the themes explored in assemblies, PSHE lessons and class discussions. Children are listened to by all staff and encouraged to talk to trusted adults whenever a situation causes them worry or concern.

Any suspected case of bullying should be reported to the headteacher immediately. The headteacher, or designated member of staff, will then investigate this.

The school will make judgments regarding each specific case where bullying is suspected. Where bullying has taken place, parents of the children involved will be informed and appropriate action will be taken to ensure the safety and well-being of the victim(s). Perpetrators of bullying will be sanctioned and supported to understand the consequences of their behaviour.

If a pupil bullies others and cannot see that it is wrong and correct the way they behave, they will be removed from the school.

## **12. Behaviour Expectations and SEND**

Where a pupil's SEND has a bearing on their behaviour, the school will take a graduated approach (assess, plan, do, review) to meeting their needs. This will include identifying and anticipating likely triggers and putting strategies in place to support the child in learning to regulate their responses to situations. The school will work with the family to ensure all possible measures are taken to help the child self regulate, set out in an Behaviour Support Plan.

It should be made clear to all concerned, that every child is expected and supported to follow the four school rules and that harmful or disorderly behaviour cannot be tolerated and sanctions will be applied. However, reasonable adjustments will be made to ensure they are accessible and fair.

Where an issue persists, the school will seek an independent, expert view with regards to the provision made to ensure that it is doing all that can be reasonably done to support a child. Helping children to understand clear and consistent boundaries is essential in supporting them to succeed by enabling appropriate, positive behaviours in both the short and long term.

## 13. Maintaining our Behavioural Ethos

### Role Modelling and Engagement

- Leading by example: Staff must model calm, polite, and confident behavior. We recognise that our emotional state dictates the tone of the environment; maintaining a quiet, regulated composure prevents escalation.
- Maintaining a high profile: Staff should provide attention to all pupils, ensure constant supervision, and eliminate "dead time" by ensuring children are always purposefully engaged.
- Language of respect: Address the behavior, not the child. Speak **with** pupils rather than **at** them, avoiding labels that define a child by their actions.

### Realistic Expectations & Assessment

Staff must ensure expectations are developmentally appropriate. Before responding to non-compliance, staff should assess whether a child **"won't"** (a behavioural choice) or **"can't"** (a physiological barrier or skill gap).

- The "Won't" Response: Find out why; apply firm, consistent boundaries.
- The "Can't" Response: Provide coaching, support, and time for regulation before attempting to reason or instruct.
- Avoid asking a pupil to do something they are not capable of doing.

### Restorative Practice & Impact

- Restorative dialogue: Use key questions to resolve conflict: *What happened? Who has been affected? What do we need to do to make things right?*
- Explicit teaching of consequences: Teach pupils that every action impacts the well-being and learning of themselves and others.
- Active listening: Ensure children feel heard by acting fairly and explaining the reasoning behind any decisions or consequences.

### Pedagogy for Positive Behaviour

- Social skills instruction: Actively teach pupils how to "disagree agreeably" by listening to and paraphrasing others' views.

- Appropriate tasks and activities will help to foster self-esteem. Be transparent that learning can be frustrating; framing "struggle" as a natural part of growth helps to create a low-stress, high-challenge environment.

## 14. Use of Reasonable Force

Updated in line with [Restrictive interventions, including the use of reasonable force, in schools \(effective from 1 April 2026\)](#)

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact to control or restrain children. 'Reasonable' means 'using no more force than is needed'.

### When Force May Be Used

Members of staff have the power to use reasonable force only in the following justifiable circumstances:

- To prevent pupils from committing an offence
- To prevent pupils from causing injury to themselves or others
- To prevent pupils from causing damage to property (including the pupil's own property)
- To maintain good order and discipline at the school or among pupils

### Principles of Using Force

- Force is always a last resort after all de-escalation strategies have been attempted
- Minimum force necessary: Staff will use the minimum amount of force for the shortest period of time
- Best interests of the child: Any use of force must be in the child's best interests and to keep them or others safe
- Never as a punishment: Force must never be used as a form of punishment

### De-escalation Strategies

Before any use of force, staff will attempt to de-escalate the situation using strategies including:

- Speaking calmly and using non-threatening body language
- Giving the pupil space and time to calm down
- Offering choices and reminding the pupil of consequences
- Removing other pupils from the area if appropriate
- Calling for support from another member of staff
- Using distraction techniques
- Offering a 'tool' from the Zones of Regulation framework

### Mandatory Requirements

- Statutory Recording: Every incident of restrictive intervention must be recorded in the school's statutory log within 24 hours
- Same-Day Notification: Parents/carers must be informed of any use of force on the same day it occurs, by telephone followed by written confirmation
- Prohibited Techniques: Staff must never use techniques that:
  - Restrict the airway
  - Apply pressure to the neck, chest, or abdomen
  - Involve "pain compliance" techniques
  - Involve holding a child face down on the ground
- Searching: Force may be used to search for prohibited items (weapons, drugs, alcohol, etc.) but not for items only banned under school rules (e.g., mobile phones)

### **Training**

- All staff receive training on de-escalation strategies and the legal framework around use of force during induction
- Designated staff members (senior leadership team and identified support staff) receive accredited training in positive handling and de-escalation techniques
- Refresher training is provided every 12 months for those with Team Teach training
- All staff receive annual updates on the school's approach to managing challenging behaviour

### **Risk Assessments and Behaviour Behaviour Support Plans**

For pupils where restrictive intervention is more likely to be needed:

- An individual risk assessment will be completed in collaboration with the SENCO, parents, and relevant external agencies
- A positive handling plan will be created, outlining:
  - Known triggers for the pupil
  - Early warning signs
  - De-escalation strategies specific to the pupil
  - Agreed restrictive intervention techniques (if necessary)
  - Post-incident support for the pupil
- These plans will be reviewed at least termly and after any incident
- All staff working with the pupil will be made aware of the plan

### **Recording Requirements**

The statutory log must record:

- Date, time, and location of the incident
- Names of pupils and staff involved
- Description of the incident and what led to it
- De-escalation strategies attempted before force was used
- Type of restrictive intervention used and duration
- Outcome of the incident
- Any injuries sustained by pupils or staff
- Follow-up actions taken

- Parental notification details

The headteacher will review all incidents recorded in the log and identify any patterns or training needs.

### **Post-Incident Support**

Following any use of force:

For the pupil:

- Immediate check for any injuries
- Time and space to calm down with appropriate adult support
- Restorative conversation when the pupil is regulated, exploring what happened and how to prevent it happening again
- Opportunity to share their perspective on what happened
- Review of any individual behaviour plan or risk assessment

For staff:

- Immediate check for any injuries
- Opportunity to debrief with a senior leader
- Access to support if the incident was distressing
- Time to complete the incident record accurately

For other pupils who witnessed the incident:

- Age-appropriate explanation of what happened
- Reassurance about their safety
- Opportunity to discuss any concerns

### **Monitoring and Review**

The headteacher will:

- Review all incidents of restrictive intervention monthly
- Analyse patterns (by pupil, staff member, time, location, trigger)
- Report termly to governors on the number and nature of incidents
- Identify any training needs or policy amendments required
- Ensure the approach remains child-centred and proportionate

The governing body will monitor the use of restrictive intervention through termly reports and ensure the school's approach complies with statutory guidance.

### **Complaints**

Parents/carers who wish to raise a concern about the use of force should follow the school's complaints procedure. All complaints will be investigated thoroughly and impartially.

## 15. Searching and Confiscation

In the extreme circumstance that such action is required, the headteacher, and any member of staff directly authorised to do so by the headteacher, have a statutory right to carry out a search and confiscate items.

### Prohibited Items

The following items are prohibited and may be searched for:

- Knives and weapons
- Illegal drugs
- Stolen items
- 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, or to damage property
- Items specified in regulations (which may be destroyed):
  - Alcohol
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- E-cigarettes and vapes
- Any electronic device (when there are reasonable grounds to suspect it contains evidence of an offence or harmful material)

### Personal Devices - School Ban

Children's own devices (phones, tablets, smart watches, fitness trackers) must never be brought into school, unless left securely with a member of staff in the school office at the start of the day. Any device that a pupil has not handed in will be confiscated by staff until the child's legal parent or guardian collects it from the headteacher.

Note: Searching for personal devices that are banned under school rules (but not prohibited items) requires the pupil's consent. If consent is not given, the school will apply other sanctions and contact parents.

### Authorised Staff

Authorised to search for prohibited items:

- Headteacher
- Deputy headteacher
- Designated safeguarding lead
- Deputy designated safeguarding lead

Authorised to search bags and outer clothing (coat, hat, scarf, gloves) for any items:

- All of the above, plus:
- Phase leaders
- Senior management team members
- Class teachers (for bags and items of clothing not being worn only)

## Search Procedures

- Before conducting a search:
- Assess urgency: Is there immediate risk of harm? If not, seek advice from the headteacher/deputy or DSL

## Explain to the pupil:

- Why they are being searched
- What you are looking for
- How the search will happen
- Their right to have their views heard

## Seek cooperation: Always ask the pupil to cooperate voluntarily first

- Ensure safeguarding:
  - Searches must be conducted by a member of staff of the same sex as the pupil
  - A second member of staff must be present as a witness
  - Exception: Where there is risk of immediate serious harm and it's not reasonably practicable to summon another staff member

## During the search:

- The pupil should not be asked to remove any clothing other than outer clothing (coat, hat, scarf, gloves)
- Searches should be conducted in a private location (not in front of other pupils)
- The search should be conducted with respect and minimum embarrassment to the pupil
- Items that can be searched:
- Pockets (outer clothing only)
- Bags, lockers, desks
- Personal possessions
- After a Search
- Recording: All searches must be recorded in the school's search log, including:
  - Date and time
  - Location
  - Pupil's name and year group
  - Reason for the search
  - Staff members present
  - Items searched (bag, pockets, etc.)

- Outcome (items found or not found)
- Action taken
- Parental notification details
- Parental notification:
  - Parents will be informed the same day if a search has been conducted
  - If prohibited items are found, parents will be asked to attend a meeting

Item Type	Storage	Return/Disposal
General banned items (e.g., toys, trading cards)	Stored securely in the school office	Returned to parent/carer at end of day or week, depending on circumstances
Personal electronic devices	Stored securely in headteacher's office	Returned to parent/carer only
Prohibited items - alcohol, tobacco, fireworks, pornographic images	Stored securely, separated from other items	Destroyed or handed to police. Parents notified
Prohibited items - weapons, illegal drugs	Stored securely in locked location	Handed to police immediately. Parents notified
Stolen items	Stored securely	Returned to owner or handed to police
Items that may be used as evidence	Stored securely	Handed to police or retained as evidence

### Disposal of items:

Items will only be disposed of where it is safe and appropriate to do so  
 Parents will be informed before disposal (except for illegal items which will be handed to police)  
 A record will be kept of all items disposed of

### Complaints

If a pupil or parent wishes to complain about a search, they should follow the school's complaints procedure. All complaints will be investigated thoroughly.

## **16. Recording and Monitoring Behaviour**

### **Recording Incidents**

All behaviour incidents that result in a sanction beyond a verbal reminder, as outlined in section 10, must be recorded in the class behaviour folder by the member of staff who dealt with the incident. For serious incidents, the following information will be recorded by the headteacher or senior member of staff in the school behaviour log:

- Date, time, and location of the incident
- Pupil's name, year group, and class
- Description of what happened (factual, not opinion-based)
- Any triggers or context (e.g., change in routine, peer conflict)
- Which school rule was breached
- Action taken (sanction applied and/or support provided)
- Staff member who dealt with the incident
- Whether parents were informed
- Any follow-up actions needed

Restrictive physical intervention must be recorded in the statutory log as outlined in Section 14.

### **Monitoring and Analysis**

The headteacher will analyse behaviour data:

Monthly: Review serious incidents and use of restrictive intervention

Termly: Analyse all behaviour data to identify patterns and trends

The analysis will look at:

Total number of incidents and whether this is increasing or decreasing

Types of behaviour resulting in sanctions

Patterns by:

- Individual pupils (to identify those needing additional support)
- Year group or class
- Time of day or week
- Location (classroom, playground, corridors, etc.)
- Staff member (to identify training needs or good practice to share)

Pupil characteristics:

- Pupils with SEND
- Pupils eligible for pupil premium
- Pupils from different ethnic groups
- Gender
- Looked after children and previously looked after children
- Pupils with a social worker

- Other vulnerable groups

### **Identifying and Addressing Disproportionality**

If the analysis identifies that particular groups are receiving disproportionate sanctions, the school will:

Investigate the reasons, considering:

- Whether the curriculum and teaching approaches meet the needs of all pupils
- Whether staff need additional training (e.g., in supporting pupils with SEND, understanding trauma, cultural competence)
- Whether reasonable adjustments are being made
- Whether unconscious bias may be affecting decision-making
- Whether the behaviour policy itself needs amending

Take action, which may include:

- Targeted staff training
- Reviewing provision for specific groups
- Implementing additional pastoral support
- Adjusting the curriculum or teaching approaches
- Working with external agencies for specialist advice
- Reviewing individual pupils' support plans

Monitor impact of actions taken through ongoing data analysis

### **Reporting to Governors**

The headteacher will provide a termly behaviour report to the Local Governing Body, including:

- Summary of behaviour data (number and types of incidents)
- Analysis of patterns and trends, including breakdown by pupil groups
- Comparison with previous terms and academic years
- Actions taken to address any concerns identified
- Use of restrictive intervention (number of incidents, pupils involved, staff training updates)
- Suspensions and exclusions data (if not covered in a separate report)
- Impact of interventions and support strategies
- Staff training completed or planned
- Any policy amendments recommended

The governing body will review this data and challenge the school where appropriate to ensure:

- The policy is being implemented fairly and consistently
- All pupils, including those with SEND and from disadvantaged backgrounds, are supported effectively

- Patterns of disproportionality are addressed
- The school's approach promotes inclusion and equality

### **Use of Data**

Behaviour data will be used to:

- Identify pupils who need additional support
- Identify effective practices that should be shared across the school
- Inform staff training and development
- Review and improve the behaviour policy and related procedures
- Demonstrate to Ofsted

## **17. Links with Other Policies**

- Online Safety Policy
  - Child Protection & Safeguarding Policy and Procedures
  - Suspension & Permanent Exclusion Policy
-