Behaviour Policy and Statement of Behaviour Principles

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Appendix 1 – Statement of Behaviour Principles

1. Aims and Intent

At Coquet Community School, our behaviour policy is grounded in a relational, evidence-informed approach, drawing on the work of Bill Rogers, Paul Dix, and the Education Endowment Foundation (EEF). We are committed to fostering meaningful relationships, promoting inclusion and removing barriers to learning. Our goal is to support every pupil, regardless of background or challenge, towards safe, happy, and successful post-16 pathways and fulfilling adult lives.

Our approach focuses on:

Creating a Safe and Fair Environment: Ensuring a school free from disruption, violence, discrimination, bullying, and harassment, where all members of the community are treated with fairness and respect.

Fostering Positive Behaviour through Relational and Restorative Practice: Recognising that mistakes are opportunities for growth, we use restorative approaches to help pupils reflect, repair relationships, and develop respect for others and for authority.

Promoting Self-Regulation and Achievement: We explicitly teach and celebrate positive behaviour, emotional regulation, and resilience, helping pupils build confidence and succeed.

This policy aims to:

- inform, guide, and support staff, pupils, and parents/carers in upholding our high expectations for behaviour. These expectations are embedded in our school values and virtues
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

1.1 Intent

We believe that good behaviour must be explicitly taught and modelled, rather than assumed to develop naturally. While sanctions are used, our primary focus is on understanding and addressing the root causes of behaviour through individualised support and targeted interventions.

Our whole-school strategy to promote positive behaviour and mental wellbeing includes:

- **Ethos and Environment:** A nurturing culture where wellbeing is embedded in the curriculum and modelled by staff, aligned with our ethos of *Be Kind, Work Hard, Aim High*.
- **Targeted Teaching:** Lessons that develop emotional literacy, self-regulation, and wellbeing as core components of learning.
- **Partnerships:** Collaboration with parents and external agencies to provide consistent, holistic support tailored to each pupil's needs.

All staff are trained to understand the impact of adverse childhood experiences (ACEs) on behaviour and mental health. This enables them to offer trauma-informed support and build

strong, trusting relationships with pupils, relationships that are central to sustainable behavioural change and a safe, inclusive school environment.

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 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of restrictive interventions and seclusion March 2026
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online. This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Truanting
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting

    - Physical behaviour such as interfering with clothes- pulling down trousers/ lifting up skirts/ exposing underwear/ pulling down underwear
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/ vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes, vape liquid or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
    - mobile phones

Reset is the school's internal isolation room. If pupils are not regulated enough to access learning in the classroom, they may continue their learning in Reset supported by a Year Manager.

Restore is an isolation space which is supervised by a senior member of staff.

4. Roles and responsibilities

4.1 The governing body

The governors are responsible for:

- Reviewing and approving the written statement of behaviour principles (
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Meeting with the school behaviour lead on a half termly basis to review suspensions, exclusions and instances of bullying.

- Providing support and challenge to the school behaviour lead, to ensure the policy is being followed in an appropriate way.

4.2 The Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher is responsible for:

- Reviewing this policy in conjunction with the governors.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

4.3 Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils- this includes following school rules regarding supervision of pupils (standing at doors during transition times, being on duty at the correct times)
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships. Narrating the positives so that pupils understand what excellent behaviour looks like.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Bromcom (see appendix 3 for a behaviour log)
- Communicating with parents regarding any less positive behaviour choices in their classroom.
- Challenging pupils to meet the school's expectations

Directors and the pastoral team will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore, deliberately hurtful, repeated (often over a period) and difficult to defend against. Bullying of any kind is unacceptable and will not be tolerated at Coquet Community School. At CCS, the safety, welfare and wellbeing of all our pupils and staff are key priorities. We take all incidences of bullying seriously and it is our duty as a community to take measures to prevent and tackle any bullying, harassment or discrimination.

CCS acknowledges that bullying causes significant distress, impacting a person's health and development, and in some cases, leading to serious harm. We affirm that everyone, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual

orientation, has the right to equal protection from all forms of harm or abuse. Preventing bullying, including online bullying, is a collective responsibility for all members of our school community.

To prevent bullying, we will embed our school's ethos of Be Kind, which outlines expected behaviour in face-to-face and online interactions, both within and beyond school activities. Regular discussions with staff, pupils, and families will address bullying prevention, ensuring open dialogue about its impact and solutions. The Relationships and Sex Education (RSE) and Personal, Social, Health and Education (PSHE) curriculum will cover all forms of bullying, in alignment with the school RSE Policy. We will provide comprehensive staff training to address all types of bullying, including racist, sexist, homophobic, transphobic, and sexual bullying, and implement clear, robust anti-bullying procedures.

Our discussions with staff, pupils, and families will focus on fostering mutual responsibility to uphold the culture of Be Kind, developing skills such as active listening, respecting diversity, ensuring inclusivity so no one feels isolated, resolving conflicts positively, and evaluating the effectiveness of our anti-bullying measures.

We recognise that bullying is often linked to a lack of respect for diversity. To counter this, we will proactively seek opportunities to learn about and celebrate differences through our curriculum, increase diversity among staff, volunteers, and pupils, and warmly welcome new members to our school, fostering an inclusive environment where all feel valued.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5.1 Procedures to address bullying

At CCS, our pastoral team, ensure a robust response to bullying incidents. All incidents must be reported to the victim's Year Manager, who will investigate, impose appropriate sanctions on the perpetrator, and log the incident and outcome on our online safeguarding system, BromCom, notifying the Deputy Headteacher

The investigation process involves interviewing the victim, alleged perpetrator, and witnesses separately, recording detailed accounts, which may require staff prompting to ensure a comprehensive understanding. For cyberbullying, the Year Manager will collect evidence such as text messages, emails, or photos provided by the victim. Staff will listen carefully to all accounts in a non-confrontational manner, avoiding blame until the investigation concludes, and pupils involved will be instructed not to discuss the interviews with others. Given the potential for some bullying to involve inappropriate sexual behaviour, staff must assess whether additional safeguarding measures are necessary and all Year Managers are trained to Designated Safeguard Lead standards.

5.2 Response to bullying

If the Year Manager determines that bullying has occurred, they will work with the perpetrator to understand the consequences of their actions and issue a clear warning against further incidents.

The Year Manager will inform the perpetrator of the sanction to be applied, which will be proportionate to the situation. Where appropriate, the Year Manager will facilitate reconciliation, seeking an apology from the perpetrator, either in writing to the victim and/or witnesses or face-to-face, but only with the victim's full consent, ensuring no pressure is placed on the victim for a face-to-face meeting.

Parents will be informed of the incident and the actions taken. The Year Manager will informally monitor the pupils involved over the subsequent half-term to ensure resolution.

While bullying itself is not a criminal offence, certain behaviours, such as harassment, threatening communications, or violence, may constitute criminal offences under laws like the Malicious Communications Act 1988, the Protection from Harassment Act 1997, or Section 127 of the Communications Act 2003. These include sending distressing or offensive electronic communications, disseminating defamatory information, or engaging in violence, theft, repeated harassment, or hate crimes. Such cases will be referred to the police as necessary.

5.3 Support

If bullying occurs at Coquet Community School, victims will receive comprehensive support tailored to their needs. The Year Manager will provide emotional support and reassurance, ensuring the victim feels safe and valued. The Year Manager will liaise with parents to maintain

ongoing communication and support. Victims will be advised not to retaliate or respond to bullying but to preserve evidence (such as messages or images) and share it with a parent or staff member.

In cases of cyberbullying, victims will receive guidance on online safety to prevent recurrence, which may include discussions with parents about online habits and age-appropriate advice on blocking the perpetrator online.

In serious cases, such as child exploitation or abuse, the school may contact the police directly, but in other instances, the Year Manager will discuss with parents whether police involvement is necessary.

Victims will be referred to their Tutor for daily support. Additionally, perpetrators will attend a mandatory reflective session with their Year Manager to address any underlying emotional or wellbeing issues, promoting accountability and behaviour change.

5.4 Follow-Up Support for Bullying Incidents

To ensure sustained support after a bullying incident, the Year Manager will monitor the progress of both the victim and the perpetrator. Where appropriate, one-on-one sessions will be held to discuss their wellbeing and progress, fostering a supportive environment.

5.5 Bullying Outside of Coquet Community School and Online Behaviour

At Coquet Community School, we recognise that bullying can occur both inside and outside school premises, including online, and all reported incidents will be addressed in accordance with our Safeguarding Policy.

Under Section 89(5) of the Education and Inspections Act 2006, the Headteacher has the authority to discipline pupils for poor behaviour off school premises, such as bullying incidents on public transport, outside local shops, or in town centres where pupils are in school uniform. Such incidents reported to staff will be investigated and addressed, though disciplinary actions will occur on school premises.

Our Behaviour Policy applies to all online activity, including social media, whether for school or personal use, if it impacts the school, pupils, or staff. Upon enrolment, parents and pupils agree to the Acceptable Use of Technology Policy, available upon request. Online misbehaviour, such as damaging the school's reputation, defaming or harassing others, impersonation, or sharing inappropriate content, will be addressed per our E-safety and Safeguarding Policies, with actions proportionate to the incident's severity. Pupils can report online misbehaviour to their Year Manager, who will support resolution and may apply sanctions.

In line with the Prevent Duty, we maintain robust filtering to protect pupils from extremist material, expecting the same standards of kindness, respect, and dignity online as offline.

Incidents involving nudes or semi-nude images/videos will be referred to the designated safeguarding lead or deputy to ensure pupil safety. The school maintains detailed records of all bullying incidents, including decisions, sanctions, support, and resolutions.

These records are regularly reviewed to identify patterns of problematic behaviour requiring pastoral or external intervention, reflect on case handling to inform future practice, assess cultural issues that may enable discriminatory bullying, and strengthen prevention strategies based

6. Promoting excellent behaviour - the school behaviour curriculum

6.1 Behaviour & Personal Development Curriculums

It is the school's view that even with excellent academic learning, unless pupils understand how to behave appropriately, they will be disadvantaged. For this reason, we consider the teaching of behaviour to be just as significant as academic learning and readiness. We want all pupils to understand how to model excellence whilst demonstrating our ethos of Be Kind, Work Hard and Aim High alongside teaching our school virtues. (See appendix 2)

Our behaviour curriculum is centered around the teaching of routines and habits - these are used to reinforce the behaviours expected of all pupils relating to the following key areas:

- Tutor time, lesson time and assemblies
- Equipment
- Uniform
- Corridor movement
- Social time
- Community representation – to and from school
- Relationships with peers and staff
- Character development and self-awareness

Relationships are key to all interactions. Pupils need to be taught to comply with expectations. Behaviour is taught not caught; our personal development curriculum is an integral part of pupil development and the vehicle through which appropriate behaviour and emotional regulation is taught.

Our school values are Be Kind, Work Hard and Aim High. Pupils are expected to adhere to these by enacting our school virtues:

- Empathy
- Respect
- Compassion
- Pride
- Resilience
- Independence
- Integrity

Pupils are expected to follow out school behaviour code:



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

6.2 Mobile phones/ smart watches or devices

From September 2026, pupils are not permitted to have about their person or use mobile phones, smart watches or devices at any point throughout the school day.

All pupils will be required to hand their mobile phone/ smart watch/ device to their form tutor at the beginning of the day. This will be kept in a box until the end of the day when they will be returned to the pupil by their form tutor.

Coquet Community School does not accept any responsibility for lost or damaged mobile phones/ smart watches/ devices; bringing these items to school is at your own risk.

To be in possession of, or to be caught using, a mobile phone/ smart watch/ device is an instance of serious misbehaviour (see definition above), the pupil will be asked to hand over their device, this will be retained until parents can collect the phone. Pupils who are in the possession of/ caught using mobile phones/ smart watches/ devices will receive a sanction.

7. Responding to behaviour

At Coquet Community School we have a relational approach to managing behaviour. We believe that by developing effective relationships and providing clear and consistent boundaries pupils are supported to make positive behaviour choices. This does not mean there are no consequences to making less positive behavioural choices. It is important pupils are supported to learn from the choices they make.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. At CCS we have clear classroom expectations which are followed by pupils. To ensure pupils follow the expectations staff members will provide the following support.

Staff members will:

- Provide visible supervision of pupils as they move around the school building.
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Provide models and scaffolds to support pupils to understand what excellent behaviour looks like through narrating the positives and giving clear instructions
- Develop a positive relationship with pupils, this includes:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

The classroom expectations are displayed in all classrooms on the Teaching and Learning board.

If pupils fall short of our behaviour expectations all staff will follow the same, graduated process.This allows consistency and predictability in response. This benefits all pupils regardless of age, stage or additional needs.

COQUET COMMUNITY SCHOOL

Graduated response steps for promoting positive behaviours

BE KIND
WORK HARD
AIM HIGH

Step		Action
	Reminder	A clear reminder, delivered as privately as possible, of our expectations around our core values.
	Verbal Warning	A clear verbal warning delivered privately where possible making the pupil aware of their behaviour and outlining next steps if they continue their behaviour. E.g. Either complete this work and stop distracting XYZ or you will need to move seat or potentially come back at XYZ for a callback.
Consequence 1	Last Chance Callback	A clear reminder to the pupil that their actions have consequences. This may involve a short conversation outside of the classroom. A call back is issued - 10 minutes break, lunch or after school. This is logged on Bromcom so parents are aware.
Consequence 2	On Call	You may request pastoral staff to attend and assist in either further regulating and enabling the pupil to learn or to be moved to another room in the directorate. In exceptional circumstances a pupil may be moved to RESET for the remainder of the lesson. This will require a minimum call back and restorative conversation at the end of the day between the pupil and the teacher.
Consequence 3	On Call contacted twice in a day.	If a pupil continues to make a poor behavioural choices so that On Call is contacted twice during one day the pupil will spend the rest of the day in RESET. Work will be accessed via the google classroom. Whilst pupils are educated in RESET, pupils are not permitted to socialise with the wider school. Pupils will order their food and this will be delivered to RESET. Pupils will have a break for fresh air and some exercise at 12pm and will resume working at 12:30pm. The RESET day ends at 4pm for all pupils.
Consequence 4	RESTORE	If a pupil continues to make less positive behaviour choices and will not comply with expectations in REST or their behaviour is a serious breach of the school expectations, then pupils will be educated in RESTORE. Pupils will complete their work in silence accessing live lessons using a laptop. The RESTORE day ends at 4pm. Between 3:15pm and 4pm all pupils in RESTORE will complete restorative and preventative work to support them to make more positive behavioural choices in the future.
Consequence 5	Suspension or Permanent exclusion	In the most severe cases a pupil may be issued with a suspension. This is a short period of time when a pupil is not permitted to access education on the school site. Pupils will access work using Goggle classroom. Following a suspension parents must attend a reintegration meeting to discuss support to avoid a further escalation of behaviours. • At all times the safety of staff and pupils and the good order of the school is of paramount importance. If a pupil behaves in a way which endangers others or conflicts with the good order of the school, then the Head teacher may wish to issue a permanent exclusion.

7.2 Safeguarding

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information.

7.3 Responding to positive behaviour

At CCS we celebrate positive behaviours. Every lesson, all pupils have the opportunity to achieve 4 positive points per lesson. They are awarded for:

- Organisation - all equipment present and completed homework
- Kindness and respect - pupil shows kindness and respect to their peers and all adults.
- Engagement - pupil is engaged in their learning.
- Resilience and independence - pupil tries hard even when it is difficult.

Pupils will automatically receive these points unless their teacher removes them using Bromcom. Pupils can track their achievements end of each lesson by ticking the stars in in their pupil work booklet.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Pupils will receive a mixture of intrinsic and extrinsic rewards. These are as follows:

- Verbal praise
- Name on the recognition board (recorded as P5 on the Bromcom system)- points are allocated.
- Positive points will be calculated and termly rewards can be accessed. This includes access to visits and other extra-curricular events that take place in school.
- For those pupils who have gone above and beyond demonstrating exceptional efforts in the classroom, they will be provided with an additional reward from a lucky dip box. The contents vary but will be appropriate to the year group.

COQUET COMMUNITY SCHOOL

Rewarding Positive Behaviours

BE KIND
WORK HARD
AIM HIGH

You will start every lesson with 4 stars. We presume you are going to achieve them all. It is your responsibility to demonstrate positive learning behaviours so you keep them all.

Getting it right every lesson

P1	Organisation	You will arrive at each lesson in full school uniform, with all equipment present and completed homework	★
P2	Kindness and respect	You will show kindness and respect to your peers, all adults and the environment	★
P3	Engagement	You are focused and engaged in your learning. You are ready to answer questions if called.	★
P4	Resilience and impendence	You try hard even when it is difficult. You try hard with all tasks, completing retrieval and green zone tasks independently.	★

You can also gain more stars.

Gaining extra points

P5	Exceptional work, attitude or contributions in class or around the school building.	★
P6	100% attendance across a week.	★
P7	Year Lead award- this is awarded to one pupil per week in assembly.	★ x5

Remember, points mean prizes.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always addressing behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

The personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis with regard to the impact and perceived fairness.

To support pupils to make informed behaviour choices behaviour will be tracked and appropriate support put into place.

7.5 Reasonable force and seclusion

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff will take steps to keep all pupils safe. This may involve the use of reasonable force or seclusion. In this is necessary staff will follow the procedures outlines in the Reasonable force and seclusion policy which is written in line with recent DfE guidance. Use of reasonable force and other restrictive interventions guidance

7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation and NCC guidance.

7.6.1 Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession because of a search will be confiscated. These items will not be returned to the pupil.

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

7.6.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or Deputy Headteacher to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

7.6.3 Searching pupils' possessions

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

- Desks
- Bags
- Coats

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

7.6.4 Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

7.6.5 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

7.6.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

7.6.7 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

7.8 Online misbehaviour

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

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

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

If we have concerns of a safeguarding nature, then children's services and /or the police will be contacted.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the PSO, Headteacher or Deputy Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL)/ (DDSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments/ safety plans, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
- Accessing, downloading or uploading pornography
- Sharing pornography via the internet or email
- Creating or maintaining websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

Please refer to our Child Protection and Safeguarding Policy for more information.

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 Call backs and detentions

All members of staff have the authority to issue a call back or detention.

At each stage of our graduated approach to promoting positive behaviours, pupils have the opportunity to change their behaviour and "get it right". Pupils can be issued with call backs during breaktime.

Consequence 1: Teacher call back

All teachers at the school will be permitted request a pupil attends a call back to discuss their behaviour and provide an opportunity to repair the relationship. A call back will be completed at breaktime in a centralised location supervised by a Year Manager.

Parental consent will not be required for call backs and, therefore, the school will be able to issue call back as a sanction without first notifying the parents of the pupil. Stage 1 call backs are to be completed within the school day. The subject teacher will inform parents through MCAS and will contact parents should they miss their callback.

Stage 2: Directorate detention

If a pupil fails to attend a Consequence 1 teacher call back, then the consequence of this poor choice could be a directorate detention. During a director detention, the curriculum director and subject teacher will discuss the difficulties that have been experienced within the classroom with the pupil and identify clear strategies to avoid the situation reoccurring.

Stage 3: ELT Detention

Also, if a pupil fails to attend a directorate detention, the pupil will be issued a Friday night ELT Detention. This is an opportunity for teachers to have a restorative conversation with the child whilst supported by a member of the ELT.

If a pupil misses an ELT detention due to absence, the school may reissue this for the evening of the pupil's return to school without first informing parents/carers. Should a pupil miss a

Stage 3: ELT Detention it may be necessary to either place that pupil in the Reset or suspend the pupil for failure to adhere to their sanction.

Should a pupil's Year Manager sight persistent disruption during the school day, they may issue a same day pastoral detention outside of usual classroom callbacks. These are at the discretion of the Year Managers in the school.

8.1.1 Informing parents/carers about call backs and detentions

The school will decide whether it is necessary to inform the pupil's parents/carers about call backs or detentions.

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

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

Where appropriate, decisions will be taken in liaison with the pupil's Year Manager and parents informed via MCAS.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (see appendix 2)

Pupils who have been removed from a classroom will continue to receive education under the supervision of a member of staff. In most cases, pupils will use google classroom to dial into the live lesson they have been removed from.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of the pastoral team.

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

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

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class. The graduated approach to supporting pupils to manage their behaviours is detailed in section 10.

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

8.3 Managed moves and off site direction:

Following renewed DfE guidance regarding suspensions and permanent exclusions (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement) CCS no longer use managed moves as a trial period to support pupils to have a fresh start. If a pupil has a managed move, they will transfer to the receiving school roll on the first day of the move.

A pupil may complete a period of off-site direction. This is a short period of time where a pupil will attend another school to support them to modify their behaviour. Any off-site direction would be arranged in collaboration with the pupil, parent and the receiving school.

8.4 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort in response to a one-off serious escalation or persistent transgression of school rules.

At CCS, we are committed to following all statutory exclusion procedures to ensure that every pupil receives an education in a safe and caring environment. Our school aims to:

- Ensure the exclusion process is applied fairly and consistently.
- Help governors, staff, parents/carers, and pupils understand the suspension and exclusion process.
- Prevent pupils from becoming NEET (not in education, employment, or training).
- Ensure all suspensions and permanent exclusions are carried out lawfully.

8.4.1 A Note on Off-rolling

Coquet Community School does not engage in 'off-rolling,' which is the unlawful removal of a pupil from the school's register. This includes encouraging parents/carers to remove their child or not allowing a pupil to attend without a formal, statutory process.

Any suspension or exclusion at our school will be made on disciplinary grounds only. A pupil will not be suspended or excluded because of their Special Educational Needs and/or a Disability (SEND), poor academic performance, or failure to meet a specific condition. To do so would be considered a form of off-rolling.

8.4.2 Legislation and statutory guidance

This section is based on the Department for Education's (DfE) statutory guidance on suspensions and permanent exclusions. It is also informed by key UK legislation, including the Education Act 2002, the School Discipline Regulations 2012, and the Equality Act 2010.

8.4.3 Definitions

Suspension: when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion: when a pupil is removed from the school permanently and taken off the school admission register. This is sometimes referred to as an ‘exclusion’.

Off-site direction: when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer: any person who has parental responsibility and any person who has care of the child.

Managed move: when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

8.4.4 Deciding whether to suspend or exclude

Only the headteacher, or those authorised by the headteacher, may suspend or permanently exclude a pupil on disciplinary grounds, for behaviour either inside or outside school.

Permanent exclusion is a last resort. Suspensions are issued in accordance with the school's behaviour policy to clearly indicate unacceptable behaviour and to warn pupils of the risk of permanent exclusion. If suspensions become frequent, the headteacher will evaluate their effectiveness and consider additional strategies.

Exclusions are only decided in response to serious or persistent breaches of the behaviour policy, where a pupil's continued presence would significantly harm the education or welfare of others. Before deciding, the headteacher will review all relevant facts and evidence on the balance of probabilities, allow the pupil to share their account, and consider factors such as special educational needs (SEN), vulnerabilities (e.g., having a social worker or being a cared for child), and alternative solutions such as detentions, off-site direction, or managed moves.

The pupil's views, considering their age and understanding, will be heard, potentially through an advocate, such as a parent or social worker and considered before finalising the decision. The headteacher will inform the pupil how their views were considered in the decision-making process.

Examples of what a pupil may be suspended or excluded for can include:

- Failing to attend or refusal to complete internal suspension or ELT detention.
- Truancy
- Verbal abuse/ threatening behaviour towards an adult
- Any incident that compromises the physical or emotional wellbeing of any of the school staff, pupils or visitors
- Any pupils involved in aggressive behaviour either physically or inciting/supporting/promoting aggressive behaviour
- Intimidation/ bullying of others
- Persistently disrupting the learning of other pupils
- Persistent defiance and refusal to comply with instructions from members of staff
- Damaging School property or the property of others. In these cases, the cost of any damage will be placed with the parent/carer and the police may be informed
- Theft
- Possession of illegal or controlled items (including chemicals, drugs, weapons, vapes/ e-cigarettes)
- Pupils may also be suspended for other single serious incidents that occur off-site while on school trips or visits or while pupils are out of school hours, representing the school by wearing School uniform.

8.4.5 Education During Suspension/Exclusion

For the first five days, the headteacher will ensure work is set and marked, using online platforms if needed, with reasonable adjustments for pupils with special educational needs or disabilities. For cared for children or pupils with social workers, the school will collaborate with the LA to arrange alternative provision from day one or provide work if not possible.

Pupils they should not be seen in a public place and are not allowed on site. Parents/carers are responsible for the safety of their children during times of a suspension and the school will not be held responsible for any incident that occurs during such sanction periods

8.4.6 Notifying Parents/Carers (or Pupils Aged 18+)

If a pupil is at risk of suspension or exclusion, the pastoral team or member of the leadership team will contact parents/carers (or the pupil, if 18 or older) promptly to discuss factors affecting behaviour and explore support options. Upon deciding to suspend or exclude, the school will inform them in person or by phone without delay, detailing the duration and reasons. Written notification will follow, including reasons, duration, rights to appeal to the governing board, how to make representations, and details about remote meeting options.

For compulsory school-age pupils, parents/carers will be informed by the end of the first day of suspension/exclusion about their duty to ensure the pupil avoids public places during school hours for the first five days, with potential penalties for non-compliance. If alternative provision is arranged, details such as start date, times, location, and contact person will be provided, ideally within 48 hours before it begins, or with less notice if starting before day six with consent. If a suspension/exclusion is cancelled, parents/carers/pupils will be notified immediately with reasons.

8.5 Avoiding suspensions or permanent exclusions: Preventative measures to avoid school exclusion

CCS recognises that suspension and exclusion are serious measures, particularly for pupils who may have faced significant disadvantages. To avoid suspensions where possible, we balance the needs of individual pupils with those of the wider school community, prioritising early intervention and alternatives to exclusion.

8.5.1 Inclusion Unit – Reset and Restore

The school may decide to move pupils to a separate room away from other pupils for a limited period – this in known as ‘Reset which is a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only move pupils to Reset where necessary, such as:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space
- To prevent the need for a suspension

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. Pupils will access the learning from the classroom via Google Classroom.

The Pastoral Team will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day, have opportunities for fresh air and exercise and may use the toilet as required and permitted.

8.5.2 Off-site direction

Off-site direction is used for time-limited placements at another mainstream school when in-school interventions fail, ensuring pupils continue a broad and balanced curriculum while addressing inappropriate behaviours, with obligations under the Equality Act 2010 and Children and Families Act 2014 upheld for pupils with disabilities or special educational needs (SEN).

8.5.3 Alternative Provision

Alternative Provision (AP) is considered for pupils at risk of repeated suspensions or permanent exclusion, tailored to their behavioural, SEND, or health needs, and arranged as temporary part-time or full-time placements with parental and Local Authority support where possible, though the college may act without parental consent if in the pupil's best interests, per DfE Alternative Provision Guidance 2025.

8.5.3 Managed moves

Managed moves facilitate permanent transfers to another mainstream school, agreed voluntarily with parents and the receiving school's admission authority.(see above).

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

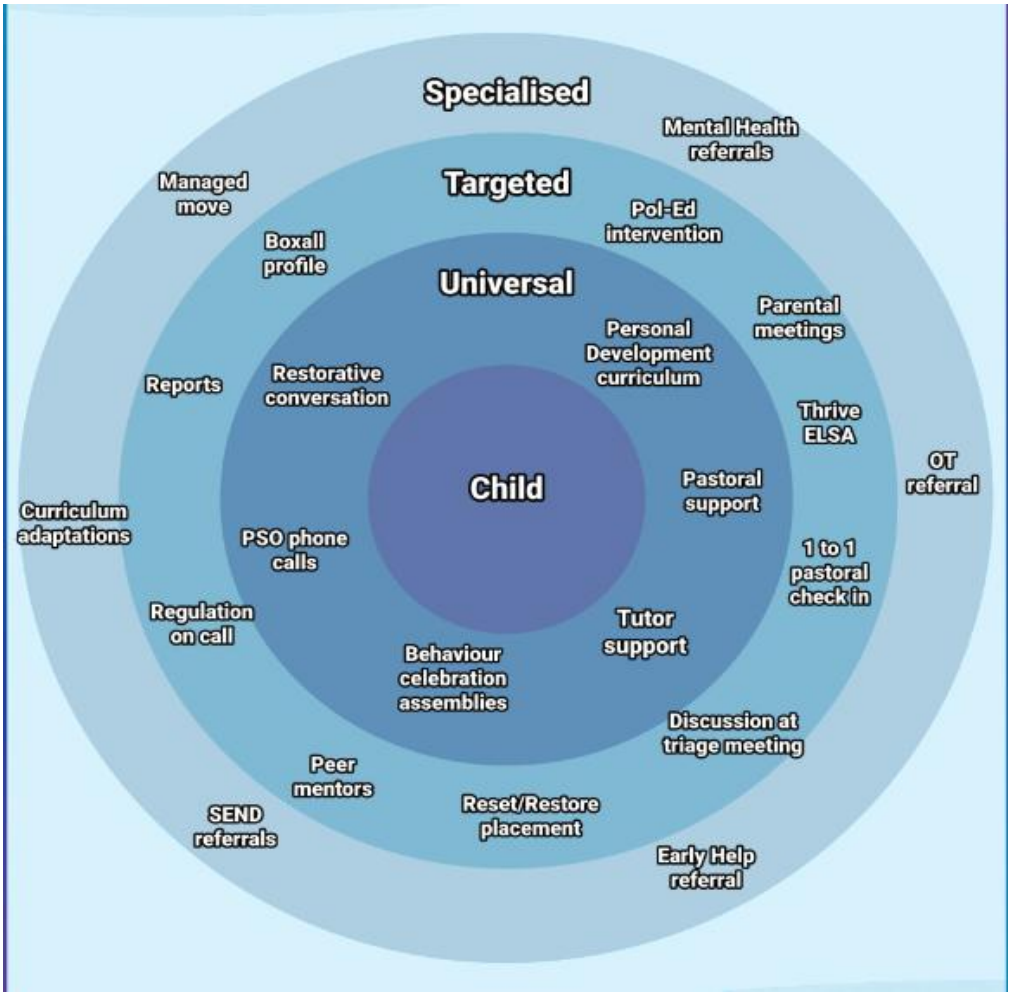
If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

At CCS, we follow a graduated approach to supporting pupils to make positive behavioural choices. The process includes:

- Universal access - the behaviour curriculum all pupils have access to.
- Targeted - the support pupils receive if they are starting to make choices which are less positive. This is internal support from within school's resources
- Specialist - additional support from external agencies to avoid further escalation of behaviours.

Below are examples of some of the universal, targeted and specialist resources available to pupils at CCS.



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

This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Referral to the Fair Access Panel to discuss any further support.

11. Pupil transition

11.1 Inducting incoming pupils

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

Year Managers contacted the school pupils are leaving to secure transfer of documents within 5 days. These records often include details of how to support pupils to make positive behavioural choices. Year Managers use the documentation to provide appropriate support for pupils to be successful in the new environment.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

12. Training

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

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Our restorative approach to managing behaviour
- Narrating the positive
- Rewards and sanctions in school including the call back system.

In addition, all staff complete Prevent training as part of their Induction process and then annually following this.

Behaviour management will also form part of continuing professional development. Staff record all training they receive in their personal CPD log which is monitored by the Assistant Headteacher- Teaching and Learning.

Year Managers and the Deputy Headteacher access enhanced training through the Local Authority and other providers such as Pol-Ed.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every term by Jacqui Johnson- Deputy Headteacher

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

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

14. Links with other policies

This behaviour policy is linked to the following policies

- SEND Policy
- Child protection and safeguarding policy

Appendix 1 – Statement of Behaviour Principles

At Coquet Community School we expected excellent behaviour. We believe that good behaviour must be explicitly taught and modelled, rather than assumed to develop naturally.

Our school ethos is Be Kind, Work Hard and Aim High, our behaviour curriculum supports pupils to achieve this through the enactment of our school virtues. Our virtues are:

- Integrity
- Respect
- Empathy
- Compassion
- Impendence
- Resilience

While sanctions are used, our primary focus is on understanding and addressing the root causes of behaviour through individualised support and targeted interventions.

Our whole-school strategy to promote positive behaviour and mental wellbeing includes:

- **Ethos and Environment:** A nurturing culture where wellbeing is embedded in the curriculum and modelled by staff, aligned with our ethos of *Be Kind, Work Hard, Aim High*.
- **Targeted Teaching:** Lessons that develop emotional literacy, self-regulation, and wellbeing as core components of learning.
- **Partnerships:** Collaboration with parents and external agencies to provide consistent, holistic support tailored to each pupil's needs.

Every interaction with a pupil will support our behaviour curriculum so that we can support our pupils to become outstanding citizens who contribute positively towards the community and achieve success in school and beyond.