

BEHAVIOUR & RELATIONSHIPS POLICY

for adoption by all CDAT schools

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

Approved by	Date	Review schedule	Date of next review
CDAT Education Effectiveness committee	September 2026	Annually	September 2027

1. Policy Overview and Vision

At CDAT, our vision is that all pupils will experience 'life in all its fullness.' We aim to create an inclusive, supportive, and nurturing environment where every child feels valued and respected.

Rooted in Christian values, our approach to behaviour and relationships is guided by the teachings of compassion, forgiveness, and respect, aligned with our mission to help all children flourish academically, socially, and spiritually. We aim to support every child in building positive relationships and taking responsibility for their behaviour within a loving, Christian community.

CDAT is committed to:

- Valuing the uniqueness of every child
- Aspiring to excellence
- Being a nurturing learning community for all.

"Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poor countries achieve this"

In God's family, there are no outsiders as we nurture one another, accepting our rich diversity, whilst fostering a love of learning. Our Christian Values enable us to flourish together as we love selflessly, have eternal hope and walk in faith.

"Let your Light Shine that people may see your good deeds and praise your Father in heaven"

Matthew 5, v 16

2. Key Principles

CDAT believes that high standards of behaviour and attendance are important factors in a school's success, allowing:

- all pupils to make the best possible progress in all aspects of their educational life
- all staff to teach and promote good learning

Our Behaviour and Relationships Policy is based on the following principles:

- Inclusivity: Every child, regardless of background, ability or need, is included, respected, and supported to succeed.
- Boundaries with Compassion: Clear and fair boundaries are set to ensure safety and promote mutual respect. Boundaries help children understand expectations and develop self-regulation skills.
- Consistent, Calm, and Kind: We model calm, kind, and consistent behaviours to guide pupils in their interactions with others.
- Restorative Practices: We support children in repairing relationships and understanding the impact of their actions, helping them to grow and learn.

All members of the CDAT family are fully committed to working together to establish a positive ethos and effective learning environment in each of our schools. Together, we strive to create a place

where all children feel safe, enjoy and achieve, be healthy, develop resilience and build trusting relationships.

All stakeholders are encouraged to be positive role models. We expect all members of each of our individual school communities to work together to:

- Uphold the Christian ethos of the school and the trust
- Create a safe place for pupils
- Allow all pupils to learn
- Treat one another with respect
- Listen to one another
- Ensure kindness, compassion and empathy are promoted throughout

At CDAT, we encourage taking a non-judgemental, curious and empathetic attitude towards behaviour. We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour. Children displaying unwelcome behaviours should be regarded as vulnerable and we all have a duty to explore this vulnerability and provide appropriate support.

Bunbury is a Rights Respecting school. The rights within the UN convention cover basic needs including education, health, being heard and experiencing a safe and secure childhood. The school believes that all children should grow up aware of these rights and respecting these rights for themselves and for others. In consultation with the pupils, staff, parents, governor at Bunbury we have developed this policy which aims to encourage children to learn, work and play together to maintain this rights respecting ethos. Being a Rights Respecting Schools underpins this behaviour policy and we believe that this approach will promote positive behaviour and develop successful, responsible citizens for the future.

As a Rights Respecting school Bunbury staff, as duty bearers, shall:

Ensure that every child, as a right holder, is aware of their rights and how to respect them and ensure that positive behaviour is acknowledged and rewarded. (Article 42 – You have the right to know about your rights);

Actively build respect for others and understanding that we are all different, but have the same rights. (Articles 1 and 2 - All children have these rights protected, no matter who you are);

Ensure that adults are good role models for rights respecting behaviours, that expectations are consistent across the school and that children are given opportunities to learn about how to behave. (Article 29 - Your right to an education that develops you to the best of your talents and abilities and learn to live peacefully, protect the environment and respect other people);

Listen to the views and experiences of children and use these when making decisions about behaviour. (Articles 12 and 3 - Your right to give your opinion and have adults take it seriously and your right to have adults consider what is best for you);

Support children to make the right choices and provide additional support for this where needed. (Articles 28 and 42 - You have the right to a good quality education and to know about your rights);

Ensure consequences for poor behaviour are dignified, fair and proportionate, allowing children opportunities to reflect and improve. We will use rights respecting language when discussing behaviour. (Article 37 No one is allowed to punish you in a cruel or harmful way);

Promote an awareness of individual needs, whether they are learning, physical, social, emotional or health needs and support these within our school community. (Article 23 - You have the right to special education and care if you have additional needs);

Be clear with children, staff and families about expectations and consequences for behaviour and work closely with families to promote good behaviour. (Articles 42 and 9 - You have the right to know about your rights and the right to live with a family who cares for you);

Encourage all to take pride in their school, class, learning and learning environment. (Article 28 - Your right to a good quality education).

3. Legislation, statutory requirements and statutory guidance

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

- Behaviour in Schools: Advice for Executive Headteachers and School Staff
- Searching, Screening and Confiscation: Advice for Schools
- Keeping Children Safe in Education (KCSIE 2026)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
- Mobile Phones in Schools Guidance
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years
- Equality Act 2010
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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, which explains that academies should publish their behaviour policy and anti-bullying strategy.

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

4. Role and Responsibilities

Trust Board:

The Trust Board is ultimately responsible for monitoring the effectiveness of this behaviour policy and holding each school to account.

Local Governance Committee:

The Local Governance Committee of each school is responsible for overseeing the implementation of this policy and any additions to it made by the school. Governors should also receive and monitor information regarding the number of incidents, suspensions and exclusions termly.

The Executive Headteacher

The Executive Headteacher is responsible for:

- Reviewing and approving this behaviour policy to incorporate any school-specific additions, systems, processes, or procedures
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively and consistently with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside other policies to offer pupils both sanctions and support when necessary
- Ensuring the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Speaking respectfully to each other, to children and about children.
- Using specific praise to teach children social ways to behave
- 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
- Developing their own knowledge and skills.
- Having clear, predictable routines that all pupils are aware of
- Managing transitions and changes to routine carefully and sensitively
- Participating in debriefings following incidents and planning for the next day

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

Parents and carers

Parents and carers are expected to:

- 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.

Pupils

Pupils will be made aware of the school's policies and expectations at the start of each academic year. We communicate:

- 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 support 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 reminders through taught and informal sessions wherever appropriate.

Good behaviour is taught alongside academic subjects. School leaders and staff proactively teach pupils expected routines, self-regulation skills, and prosocial habits. Staff use consistent, predictable routines throughout the school day to reduce cognitive load and create safe learning environments. Interventions follow a tiered model: Tier 1 universal routines for all pupils, Tier 2 targeted support for pupils displaying emerging difficulties, and Tier 3 specialist multi agency plans for pupils with complex behavioural needs.

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.

5. Role of Christian Ethos in Behaviour and Relationships

Our approach to behaviour and relationships is underpinned by our Christian ethos and the Church of England's values for education:

- Hope – at CDAT, we are aspirational for all of our pupils and we want them to be hopeful about their future
- Wisdom – we want all CDAT pupils to learn and to flourish. Every child has the right to an education.
- Respect – we want everyone who comes to a CDAT school to treat others with respect and to be respected.
- Community – we aspire to build a thriving, supportive learning community where pupils are able to learn successfully.

We are also guided by other core values, such as love, forgiveness, patience, and service, which are embedded in our daily practices and interactions. We believe in giving children the opportunity to reflect on their actions, seek forgiveness, and work towards reconciliation when relationships are affected.

All members of our school community are expected to: **Be Respectful, Be Kind and Be Safe**.

Our school believes that:

Behaviour can change and every pupil can be successful;

Positive, targeted praise is more likely to change behaviour;

Reinforcing good behaviour helps pupils feel good about themselves;

An effective reward system and celebrating success helps to further increase pupil's self-esteem enabling them to achieve even more;

Understanding each pupil's needs and their individual circumstances helps us to act in the fairest way possible for that pupil at that moment;

When all adults change, everything changes;

School is a place where there is a focus on good character, as seen in the Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, forgiveness, trust, tolerance, respect and self-control;

Bunbury is a place where the Christian message is both celebrated and lived out in our day-to-day interactions with one another.

CDAT supports the delivery of a Christian values education, where children learn about respect, compassion, and forgiveness and are encouraged to demonstrate these values in their daily lives.

Bunbury Aldersey Primary School promotes the following values and approaches to encourage the Chrisitan Values in school.

To provide simple, practical procedures for staff, pupils and parents/carers that:
Foster the belief that there are no 'bad' pupils, just 'bad choices';
Encourage pupils to recognise that they are responsible for their own actions;
Recognise individual behavioural norms and respond appropriately;
Promote self-esteem and self-discipline;
Promote appropriate, positive behaviour;
Enable everyone to thrive in a happy and safe environment.

All staff shall:
Take time to welcome pupils at the start of the day;
Be positive role models and use consistent language;
Take responsibility for managing behaviour and follow up incidents;
Celebrate and praise positive behaviour;
Be consistent and fair, treating all pupils with respect, dignity and understanding;
Pick up on pupils who are failing to meet expectations;
Redirect pupils by referring to and explaining why they are not being Respectful, Kind and Safe;
Deal sensitively with pupils in distress, using the connection before correction approach, helping pupils to regulate themselves before discussing their behaviour;
Avoid shouting at pupils except when this is necessary to avert a potentially dangerous situation;
Remain calm and regulated;
Avoid describing poor behaviour to another adult in front of the pupil;
Praise in public, remind and correct in private (wherever possible);
Be alert to signs of bullying or racial harassment and report any concerns to SLT;
Use CPOMs to log any serious incidents, including racial harassment and bullying (see separate policies and procedures);

We emphasise the importance of forgiveness and reconciliation, encouraging children to reflect on their actions and seek ways to restore relationships.

5.1 Creating an Inclusive and Positive School Culture

At CDAT, we believe that high standards of behaviour and attendance are important factors in a school's success, allowing:

- All pupils to make the best possible progress in all aspects of their educational life
- All staff to teach and promote good learning

A positive, inclusive culture is at the heart of our Behaviour and Relationships Policy. All schools aim to create environments that are joyful, safe, and conducive to learning. Every member of our CDAT community is valued, and we work together to build a culture where kindness, respect, and understanding are evident in every interaction.

5.2 Positive Relationships and Respect

Building positive relationships is central to our approach. We believe in creating a culture of respect and trust between staff, pupils, and parents. Staff are trained to engage with empathy and understanding, encouraging pupils to express themselves, take responsibility, and understand their impact on others. By modelling respectful communication and behaviour, we foster a respectful and supportive community grounded in Christian values.

Our key strategies are:

- Consistent Routines: Staff will use consistent language, tone, and routines to create a safe and predictable environment.
- Recognition over Reward: While we celebrate achievements and positive behaviour, we focus on intrinsic motivation, encouraging children to do the right thing because it feels good and aligns with their values.
- Emotion Coaching: Staff will help pupils identify and manage their emotions, building resilience and empathy.

- Members of staff who manage behaviour well:
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others;
- Take responsibility for managing behaviour in their classrooms and outside;
- Know their classes well and develop positive relationships with all pupils;
- Relentlessly work to build mutual respect;
- **Remain calm** and keep their emotion for when it is most appreciated by pupils;
- Demonstrate unconditional care and compassion;
- Are responsive to the pupil not reactive to the behaviour;
- Show respect to each other and model the language of dignity.

6. Responding to Behaviour

6.1 Celebrating Positive Behaviour

We prioritise recognition over reward, celebrating children who demonstrate kindness, respect, resilience, and responsibility. Acknowledging these behaviours helps to reinforce a positive school culture and aligns with our Christian ethos.

- Golden Moments: We recognize 'Golden Moments' where pupils exemplify our Christian values, whether through kindness, helping others, or demonstrating resilience.
- Assemblies and Class Celebrations: Regular assemblies and class celebrations give us a platform to celebrate pupils' contributions, fostering a sense of pride and community.

When we are letting our lights shine:

Our Rules	Visible Consistencies	Recognition
• Be Respectful • Be Kind • Be Safe	• Daily meet and greet by SLT • Daily meet and greet in the classroom • Persistently catching children doing the right thing • Picking up on children who are failing to meet expectations • Accompanying children to the playground at the end of every day • Praising in public, Reminding in private • Consistent language	• An encouraging smile • Verbal praise • Star/marbles in the Jar within the classroom • Written praise on child's work • Recognition noticeboard in the corridor and classroom • House points • Executive Headteacher Stickers • Certificates • Postcards home • Communication with parents/ carers – in person/ phone call/ text/ postcards home • Class Rewards • Letter of praise at the end of term from the Executive Executive Headteacher • A visit to the Exec Head, member of SLT or another member of staff for commendation • Celebrated on school social media/ newsletters

6.2 Boundaries and Consequences

When a pupil's behaviour falls below the standard that can reasonably be expected of them, CDAT staff will respond in order to restore a calm and safe learning environment, to support the child, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner. Boundaries are essential to creating a safe, structured environment where all pupils understand the expectations. Our approach emphasises understanding and compassion. When boundaries are crossed, we implement fair and proportionate consequences, always aiming to teach rather than punish.

De-escalation techniques can be used to help manage behaviour effectively. This includes the use of agreed phrases and scripts, the use of safe spaces and physical activity.

Steps	Actions
1) Redirection	Gentle encouragement in the right direction
2) Reminder	A reminder of the expectations **Respectful, Kind, Safe** delivered privately wherever possible. Repeat reminders x 3 if necessary. De-escalate and decelerate where reasonable and possible, and take the initiative to keep things at this stage. *Example:* *I notice you are …. You are breaking the school rule of (being respectful, kind safe). Please… Thank you.*

3) Caution	• A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. • Gentle approach, personal, non-threatening, side on, eye level or lower • The poor behaviour is identified, explained and linked to the three words safe/kind respectful • Boundaries are reset • The pupil is asked to reflect on their next step • They are reminded of their previous good conduct/attitude/learning *Example:* *I noticed you're still…* *You are breaking the rule of…* *Do you remember when you …. That is what I need to see today.* *Think carefully about your next step/ what you will do now.* *I will talk to you for two minutes at breaktime/ after the lesson.* Two minutes is owed when the child reaches this step. It cannot be removed, reduced or substituted.
(4) Time Out	Time out is 5 minutes for the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves. This will be undertaken in their own classroom. A safe space can be set up. Pupils may be asked to take their work to another table or classroom if the behaviour is disruptive to others. **Pupils are NOT to be placed in corridors under any circumstance.**
(5) Follow up – repair, restore and forgive.	**A restorative meeting should take place before the next lesson or during break time**. Staff will take responsibility for leading Reparation meetings. If the reconciliation is unsuccessful, the teacher should call on support from SLT who will support the reparation process. *Examples of questions:* • *What happened?* • *What were you thinking or feeling at the time?* • *What have you thought since?* • *How did this make people feel?* • *Who has been affected?* • *How have they been affected?* • *What should we do to put things right? (Repeat the work, write an apology letter)* • *How can we do things differently in future?*

Staff use clear and consistent boundaries to ensure that children feel safe. To support pupils in understanding these, schools use visual and verbal reminders; staff will remind pupils of boundaries regularly, using visual and verbal cues that are age-appropriate and accessible for children with SEND. Staff also provide a structured environment; our classroom and school environments are organized to reduce distractions and support positive choices.

Schools make it clear to pupils what behaviour they expect from pupils and take the time to teach them what this looks like. Schools have clear guidelines to follow in the event of any negative behaviour.

Level 1: To be dealt with at the point of incident by the member of staff witnessing the incident, including lunchtime staff. Colleagues will offer support if appropriate. All staff should deal with incidents or potential incidents using the steps in the table above. Examples of level 1 behaviour: name calling, running/shouting/pushing in classrooms and corridors, discourtesy, thoughtless damage, rough play,

minor class disruption, over-aggressiveness, low-level non-compliance, playground incidents of a non-violent nature.

Consequences shall:
Be in proportion to the action;
Not apply to a whole group for the activities of individuals;
Be applied consistently by all staff;
Be applied to make it clear that unacceptable behaviour affects others and is taken seriously;
Seek forgiveness.
Consequences shall include:
Repeating work, where the content of work is clearly below the pupil's ability;
Time working at another space;
Time out during breaktime no more than 5 minutes;
Withdrawal of privileges, e.g. special responsibilities, breaktime;
Communication with parents

For <u>all</u> children, a restorative conversation should take place to repair, restore and forgive

Level 2: Continuing poor behaviour will lead to a discussion with the Executive Executive Headteacher. Parents will be informed and expected to attend a meeting to discuss the behaviour and ways to improve.
At this stage the Exec Head along with the class teacher and, if appropriate, SENCO shall consider the completion of an Individual Behaviour Plan (IBP), RAMP and, if appropriate, a Support and Safety Plan for the pupil.
Parents/carers will be consulted and asked for their views and wishes. The school expects all parents and carers to engage positively with the school. Plans will be shared with other staff who may have a responsibility for, or contact with, the pupil, e.g. supply teachers, support staff and welfare staff.
The Executive Executive Headteacher shall actively monitor the child's behaviour in consultation with the class teacher.
Examples of level 2 behaviour: Frequent occurrences of level 1 behaviours which occur consistently and daily. A "one-off" incident of serious behaviour may also be considered as an immediate level 2 incident and will lead to a referral to the Executive Executive Headteacher. The Executive Executive Headteacher shall interview the pupil, inform parents/carers and expect them to respond positively to ensure there are no further incidents of this severity.
Examples of 'one-off' incidents or serious behaviours include: theft, physical aggression in the playground or classroom, all forms of bullying, serious and intentional verbal abuse, bad language, rude gestures, racial incidents, deliberate vandalism, defiance of authority.
The school does not tolerate bullying of any kind. If the school discovers or is informed that an act of bullying or intimidation has taken place, an investigation shall be commenced and action taken immediately to prevent further occurrences of such behaviour. While it is very difficult to eradicate bullying, the school shall do everything in its power to ensure that all pupils attend school free from fear.

Level 3: Through monitoring, the class teacher, Executive Executive Headteacher and other relevant staff will continue to review the pupil's behaviour. If there is no evidence of improvement in behaviour, parents or carers will be invited to and expected to attend a Pastoral Support Meeting.
It is expected that other agencies will be approached at this stage, e.g. Educational Psychologist, PRU, and a Pastoral Support Plan agreed including the role and responsibility of the parents/carers in helping to modify the behaviour.
School staff including the class teacher, Pastoral lead, SENCO and members of outside agencies involved with the pupil shall also be invited. Further IBPs and risk assessments may be drawn up at this stage. There shall be a clear identification of success criteria, timescales and next steps.
Parents/carers shall be made aware of the range of courses of action available including referral to a PRU, special school, fixed term or permanent exclusion.
Fixed term or permanent exclusions may apply when the pupil is not responding to strategies or the safety of others is at risk or there is a negative impact on staff.

Level 4: If all the above strategies fail to result in improvement in the pupil's behaviour, the Executive Executive Headteacher shall begin formally referral proceeding for alternative school provision, fixed

term or permanent exclusion within the framework of statutory regulations and local authority guidelines, involving governors and directors of CDAT, if necessary.
Additional Pastoral Support meetings may be called, as appropriate, to monitor progress.
Examples Level 4 Serious Behaviours include: Serious physical/sexual peer on peer abuse intended to inflict harm, wilful and serious vandalism, pre-meditated serious theft, persistent use of foul/abusive language to intimidate others, persistent behaviour that seriously impairs the learning of others.

6.3 Consequences with Empathy:

Consequences are applied consistently, with a focus on helping pupils understand the impact of their actions and make better choices in the future. CDAT promotes the use of the following – regulate, relate, reason.

- Regulate – First: We must help the child to regulate and calm their fight/flight/freeze responses.
- Relate - Second: We must relate and connect with the child through an attuned and sensitive relationship
- Reason - Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Staff focus on maintaining our relationships with pupils, sharing our high expectations of them and opting for restorative conversations and actions.

- Reflection Time: Pupils may be given time to reflect on their actions, considering how they could have acted differently.
- Restorative Conversations: We use restorative practices to support pupils in repairing relationships and understanding their impact on others.
- Targeted Support: For some children we need to adapt our responses to ensure they are fair, appropriate, and supportive of the child's unique circumstances.

6.4 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 and prejudicial behaviour of any kind, including racism, faith-based harassment, sexism, misogyny, misandry, homophobic or transphobic abuse, and disability discrimination, will not be tolerated. Online misbehaviour includes cyberbullying, non-consensual creation or sharing of nude or semi-nude images, harmful content created or altered by artificial intelligence, and online harassment. Any reports of peer-on-peer abuse or online harm will be logged, investigated immediately, and addressed through combined safeguarding and behaviour management procedures.

All CDAT schools adhere to our CDAT Anti-Bullying Strategy which is published on the Trust's website CDAT policies page

6.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force in the following circumstances, in order to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Be a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

6.6 Confiscation, Screening and Searching

Searching, screening and confiscating is conducted in line with the DfE guidance Click here

Confiscation:

Any prohibited items (listed below) found to be in a pupil's possession will be confiscated. These items will not be returned to the pupil.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes
- Vapes
- Fireworks
- Pornographic material
- 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)

Schools may also confiscate mobile phones or electronic devices if pupils are not permitted them during the school day. Please see the school's Use of Mobile Phones and Devices policy.

Searching a Pupil and/or their Possessions:

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

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. If a pupil does not agree, the member of staff must contact the Executive Headteacher to discuss how to proceed. The authorised member of staff may only use reasonable force with the Executive Headteacher's permission and if they suspect the pupil to have a prohibited item. The authorised member of staff may only search outer clothing, pockets, processions, desk or locker and must do so in a suitable location with a witness.

Staff will follow guidance from the DfE Click here If unsure how to proceed, school staff will contact the trust.

Any search must be recorded in line with the school's safeguarding procedures. The DSL should be notified if any prohibited items were found.

Parents/carers will always be informed of any search for a prohibited item . 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

6.6a Electronic Devices

When searching electronic devices, if an authorised member of staff has reasonable grounds to suspect that a device contains prohibited items, illegal material, or evidence relating to an offence, they may inspect data or files on the device. Staff members are strictly prohibited from carrying out strip searches. Strip searches can only be conducted by police officers under the Police and Criminal Evidence Act 1984, in the presence of an appropriate adult, and only when stringent legal criteria are met

6.6b Mobile Phones

To maintain a focused learning environment free from unnecessary distraction and online risk, pupils are not permitted to use mobile phones or smart devices during the school day. Devices brought onto school grounds must be switched off and handed in or stored in designated secure locations upon arrival. Any unauthorised use of mobile devices will result in confiscation, search of the device where appropriate under DfE guidance, and application of proportionate sanctions

6.7 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

6.8 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.

6.9 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 Executive 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) will make a tandem report to children's social care, if appropriate.

6.10 Sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information. The policy can be found at: www.cdat.co.uk/our-trust/policies.html

6.11 Suspension and permanent exclusion

Schools 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 Executive Headteacher and only as a last resort. The trust must be notified of any suspensions or exclusions.

Please refer to our exclusion policy for more information. The policy can be found at: www.cdat.co.uk/our-trust/policies.html

6.12 Internal Exclusions

Removal from the classroom is a serious response to persistent or significant disruption that prevents effective teaching and learning or poses a safety risk. Removal must be used to maintain safe and orderly conditions, not as a severe punitive measure. When a pupil is removed, the school will ensure they are supervised by an appropriate staff member, continue their education with suitable work, and have a clear pathway to return to class. Every instance of removal must be recorded and monitored by senior leaders

7. Responding to Misbehaviour from Pupils with SEND

7.1 Recognising the impact of SEND on behaviour

We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, staff 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 balance their legal duties 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 a 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 measure will take into account the specific circumstances and requirements of the pupil concerned.

7.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

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

The school's special educational needs co-ordinator (SENCO) will 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.

7.4 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.

7.5 Supporting Pupils Following a Sanction

Where a sanction has been applied, the school will take reasonable steps to support the pupil appropriately, based on the individual and the specific context and nature of the sanction. This is with view to minimising the risk of reoccurrence in the future.

8. Recording and Reporting:

Behaviour incidents will be recorded on CPOMS and these records will be evaluated at least termly. This helps senior leaders to evaluate if this policy and their procedures are working effectively.

Parents should be informed as soon as is practically possible after an incident. It should be explained to them what happened, what consequence was given and what measures are in place to help prevent such an incident happening again. Ideally, this should be communicated in person or by phone. Schools should explore if the family would benefit from additional support.

9. Supporting Staff Wellbeing, CPD and Training

Staff play a central role in shaping behaviour and relationships, and their wellbeing is a priority. We provide ongoing training and support for staff, equipping them with the skills to handle challenging situations calmly and consistently. Training on inclusive practices, managing behaviour, and supporting SEND pupils is provided regularly, aligned with our school's Christian ethos and research-informed principles.

10. Monitoring Arrangements

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be reviewed termly by SLT and the SENCO and will be considered 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

Senior leaders and the SENCO will also regularly analyse behavioural data alongside attendance records to identify potential links between persistent absence, internal truancy, and behavioural concerns. Early identification of these patterns enables prompt pastoral support and intervention before issues escalate

Schools 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.

The trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

10.2 Monitoring this policy

This policy will be reviewed at least annually by CDAT's Education Effectiveness committee. Following every review, it will be presented to the local governance committee to be noted. The Education Effectiveness committee may review the policy more frequently, if needed, to address findings from the monitoring of the behaviour data (as per section 10.1).

11. Links with Other Policies

This policy links to a number of other policies and procedures, including:

- Child Protection and Safeguarding Policy
- Exclusion Policy
- Health and Safety Policy
- Attendance Policy

- Acceptable Use Policy
- Equalities Policy and Trust Equality Objectives
- Privacy Notices
- Data Protection Policy
- Records Management Policy
- Anti-Bullying Strategy
- Mobile Devices Policy

These can be accessed on the school website or, for Trust policies, at www.cdat.co.uk/our-trust/policies.html