



Policy Name	Behaviour Policy
Policy No.	NA04
Date Written	14.01.24
Date to Review	14.01.26
Author	Anthony Merriman
Cross Reference	<ul style="list-style-type: none">• Anti-Bullying Policy• Child Protection Policy• Curriculum Policy• Pupil Assessment Policy

Contents	
1	Introduction
2	Definitions
3	Expectations
4	Procedures and Intervention Strategies
5	Rewards
6	The Hidden Curriculum
7	Environmental Factors
8	Mobile Phones
9	Classroom Environment
10	Teaching and Learning Approach
11	Safeguarding
12	Consequences
13	Positive Handling
14	Exclusions
15	Off-site Misbehaviour
16	Online Misbehaviour
17	Parent/Carer Communication
18	Suspected Criminal Behaviour
19	Harmful Sexual Behaviours
20	Malicious Allegations
21	Training
22	Monitoring and Evaluation
23	Legislation

1. Introduction

At New Avenue School, we are committed to fostering a **positive school culture** grounded in our core values of **Compassion, Curiosity, Collaboration, and Courage**. These values guide our approach to behaviour management and underpin all interactions within our school community.

- **Compassion:** We strive to create a nurturing and empathetic environment where all pupils feel valued and supported. By understanding and addressing individual needs, we promote a culture of kindness and respect.
- **Curiosity:** We encourage a love of learning and exploration. Our educational approach stimulates curiosity, helping pupils engage with their studies and develop a lifelong passion for learning.
- **Collaboration:** We believe in the power of working together. Our school community is built on strong, supportive relationships among pupils, staff, and parents. By fostering teamwork and cooperation, we help students understand the value of shared success.
- **Courage:** We empower our pupils to face challenges with resilience and confidence. Encouraging students to take risks and embrace new experiences supports both their academic and personal growth.

We recognise the importance of **consistently applying effective strategies and practices** to maintain high standards of behaviour. Our approach prioritises **positive behaviour management**, clear expectations, and fair consequences, all within the framework of our **4 Cs**.

Furthermore, acknowledging the **impact of high-quality teaching on behaviour**, we emphasise the importance of **explicitly teaching good behaviour**. This involves implementing clear procedures, consistent modelling by staff, and reinforcing positive conduct through structured support.

This policy aims to:

- Create a **positive culture** that promotes excellent behaviour, ensuring that all pupils can learn in a **calm, safe, and supportive environment**.
- Establish a **whole-school approach** to maintaining high standards of behaviour that reflect our values of **Compassion, Curiosity, Collaboration, and Courage**.
- Clearly **outline expectations and consequences** for behaviour.
- Ensure a **consistent approach** to behaviour management that is **applied fairly** to all pupils.
- Define **unacceptable behaviour**, including **bullying and discrimination**, and provide clear responses to such incidents.
-

By embedding the **4 Cs** into our behaviour policy, we aim to **cultivate an environment where every pupil can thrive**—academically, socially, and emotionally.

2. Definitions

We categorise misbehaviour into two levels: **misbehaviour** and **serious misbehaviour**. This ensures that consequences and interventions are proportionate and appropriate.

Misbehaviour is defined as:

- Disruption in lessons, activities, or during break and lunchtimes.
- Failure to complete classwork without valid reason.
- Displaying **disrespectful or defiant behaviour**, such as consistently ignoring instructions or responding inappropriately to staff or peers.

Serious misbehaviour includes, but is not limited to:

- **Repeated breaches** of school rules.
- **Any form of bullying** (covered in detail within the **Anti-Bullying Policy**).
- **Sexual violence**, including rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- **Sexual harassment**, meaning any unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Unwanted physical contact, such as **interfering with clothing**.
 - **Online sexual harassment**, including unwanted sexual messages, sharing of nude or semi-nude images/videos, or distributing explicit content without consent.
- **Vandalism** (intentional damage to school or personal property).
- **Theft**.
- **Fighting or physical aggression** towards others.
- **Smoking or vaping**, including the possession or use of:
 - Tobacco, cigarette papers, e-cigarettes, or vapes.
- **Discriminatory behaviour**, including **racist, sexist, homophobic, or other prejudicial conduct**.
- **Possession of prohibited items**, including:
 - Knives, weapons, or any sharp/bladed objects.
 - Alcohol or illegal drugs.
 - Stolen property.
 - Fireworks.
 - Pornographic images or material.
 - Any article that a staff member **reasonably suspects** has been, or is likely to be, used to commit an offence, cause injury, or damage property.

All incidents involving serious misbehaviour will be investigated and may result in intervention, exclusion, or police involvement where necessary.

Searching, Screening, and Confiscation

Searching, screening, and confiscation will be conducted in **strict accordance with the DfE's latest guidance on Searching, Screening, and Confiscation (2022)**. Full details are outlined in our **Necessary Searches Policy**.

3. Expectations

We believe that every pupil has the **right to feel safe, supported, and respected**. To create an environment where all pupils can thrive, we establish **clear and compassionate expectations for behaviour**, guided by our core values of **Compassion, Curiosity, Collaboration, and Courage**.

Our Commitment

We are committed to ensuring that all pupils understand and meet our high expectations. To achieve this, we will:

- **Clearly communicate behaviour expectations** upon admission and reinforce them regularly.
- **Actively involve pupils** in the development and review of behaviour expectations, ensuring they have a voice in shaping a positive school culture.
- **Provide high-quality, purposeful learning opportunities** that support both **behavioural and academic growth**.

What We Expect from Our Pupils

We expect all pupils to:

- **Strive to do their best** in all aspects of school life, embracing the school's values and conventions.
- **Show respect** for others and their property, fostering a community of kindness and care.
- **Take responsibility** for their actions and **support their peers** in making positive choices.

Our Approach to Achieving These Expectations

To support pupils in meeting these expectations, we will:

- **Promote a strong work ethic and positive behaviour** through clear policies, including **proactive strategies to prevent and address bullying**.
- **Build positive self-esteem** by celebrating achievements, fostering a sense of enjoyment, and recognising success in learning.
- **Deliver a tailored, flexible curriculum** that prepares pupils for success both in school and in wider society.
- **Ensure high-quality teaching and effective classroom management** through **observations, feedback, and ongoing professional development**.
- **Implement a fair, transparent system of rewards and consequences** that is understood and consistently applied across the school.
- **Explicitly teach good behaviour** through structured **social and emotional learning**, clear routines, and **positive role modelling** by staff.
- **Provide ongoing training for all staff**, equipping them with the skills needed to support pupils effectively.
- **Foster strong relationships with parents, carers, and external agencies**, working collaboratively to support each child's educational and personal development.

4. Procedures and Intervention Strategies

We establish **clear behavioural expectations** that promote **respect for oneself, others, and the wider environment**. We are committed to maintaining a school culture where **all pupils feel safe, supported, and responsible for their actions**.

Any form of **physical or verbal aggression, covert behaviours that may be perceived as bullying, or the encouragement of negative conduct** will **not be tolerated under any circumstances**.

Behaviour Monitoring and Support

To **enforce and implement** this policy consistently across the school, we use a **structured behaviour monitoring system** to track progress, identify patterns, and intervene where necessary. This process involves:

- **Setting and reviewing individual behaviour and learning targets** with each pupil.
- **Focusing on small, achievable goals** to support their development.
- **Tracking behaviour throughout the day** to ensure early intervention and consistency.

Pupil behaviour is assessed and analysed using the following methods:

- **Daily pupil communication log** (*via the school's internal tracking system*) – records positive and negative behaviour trends.
- **Pupil reflection and discussion** – structured opportunities for pupils to evaluate their actions and progress.
- **Individual risk assessments** – ensuring tailored strategies for pupils with additional needs.
- **Individual Support Plans (ISPs)** – personalised intervention plans for pupils requiring structured support.
- **7 Cs Review System** – structured progress tracking linked to key areas of development.
- **Time out of lessons** – providing space for pupils to regulate emotions and return to learning.
- **Staff meetings/end of day debrief** – ensuring collaboration and consistency in behaviour management.
- **Internal and external exclusions** – applied as a last resort when all other interventions have been exhausted.

Our approach ensures that behaviour management is **fair, structured, and focused on positive change**, rather than punitive measures. By combining **clear expectations with personalised intervention**, we empower pupils to **develop self-regulation skills, build positive relationships, and thrive within a structured school environment**.

5. Rewards

We believe in actively recognising and celebrating positive behaviours and achievements. Our reward system is designed to be fully positive and proactive, ensuring that all pupils feel valued, motivated, and encouraged to uphold the school's core values of Compassion, Curiosity, Collaboration, and Courage.

Our 4 Cs Token System

We operate a token-based reward system, where pupils earn tokens for demonstrating behaviours that align with our 4 Cs values. These tokens are never removed, ensuring that the system remains entirely positive rather than punitive.

- ✓ Compassion Tokens – Awarded for kindness, empathy, and supporting others.
- ✓ Curiosity Tokens – Earned by demonstrating enthusiasm for learning and exploring new ideas.
- ✓ Collaboration Tokens – Given for teamwork, cooperation, and positive social interactions.
- ✓ Courage Tokens – Recognising resilience, taking risks, and persevering through challenges.

Tokens are collected and tracked throughout the term and can be exchanged for rewards that are meaningful to each pupil.

Immediate Recognition

We believe that immediate reinforcement of positive behaviour is key to creating a positive learning environment. Staff recognise achievements through:

- Verbal praise and encouragement.
- Non-verbal gestures, such as a thumbs-up, a smile, or a high-five.
- Awarding 4 Cs Tokens, reinforcing positive choices in real time.
- Written acknowledgements, including personalised postcards sent home to celebrate pupil achievements.

Celebration Assemblies & Special Recognition

To publicly celebrate success, we hold weekly assemblies that highlight pupils' efforts and achievements. These include:

- Pupil of the Week: Each week, a pupil is recognised for their outstanding contributions to school life, with a certificate and voucher reward.
- Subject-Specific Awards: Teachers nominate pupils who have shown progress, engagement, or effort in specific subjects.
- Pupil of the Term: Each term, teachers and peers nominate pupils who have made significant progress academically, socially, or emotionally.

Individualised & Termly Rewards

We recognise that pupils are motivated by different types of rewards, so we offer a range of meaningful incentives, including:

- End of Term Reward Trips – Pupils who meet their personalised termly token targets are invited to attend special trips, planned with their interests in mind.
- Custom Rewards – Pupils can exchange tokens for privileges, personalised experiences, or tangible rewards that are meaningful to them.
- Personal Goal Achievements – Pupils working towards individual behavioural or learning goals receive additional recognition when milestones are reached.

Supporting Individual Growth

- Personalised Goals: In addition to earning tokens, pupils work on individualised targets, reinforcing personal development and self-improvement.
- Flexible Rewards: We understand that not all pupils are motivated by the same incentives, so our token system is adaptable to ensure that every pupil remains engaged.

By embedding the 4 Cs token system into our behaviour policy, we create an inclusive, positive, and motivational approach where every pupil is recognised for their contributions and achievements.

6. The Hidden Curriculum

We believe that education extends beyond the classroom, and that a well-rounded curriculum plays a crucial role in shaping pupils' social, emotional, and personal growth. Our approach ensures that pupils develop essential life skills while embedding the values of Compassion, Curiosity, Collaboration, and Courage (4 Cs) in all aspects of school life.

We are committed to fostering an environment where every pupil is supported to build self-confidence, develop resilience, and engage in meaningful experiences that contribute to their overall well-being.

Developing Life Skills Through the 4 Cs

Through a range of experiences, we ensure that pupils develop key personal and social skills, including:

- Building Positive Relationships – Encouraging mutual respect, empathy, and teamwork.
- Independence & Cooperative Working – Supporting pupils in taking ownership of their learning while working effectively with others.
- Confidence & Self-Esteem – Providing opportunities for success that empower pupils to believe in their abilities.
- Social Communication Skills – Teaching effective ways to express thoughts, feelings, and ideas.
- Decision-Making & Problem-Solving – Helping pupils develop critical thinking skills that will serve them in education and beyond.
- Self-Discipline & Emotional Regulation – Encouraging responsibility and emotional resilience in a structured, supportive environment.

The Pupil Council plays a key role in shaping activities that reinforce these life skills, ensuring that pupils have a voice in their own development.

Enhancing Learning Through Experiences

Pupils' self-image and self-confidence are strengthened through a variety of enriching activities, including:

- Outdoor Education Activities – Opportunities for exploration, problem-solving, and teamwork in real-world environments.
- Day Trips and Residential Visits – Designed to broaden pupils' experiences and encourage personal growth.
- Group-Based Rewards & Activities – Promoting cooperation, teamwork, and shared success within class groups.

Each class group can work collectively towards class rewards on a termly basis, fostering a sense of collaboration and shared responsibility.

Recognising Individual and Group Success

Our 4 Cs Token System reinforces positive contributions through:

- Daily & Weekly Individual Recognition – Tokens awarded for achievements, effort, and demonstrating school values.
- Class & Group Rewards – Encouraging collective effort towards positive learning behaviours and teamwork.
- Postcards & Praise Notes – Recognising efforts both in and outside of lessons, ensuring pupils' achievements are acknowledged at home.

We believe that every pupil should have access to these opportunities, as they form an essential part of their social, emotional, and personal development. By embedding our 4 Cs values into all aspects of school life, we equip pupils with the confidence, skills, and resilience to succeed.

7. Environmental Factors

We recognise that the learning environment plays a crucial role in shaping pupil behaviour, attitudes, and engagement. A well-maintained, stimulating, and structured environment supports positive behaviour and promotes a sense of pride and responsibility among pupils.

To uphold high standards, we ensure that:

- Classrooms and shared spaces are well-organised, welcoming, and reflective of our 4 Cs values.
- Displays and resources are engaging, inclusive, and celebrate pupils' achievements.
- Pupil work is presented with care, reinforcing a culture of pride in learning.
- Any damage, vandalism, or graffiti is promptly addressed, with pupils encouraged to take responsibility for their environment.

Encouraging Respect for the School Environment

We actively promote respect for the school surroundings by:

- Encouraging pupils to take ownership of their learning space.
- Embedding expectations around tidiness, care for resources, and shared responsibility.
- Involving pupils in creating and maintaining displays that reflect their achievements.

Staff model and reinforce these behaviours through consistent expectations and positive reinforcement.

Confiscation of Prohibited Items

To maintain a safe and respectful school environment, staff have the authority to confiscate and dispose of prohibited items, including:

- Weapons (e.g., knives, bladed objects).
- Alcohol, illegal drugs, and associated paraphernalia.
- Tobacco, vapes, or e-cigarettes.

- Pornographic images or inappropriate materials.
- Any item reasonably suspected to pose a risk to health, safety, or well-being.

Confiscation procedures are conducted in accordance with DfE guidance and are detailed in the school's Necessary Searches Policy.

By fostering a positive, structured, and respectful learning environment, we ensure that pupils feel safe, motivated, and supported in their personal and academic growth.

8. Mobile Phones

We recognise that **mobile phones can have both benefits and distractions** in a school setting. Our approach is designed to **promote responsible use** while ensuring that learning remains the priority.

Mobile phones are permitted on school premises but must not be used during lessons or structured learning activities.

To maintain a **focused and respectful environment**, our expectations are:

- **Phones must be switched off or placed on silent** during lessons, assemblies, and any school-led activities.
- **Pupils may use their phones only at designated times and in permitted areas**, such as during breaks and lunchtimes. **Any use of a phone must be appropriate**, respecting others' privacy and adhering to safeguarding expectations.

Managing Mobile Phones in School

- Pupils who **need** to bring a phone to school (e.g., for travel or communication with parents/carers) are responsible for ensuring it is **used appropriately**.
- If a pupil is **misusing their phone**, staff may request that it is **temporarily handed in**.
- If **misuse becomes a pattern**, parents/carers may be contacted to discuss a suitable approach.
- The school reserves the right to **restrict phone use for individual pupils** where necessary to support their well-being and engagement.

Exceptional Circumstances

We understand that **some pupils may need access to their phone for specific reasons**, such as:

- **Medical needs** (e.g., managing a health condition).
- **Family or safeguarding circumstances** requiring contact during the school day.

In such cases, **arrangements will be made on an individual basis** in consultation with the pupil, staff, and parents/carers.

By promoting **responsible and respectful phone use**, we ensure that pupils can **stay connected while maintaining a positive learning environment**.

9. Classroom Environment

We recognise that an organised, structured, and engaging classroom environment plays a key role in minimising disruptions and fostering a positive learning experience.

Our classrooms are designed to:

- Reflect and reinforce our core values of Compassion, Curiosity, Collaboration, and Courage, with visual reminders and learning resources that support these behaviours.
- Encourage focus and engagement by ensuring that classrooms are tidy, well-organised, and free from unnecessary distractions.
- Celebrate pupils' achievements by displaying high-quality work, reinforcing self-esteem, and promoting a sense of pride in learning.

Effective Classroom Organisation

To create an environment that supports positive behaviour and learning, we ensure that:

- All necessary resources are prepared before lessons begin, preventing unnecessary delays and reducing potential frustrations.
- Classroom layouts are carefully considered, ensuring accessibility, inclusion, and collaboration.
- Displays are engaging and meaningful, showcasing pupils' work and reinforcing key learning concepts.
- Teachers maintain clear, structured routines, helping pupils feel secure and confident in their learning environment.

By maintaining high expectations for classroom organisation and behaviour, we create a calm, focused, and purposeful atmosphere where all pupils can thrive and succeed.

10. Teaching and Learning Approach

We recognise that high-quality teaching and learning is the foundation for positive behaviour. Our approach is structured, inclusive, and adaptable, ensuring that all pupils can engage successfully with their learning.

To achieve this, we prioritise:

- Well-planned and differentiated lessons that ensure pupils understand tasks, processes, and expectations.
- A variety of teaching and learning styles that accommodate different needs, learning preferences, and behaviour patterns.
- Consistent structure and clear routines, helping pupils feel secure and supported in their learning.

Flexible and Adaptive Teaching Strategies

Our teaching staff use a range of strategies to promote engagement, independence, and collaboration, including:

- Differentiated learning – balancing supported and independent work to meet pupils' individual needs.
- Group and paired activities – developing social and collaborative skills.
- Practical, hands-on learning – ensuring engagement through multi-sensory and interactive approaches.
- Positive reinforcement and praise – acknowledging progress and effort to motivate and encourage pupils.

There may be occasions where a more structured approach is required, such as:

- Having pupils sit individually or in structured seating plans to maintain focus.
- Using clear, visual instructions for pupils who require additional processing time.
- Reinforcing structured participation, such as raising hands to contribute.
- All decisions are made with the pupil's best interests in mind, ensuring that learning remains accessible and productive.

Managing Behaviour in the Learning Environment

We recognise that some pupils may struggle to self-regulate their behaviour. To ensure a safe and supportive learning environment, staff can:

- Use alternative spaces for pupils who feel unsettled or need a temporary reset.
- Request additional support via two-way radios, ensuring swift intervention where needed.
- Provide targeted support – offering additional help during breaks, lunchtimes, or after school to ensure pupils can succeed.

Our approach focuses on understanding the challenges pupils face and working collaboratively to support them in overcoming barriers to learning.

By maintaining a flexible and pupil-centred teaching approach, we equip students with the tools they need to thrive both academically and personally.

11. Safeguarding

We recognise that changes in behaviour can often indicate that a pupil is in need of support, intervention, or protection. Our approach ensures that behavioural concerns are considered within a safeguarding framework, where necessary.

If a pupil's behaviour raises concerns about their well-being or safety, we will:

- Assess whether the behaviour may be linked to underlying safeguarding concerns, including potential harm, neglect, or abuse.
- Follow the procedures outlined in our Child Protection and Safeguarding Policy, ensuring a timely and appropriate response.
- Consider whether an early help intervention or a referral to children's social care is necessary to provide the right level of support.

All staff are trained to be vigilant in recognising the signs of harm or distress and understand their responsibility to report concerns promptly in line with safeguarding protocols.

*For full safeguarding procedures, please refer to our *Child Protection and Safeguarding Policy*.

12. Consequences

We take a **restorative and supportive approach** to behaviour management, focusing on **understanding, accountability, and positive change** rather than punishment. We believe that behaviour incidents should be seen as **opportunities for learning and growth**, helping pupils develop the skills needed to make better choices in the future.

Restorative Approach to Behaviour

We use a structured **restorative process** to help pupils reflect on their actions, repair harm, and develop positive behaviours.

Reflection and Learning – Pupils are supported in reflecting on their behaviour, understanding its impact on themselves and others, and exploring ways to move forward positively. Staff facilitate **guided discussions** to help pupils develop self-awareness and problem-solving skills.

Repairing Harm – Pupils take responsibility for their actions through **restorative conversations and activities**. This may involve:

- Apologising to those affected.
- Engaging in constructive tasks to repair any damage caused.
- Participating in restorative circles or mediation sessions to rebuild relationships.

Supportive Interventions – We recognise that challenging behaviour often has underlying causes. To address these, we provide:

- **Individual Support Plans (ISPs)** to guide pupils toward positive behaviour.
- **Structured emotional and social development support** to help pupils manage feelings and interactions.
- **Targeted academic or learning support** where behavioural challenges are linked to frustration or disengagement.

Inclusive Decision-Making – Pupils are actively involved in setting behaviour goals and identifying appropriate next steps. By giving them **a voice in the process**, we encourage responsibility and commitment to improvement.

Positive Reinforcement – Progress is **recognised and celebrated**, no matter how small. Acknowledging improvements helps build self-esteem and encourages pupils to continue making positive choices.

Collaborative Solutions – When behaviour concerns arise, we **work closely with pupils, parents, and staff** to find solutions that promote long-term success. This may involve:

- **Regular review meetings** to monitor progress.
- **Adjustments to support strategies** based on ongoing needs.
- **Consistent communication with families** to ensure a shared approach to behaviour expectations.

Educational Opportunities – Behaviour incidents are **learning opportunities** where pupils develop essential life skills, including:

- **Conflict resolution**
- **Effective communication**
- **Emotional regulation and resilience**

By embedding **restorative approaches into our behaviour management**, we **equip pupils with the skills and mindset to make responsible, positive choices** while maintaining a **safe, supportive, and respectful school community**.

13. Positive Handling

We are committed to Positive Behaviour Support (PBS) as a proactive approach to managing behaviour. Positive handling is only ever used as a last resort, when all other strategies have been exhausted, and there is an immediate need to prevent harm to the pupil, others, or property.

Our approach prioritises prevention, early intervention, and de-escalation, ensuring that all interventions align with current legislation, best practice, and ethical considerations.

Guiding Principles

Positive Behaviour Support First – Our approach focuses on understanding the function of behaviour and creating a structured environment that reduces the likelihood of distress or escalation.

Last Resort – Positive handling is used only when absolutely necessary to prevent serious harm or danger. Staff are trained to exhaust all PBS strategies before considering physical intervention.

Least Restrictive Approach – If intervention is required, it must be:

- Reasonable and proportionate to the level of risk.
- Used for the shortest time necessary to ensure safety.
- Carried out with respect for the pupil's dignity and well-being.

Legislative Compliance – Our approach adheres to:

- DfE Guidance: Use of Reasonable Force in Schools (2013)
- Education and Inspections Act 2006
- Human Rights Act 1998

All staff are trained to ensure interventions remain legally compliant, ethical, and consistent with PBS principles.

Procedures for Positive Handling

De-escalation First – Staff use PBS strategies to prevent escalation, including:

- Understanding the pupil's individual triggers and needs.
- Adapting the environment to reduce stressors.
- Using clear, calm communication and reassurance.
- Providing structured choices and alternatives to reduce anxiety.
- Encouraging self-regulation strategies before intervention is needed.

Risk Assessment & Decision-Making – Staff assess situations carefully, considering:

- The level of risk posed to the pupil or others.
- Whether other interventions could reduce the risk.

- The safest and least restrictive response.

Team Teach Model – We implement Team Teach within a PBS framework, which prioritises:

- Building positive relationships to reduce behaviour incidents.
- Using proactive strategies to prevent distress.
- Ensuring that any intervention minimises risk and promotes learning.

Documentation and Reporting – Any incident requiring positive handling is thoroughly documented, including:

- A full account of the situation, including de-escalation strategies used.
- The reason for intervention and the specific actions taken.
- Reflections to inform future support strategies.

Parental Involvement – Parents/carers are informed as soon as possible following an incident. A follow-up discussion ensures:

- A shared understanding of the incident and response.
- Review of the pupil's Individual Support Plan (ISP), if necessary.
- Agreement on future strategies to prevent recurrence.

Post-Incident Support – After any incident, we prioritise:

- Ensuring the well-being of the pupil and staff.
- Providing time for the pupil to reflect in a supportive discussion.
- Reviewing and adapting support plans to reduce the need for future intervention.

Training & Professional Development – All staff receive regular training in PBS, including:

- Understanding and preventing behaviour escalation.
- Safe and appropriate use of physical intervention when necessary.
- Restorative approaches to rebuild trust and relationships.

Monitoring & Review – The Senior Leadership Team (SLT) regularly reviews all incidents of positive handling to:

- Ensure that interventions were appropriate and proportionate.
- Identify patterns or areas for additional support and training.
- Continuously improve PBS strategies to reduce the need for physical intervention.

By embedding Positive Behaviour Support into our approach, we ensure that positive handling remains an absolute last resort and that pupils are supported to develop self-regulation skills in a safe, structured, and respectful environment.

14. Exclusions

At New Avenue School, exclusion is considered a last resort and is only used in response to serious breaches of behaviour expectations when all reasonable interventions and support strategies have been exhausted.

Exclusion is not used as a punishment, but rather as an opportunity for:

- The pupil to reflect on their behaviour and consider ways to make positive changes.
- The school to review and implement additional strategies to support the pupil's reintegration.
- Protecting the well-being of others in cases where a pupil's behaviour presents a serious risk to staff or peers.

When an Exclusion May Be Considered

A severe breach of the school's behaviour expectations, such as:

- Persistent disruptive or dangerous behaviour that significantly impacts the school community.
- Acts of violence, aggression, or serious misconduct.
- Bringing prohibited items onto the school premises (e.g., weapons, illegal substances).

When all other strategies have been exhausted, including:

- Implementation of an Individual Support Plan (ISP) with targeted interventions.

- Use of restorative and positive behaviour support strategies.
- Multi-agency involvement, where appropriate, to provide additional support.

When it is necessary to protect others, particularly if there is an immediate and significant risk to safety.

Types of Exclusion

- Fixed-Term Exclusion – A temporary removal from school for a set number of days.
- Permanent Exclusion – Used in extreme circumstances where a pupil can no longer remain in the school setting.

All exclusions follow the legal framework set out by the Department for Education (DfE) and are subject to review to ensure they are fair, proportionate, and legally compliant.

Support During and After an Exclusion

Work will be arranged for the pupil to complete at home during the exclusion period, ensuring continuity of learning.

A reintegration meeting will be held following a fixed-term exclusion to:

- Review the pupil's Individual Support Plan (ISP) to ensure appropriate support is in place.
- Set clear behaviour targets, with a structured timeline for improvement.
- Identify strategies and support measures to reduce the likelihood of further exclusions.
- Engage parents/carers in the process, ensuring a collaborative approach to moving forward.

For pupils at risk of repeated exclusions, the school will:

- Conduct a full review of interventions to assess additional needs.
- Work with external agencies, if appropriate, to provide extra support.
- Ensure that alternative strategies are explored before considering further exclusion.
- Fairness & Reintegration – It is essential that every pupil has a realistic pathway back into school, allowing them to move forward positively after an incident.

By embedding Positive Behaviour Support (PBS) into our exclusion process, we ensure that pupils are given every opportunity to reflect, learn, and reintegrate successfully, with the necessary support in place to help them succeed.

15. Off-site Misbehaviour

Pupils are expected to uphold high standards of behaviour at all times, whether on school premises or representing the school in the wider community.

Misbehaviour that occurs off-site may be addressed by the school where it has a direct impact on the school environment, the well-being of others, or the school's reputation.

When Off-Site Behaviour May Be Addressed

When representing the school, including:

- During school-organised activities (e.g., trips, sporting events, or visits).
- While travelling to or from school (e.g., on public transport or walking to school).
- In any situation where a pupil is identifiable as part of the school community (e.g., wearing a school uniform or associated with the school online).

At any time, whether school-related or not, if the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a risk to another pupil, staff member, or member of the public.
- Could bring the school into disrepute.
- Approach to Addressing Off-Site Behaviour

As part of our Positive Behaviour Support (PBS) approach, we will:

- Consider the context – Before applying any sanction, we will assess the nature of the behaviour, the level of impact, and whether it is appropriate for the school to intervene.
- Use restorative conversations – Where possible, we will work with the pupil to help them understand the impact of their actions and make positive changes.
- Apply proportional responses – If a sanction is necessary, it will be fair, appropriate, and in line with the school's behaviour policy.
- Engage parents/carers – If off-site misbehaviour raises concerns, we will communicate with families to ensure a consistent and supportive approach.
- Liaise with external agencies where necessary – If the behaviour involves criminal activity, safeguarding concerns, or risks to others, the school may work with relevant authorities to ensure an appropriate response.

Limits of School Authority

Sanctions will only be applied on school premises or during school-supervised activities where the pupil is under the lawful control of a staff member (e.g., during a school-organised trip).

By maintaining clear expectations for behaviour both in and outside of school, we ensure that pupils understand their responsibility as members of the school community while receiving the necessary guidance and support to make positive choices.

16. Online Misbehaviour

We recognise that **online behaviour can have real-world consequences** and that pupils must learn to use digital platforms **responsibly, safely, and respectfully**.

While the school does not monitor pupils' personal online activity outside of school, we will **intervene when online behaviour directly impacts the school community, the well-being of others, or the school's reputation**.

When the School May Respond to Online Behaviour

The school may take action if a pupil's **online behaviour**, whether inside or outside of school, meets any of the following criteria:

- **Poses a threat or causes harm** to another pupil, staff member, or member of the school community.
- **Has repercussions for the orderly running of the school**, including disruption to learning or the school environment.
- **Adversely affects the reputation of the school** through inappropriate or harmful content linked to the school.
- **Identifies the pupil as a member of the school community**, meaning the behaviour could be reasonably associated with New Avenue School.

Approach to Addressing Online Behaviour

- In line with our **Positive Behaviour Support (PBS) approach**, we will:
- **Investigate concerns fairly and proportionately** – Gathering relevant information before determining whether school intervention is appropriate.
- **Engage in restorative conversations** – Helping pupils **understand the impact of their online behaviour** and guiding them toward **positive digital citizenship**.
- **Work with parents/carers** – Communicating concerns and working together to reinforce **safe and responsible online behaviour**.
- **Apply proportional responses** – Any intervention will be **fair, appropriate, and in line with the school's behaviour policy**. This may include:
 - **Educational guidance** on responsible online behaviour.
 - **Restorative discussions** with affected parties.
 - **Further monitoring or support where necessary**.

- **Liaise with external agencies where necessary** – If the behaviour involves **cyberbullying, illegal activity, safeguarding concerns, or significant risks**, the school may **seek guidance from relevant authorities** (e.g., the police, local safeguarding teams, or online safety organisations).

Limits of School Authority

Sanctions will only be issued on school premises or during school-supervised activities, where the pupil is under the **lawful control of a staff member**.

By promoting **responsible online behaviour**, we help pupils **develop digital awareness, empathy, and accountability**, ensuring that they engage **safely and respectfully in the digital world**.

17. Parent/Carer Communication

We believe that strong, open communication between school and home is essential for supporting pupils' well-being, development, and success.

We work proactively with parents/carers to:

- Share positive achievements and progress.
- Address concerns in a timely and supportive manner.
- Ensure a collaborative approach to behaviour and learning.

How We Communicate with Parents/Carers

Regular Updates – Staff communicate with parents/carers to report positive behaviours, achievements, and any concerns, ensuring a balanced and constructive dialogue.

Celebrating Success – Pupils are encouraged to share their achievements with their families, including:

Awards and certificates recognising progress.

Work they are proud of to take home and celebrate.

Termly Meetings – Parents/carers are invited to formal meetings each term to discuss progress, achievements, and any concerns as part of the 7C process.

Open-Door Policy – Parents/carers are encouraged to contact or visit the school whenever they have concerns, ensuring that issues can be addressed collaboratively and promptly.

18. Suspected Criminal Behaviour

If a pupil is suspected of engaging in **criminal behaviour**, the school will assess the situation carefully to determine an appropriate response.

Decision to Report to the Police

The school will conduct an **initial assessment** to establish the facts and consider whether the incident should be reported to the police.

If a report is deemed necessary, the **Headteacher or Designated Safeguarding Lead (DSL)** will make the report.

The school will **endeavour to preserve any relevant evidence** to assist in any police investigation.

School's Role and Investigation

The school will not interfere with any police action. However, the school **may continue its own investigation and apply appropriate interventions or sanctions**, as long as this does not conflict with police proceedings.

If a report to the police is made, the **DSL will also consider whether a referral to children's social care** is required to ensure the **pupil receives appropriate safeguarding support**.

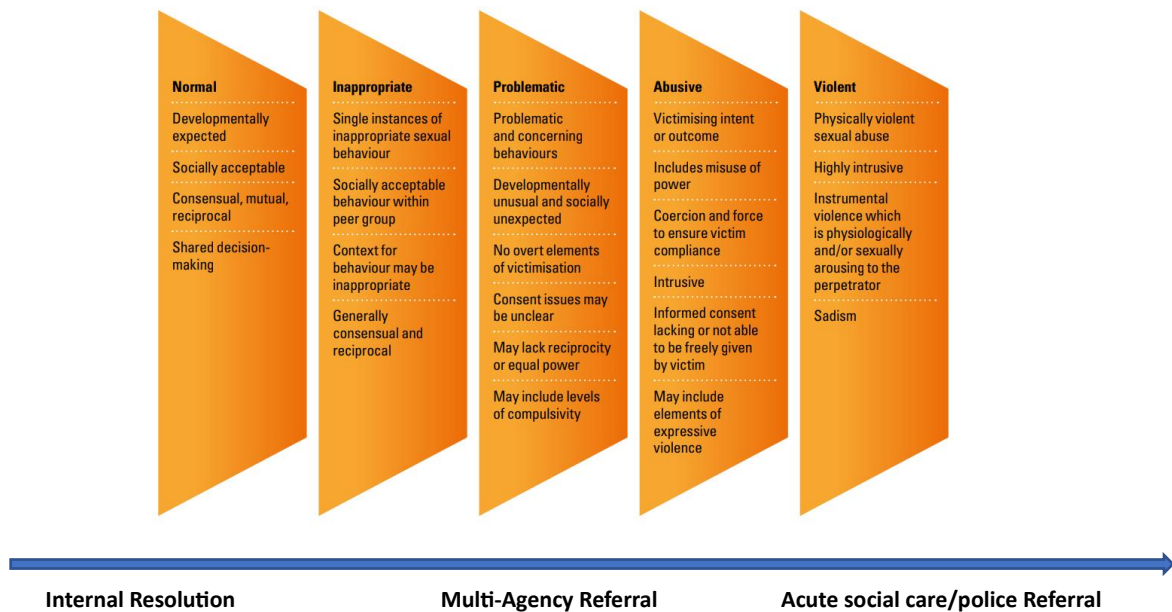
By ensuring a **measured, compliant, and safeguarding-focused response**, the school upholds its duty to **protect pupils, staff, and the wider school community** while cooperating fully with external agencies.

19. Harmful Sexual Behaviours

We are committed to ensuring that our school community is safe from harmful sexual behaviours and, as such, we adopt a whole-school approach to tackling harmful sexual behaviours at school, adopting 'The Contextual Safeguarding Network' 5 phase model to ensure our efforts are swift, robust, reactive, and regularly reviewed.

- Systems and Structures
- Prevention
- Identification
- Response and Intervention
- Cultural Context

With this framework and audit tool in place, we then use Hackett's (2010) continuum to guide our responses:



20. Malicious Allegations

At New Avenue School, all allegations against staff or pupils are taken seriously and investigated thoroughly, in line with safeguarding procedures and statutory guidance.

If an allegation is found to be deliberately invented or malicious, the school will take appropriate action while ensuring the well-being of all individuals involved.

Allegations Against Staff

If a pupil makes an allegation against a member of staff, and the allegation is found to be deliberately false or malicious, the school will:

- Consider appropriate disciplinary action against the pupil in accordance with this policy.
- Ensure the affected staff member receives appropriate support.

Allegations Against Pupils

If a pupil makes a false or malicious allegation of sexual violence or sexual harassment against another pupil, the school will:

- Consider appropriate disciplinary action in line with this policy.
- Provide support for the pupil who was falsely accused, ensuring they are not unfairly impacted by the allegation.

Support and Next Steps

If an allegation is found to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will assess whether:

- The pupil who made the allegation requires additional support, as false allegations may be reflective of other difficulties they are facing.
- A referral to children's social care is necessary to provide appropriate interventions.

Staff Well-being – The school will consider the emotional and professional well-being of any staff member accused of misconduct, ensuring they receive appropriate support throughout the process.

By ensuring fairness, safeguarding, and appropriate intervention, the school upholds a balanced and responsible approach to handling allegations.

21. Training

We are committed to providing ongoing professional development to ensure that all staff have the knowledge and skills necessary to support pupils effectively in line with our **4Cs approach**. Our training programme is designed to equip staff with a strong understanding of **Positive Behaviour Support (PBS)**, enabling them to proactively promote positive behaviour, emotional regulation, and a structured, supportive learning environment.

All staff receive comprehensive training in **PBS**, focusing on understanding behaviour as a form of communication, identifying individual needs, and implementing **a tiered system of support**. This approach emphasises **positive reinforcement**, ensuring that desired behaviours are encouraged and sustained. Staff are also trained in **restorative practices**, learning how to conduct **restorative conversations and meetings** to help pupils reflect on their actions, take responsibility, and repair harm where necessary.

Effective behaviour management is a key component of staff training, with a strong focus on **practical de-escalation techniques** that prevent conflict and promote emotional regulation. Staff learn how to **create structured learning environments** that minimise potential triggers, support pupils with diverse needs, and encourage engagement in lessons.

In addition to behaviour management, training also covers **emotional regulation and well-being**. Staff are equipped with strategies to help pupils **develop coping mechanisms, manage their emotions, and build resilience**. By embedding **social-emotional learning (SEL)** into their teaching practice, staff can further support pupils in developing the necessary skills to navigate challenges effectively.

A fundamental aspect of staff training is **safeguarding and child protection**, ensuring that all staff are fully knowledgeable about **current legislation and best practices**. This includes recognising the signs of abuse, neglect, and exploitation, as well as understanding the correct procedures for reporting and responding to concerns.

Professional development at New Avenue School is an ongoing process. Regular **refresher training, workshops, and peer learning opportunities** allow staff to continuously develop their expertise. New staff benefit from **coaching and mentoring**, ensuring consistency in the school's approach. By maintaining a culture of **continuous learning and reflective practice**, we ensure that all staff remain confident and skilled in **promoting positive behaviour, supporting pupils' well-being, and maintaining a safe and inclusive school environment**.

22. Monitoring and Evaluation

The school will collect data on the following:

- Behavioural incidents, including time out of class
- Attendance and exclusions
- Incidents of searching, screening and confiscation
- Running Away and/or missing episodes
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders

The data will be analysed every term by the SLT.

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.

23. Legislation

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

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.

Updates

Dates	Comments

