

BEHAVIOUR MANAGEMENT POLICY**August 2026****1. AIMS**

At EIFA International School (“EIFA”, “School”, “we”, “us” or “our”) our community is based upon respect. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School.

Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extracurricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

The School ensures that high standards and expectations of good behaviour pervade in all aspects of School life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-School approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School promotes a culture of mutual respect, kindness, inclusion and positive relationships. Behaviour management focuses on helping pupils understand the impact of their behaviour and supporting them to make positive choices.

The School recognises that some pupils may require additional support to meet the School’s behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

The School also recognises that behaviour may be impacted by safeguarding concerns, SEND, SEMH needs, neurodiversity, disability, communication needs, trauma or other vulnerabilities. Staff will consider individual circumstances and reasonable adjustments where appropriate in accordance with the Equality Act 2010.

This Behaviour Management Policy (the “Policy”) applies to all pupils in the School, including those in our Early Years Foundation Stage (EYFS). The policy applies:

- onsite
- online
- during educational visits
- whilst travelling to and from School
- in situations where pupil behaviour may impact the welfare, safety or reputation of the School community.

2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- [Behaviour in Schools: advice for headteachers and School staff 2024](#)
- [Searching, screening and confiscation: advice for Schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in Schools](#)
- [Supporting pupils with medical conditions at School](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

3. ROLES AND RESPONSIBILITIES

The Board of Directors

The Board of Directors is responsible for monitoring this Behaviour Policy's effectiveness and holding the Head of School to account for its implementation.

The Head of School

The Head of School is responsible for:

- Reviewing this policy in conjunction with the Board of Directors
- Ensuring that the School environment encourages positive behaviour
- Ensuring that staff deal effectively 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 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
- Overseeing the School's software application for recording behaviour issues, CPOMS
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log from CPOMS, is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

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, positive relationships and using encouraging language to promote expected behaviour
- Maintaining high standards of appearance
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering the impact of their own behaviour on the School culture and how they can uphold School rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the School's expectations, differentiating for those pupils who require a more sensitive approach.

The Pastoral Lead will support staff in responding to behaviour incidents and all staff will be trained on how to use CPOMS as part of their induction. Behaviour incidents, safeguarding concerns and sanctions are all recorded using CPOMS, in accordance with School procedures.

Pupils

Pupils are responsible for:

- Treating all members of the School and the wider community with respect
- Taking responsibility for their own learning in School and at home and to aspire to reach their potential
- Behaving in a considerate and thoughtful way in lessons, around School and in the wider community, at all times
- Maintaining high standards of appearance
- Attending School regularly and punctually
- Respecting the School environment, equipment and facilities
- Being role models for others and supporting each other.

4. CODE OF CONDUCT

The School's community of staff, parents and pupils adheres to an established routine and our School rules which help promote a calm and positive learning environment.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated. Our Anti-Bullying Policy is on our website and on the Parent Portal. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child is adopted, looked after or is his or herself a carer.

The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND)

We expect pupils to be ready to learn and to participate in School activities. They should attend School and lessons punctually and follow the School's Attendance and Punctuality Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community.

The School reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, up to and including suspension/ exclusion.

5. INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians ("Parents") who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this Policy, when they sign the Acceptance Form.

The School will ensure that this Behaviour Management Policy, including the School's approach to mobile phones and the consequences of breaches, is communicated clearly to parents and guardians. The Policy will be made available through the School's website and/or Parent Portal, and parents will be expected to familiarise themselves with its contents. Where appropriate, the School may seek confirmation that parents have read and understood the Policy and agree to support its implementation.

The School values a close relationship with Parents and encourages Parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects Parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

In the event of any behaviour management issue, the School will liaise closely with Parents where practical and other support agencies, if applicable. The School has a number of support systems in place to meet the needs of all pupils.

6. INVOLVEMENT OF PUPILS

The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them via the School Student Council, which meets regularly.

The School will ensure that all new pupils are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

7. SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are available on our website and may change from time to time.

Parents and Guardians agree, when signing the Acceptance Form, that their child will comply with the School Rules and that they will undertake to support the authority of the Head of School in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

8. PROMOTING AND REWARDING GOOD BEHAVIOUR - EIFA VALUES

The School actively promotes positive behaviour and celebrates pupils' academic, creative, and extracurricular achievements. A culture of respect, effort, and achievement is reinforced consistently across all areas of School life.

Positive behaviour is recognised through verbal praise from staff and regular communication with parents/carers, including email updates where appropriate.

Good behaviour for learning and wider personal development is further encouraged through regular rewards and celebration assemblies.

The School's values—Respect, Curiosity, Determination, Teamwork, and Responsibility—underpin all expectations of behaviour. Pupils who demonstrate these values consistently, or who show significant progress in doing so, may be recognised through a weekly Head of School Award certificate.

Examples of high-quality pupil work are displayed throughout the School to celebrate achievement and inspire others. Pupil success is also shared through internal communication channels, including digital displays and class newsletters, and may be shared via the School's official communication platforms where appropriate.

Outstanding achievement and effort across all areas of School life are recognised through certificates of achievement presented by the Head of School.

Where pupils require additional support with behaviour for learning, targeted pastoral interventions may be put in place. This may include mentoring and coaching from the Pastoral Lead or other appropriate staff, with the aim of supporting the pupil to improve their behaviour and fully engage with school life.

Behaviour incidents may indicate underlying safeguarding concerns. Staff must remain professionally curious and report concerns in accordance with the School's safeguarding procedures.

9. TEACHING AND LEARNING

The School aims to raise the aspirations of all pupils and to support them in realising their academic and personal potential both inside and outside the classroom. Teaching at EIFA is guided by the School's core values of **Responsibility, Curiosity, Determination, Respect, and Cooperation**, which underpin all aspects of learning and behaviour across the School.

Pupils are encouraged to take responsibility for their own learning, to develop self-discipline, and to engage actively and thoughtfully in lessons. Staff support pupils through high-quality teaching, clear expectations, and appropriate individual attention, ensuring that all pupils are challenged and supported to achieve their best.

Success is celebrated and positive behaviour is consistently reinforced in line with the School's values. Exceptional demonstrations of EIFA values are formally recognised through a **weekly Head of School Awards Certificate**, and pupils' achievements may also be celebrated through a dedicated school display board. Where issues arise, they are addressed in a calm, respectful, and constructive manner, with the aim of supporting pupils to reflect on and improve their behaviour. In return, pupils are expected to demonstrate cooperation, resilience, and respect for others, and to contribute positively to the learning environment.

10. SANCTIONS

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School.

Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

Graduated response to behaviour

The School uses a graduated approach to managing behaviour. Staff will respond to behaviour in a consistent, proportionate and age-appropriate manner, taking account of the circumstances of the incident and any relevant SEND, safeguarding or individual needs.

The School's staff behaviour escalation framework sets out the expected stages of response to low-level, repeated and serious misbehaviour, including when matters should be referred to the Pastoral Lead or Senior Leadership Team.

Staff will use positive behaviour strategies and de-escalation wherever appropriate before applying a sanction. However, the School may move directly to a more serious response where the nature or seriousness of the behaviour requires it.

The behaviour escalation framework will be reviewed regularly to ensure that it remains effective and aligned with this Policy.

The Head of School undertakes to apply any sanctions fairly, reasonably and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School.

Examples of sanctions include:

- A verbal warning or reprimand from a member of staff
- Communication with parents/carers regarding the pupil's behaviour
- Repetition of work or completion of additional work to ensure it meets the required standard
- Withdrawal of privileges (for example, break time privileges or participation in non-essential activities)
- Confiscation of items being used inappropriately or without consideration, in line with the School's searching, screening and confiscation procedures
- Placement on a behaviour monitoring or reporting system, which may include academic and/or pastoral reporting, early morning checks, or targeted behaviour tracking
- Supervised time away from the classroom for reflection
- Temporary withdrawal from a lesson, school trip, fixture, or co-curricular activity, with appropriate supervision and access to alternative educational provision where required
- Suspension for a fixed period or permanent exclusion, applied in accordance with statutory guidance and following due process

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. The Teacher may impose any of the sanctions above, such as the setting of additional work, or setting a written task. Repetition of misbehaviour will be reported to the Pastoral Lead, Director of Studies or Head of School and may lead to further sanctions.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

The School does not use, permit, or threaten any form of corporal punishment under any circumstances.

Removal from classroom

In response to serious or persistent breaches of this policy, the School may remove a pupil from the classroom for a short, defined period appropriate to the circumstances. Pupils who are removed will continue to receive appropriate education under supervision, which will be meaningful but may differ from the mainstream curriculum.

Removal from the classroom is a serious sanction and will only be used in response to serious or disruptive behaviour. Where appropriate, staff will use alternative behaviour strategies first, unless immediate removal is required to maintain safety, safeguard pupils, or restore order.

Seclusion

The School uses seclusion to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. Seclusion, unlike removal from a classroom, is a restrictive intervention and a non-disciplinary safety measure. Further information on seclusion is provided in the School's Use of Restrictive Interventions Policy.

When a pupil is removed from the classroom parents will be informed on the same day.. As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal may be used to:

- Restore order where a pupil is causing significant disruption
- Maintain the safety of pupils and staff
- Enable the pupil to continue learning in a supervised and structured environment
- Allow the pupil time to calm and reflect in a safe space

Pupils removed from the classroom will be supervised by a member of staff throughout the period of removal. Removal will be for a short period only, and reintegration into the classroom will take place as soon as it is safe and appropriate to do so.

Removal from the classroom for extended periods will only take place with the agreement of the Head of School or Pastoral Lead.

The School will consider appropriate support to facilitate successful reintegration, which may include targeted pastoral or academic interventions.

Parents/guardians will normally be informed on the same day that their child has been removed from the classroom.

Where pupils are repeatedly removed from class, the School will consider further support and intervention, which may include:

- Meetings with learning support or pastoral staff
- Support from teaching assistants
- Short-term behaviour monitoring systems
- Individual behaviour support plans
- Alternative supervised learning provision within school

All incidents of removal from the classroom will be recorded on CPOMS, including the reason for removal and any follow-up actions.

Serious misbehaviour

All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head of School can impose for serious breaches of the School Rules, including but not limited to criminal behaviour.

Examples of behaviours which may result in serious disciplinary sanctions in accordance with the School's Behaviour Policy:

- Misuse of drugs, alcohol, tobacco or other prohibited substances
- Theft or dishonesty
- Bullying (including cyberbullying)
- Physical assault or threatening behaviour
- Fighting
- Sexual harassment or sexual misconduct, including sexting
- Racist, sexist, or other discriminatory abuse
- Damage to property
- Persistent disruptive behaviour

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The School has a confidential central log of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Some of the behaviours listed above may also constitute safeguarding concerns and will be managed in accordance with the School's Safeguarding and Child Protection Policy

11. 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.

12. SUSPENSION AND PERMANENT EXCLUSION

The School recognises that suspension and permanent exclusion are serious measures and will normally only be considered where other appropriate behaviour management strategies and interventions have been unsuccessful, or where the seriousness of the behaviour means that a significant sanction is necessary to protect the safety, wellbeing or proper education of the School community.

A pupil may be suspended or permanently excluded for serious or persistent breaches of the School's Behaviour Management Policy or School Rules. This may include, but is not limited to, serious violence or threatening behaviour, bullying, sexual harassment or sexual violence, discriminatory abuse, possession or use of prohibited substances or weapons, significant damage to property, serious safeguarding concerns, or persistent disruptive behaviour.

The Head of School has responsibility for decisions relating to suspension and permanent exclusion. Decisions will be made fairly, reasonably and proportionately, in accordance with this Policy, the School's contractual arrangements with parents and applicable legal requirements.

Before making a decision, the School will consider the circumstances and seriousness of the incident, its impact on others, the pupil's previous behaviour and any previous interventions or support, and the likely impact of the proposed sanction. The School will also consider any relevant contextual factors, including safeguarding concerns, SEND, disability, SEMH needs, neurodiversity, communication needs, trauma or other vulnerabilities. Where appropriate, the School will consider whether reasonable adjustments, additional support or alternative interventions are required.

The School will consider whether the behaviour may be connected to an unmet educational, pastoral, safeguarding or additional need. Where concerns are identified, the School will follow its safeguarding procedures and/or consider appropriate pastoral, SEND or external agency support.

Permanent exclusion will normally only be considered as a last resort where the School considers that the pupil's continued attendance would be incompatible with the safety, wellbeing or proper education of the School community, or where the pupil's conduct represents a serious or persistent breach of the School's expectations.

Parents/carers will be informed as soon as reasonably practicable of a decision to suspend or permanently exclude their child. The School will provide written confirmation of the decision, the reasons for it and the relevant arrangements concerning the pupil's return to School or, in the case of permanent exclusion, the ending of the pupil's place at the School. Parents/carers will also be informed of the School's complaints and review arrangements applicable to the decision.

During any period of suspension, the School will consider the pupil's educational and pastoral needs and will provide parents/carers with appropriate information about arrangements for the pupil's education and return to School.

The School will maintain accurate records of all suspensions and permanent exclusions, including the reason for the decision, relevant supporting information and any follow-up action. Such records will be monitored alongside other behaviour and safeguarding data to identify patterns, including any disproportionate impact on particular groups of pupils.

The School will take reasonable steps to ensure that decisions relating to suspension or permanent exclusion do not unlawfully discriminate against pupils and will comply with its duties under the Equality Act 2010. Particular consideration will be given to pupils with SEND, disabilities and other vulnerabilities.

As an independent school, EIFA will manage suspension and permanent exclusion in accordance with this Policy, the School's contractual arrangements with parents, the Independent School Standards and applicable legal requirements, having regard to relevant Department for Education guidance. The School recognises that the statutory DfE guidance on suspension and permanent exclusion applies specifically to maintained schools, academies and pupil referral units and is not directly applicable to independent schools.

The School will not require or pressure a parent/carer to withdraw a pupil informally as an alternative to following the School's published behaviour procedures where a formal suspension or permanent exclusion is appropriate. Any withdrawal or removal from the School roll will be managed in accordance with the School's contractual arrangements, published policies and applicable requirements.

13. RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the School will 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 cooperate with the local authority and other bodies.

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

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

Our approach may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Regular check-ins with SENCo and/or Pastoral Lead
- Individualised intervention (e.g. reward charts or step by step procedures).

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?

In such cases, the School will consider whether it is appropriate to apply a sanction and whether reasonable adjustments are required.

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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

The provisions set out in the EHC plan must be secured and the School will cooperate with the local authority (the authority will depend on where the pupil lives) 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.

14. ALLEGATIONS AGAINST STAFF

The School takes its responsibilities for Safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection and Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Child Protection and Safeguarding Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

15. MALICIOUS ACCUSATIONS

Should an allegation made by a pupil against a member of staff be found to be malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser from the School, and that incidents may also be referred to the Police, where appropriate to do so.

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

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

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

16. CONTEXTUAL SAFEGUARDING

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Child Protection and Safeguarding Policy and discuss their concerns with one of the School's Designated Safeguarding Leads (DSL), without delay. Serious sanctions are recorded centrally and monitored for safeguarding and behavioural trends.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

17. MISBEHAVIOUR OUTSIDE OF SCHOOL

On occasions, the School may apply the provisions of this Policy to misbehaviour that occurs whilst pupils are outside the School and:

- Taking part in any activity organised by the School, or related to the School
- Travelling to and from School; or
- In some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

18. USE OF REASONABLE FORCE/RESTRICTIVE INTERVENTION

The School recognises that, in specific circumstances, staff may need to use reasonable force to prevent a pupil from causing harm, committing an offence, damaging property, or seriously disrupting good order and discipline. This will always be used as a last resort and in line with legal powers available to staff.

Only staff authorised by the Head of School may use reasonable force, and only where it is proportionate and necessary in the circumstances, taking into account any known special educational needs or disabilities.

Reasonable force may include passive physical contact (for example, guiding a pupil or blocking a path) or, where necessary, active physical intervention to ensure safety.

All incidents involving the use of force must be reported immediately to the Head of School and recorded on CPOMS. Parents/carers will be informed where force has been used and invited to discuss any follow-up support or behaviour planning. EYFS parents will be informed on the same day.

Further detail on the use of physical intervention is set out in the School's Use of Restrictive Intervention Policy, which should be read alongside this Behaviour Management Policy.

19. SEARCHING AND CONFISCATION

Searches will be carried out in accordance with DfE Searching, Screening and Confiscation guidance and with consideration for safeguarding, proportionality, age and individual vulnerability.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

List of Prohibited items:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers as well as e-cigarettes
- Fireworks
- Pornographic or offensive images
- Any item banned by the School Rules (including electronic devices)
- 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).

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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

If they still refuse to cooperate, the member of staff will contact the Head of School to try to determine why the pupil is refusing to comply.

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

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

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including desks, lockers and bags.

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

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

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

Informing the Designated Safeguarding Lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 19
- If they believe that a search has revealed a safeguarding risk.

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

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

Before calling the police into School, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on School premises, the decision on whether to conduct a strip search lies solely with them. The School will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them if they would like to come into School to act as the pupil's appropriate adult. If the School can't get in touch with the parents/carers, or they aren't able to come into School to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The School will keep records of strip searches that have been conducted on School premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Head of School
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
- Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the School will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the School's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Electronic devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Child Protection and Safeguarding Policy.

The School is a mobile phone free environment. The School has regard to the DfE guidance [Mobile phones in schools \(January 2026\)](#) and ensures that pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.

The School's approach to the use of mobile phones by pupils is set out in the [Use of Mobile Phones Policy], available on the school website.

Any breach of this requirement may result in the confiscation of the device and/or an appropriate behaviour sanction in accordance with this Policy and the School's Use of Mobile Phones Policy.

20. ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

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

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

The School's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, 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.

21. TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

22. COMPLAINTS

We hope that parents will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the [School's Complaints Policy](#) is available on our website.

23. MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils. If patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Behavioural and sanctions data is monitored at least termly and objectively analysed regularly by the Pastoral Lead and Senior Leadership Team. The school collects this data from the following sources:

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Surveys for staff, pupils and other stakeholders on their perceptions and experiences of the school behaviour culture.

Significant trends and actions arising from behaviour monitoring will be reported to the Head of School and Board of Directors as appropriate.

This policy is reviewed and updated at least annually by the Head of School and the Pastoral Lead.

24. LINKS TO OTHER POLICIES

This Behaviour Management Policy should be read alongside the School's other relevant policies and procedures, including:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Relationships and Sex Education (RSE) Policy
- Use of Mobile Phones Policy
- Curriculum Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Fundamental British Values (FBV) Policy
- Staff Code of Conduct
- Use of Restrictive Interventions Policy
- Attendance and Punctuality Policy
- SEND Policy
- Complaints Policy

Where behaviour concerns raise safeguarding, online safety, SEND, attendance, sexual harassment or sexual violence concerns, staff must follow the relevant policy and procedures in addition to this Behaviour Management Policy.

The School's approach to behaviour is also informed by its wider ethos and values, including its promotion of respect, responsibility, curiosity, determination and teamwork, and its commitment to promoting fundamental British values.